

STRATEGIC PLAN **ANNUAL** REPORT 2025

A REPORT OF PROGRESS
ON DISTRICT STRATEGIC GOALS



Shaker
Heights
Schools

#SHAKERRISING

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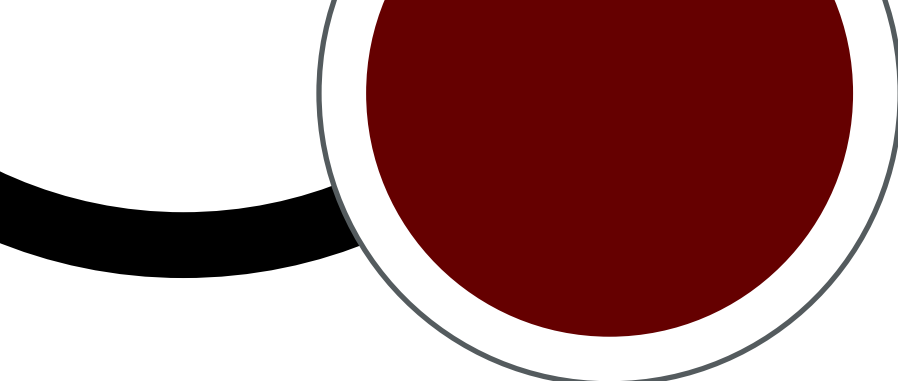
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DISCLAIMER: Historical data included in this report have been reviewed and updated as needed and may differ from figures reported in previous Strategic Plan Annual Report editions.



DEAR SHAKER HEIGHTS SCHOOLS COMMUNITY,

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

This year's report provides a comprehensive overview of our progress, incorporating data and insights from the 2024–2025 school year. It captures the culmination of five years of intentional work to turn the District's goals and objectives into meaningful actions that have strengthened teaching, learning and student experiences across Shaker Heights Schools.



As in prior years, this report uses detailed measurements to assess progress toward intended outcomes. It outlines each objective within the District's four major goals, including the rationale for the work, actions taken to date and timelines for completion. The report also includes longitudinal data that highlights areas of growth while identifying opportunities for continued focus and improvement. In doing so, we remain committed to transparency, accountability and continuous improvement.

Our Strategic Plan is grounded in two guiding principles: Educational Equity and the International Baccalaureate Programme. Educational Equity reflects our commitment to ensuring every student meets or exceeds high expectations in a safe, nurturing and inclusive environment. The International Baccalaureate framework provides a globally recognized foundation for rigorous, inquiry-based learning that emphasizes critical thinking, creativity, real-world application and service to others.

As we reflect on the progress documented in this final report, we are grateful for the partnership of our students, families, staff and community. We hope the information shared here encourages continued dialogue and collaboration as we build on this work and move forward together in support of the best possible outcomes for all students.

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

#SHAKERISING





executive summary

THIS IS THE FIFTH 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 programming through the opening of the Ludlow Early Learning Center.
- Adopting and refining high-quality, inclusive curricula and strengthening professional learning in literacy, STEM and data-informed instruction.





- Enhancing college and career readiness through International Baccalaureate-aligned design experiences, career exploration courses and expanded Career and Technical Education opportunities.
- Growing Key Performance Indicators (KPI)* including early literacy outcomes, graduation rates and eighth-grade Algebra I performance.

GOAL 2:

- Increasing access and representation in advanced coursework through targeted supports such as MAC Scholars and Bridges.
- Implementing culturally responsive curricula, high-dosage tutoring and consistent discipline practices to reduce opportunity gaps.
- Strengthening family and community engagement, particularly among historically marginalized populations, through improved communication and partnerships.

GOAL 3:

- Conducting staffing and financial audits to ensure equitable and efficient allocation of resources.
- Advancing a long-term facilities plan aligned with

educational equity and International Baccalaureate practices.

- Publishing regular, data-informed progress reports to support transparency and continuous improvement.

GOAL 4:

- Delivering professional learning focused on equity, social-emotional learning, instructional technology and school culture.
- Developing a centralized digital platform to support ongoing professional learning.
- Evaluating professional learning effectiveness through models that connect educator development to measurable student outcomes.

The 2025 Strategic Plan Annual Report underscores Shaker Heights Schools' continued commitment to excellence, equity and innovation and reflects the District's focus on preparing all students to thrive in a diverse, dynamic and global society.

DISCLAIMER: Historical data included in this report have been reviewed and updated as needed and may differ from figures reported in previous Strategic Plan Annual Report editions.

**See Appendix*

district overview

THE SHAKER HEIGHTS CITY SCHOOL DISTRICT serves the community of Shaker Heights and a portion of Cleveland with a cohesive educational journey from preschool through grade 12. Known for its commitment to The Shaker Experience, the District emphasizes a holistic approach that supports academic, social and emotional growth in an inclusive and nurturing environment.

Shaker Heights Schools is distinctive for offering the International Baccalaureate (IB) Programme across all grade levels — from the Primary Years Programme in early learning to the Diploma Programme at Shaker Heights High School — ensuring students develop global perspectives, critical thinking skills and a passion for lifelong learning.

The curriculum is designed to foster creativity, problem-solving and multicultural awareness while maintaining rigorous academic standards.

The District's commitment to Inclusive Excellence is central to its work, shaping classroom practices and course offerings to ensure all students have access to challenging and supportive learning experiences.

In addition to core academics, the arts, athletics and travel opportunities enrich student life and extend learning beyond traditional boundaries.

Situated just minutes from Cleveland's cultural and educational institutions, the Shaker Heights City School District benefits from a diverse community and a long history of educational leadership. Families are drawn to the District's well-rounded programs, its emphasis on inclusivity and equity and its preparation of students for success in college, career and global citizenship.

13 The number of Shaker Heights High School 2025 graduates who were named National Merit Finalists or Commended Students.

290+ The number of colleges to which Class of 2025 graduates were accepted.

28 The number of 2025 graduates poised for certification, apprenticeship and/or job placement from the Career-Technical Education (CTE) program.





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 District values and goals. They should be consistent with the International Baccalaureate framework and the Educational Equity Policy. The goal of the policy is for all students to meet the same high standards for learning with adequate, targeted support.

RECENT ACTION STEPS

The District continued to evaluate and refine its educational programs and resources. Key actions this year included:

- **Streamlined software approval process:** The District implemented a more systematic process to review instructional technology. This process compared usage, cost and student outcomes, resulting in some programs being replaced, reinforced or removed. The goal is to ensure that all adopted programs provide a strong return on investment and align with District values.
- **High school mathematics adoption:** The Algebra I curriculum adoption process was facilitated by an instructional coach using the District's equity-driven adoption tool. Reveal Algebra was selected for implementation in the 2025–2026 school year to ensure conceptual rigor and alignment with both equity principles and IB.
- **Pilot programs:**
 - **Artificial Intelligence:** Magic School (K–5) and Brisk (6–8) were piloted to assist teachers in curriculum revisions, differentiation and personalization. These tools help design meaningful and engaging learning opportunities for students.



- **Lexia (K–12):** This reading platform combines diagnostic assessments with targeted skill development to personalize student learning in literacy.
- **Wit & Wisdom (K–5):** As part of Ohio’s initiative to provide high-quality instructional materials, Wit & Wisdom was piloted in English Language Arts classrooms. Pilot teams reported overwhelmingly positive feedback, citing its ability to raise expectations and help all students meet grade-level standards.
- **Middle School Facing History:** Building on prior years, the Middle School expanded its partnership with Facing History and Ourselves to strengthen research writing and deepen students’ engagement with issues of social justice across Grades 6–8.
- **Literacy professional learning and curriculum enhancement:** Districtwide professional learning on the science of reading guided curriculum adoptions and informed the evaluation of literacy programs. As part of this work, the District identified and addressed a missing component in advanced decoding by adding Wilson Just Words for Grades 4–5.
- **PreK curriculum pilot:** Using District-designed rubrics, PreK classrooms piloted multiple curricula. HighScope was selected and will be fully implemented in the 2025–2026 school year, providing a research-based foundation for early learning.

OBSERVED OUTCOMES

The District saw several positive outcomes from this year’s work. New high-quality curricular programs were adopted, including Wit & Wisdom (K–5 English Language Arts), Lexia (K–12 literacy) and Reveal Algebra (High School mathematics). These adoptions were balanced by the removal of ineffective or underutilized resources, allowing funding to be reallocated toward stronger, research-based programs.

Instructional practices also evolved. Elementary literacy blocks were redesigned to provide up to 120 minutes of daily instruction, including structured time for Tier 2 interventions. This shift has increased the intentionality and consistency of reading instruction across the District. This change also allowed teams to transition to standards-based assessment tools, strengthening the alignment between classroom instruction and student outcomes.

Finally, the District advanced its early learning work by adopting HighScope for PreK after a thorough pilot process. This decision provides a strong, developmentally appropriate foundation for future academic success.



STAFF STORY

MATH TEACHERS ARE USING

new material to teach Algebra I. Integrated Mathematics Teacher Patty Bena says teachers are using Reveal, which better aligns with Ohio’s state standards. Reveal also makes connections to the real world, which help students see algebra concepts in their everyday lives. For example, Reveal uses the concept of functions to describe the performance of an athlete, earning a paycheck and the frequency of social media posts, among other scenarios.

“Providing context is so powerful,” Bena says. “We’re still becoming accustomed to the idea that these concepts can be applied to the real world. That’s why we needed this curriculum — to help students make those connections.”

ALEKS, an online learning platform, comes with Reveal. ALEKS provides a “knowledge check” for students, then creates a personalized path for students to master each state standard. If students are struggling with a topic, ALEKS works that topic into their personal plan to review the material again. Bena says this approach gives her data to tailor her lessons while helping the students build confidence in their understanding of the material.

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

PowerSchool is the District's student information system (SIS) and serves as the central hub for managing student data. It stores grades, attendance, schedules, test scores and discipline records, but also makes information easy to share with teachers, parents and students. Through built-in tools and secure data integrations, PowerSchool shares information with other systems like our learning management platform (Google Classroom), transportation software (BusRight), payment systems (PaySchools Central), assessment platforms and state reporting (EMIS).

RECENT ACTION STEPS

The biggest change to the data systems this year was the addition of eduCLIMBER. The implementation

began in the spring of 2025 and staff members were introduced to it through summer professional learning opportunities. eduCLIMBER supports the Districtwide focus on a Multi-Tiered System of Supports (MTSS).

With eduCLIMBER, administrators, teachers, counselors, psychologists and other professionals have the tools to identify student needs, monitor progress and adjust support quickly. Educators can easily identify which students may need extra help beyond the core classroom instruction (Tier 1). For students needing small group or targeted support (Tier 2) or more

intensive, individualized interventions (Tier 3), eduCLIMBER allows educators to set goals, track interventions and monitor whether strategies are working.

The system also creates clear, visual reports so teams can make data-based decisions and monitor student needs and progress across school years.

OBSERVED OUTCOMES

Through the reports and data views in both PowerSchool and eduCLIMBER, educators have the academic, behavior, attendance and social-emotional data they need to monitor and ensure student success.

The District is continuing to work with its systems to disaggregate data by various subgroups and in alignment with our strategic goals and objectives. Using real-time data helps track our progress towards Key Performance Indicators (KPI)*, including Early Literacy, Algebra I, Positive School Culture, CCWMR (College, Career, Workforce and Military Readiness) and Graduation Rate.

ACCESS TO POWERSCHOOL

94%

Percentage of students that have at least one family member with PowerSchool Parent Portal access.

240

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

**As of Sept. 12, 2025*

With eduCLIMBER, administrators, teachers, counselors, psychologists and other professionals have the tools to identify student needs, monitor progress and adjust support quickly.

**See Appendix*

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

The opening of Ludlow Early Learning Center has significantly expanded access to high-quality early childhood educational programming in Shaker Heights. This is a cornerstone of the International Baccalaureate framework, as it sparks a love for learning and sharpens critical thinking skills for our youngest learners, which in turn, builds the academic groundwork necessary for future success and personal development.

ACTION STEPS

The District recently opened Ludlow Early Learning Center, the first stand-alone preschool program in the history of the Shaker Heights Schools. To ensure the program thrives as well as advances equity and excellence in early learning, the following action steps are underway:

Enrollment & Access

- Expand outreach to ensure all families, especially those least likely to access preschool, are aware of opportunities (e.g., neighborhood canvassing).
- Provide clear, timely processes for Universal Pre-Kindergarten (UPK) and tuition assistance.

EVIDENCE TO EVALUATE OBJECTIVE PROGRESS

- Increased enrollment by subgroup
- Increased number of spots available 2024-2025 vs. 2025-2026 and beyond
- Passed all State licensing requirements with no areas of concern
- Maintained SUTQ Gold Rating
- Increased UPK quality programming dollars from \$120,000 to \$180,000

- Monitor enrollment to maintain diverse, balanced classrooms.
- Prioritize access for UPK and free/reduced lunch families to close opportunity gaps.
- Review demographic and readiness data regularly to address inequities.

Curriculum, Instruction & Continuous Improvement

- Implement the new early learning curriculum with fidelity, embedded in the IB PYP philosophy.
- Provide professional learning in early literacy, numeracy, SEL and culturally responsive practices.
- Use assessment systems to monitor growth and kindergarten readiness.
- Align goals to District KPIs, emphasizing literacy readiness and positive culture.
- Establish cycles of data review to inform instruction and share best practices across staff and community partners.

Family & Community Engagement

- Strengthen partnerships with Invest in Children, alumni and community organizations.
- Host regular family events (literacy nights, workshops, celebrations) to build trust and connection.



DATA

EARLY CHILDHOOD: ENROLLMENT BY SUBGROUP

	2025-2026*			2024-2025			2023-2024			2022-2023			2021-2022			2020-2021		
	All	F	M	All	F	M	All	F	M	All	F	M	All	F	M	All	F	M
Asian	2	1	1	1	0	1	3	1	2	2	1	1	2	0	2	2	1	1
Black	75	36	39	49	22	27	51	22	29	41	18	23	40	15	25	36	14	22
Hispanic	7	2	5	5	1	4	6	2	4	6	3	3	3	0	3	3	0	3
Multiracial	11	5	6	11	5	6	9	3	6	8	4	4	8	4	4	8	4	4
White	43	18	25	33	12	21	42	18	24	36	14	22	31	15	16	27	14	14
Totals	138	62	76	99	40	59	111	46	65	93	40	53	84	34	50	77	33	44

*PowerSchool Enrollment as of 9/19/2025 at the newly opened Ludlow Early Learning Center

- Maintain open communication so families are welcomed as partners.

Operations & Facilities

- Ensure appropriate staffing, including principal, IB coordinator, teachers and specialized staff.
- Provide systems for transportation, meals, attendance and staff collaboration.
- Maintain safe, developmentally appropriate spaces with quality materials, playgrounds and outdoor learning areas.
- Monitor facilities to support growth and sustainability.

OBSERVED OUTCOMES

Since opening the Ludlow Early Learning Center, several measurable outcomes have been observed, reinforcing both the immediate benefits for students and families and the broader District impact:

When it opened in September, Ludlow enrolled 137 students, with more than half receiving some sort of tuition assistance. This enrollment reflects the center's success in expanding access to high-quality preschool for families with the greatest need. Families are actively participating in events and sharing positive feedback, affirming Ludlow as a safe and supportive space where they feel valued.

At the same time, teachers and paraprofessionals are strengthening their practice through professional learning in HighScope, IB alignment and supportive strategies, building a cohesive and skilled instructional team.

Community investment has also been significant, with the Alumni Association, Shaker Schools Foundation and partners contributing to Ludlow's launch, including over \$100,000 from alumni to create one of the region's premier preschool playgrounds. The enthusiasm and support from alumni across generations underscore the deep sense of community pride in this initiative.

OBJECTIVE IN ACTION

THE LUDLOW EARLY LEARNING

Center is a shining example of preparing students for success. Research shows that high-quality preschool is critical for students to thrive throughout their education. Concepts learned in preschool are the building blocks for elementary, middle and high school.

With the expanded preschool program at Ludlow, nearly 50% of students qualify for finance assistance, says Ludlow Principal Craig Caroff. Some students at Ludlow previously attended Shaker's preschool or another preschool program and some did not attend preschool at all before enrolling at Ludlow.

"Opening the Ludlow Early Learning Center has had a positive impact on the community and expanded access to preschool for Shaker students," Caroff says.

The District has a number of professional learning days throughout the year. Ludlow faculty and staff participate in those professional learning opportunities, as well as their own preschool-specific professional learning days. Caroff says some upcoming discussion topics include play-based assessments for students with special needs and aligning the new PreK curriculum, HighScope, with the International Baccalaureate (IB) Primary Years Programme (PYP). Additionally, veteran PreK staff will be sharing their expertise with new team members through targeted and specific ideation sessions, growing capacity in all Ludlow staff.

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.

International Baccalaureate (IB) framework. Through the IB design cycle—investigating, planning, creating and evaluating — students strengthen critical thinking, creativity and problem-solving skills. This dynamic approach prepares graduates to succeed in college, careers and beyond as adaptable, globally minded learners. By layering authentic, IB-aligned experiences, students connect their interests and strengths with emerging, in-demand career paths — equipping them with transferable skills for a rapidly changing future.

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

The Shaker Heights Schools education is rooted in the

ACTION STEPS

In Grades 6-8, all Middle School students take IB Design courses, a hands-on program that sparks creativity and problem-solving through the design cycle. Students explore coding, robotics, woodworking, food science and career pathways, learning how design thinking connects to real-world opportunities. Each course emphasizes collaboration, inquiry, communication and reflection, helping

DATA

GRADUATION RATE: 2021-2025

	Class of 2025*			Class of 2024		
	All	Females	Males	All	Females	Males
All Students	97.7%	98.4%	97.1%	93.8%	96.1%	94.7%
Asian, Pacific Islander	100%	100%	100%	90.9%	100%	87.5%
Black, Non-Hispanic	97.7%	97.8%	97.5%	90.2%	91.3%	93.3%
Hispanic	94.4%	100%	83.3%	88.2%	100%	88.9%
Multiracial	100%	100%	100%	100%	100%	100%
White, Non-Hispanic	97.9%	98.6%	97.2%	98.0%	100%	97.2%
Economic Disadvantaged	97.3%	97.5%	97.1%	89.1%	96.1%	94.7%
Students with Disabilities	95.3%	96.3%	94.6%	76.3%	83.3%	81.5%

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

students tackle practical challenges. By discovering their interests and developing new skills, students begin to see how their learning can shape future careers.

Career Connections:

Career Connections is a nine-week course where students are encouraged to explore different career paths or options that they might want to pursue in the future. Students will investigate what careers or jobs are available and start to figure out which pathway might lead them there. Throughout the course, students will also engage in project based learning activities which focus on academic, technological and communication skills needed in the school and the workplace.

Action Steps:

- **Development of Project-Based Learning Activities surrounding Career Exploration:** Students start

with career interest inventory and then begin to investigate several career options that they may wish to pursue. School counselors come into class to lead discussions and talk about pathways they may follow in High School. Further activities include development of vision boards which identify where they can see themselves 5 years, 15 years and 30 years into their future. Included in this investigation are different avenues they could pursue that would get them to their goals.

- **Integration of IB Design Cycle:** The career connections curriculum uses the IB design cycle process of Investigate, Plan, Create and Evaluate to problem solve and create student centered products. The course emphasizes incorporating the IB attitudes and helping students learn how Science, Technology, Engineering and Math (STEM) are applied to various situations and are used daily to help solve problems in school and in the real world workplace.

Class of 2023			Class of 2022			Class of 2021		
All	Females	Males	All	Females	Males	All	Females	Males
92.8%	94.1%	91.5%	95.8%	95.9%	95.6%	88.7%	90.4%	87.1%
94.4%	100%	100%	84.2%	81.8%	100%	100%	100%	100%
86.9%	95.9%	89.0%	96.2%	96.9%	95.4%	85.4%	87.1%	83.5%
100%	100%	100%	100%	100%	100%	81.8%	87.5%	66.7%
93.1%	100%	87.5%	97.2%	100%	94.1%	93.5%	100%	83.3%
98.1%	96.5%	94.8%	96.0%	95.5%	96.5%	94.1%	91.6%	91.4%
94.1%	100%	94.2%	95.8%	95.9%	95.6%	85.2%	86.6%	83.9%
89.1%	100%	82.9%	92.3%	93.6%	91.5%	80.0%	75.8%	66.7%



Food Science:

Students use the IB design cycle—investigating, planning, creating and evaluating—to build creativity, problem-solving and resilience. In practice, this means students take on authentic challenges, from food science projects to technology design and connect their personal interests to real-world career paths. This hands-on, inquiry-based approach helps them grow into adaptable, globally minded learners prepared for success in college, careers and a rapidly changing world.

Action Steps:

- **Expanded Food Science Projects:** Students designed, branded and fermented their own sauces and pickles, applying scientific methods and design thinking.
- **Career Connections:** Local chefs, judges and other professionals visited classes, allowing students to ask questions and witness real-world applications of their learning.
- **Technology Integration:** Students used digital tools such as Canva and Google Workplace to support design, branding and data analysis.
- **Financial Literacy & STEM Links:** Guest speakers and webquests connected classroom work to emerging skills in finance, sustainability and culinary science.

- **Collaborative Partnerships:** Built relationships with organizations like Waring and the PolyScience to expand access to cutting edge food science tools.

Pre-Engineering Technologies:

The Vex Robotics course for 10th through 12th graders allows students to build, drive and program the vex iq clawbot robot. Students work in groups of 2 or 3. Students learn to work together with detailed instructions to build their robots. Students then learn to use drag-and-drop coding. The robot can be coded to make sound, detect objects and colors, move forward, reverse and make turns by degrees. The robot can also be coded to pick up blocks and perform various tasks. Students collaborate to code a final project that incorporates several coding skills. Students use the design cycle to create their code, test and then improve or correct their code until the task is completed.

Principles of Wood Construction

The Middle School wood shop program gives students hands-on opportunities to design and build projects that connect creativity with real-world problem solving. Using a step-by-step design cycle, students learn how to investigate, plan, create and evaluate their work while developing critical thinking and collaboration skills. This approach empowers them to see how their strengths and interests link to future opportunities, equipping them with practical skills and confidence that carry beyond the classroom.

OBJECTIVE IN ACTION

IN SHAKER HEIGHTS, students have career exploration opportunities starting in middle school. Mike Schwenn, Grade 7 Design and Career Connections Teacher, helps students explore their longterm goals. Career Connections is an International Baccalaureate (IB) design course where students kick off career exploration. Schwenn teaches students about the importance of soft skills that would apply to any career, including communications, collaboration, problem-solving, creativity and perseverance. Students also take a career interest survey and review recommendations for a career path based on their interests and skills. "I have students develop vision boards for where they see themselves in five years, 15 years and 25 years. I want them to consider their ideal lifestyle, too, not just their career," Schwenn says. "Then we figure out what they need to do to put themselves in that spot."

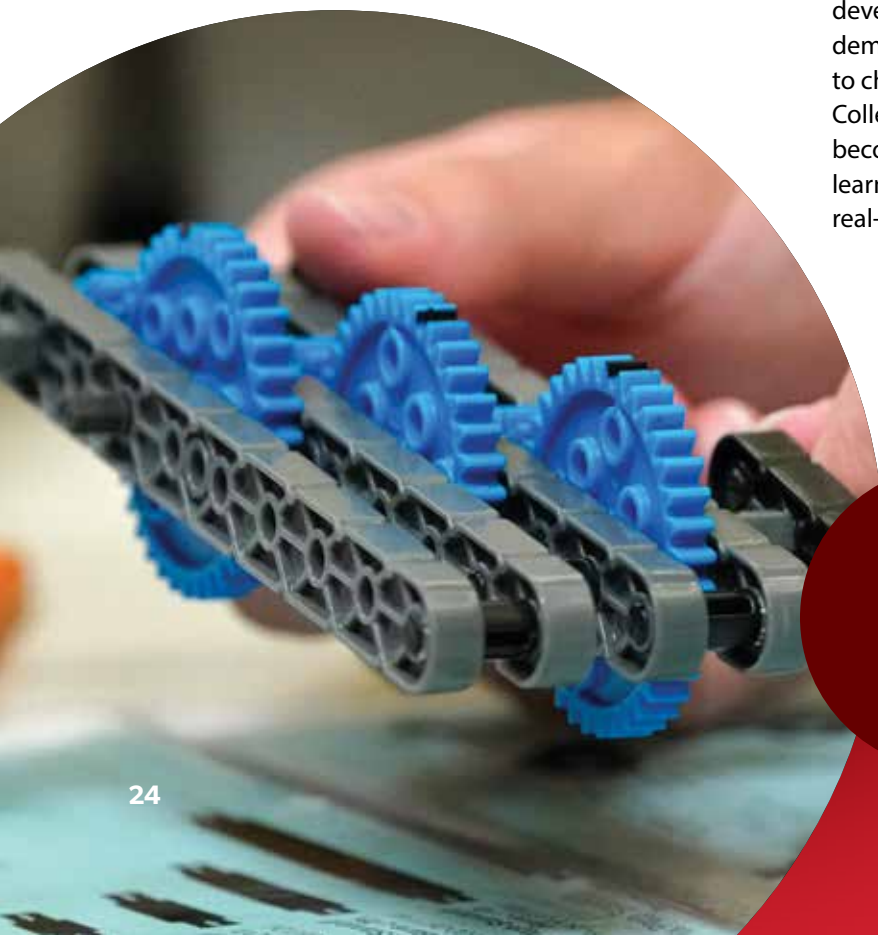
Action Steps:

- **Project-Based Learning Expansion:** Introduced three new projects (cutting boards, tool caddies and router table projects) that build in complexity while reinforcing safe tool use and design thinking.
- **Safety Focus:** Updated and delivered a comprehensive wood shop safety review, including new worksheets and assessments that ensure every student demonstrates readiness before using tools.
- **Integration of Design Cycle:** Embedded investigate–plan–create–evaluate steps into all projects so students see their work as part of a repeatable, transferable process.
- **Cross-Curricular Links:** Partnered with science and art teachers to show connections between woodworking, design and material science.
- **Student Showcases:** Created opportunities for students to present finished projects to peers, families and the school community, highlighting both craftsmanship and problem-solving skills.

OBSERVED OUTCOMES

Across the Middle School Design Courses which include Career Connections, Pre-Engineering Technologies, Principles of Wood Construction and Food Science, students have demonstrated substantial growth in both academic and technical competencies, as well as in skills critical for future careers. Through structured activities — ranging from career interviews to hands-on projects—students are developing an understanding that career pathways are often non-linear and require adaptability, problem-solving and perseverance. In Food Science, as in other courses, the International Baccalaureate (IB) design cycle — investigating, planning, creating and evaluating — supports the development of creativity, resilience and reflective thinking, allowing students to connect their personal interests to authentic, real-world challenges.

Students are strengthening communication, collaboration, attention to detail and independent problem-solving. Engagement with coding challenges, robotics, construction projects and food science investigations has fostered persistence, creativity and global-minded thinking. Many students have developed greater confidence and pride in their work, demonstrating the ability to adjust plans in response to challenges and to collaborate effectively with peers. Collectively, these outcomes indicate that students are becoming more capable, adaptable and career-ready learners, prepared to apply their skills in meaningful, real-world contexts in our rapidly changing world.



DATA

Diploma with Honors															
	2025			2024			2023			2022			2021		
	All	F	M	All	F	M	All	F	M	All	F	M	All	F	M
Amer. Indian / Alaskan Native	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Asian / Pacific Islander	5.6%	2.8%	2.8%	3.0%	1.0%	2.0%	9.9%	6.6%	3.3%	4.8%	2.4%	2.4%	3.3%	3.3%	--
Black	13.9%	9.7%	4.2%	9.0%	6.0%	3.0%	11.0%	8.8%	2.2%	9.4%	4.7%	4.7%	--	--	--
Hispanic	1.4%	--	1.4%	4.0%	1.0%	3.0%	1.1%	1.1%	--	2.4%	1.2%	1.2%	1.6%	--	1.6%
Multiracial	5.6%	2.8%	2.8%	9.0%	6.0%	3.0%	7.7%	3.3%	4.4%	10.6%	5.9%	4.7%	6.5%	4.9%	1.6%
White	73.6%	34.7%	38.9%	75.0%	38.0%	37.0%	70.3%	36.3%	34.0%	72.9%	31.8%	41.2%	88.5%	34.4%	54.1%
# of Students	72	36	36	100	52	48	90	51	40	85	39	46	61	26	35

International Baccalaureate Honors Diploma															
	2025			2024			2023			2022			2021		
	All	F	M	All	F	M	All	F	M	All	F	M	All	F	M
Amer. Indian / Alaskan Native	--	--	--	--	--	--	3.0%	3.0%	--	--	--	--	--	--	--
Asian / Pacific Islander	3.9%	3.9%	--	6.4%	3.2%	3.2%	6.0%	3.0%	3.0%	21.4%	14.3%	7.1%	2.8%	2.8%	--
Black	3.9%	--	3.9%	3.2%	3.2%	--	3.0%	3.0%	--	7.2%	4.8%	2.4%	5.6%	5.6%	--
Hispanic	19.2%	15.4%	3.9%	--	--	--	--	--	--	--	--	--	--	--	--
Multiracial	3.9%	3.9%	--	3.2%	3.2%	--	15.2%	6.1%	9.1%	4.8%	4.8%	--	16.7%	5.6%	11.1%
White	69.2%	65.4%	3.9%	87.1%	54.8%	32.3%	72.7%	48.5%	24.2%	66.6%	47.6%	19.0%	75.0%	47.2%	27.8%
# of Students	26	23	3	31	20	11	33	21	12	42	30	12	36	22	14

Regular Diploma															
	2025			2024			2023			2022			2021		
	All	F	M	All	F	M	All	F	M	All	F	M	All	F	M
Amer. Indian / Alaskan Native	--	--	--	--	--	--	--	--	--	--	--	--	0.4%	--	0.4%
Asian / Pacific Islander	1.2%	0.8%	0.4%	2.3%	0.5%	1.8%	1.8%	0.4%	0.7%	1.1%	0.4%	0.7%	3.4%	2.3%	1.1%
Black	63.0%	32.9%	30.1%	66.4%	30.0%	36.4%	57.3%	25.2%	32.1%	59.7%	32.2%	27.5%	55.5%	26.4%	29.1%
Hispanic	4.4%	3.2%	1.2%	5.5%	3.2%	2.3%	4.1%	1.4%	2.7%	3.6%	1.8%	1.8%	3.0%	2.6%	0.4%
Multiracial	4.4%	1.2%	3.2%	5.0%	1.4%	3.6%	6.4%	4.1%	2.3%	8.1%	4.8%	3.3%	6.0%	3.4%	2.6%
White	26.5%	10.4%	16.1%	21.0%	10.5%	10.5%	30.2%	15.1%	15.1%	27.5%	12.5%	15.0%	31.8%	12.5%	19.3%
# of Students	249	121	128	220	100	120	218	102	116	273	141	132	265	125	140

SPRING ASSESSMENTS BY SUBGROUP 2021-2025

GRADE 10 ENGLISH LANGUAGE ARTS 2

Proficient or Higher															
	2025			2024			2023			2022			2021		
	All	F	M	All	F	M	All	F	M	All	F	M	All	F	M
Multiracial	66.67%	64.71%	70.00%	77.42%	78.95%	75.00%	73.68%	50.00%	90.91%	94.12%	100%	87.50%	87.50%	84.62%	90.91%
Asian	84.62%	100%	80.00%	91.67%	100%	66.67%	87.50%	80.00%	100%	90.91%	66.67%	100%	86.67%	88.89%	83.33%
Hispanic	86.67%	100%	81.82%	68.75%	55.56%	85.71%	80%	83.33%	66.67%	68.75%	75.00%	62.50%	60.00%	100%	42.86%
Black, Non-Hispanic	44.08%	53.33%	35.06%	43.75%	49.48%	36.71%	47.80%	64.20%	30.77%	42.14%	37.66%	46.34%	47.50%	46.75%	48.19%
White, Non-Hispanic	94.62%	95.24%	94.03%	95.65%	98.00%	93.85%	90.30%	95.31%	85.71%	88.57%	85.71%	91.43%	93.51%	97.50%	89.19%
Amer. Indian / Alaskan Native	--	--	--	0.00%	0.00%	--	--	--	--	--	--	--	100%	100%	--
Nat. Hawaiian / Pacific Islander	--	--	--	--	--	--	100%	--	100%	--	--	--	100%	--	100%
Total	68.84%	72.84%	65.14%	66.38%	68.11%	64.46%	68.75%	77.06%	60.24%	66.47%	63.47%	69.32%	71.98%	74.86%	68.68%

Met Competency Requirement															
	2025			2024			2023			2022			2021		
	All	F	M	All	F	M	All	F	M	All	F	M	All	F	M
Multiracial	88.89%	82.35%	100%	93.55%	94.74%	91.67%	78.95%	62.50%	90.91%	94.12%	100%	87.50%	95.83%	100%	90.91%
Asian	100%	100%	100%	91.67%	100%	66.67%	87.50%	80.00%	100%	90.91%	66.67%	100%	93.33%	100%	83.33%
Hispanic	86.67%	100%	81.82%	87.50%	77.78%	100%	100%	100%	100%	87.50%	87.50%	87.50%	80.00%	100%	71.43%
Black, Non-Hispanic	73.68%	80.00%	67.53%	68.18%	76.29%	58.23%	69.81%	85.19%	53.85%	72.33%	67.53%	76.83%	68.13%	71.43%	65.06%
White, Non-Hispanic	97.69%	98.41%	97.01%	100%	100%	100%	98.51%	100%	97.14%	96.43%	97.14%	95.71%	98.05%	97.50%	98.65%
Amer. Indian / Alaskan Native	--	--	--	100%	100%	--	--	--	--	--	--	--	100%	100%	--
Nat. Hawaiian / Pacific Islander	--	--	--	--	--	--	100%	--	100%	--	--	--	100%	--	100%
Total	85.76%	88.27%	83.43%	82.62%	85.95%	78.92%	83.63%	90.59%	76.51%	84.55%	82.63%	86.36%	84.34%	86.89%	81.32%

Did Not Meet Competency Requirement															
	2025			2024			2023			2022			2021		
	All	F	M	All	F	M	All	F	M	All	F	M	All	F	M
Multiracial	11.11%	17.65%	--	6.45%	5.26%	8.33%	21.05%	37.50%	9.09%	5.88%	0.00%	12.50%	4.17%	0.00%	9.09%
Asian	--	--	--	8.33%	--	33.33%	12.50%	20.00%	0.00%	9.09%	33.33%	0.00%	6.67%	0.00%	16.67%
Hispanic	13.33%	--	18.18%	12.50%	22.22%	--	0.00%	0.00%	0.00%	12.50%	12.50%	12.50%	20.00%	0.00%	28.57%
Black, Non-Hispanic	26.32%	20.00%	32.47%	31.82%	23.71%	41.77%	30.19%	14.81%	46.15%	27.67%	32.47%	23.17%	31.87%	28.57%	34.94%
White, Non-Hispanic	2.31%	1.59%	2.99%	0.00%	0.00%	0.00%	1.49%	0.00%	2.86%	3.57%	2.86%	4.29%	1.95%	2.50%	1.35%
Amer. Indian / Alaskan Native	--	--	--	0.00%	0.00%	--	--	--	--	--	--	--	0.00%	0.00%	--
Nat. Hawaiian / Pacific Islander	--	--	--	--	--	--	0.00%	--	0.00%	--	--	--	0.00%	--	0.00%
Total	14.24%	11.73%	16.57%	17.38%	14.05%	21.08%	16.37%	9.41%	23.49%	15.45%	17.37%	13.64%	15.66%	13.11%	18.68%

Number of Students															
	2025			2024			2023			2022			2021		
	All	F	M	All	F	M	All	F	M	All	F	M	All	F	M
Multiracial	27	17	10	31	19	12	19	<10	11	17	<10	<10	24	13	11
Asian	13	<10	10	12	<10	<10	<10	<10	<10	11	<10	<10	15	<10	<10
Hispanic	15	<10	11	16	<10	<10	15	12	<10	16	<10	<10	10	<10	<10
Black, Non-Hispanic	152	75	77	176	97	79	159	81	78	159	77	82	160	77	83
White, Non-Hispanic	130	63	67	115	50	65	134	64	70	140	70	70	154	80	74
Amer. Indian / Alaskan Native	--	--	--	<10	<10	--	--	--	--	--	--	--	<10	<10	--
Nat. Hawaiian / Pacific Islander	--	--	--	--	--	--	<10	--	<10	--	--	--	<10	--	<10
Total	337	162	175	351	185	166	336	170	166	343	167	176	365	183	182

SPRING ASSESSMENTS BY SUBGROUP 2021-2025

GRADE 8 ALGEBRA I

Proficient or Higher															
	2025			2024			2023			2022			2021		
	All	F	M	All	F	M	All	F	M	All	F	M	All	F	M
Multiracial	68.42%	85.71%	58.33%	60.00%	73.33%	46.67%	53.33%	58.82%	46.15%	46.67%	60.00%	33.33%	60.00%	71.43%	50.00%
Asian	100%	100%	100%	85.71%	100%	66.67%	100%	100%	100%	85.00%	90.00%	80.00%	87.50%	75.00%	100%
Hispanic	61.54%	66.67%	57.14%	43.75%	44.44%	42.86%	56.25%	40.00%	63.64%	53.85%	28.57%	83.33%	60.00%	66.67%	50.00%
Black, Non-Hispanic	30.91%	35.63%	25.64%	29.66%	30.88%	28.57%	19.05%	27.27%	12.35%	17.26%	16.67%	17.95%	19.39%	24.71%	13.75%
White, Non-Hispanic	88.10%	86.36%	90.00%	90.65%	94.00%	87.72%	84.26%	82.35%	85.96%	82.76%	82.98%	82.61%	84.55%	90.20%	79.66%
Amer. Indian / Alaskan Native	100%	100%	--	--	--	--	--	--	--	100%	100%	--	--	--	--
Nat. Hawaiian / Pacific Islander	--	--	--	--	--	--	--	--	--	--	--	--	0.00%	--	0.00%
Total	52.63%	55.48%	49.64%	56.07%	59.59%	52.83%	48.86%	52.14%	46.11%	47.13%	44.12%	50.00%	47.57%	51.63%	43.59%

Met Competency Requirement															
	2025			2024			2023			2022			2021		
	All	F	M	All	F	M	All	F	M	All	F	M	All	F	M
Multiracial	84.21%	85.71%	83.33%	66.67%	80.00%	53.33%	73.33%	76.47%	69.23%	70.00%	73.33%	66.67%	66.67%	71.43%	62.50%
Asian	100%	100%	100%	85.71%	100%	66.67%	100%	100%	100%	90.00%	90.00%	90.00%	87.50%	75.00%	100%
Hispanic	92.31%	100%	85.71%	75.00%	55.56%	100%	56.25%	40.00%	63.64%	69.23%	42.86%	100%	70.00%	83.33%	50.00%
Black, Non-Hispanic	54.55%	60.92%	47.44%	53.79%	52.94%	54.55%	44.22%	54.55%	35.80%	36.90%	42.22%	30.77%	40.00%	45.88%	33.75%
White, Non-Hispanic	94.05%	90.91%	97.50%	97.20%	100%	94.74%	96.30%	94.12%	98.25%	90.52%	91.49%	89.86%	94.55%	96.08%	93.22%
Amer. Indian / Alaskan Native	100%	100%	--	--	--	--	--	--	--	100%	100%	--	--	--	--
Nat. Hawaiian / Pacific Islander	--	--	--	--	--	--	--	--	--	--	--	--	0.00%	--	0.00%
Total	70.53%	73.29%	67.63%	72.13%	73.29%	71.07%	67.10%	71.43%	63.47%	62.07%	61.76%	62.36%	62.78%	66.01%	59.62%

Did Not Meet Competency Requirement

	2025			2024			2023			2022			2021		
	All	F	M	All	F	M	All	F	M	All	F	M	All	F	M
Multiracial	15.79%	14.29%	16.67%	33.33%	20.00%	46.67%	26.67%	23.53%	30.77%	30.00%	26.67%	33.33%	33.33%	28.57%	37.50%
Asian	0.00%	0.00%	0.00%	14.29%	0.00%	33.33%	--	--	--	10.00%	10.00%	10.00%	12.50%	25.00%	0.00%
Hispanic	7.69%	0.00%	14.29%	25.00%	44.44%	0.00%	43.75%	60.00%	36.36%	30.77%	57.14%	0.00%	30.00%	16.67%	50.00%
Black, Non-Hispanic	45.45%	39.08%	52.56%	46.21%	47.06%	45.45%	55.78%	45.45%	64.20%	63.10%	57.78%	69.23%	60.00%	54.12%	66.25%
White, Non-Hispanic	5.95%	9.09%	2.50%	2.80%	0.00%	5.26%	3.70%	5.88%	1.75%	9.48%	8.51%	10.14%	5.45%	3.92%	6.78%
Amer. Indian / Alaskan Native	0.00%	0.00%	--	--	--	--	--	--	--	0.00%	0.00%	--	--	--	--
Nat. Hawaiian / Pacific Islander	--	--	--	--	--	--	--	--	--	--	--	--	100%	--	100%
Total	29.47%	26.71%	32.37%	27.87%	26.71%	28.93%	32.90%	28.57%	36.53%	37.93%	38.24%	37.64%	37.22%	33.99%	40.38%

Number of Students

	2025			2024			2023			2022			2021		
	All	F	M	All	F	M	All	F	M	All	F	M	All	F	M
Multiracial	19	<10	12	30	15	15	30	17	13	30	15	15	15	<10	<10
Asian	<10	<10	<10	<10	<10	<10	<10	<10	<10	20	10	10	<10	<10	<10
Hispanic	13	<10	<10	16	<10	<10	16	<10	11	13	<10	<10	10	<10	<10
Black, Non-Hispanic	165	87	78	145	68	77	147	66	81	168	90	78	165	85	80
White, Non-Hispanic	84	44	40	107	50	57	108	51	57	116	47	69	110	51	59
Amer. Indian / Alaskan Native	<10	<10	--	--	--	--	--	--	--	<10	<10	--	--	--	--
Nat. Hawaiian / Pacific Islander	--	--	--	--	-	-	--	--	--				<10	--	<10
Total	285	146	139	305	146	159	307	140	167	348	170	178	309	153	156

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 AP and IB classes, as well as in the full International Baccalaureate Diploma Programme. This objective seeks to provide Black students with an educational experience in earlier grades that fully prepares them to participate in these pathways.

ACTION STEPS

- Gifted programming expanded talent development lessons in grades K–2 to ensure all students, including those historically marginalized, have exposure to enrichment that nurtures gifted tendencies. Expanding these lessons in the early years remains a priority, as students build both skills and confidence necessary for later gifted identification starting in second grade. Talent development is one approach to broadening representation in gifted programs.
- The District expanded high-dosage tutoring services for elementary students not yet reading at grade level. District educators provided targeted literacy support tied to reading improvement and monitoring plans, offering timely intervention before more intensive services such as individualized education plans are required.
- The District partnered with John Carroll University to provide evidence-based tutoring after school at one elementary in order to address concerns related to reading data. John Carroll students use this as an opportunity to prepare for careers as educators while District students receive the benefit of additional reading instruction.

ENROLLMENT: IB COURSE ENROLLMENT

	2024-2025			2023-2024		
	All	F%	M%	All	F%	M%
All Students	180	62.22%	37.78%	173	61.85%	38.15%
Black Students	29	10.00%	6.11%	24	10.28%	19.70%
Students with an IEP	<10	0.56%	2.78%	<10	1.87%	6.06%
Students as Gifted	87	29.44%	18.89%	83	50.47%	43.94%
Students Experiencing Poverty	24	7.22%	6.11%	22	13.08%	12.12%

- The District expanded opportunities for rising fifth-through eighth-grade students for the first time through the MAC Scholars Summer Enrichment Program. This initiative remains grounded in culturally relevant and culturally responsive teaching strategies to support student confidence and readiness for the next school year, including those entering High School.
- The Middle School added math and reading support courses in sixth grade, providing additional foundational instruction to succeed in grade-level coursework. These courses supplement, rather than replace, the expectation that all students engage with rigorous core content.
- Ninth-grade Global Studies courses began integrating “pre-AP” writing prompts, data-based questions and other resources to better align grade-level expectations and preparation for future rigor in AP and IB. The pre-AP materials support the use of IB Middle Years Programme assessment criteria and rubrics.
- Rising tenth-grade Black students once again

participated in the Bridges program, receiving enrichment to prepare them for enrollment in advanced coursework such as Advanced Placement U.S. History. Students also engaged in learning related to African-American history, AP exam readiness and college preparation.

OBSERVED OUTCOMES

- Black student “on-track” literacy in Grades K-1 has shown dramatic increases, laying a foundation for access to rigorous coursework. Additional growth in Grades 2 and beyond are needed to sustain this growth. Third-grade reading proficiency has reached 50 percent, but must continue to rise.
- The percentage of Black students demonstrating Algebra I proficiency in eighth grade has nearly doubled since 2022, reaching 33 percent in the spring of 2025. Additional work is needed to support ongoing growth.
- The total enrollment for Black students in AP reached another all-time high, reaching 122 for the 2024-2025 school year.

DATA

2022-2023			2021-2022			2020-2021		
All	F%	M%	All	F%	M%	All	F%	M%
117	62.61%	37.39%	141	66.67%	33.33%	160	62.50%	37.50%
15	11.11%	13.95%	26	14.89%	25.53%	17	17.00%	18.33%
<10	1.39%	2.33%	<10	3.19%	--	<10	6.00%	1.67%
76	65.28%	65.12%	66	70.21%	59.57%	100	62.00%	63.33%
11	6.94%	11.63%	13	8.51%	10.64%	14	6.00%	13.33%



OBJECTIVE IN ACTION

ALMOST A DECADE AGO, Bridges was created to address the lack of racial diversity in AP classes at Shaker Heights High School. Bridges is a two-week summer program to support students of color who will take AP U.S. History. Students review study strategies, annotating sources, writing college-level essays and more. Individuals & Societies Teacher Joe Konopinski teaches this cohort of students. Konopinski and School Counselor David Peake also bring in guest speakers, such as District administrators and the Student Group on Race Relations (SGORR). The support continues throughout the school year, too. During the school year, Konopinski hosts conferences for Bridges students to touch base. Students share how they are dealing with stress and balancing the workload with their other classes. Konopinski helps students with a variety of tasks, including updating their calendars so they don't miss due dates. The group heads to the Shaker Heights Public Library for Saturday sessions, where Konopinski helps them find sources and conduct research. The benefits of the Bridges program are clear. Students who participated in Bridges typically do not withdraw from the class. They pass the AP exam in the spring and earn college credit for the course. "Bridges has been very successful in helping students bridge the gap," Peake says. "Bridges students develop a cohort prior to entering AP U.S. History, they gain confidence and know they are going to have support throughout the year."

AP SCORES 2024-2025

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	4.33	24	3.79	19	1.85	13	3.57	56
Females	--	0	4.29	<10	3.83	18	2.80	<10	3.77	30
Males	--	0	4.35	17	3.00	<10	1.25	<10	3.35	26
Black	--	0	2.55	38	2.32	54	2.07	56	2.28	148
Females	--	0	2.41	22	2.48	29	2.31	26	2.40	77
Males	--	0	2.75	16	2.12	25	1.87	30	2.16	71
Hispanic	--	0	3.33	15	3.08	13	3.29	<10	3.23	35
Females	--	0	2.00	<10	3.33	<10	3.00	<10	3.00	14
Males	--	0	3.54	13	2.86	<10	5.00	<10	3.38	21
Multiracial	--	0	3.55	22	2.71	24	3.25	28	3.16	74
Females	--	0	3.81	16	3.00	14	3.25	12	3.38	42
Males	--	0	2.83	<10	2.30	10	3.25	16	2.88	32
White	4.00	<10	3.91	150	3.62	148	3.20	280	3.49	579
Females	--	0	3.78	64	3.53	49	3.25	130	3.45	243
Males	4.00	<10	4.01	86	2.67	99	3.15	150	3.53	336
Total	4.00	<10	3.68	249	3.25	258	3.00	384	3.26	892

2024-2025 Number of Students who Took an AP Test: 460

AP SCORES

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	3.72	13	1.75	<10	3.09	32	3.20	52
Females	--	0	3.93	11	2.00	<10	2.48	12	3.24	27
Males	5.00	<10	3.00	<10	1.50	<10	3.56	20	3.14	25
Black	4.00	<10	2.39	39	2.76	33	1.80	62	2.30	136
Females	--	0	2.35	25	2.69	23	1.46	30	2.18	78
Males	4.00	<10	2.48	14	2.90	10	2.10	32	2.46	58
Hispanic	3.00	<10	3.21	<10	2.69	<10	2.99	24	3.01	41
Females	--	0	3.00	<10	2.50	<10	2.90	13	2.84	18
Males	3.00	<10	3.38	<10	2.88	<10	3.07	11	3.13	23
Multiracial	--	0	2.96	15	3.11	19	2.70	47	2.90	81
Females	--	0	3.06	10	4.20	<10	2.82	24	3.13	41
Males	--	0	2.80	<10	2.75	12	2.63	23	2.71	40
White	5.00	<10	3.67	115	3.54	155	2.90	369	3.34	643
Females	--	0	3.51	51	3.44	67	2.83	169	3.19	287
Males	5.00	<10	3.79	64	3.62	88	2.97	200	3.46	356
Total	4.50	<10	3.32	190	3.23	221	2.65	534	3.05	953

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

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	3.33	21	2.93	27	3.14	57
Females	--	0	3.83	<10	2.14	<10	2.50	12	2.72	25
Males	--	0	2.33	<10	3.93	14	3.27	15	3.47	32
Black	--	0	1.96	27	2.08	49	2.08	49	2.06	125
Females	--	0	2.07	14	2.14	14	1.53	19	1.87	47
Males	--	0	1.85	13	2.06	35	2.43	30	2.17	78
Hispanic	--	0	3.75	12	3.48	21	3.00	<10	3.45	42
Females	--	0	3.63	<10	3.55	11	3.29	<10	3.50	26
Males	--	0	4.00	<10	3.40	10	2.00	<10	3.38	16
Multiracial	--	0	3.50	12	3.33	21	3.34	29	3.37	62
Females	--	0	4.25	<10	3.00	<10	3.08	12	3.24	25
Males	--	0	3.13	<10	3.58	12	3.53	17	3.46	37
White	4.50	<10	3.65	130	3.14	226	2.91	248	3.16	608
Females	4.50	<10	3.73	64	2.87	84	2.79	98	3.07	248
Males	4.50	<10	3.56	66	3.30	142	2.99	150	3.23	360
Total	4.50	<10	3.39	190	3.03	338	2.83	362	3.03	894

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

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	3.26	19	3.30	60
Females	--	0	2.00	<10	2.92	12	3.29	<10	2.95	21
Males	--	0	3.77	13	3.43	14	3.25	12	3.49	39
Black	--	0	1.75	28	2.67	37	1.50	36	1.92	91
Females	--	0	1.86	14	2.00	<10	1.42	24	1.65	46
Males	--	0	1.64	14	2.95	19	1.67	12	2.20	45
Hispanic	--	0	3.20	10	3.67	<10	2.47	15	3.00	34
Females	--	0	3.14	<10	3.67	<10	2.86	<10	3.20	20
Males	--	0	3.33	<10	3.67	<10	2.13	<10	2.71	14
Multiracial	--	0	4.00	14	3.59	27	2.74	53	3.17	94
Females	--	0	4.00	<10	3.90	10	2.64	28	3.13	45
Males	--	0	4.00	<10	3.41	17	2.84	25	3.20	49
White	5.00	<10	3.61	143	3.01	192	3.00	339	3.13	675
Females	--	--	3.56	70	2.74	70	2.73	150	2.93	290
Males	5.00	<10	3.66	73	3.16	122	3.21	189	3.28	385
Total	5.00	<10	3.36	210	3.07	281	2.85	462	3.03	954

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

2020-2021

	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
Amer. Ind. / Alask Native	--	0	5.00	<10	--	0	--	0	5.00	<10
Females	--	0	5.00	<10	--	0	--	0	5.00	<10
Males	--	0	--	0	--	0	--	0	--	0
Asian	--	0	3.35	20	3.78	18	3.19	21	3.19	59
Females	--	0	3.15	13	3.87	15	3.00	16	3.00	44
Males	--	0	3.71	<10	3.33	<10	3.80	<10	3.80	15
Black	2.00	<10	2.29	21	2.00	25	1.83	18	2.05	65
Females	--	0	2.00	11	1.94	18	2.00	11	1.98	40
Males	2.00	<10	2.60	10	2.14	<10	1.57	<10	2.16	25
Hispanic	--	0	3.67	<10	2.89	<10	1.78	<10	2.52	21
Females	--	0	5.00	<10	1.75	<10	1.33	<10	2.00	11
Males	--	0	3.00	<10	3.80	<10	2.00	<10	2.85	10
Multiracial	5.00	<10	3.87	23	3.13	32	2.88	43	3.21	99
Females	--	0	3.64	11	3.11	18	2.50	20	2.98	49
Males	5.00	<10	4.08	12	3.14	14	3.22	23	3.44	50
White	--	0	3.09	140	3.12	257	2.89	314	3.01	711
Females	--	0	3.01	69	2.82	108	2.82	109	2.87	286
Males	--	0	3.17	71	3.34	149	2.93	205	3.11	425
Total	3.5	2	3.14	208	3.07	341	2.83	405	2.99	956

2020-2021 Number of Students who Took an AP Test: 435

AP SCORES BY SUBJECT 2024-2025

	Asian/Pacific Islander		Black/African American		Hispanic
	Avg. of Scores	Percentage of Exams	Avg. of Scores	Percentage of Exams	Avg. of Scores
African American Studies	--	0.00%	2.69	92.86%	--
Biology	4.00	11.63%	2.33	10.47%	2.83
Calculus AB	1.33	9.38%	1.60	15.63%	--
Calculus BC	5.00	3.23%	2.60	8.06%	3.00
Chemistry	3.50	13.64%	2.25	18.18%	2.67
Computer Science A	1.00	4.00%	2.00	12.00%	2.00
Computer Science Principles	4.00	8.33%	2.46	18.33%	3.50
English Language and Composition	2.00	4.44%	2.50	4.44%	--
English Literature and Composition	0	0.00%	2.00	33.33%	4.00
Environmental Science	1.50	15.38%	2.00	7.69%	--
European History	4.00	5.26%	2.67	10.53%	3.00
French Language and Culture	3.00	11.11%	1.00	11.11%	4.00
German Language and Culture	--	0.00%	--	0.00%	--
Latin	--	0.00%	--	0.00%	--
Music Theory	--	0.00%	--	0.00%	--
Physics C: Electricity and Magnetism	--	0.00%	--	0.00%	--
Physics C: Mechanics	--	0.00%	1.50	7.41%	--
Psychology	4.00	1.89%	1.42	22.64%	3.00
Spanish Language & Culture	1.00	9.09%	--	0.00%	4.67
Statistics	4.67	8.11%	1.00	5.41%	1.50
United States Government and Politics	2.33	3.90%	3.00	16.88%	4.00
United States History	4.63	6.78%	2.65	19.49%	4.00
World History: Modern	3.80	7.94%	2.00	39.68%	2.50
Grand Total	3.57	6.28%	2.28	16.59%	3.23

Due to space constraints, please refer to the Appendix for the 2023-2024, 2022-2023, 2021-2022 and 2020-2021 scores by AP subject.

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
0.00%	4.00	7.14%	--	0.00%	2.79	14
6.98%	3.67	10.47%	3.85	60.47%	3.62	86
0.00%	1.00	6.25%	2.00	68.75%	1.81	32
1.61%	3.44	14.52%	3.73	72.58%	3.63	62
6.82%	1.00	2.27%	3.58	59.09%	3.21	44
4.00%	3.00	4.00%	3.42	76.00%	3.08	25
3.33%	3.10	16.67%	3.63	53.33%	3.35	60
0.00%	4.00	6.67%	3.55	84.44%	3.47	45
4.76%	5.00	9.52%	4.18	52.38%	3.52	21
0.00%	--	0.00%	4.00	76.92%	3.46	13
7.02%	2.14	12.28%	3.62	64.91%	3.32	57
11.11%	4.00	11.11%	3.80	55.56%	3.44	9
0.00%	2.00	20.00%	1.75	80.00%	1.80	5
0.00%	--	0.00%	2.75	100.00%	2.75	4
0.00%	3.50	15.38%	3.82	84.62%	3.77	13
0.00%	3.00	12.50%	3.21	87.50%	3.19	16
0.00%	2.67	11.11%	3.05	81.48%	2.89	27
3.77%	2.33	5.66%	3.00	66.04%	2.62	53
27.27%	--	0.00%	2.86	63.64%	3.18	11
5.41%	--	0.00%	2.77	81.08%	2.76	37
1.30%	4.00	5.19%	3.73	72.73%	3.57	77
5.08%	3.71	5.93%	3.88	62.71%	3.69	118
3.17%	2.67	9.52%	3.48	39.68%	2.81	63
3.92%	3.16	8.30%	3.49	64.91%	3.26	892

SPRING GRADE 6 MAP 2021-2025 LANGUAGE ARTS

	Likely to be on Track for College Readiness									
	2025		2024		2023		2022		2021	
	%	#	%	#	%	#	%	#	%	#
Asian	83.33%	<10	80.00%	<10	75.00%	<10	70.00%	<10	75.00%	15
Females	100%	<10	100%	<10	50.00%	<10	80.00%	<10	70.00%	<10
Males	75.00%	<10	50%	<10	100%	<10	60.00%	<10	80.00%	<10
Black, Non-Hispanic	15.19%	24	11.76%	18	13.71%	24	14.60%	20	12.26%	19
Females	15.19%	12	10.71%	<10	19.10%	17	13.64%	<10	15.38%	10
Males	15.19%	12	13.04%	<10	8.14%	<10	15.49%	11	10.00%	<10
Hispanic	30.77%	<10	33.33%	<10	41.67%	<10	15.38%	<10	38.46%	<10
Females	--	--	40.00%	<10	57.14%	<10	--	--	40.00%	<10
Males	44.44%	<10	25.00%	<10	20.00%	<10	28.57%	<10	37.50%	<10
Multiracial	71.43%	20	43.75%	14	56.00%	14	56.25%	18	46.43%	13
Females	76.47%	13	47.37%	<10	83.33%	10	62.50%	<10	58.82%	10
Males	63.64%	<10	38.46%	<10	30.77%	<10	50.00%	<10	27.27%	<10
White, Non-Hispanic	69.61%	71	69.37%	77	78.57%	77	64.84%	83	75.91%	104
Females	72.88%	43	69.81%	37	83.02%	44	62.26%	33	79.10%	53
Males	65.12%	28	68.97%	40	73.33%	33	66.67%	50	72.86%	51
Amer. Ind. / Alask. Nat.	--	--	--	--	--	--	--	--	--	--
Females	--	--	--	--	--	--	--	--	--	--
Males	--	--	--	--	--	--	--	--	--	--
Total	40.26%	124	37.42%	116	39.17%	123	40.63%	130	44.19%	156
Total Females	43.21%	70	36.59%	60	46.63%	76	38.36%	56	50.00%	82
Total Males	36.99%	54	38.36%	56	31.13%	47	42.53%	74	39.15%	74

	May be on Track for College Readiness									
	2025		2024		2023		2022		2021	
	%	#	%	#	%	#	%	#	%	#
Asian	--	--	--	--	25.00%	<10	10.00%	<10	--	--
Females	--	--	--	--	50.00%	<10	--	--	--	--
Males	--	--	--	--	--	--	20.00%	<10	--	--
Black, Non-Hispanic	4.43%	<10	9.80%	15	5.14%	<10	8.03%	11	6.45%	10
Females	2.53%	<10	10.71%	<10	4.49%	<10	10.61%	<10	4.62%	<10
Males	6.33%	<10	8.70%	<10	5.81%	<10	5.63%	<10	7.78%	<10
Hispanic	7.69%	<10	22.22%	<10	8.33%	<10	7.69%	<10	15.38%	<10
Females	--	--	20%	<10	14.29%	<10	16.67%	<10	20.00%	<10
Males	11.11%	<10	25%	<10	--	--	--	--	12.50%	<10
Multiracial	3.57%	<10	9.38%	<10	4.00%	<10	9.38%	<10	10.71%	<10
Females	5.88%	<10	10.53%	<10	--	--	12.50%	<10	11.76%	<10
Males	--	--	7.69%	<10	7.69%	<10	6.25%	<10	9.09%	<10
White, Non-Hispanic	13.73%	14	11.71%	13	7.14%	<10	10.16%	13	5.84%	<10
Females	13.56%	<10	11.32%	<10	5.66%	<10	11.32%	<10	5.97%	<10
Males	13.95%	<10	12.07%	<10	8.89%	<10	9.33%	<10	5.71%	<10
Amer. Ind. / Alask. Nat.	--	--	--	--	--	--	--	--	--	--
Females	--	--	--	--	--	--	--	--	--	--
Males	--	--	--	--	--	--	--	--	--	--
Total	7.47%	23	10.65%	33	6.05%	19	9.06%	29	6.52%	23
Total Females	6.79%	11	10.98%	18	5.52%	<10	10.96%	16	6.10%	10
Total Males	8.22%	12	10.27%	15	6.62%	10	7.47%	13	6.88%	13

	Not On Track									
	2025		2024		2023		2022		2021	
	%	#	%	#	%	#	%	#	%	#
Asian	16.67%	<10	20.00%	<10	--	--	20.00%	<10	25	<10
Females	--	--	--	--	--	--	20.00%	<10	30.00%	<10
Males	25.00%	<10	50	<10	--	--	20.00%	<10	20.00%	<10
Black, Non-Hispanic	80.38%	127	78.43%	120	81.14%	142	77.37%	106	81.29%	126
Females	82.28%	65	78.57%	66	76.40%	68	75.76%	50	80.00%	52
Males	78.48%	62	78.26%	54	86.05%	74	78.87%	56	82.22%	74
Hispanic	61.54%	<10	44.44%	<10	50.00%	<10	76.92%	10	46.15%	<10
Females	100%	<10	40.00%	<10	28.57%	<10	83.33%	<10	40.00%	<10
Males	44.44%	<10	50.00%	<10	80.00%	<10	71.43%	<10	50.00%	<10
Multiracial	25.00%	<10	46.88%	15	40.00%	10	34.38%	11	42.86%	12
Females	17.65%	<10	42.11%	<10	16.67%	<10	25.00%	<10	29.41%	<10
Males	36.36%	<10	53.85%	<10	61.54%	<10	43.75%	<10	63.94%	<10
White, Non-Hispanic	16.67%	17	18.92%	21	14.29%	14	25.00%	32	18.25%	25
Females	13.56%	<10	18.87%	10	11.32%	<10	26.42%	14	14.93%	10
Males	20.93%	<10	18.97%	11	17.78%	<10	24.00%	18	21.43%	15
Amer. Ind. / Alask. Nat.	100%	<10	--	--	--	--	--	--	--	--
Females	100%	<10	--	--	--	--	--	--	--	--
Males	--	--	--	--	--	--	--	--	--	--
Total	52.27%	161	51.94%	161	54.78%	172	50.31%	161	49.29%	174
Total Females	50.00%	81	52.44%	86	47.85%	78	50.68%	74	43.90%	72
Total Males	54.79%	80	51.37%	75	62.25%	94	50.00%	87	53.97%	102

SPRING GRADE 6 MAP 2021-2025 MATH

	Likely to be on Track for College Readiness									
	2025		2024		2023		2022		2021	
	%	#	%	#	%	#	%	#	%	#
Asian	66.67%	<10	80.00%	<10	75.00%	<10	72.73%	<10	80.00%	16
Females	50.00%	<10	100%	<10	50.00%	<10	80.00%	<10	70.00%	<10
Males	75.00%	<10	50.00%	<10	100%	<10	66.67%	<10	90.00%	<10
Black, Non-Hispanic	3.14%	<10	1.96%	<10	1.70%	<10	4.38%	<10	3.31%	<10
Females	2.53%	<10	1.20%	<10	3.37%	<10	2.99%	<10	3.13%	<10
Males	3.75%	<10	2.86%	<10	--	--	5.71%	<10	3.45%	<10
Hispanic	30.77%	<10	11.11%	<10	8.33%	<10	7.69%	<10	41.67%	<10
Females	--	--	20.00%	<10	--	--	--	--	--	--
Males	44.44%	<10	--	--	20.00%	<10	14.29%	<10	62.50%	<10
Multiracial	51.72%	15	32.26%	10	32.00%	<10	34.38%	11	25.00%	<10
Females	64.71%	11	31.58%	<10	50.00%	<10	50.00%	<10	29.41%	<10
Males	33.33%	<10	33.33%	<10	15.38%	<10	21.05%	<10	18.18%	<10
White, Non-Hispanic	44.12%	45	51.35%	57	47.96%	47	40.16%	51	55.88%	76
Females	37.29%	22	47.17%	25	41.51%	22	32.08%	17	47.06%	32
Males	53.49%	23	55.17%	32	55.56%	25	45.95%	34	64.71%	44
Amer. Ind. / Alask. Nat.	--	--	--	--	--	--	--	--	--	--
Females	--	--	--	--	--	--	--	--	--	--
Males	--	--	--	--	--	--	--	--	--	--
Total	23.55%	73	24.27%	75	19.68%	62	24.06%	77	31.41%	109
Total Females	22.22%	36	22.09%	36	19.63%	32	21.09%	31	28.22%	46
Total Males	25.00%	37	26.71%	39	19.74%	30	26.59%	46	34.24%	63

	May be on Track for College Readiness									
	2025		2024		2023		2022		2021	
	%	#	%	#	%	#	%	#	%	#
Asian	--	--	--	--	25.00%	<10	--	--	5.00%	<10
Females	--	--	--	--	50.00%	<10	--	--	10.00%	<10
Males	--	--	--	--	--	--	--	--	--	--
Black, Non-Hispanic	4.40%	<10	3.27%	<10	3.41%	<10	0.73%	<10	1.32%	<10
Females	1.27%	<10	4.82%	<10	2.25%	<10	--	--	--	--
Males	7.50%	<10	1.43%	<10	4.60%	<10	1.43%	<10	2.30%	<10
Hispanic	--	--	33.33%	<10	8.33%	<10	7.69%	<10	--	--
Females	--	--	--	--	--	--	--	--	--	--
Males	--	--	75.00%	<10	20.00%	<10	14.29%	<10	--	--
Multiracial	--	--	12.9%	<10	16.00%	<10	9.38%	<10	10.71%	<10
Females	--	--	15.79%	<10	25.00%	<10	12.5	<10	17.65%	<10
Males	--	--	8.33%	<10	7.69%	<10	10.53	<10	--	--
White, Non-Hispanic	13.73%	14	15.32%	17	8.16%	<10	14.96%	19	11.03%	15
Females	15.25%	<10	16.98%	<10	7.55%	<10	15.09%	<10	14.71%	10
Males	11.63%	<10	13.79%	<10	8.89%	<10	14.86%	11	7.35%	<10
Amer. Ind. / Alask. Nat.	--	--	--	--	--	--	--	--	--	--
Females	--	--	--	--	--	--	--	--	--	--
Males	--	--	--	--	--	--	--	--	--	--
Total	6.77%	21	9.39%	29	6.35%	20	7.50%	24	6.05%	21
Total Females	6.17%	10	9.82%	16	6.13%	10	6.8%	10	8.59%	14
Total Males	7.43%	11	8.90%	13	6.58%	10	8.09%	14	3.8%	<10

DATA

	Not On Track									
	2025		2024		2023		2022		2021	
	%	#	%	#	%	#	%	#	%	#
Asian	33.33%	<10	20%	<10	--	--	27.27%	<10	15.00%	<10
Females	50.00%	<10	--	--	--	--	20.00%	<10	20.00%	<10
Males	25.00%	<10	50.00%	<10	--	--	33.33%	<10	10.00%	<10
Black, Non-Hispanic	92.45%	147	94.77%	145	94.89%	167	94.89%	130	95.36%	144
Females	96.20%	76	93.98%	78	94.38%	84	97.01%	65	96.88%	62
Males	88.75%	71	95.71%	67	95.40%	83	92.86%	65	94.25%	82
Hispanic	69.23%	<10	55.56%	<10	83.33%	10	84.62%	11	58.33%	<10
Females	100%	<10	80.00%	<10	100%	<10	100%	<10	100%	<10
Males	55.56%	<10	25.00%	<10	60.00%	<10	71.43%	<10	37.50%	<10
Multiracial	48.28%	14	54.84%	17	52.00%	13	56.25%	18	64.29%	18
Females	35.29%	<10	52.63%	10	25.00%	<10	37.50%	<10	52.94%	<10
Males	66.67%	<10	58.33%	<10	76.92%	10	68.42%	13	81.82%	<10
White, Non-Hispanic	42.16%	43	33.33%	37	43.88%	43	44.88%	57	33.09%	45
Females	47.46%	28	35.85%	19	50.94%	27	52.83%	28	38.24%	26
Males	34.88%	15	31.03%	18	35.56%	16	39.19%	29	27.94%	19
Amer. Ind. / Alask. Nat.	100%	<10	--	--	--	--	--	--	--	--
Females	100%	<10	--	--	--	--	--	--	--	--
Males	--	--	--	--	--	--	--	--	--	--
Total	69.68%	216	66.34%	205	73.97%	233	68.44%	219	62.54%	217
Total Females	71.60%	116	68.10%	111	74.23%	121	72.11%	106	63.19%	103
Total Males	67.57%	100	64.38%	94	73.68%	112	65.32%	113	61.96%	114

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 their education experience 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 students to begin a post-graduate plan that can transition into rewarding careers.

ACTION STEPS

- The High School Engineering, Robotics & Manufacturing program participated in the annual Fall in Love with CTE event. The District's program engaged with students, families and local businesses to share academic opportunities available to assist with the preparation for college/career readiness.
- Students attended the 10th grade Choice Fair to learn detailed information regarding CTE pathways. Students were able to participate in hands-on activities, communicate with current students and attend an informational session to review the application process and criteria to participate.
- The launch of the Career Connections Course in Grade 7 assists students with earlier exploration and supports their ability to explore career interests and pathways.
- The District is planning for two distinct pathways to separate the currently combined Engineering and Manufacturing Pathway at the High School. This will allow students to choose a specialization in either Engineering & Robotics or Manufacturing.
- Students enrolled in the High School Program now participate in the SkillsUSA Career Tech Student Organization (CTSO) for the first time. CTSOs are designed to provide students with leadership opportunities, professional development, technical

ENROLLMENT: CTE PROGRAMS

	2024-2025			2023-2024		
	All	F%	M%	All	F%	M%
All Students	218	27.98%	72.02%	155	36.13%	63.87%
Black Students	101	20.18%	26.15%	102	82.14%	56.57%
Students with an IEP	34	3.21%	12.39%	29	19.64%	18.18%
Students as Gifted	67	3.21%	27.52%	23	7.14%	19.19%
Students Experiencing Poverty	91	17.43%	24.31%	74	62.50%	39.39%

skill competitions and real-world experiences that prepare them for future careers.

- The High School partnered with the Greater Cleveland Career Consortium to provide a hands-on Health Careers Academy to its students in Anatomy and Physiology classes. Shaker students connected with Case Western Reserve University students majoring in medical fields to provide mentorship, encouragement and guidance on engaging in health careers.
- The High School hosted its first Shaker Trades Day organized by members of the faculty and counseling staff. Leaders and business owners from a variety of careers spent the day at the high school to provide information, opportunities and hands-on demonstrations for post-graduation career planning.
- The District developed the first course, Game Design, to begin a new Interactive Media pathway for the Tri-Heights Consortium. The pathway will prepare students for a career in programming, multimedia management and/or project management.

OBSERVED OUTCOMES

- The District's career-technical planning district, the Tri-Heights Consortium, welcomed its largest cohort to-date. This includes the most District enrollees on record.
- The High School's Robotics & Advanced Manufacturing course pathway continues to be a popular choice for Shaker students and students from across the consortium.
- Game Design saw its first cohort of students to engage in the curriculum. The course is on a two-year path to being opened up for consortium students to complete a full Interactive Media pathway.

EVIDENCE TO EVALUATE OBJECTIVE PROGRESS

High School CTE

Programming:

- Design: Intro to Engineering had its largest class on record with 80 students
- Robotics and Advanced Manufacturing had 21 students
- Machining and Manufacturing had 40 students
- Engineering Applications had 16 students
- Game Design's first class had 12 students

Middle School CTE

Programming:

All Grade 7 and 8 students now rotate through four quarters of CTE courses:

- Career Connections
- Pre-engineering technologies
- Principles of Wood Construction
- Introduction to Food Science

DATA

2022-2023			2021-2022			2020-2021		
All	F%	M%	All	F%	M%	All	F%	M%
158	37.50%	62.50%	151	36.42%	63.58%	128	41.41%	58.59%
98	76.67%	54.00%	79	63.64%	45.83%	77	64.15%	57.33%
31	21.67%	17.00%	40	18.18%	31.25%	39	16.98%	40.00%
34	11.67%	27.00%	41	16.36%	33.33%	28	15.09%	26.67%
63	50.00%	34.00%	39	30.91%	22.92%	49	43.40%	34.67%

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. This program is intended to enhance students' career readiness and postsecondary success, while providing a variety of options to college-ready students, at no or limited cost.

ACTION STEPS

- Partnered with Cuyahoga Community College (Tri-C) to become the second school in Northeast Ohio to

offer "direct admissions" from the High School to Tri-C. This reduces barriers to enrollment by providing automatic admissions based on high school transcripts, clear communications and an overall reduction in paperwork.

- Middle School and High School leaders completed a SCOT analysis of CCP in order to identify and address barriers for students access to these opportunities, including:
 - The High School held placement tests on campus to address transportation and scheduling barriers.
 - The District refined counseling processes between the Middle School and High School teams to ensure a coordinated "hand-off" for Middle School students seeking CCP opportunities.
 - The District reviewed Career-Technical Assurance Guides (CTAG) for all career-technical consortium classes to ensure students achieve dual-credit at local institutions. Successful completion of the courses results in college credit as in CCP.

OBSERVED OUTCOMES

- Shifted the Key Priority Indicator from participation in CCP to successfully completing 12 or more college credits to demonstrate post-graduation readiness.
- District students earned a total of 734 credits at five institutions. This includes Tri-C courses taught by Shaker teachers on the High School campus.

ENROLLMENT: CCP PROGRAM

	2024-2025			2023-2024		
	All	F%	M%	All	F%	M%
All Students	129	58.91%	41.09%	121	56.20%	43.80%
Black Students	55	29.46%	13.18%	52	44.12%	41.51%
Students with an IEP	12	3.88%	5.43%	7	2.94%	9.43%
Students as Gifted	48	17.05%	20.16%	40	27.94%	39.62%
Students Experiencing Poverty	51	27.91%	11.63%	32	32.35%	81.13%



DATA

2022-2023			2021-2022			2020-2021		
All	F%	M%	All	F%	M%	All	F%	M%
67	43.28%	56.72%	106	66.04%	33.96%	80	62.50%	37.50%
16	24.14%	23.68%	51	54.29%	36.11%	25	38.00%	20.00%
3	3.45%	5.26%	5	2.86%	8.33%	2	2.00%	3.33%
38	51.72%	60.53%	34	21.43%	52.78%	32	36.00%	46.67%
11	20.69%	13.16%	18	17.14%	16.67%	14	20.00%	13.33%

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

The IT Department continues to maintain and upgrade the District's technology infrastructure, while also seeking opportunities to limit the District's overall IT expenditure. As an example, teacher laptops were replaced during the 2024-2025 school year. This was the culmination of several months of preplanning, trialing and piloting of potential replacement devices. In the end, teachers were provided Chromebook Plus devices which resulted in a significant financial savings per device as well as a reduction in the amount of time needed for IT staff to prepare, deploy and update devices as compared to a more traditional Windows-based laptop.

The IT Department also actively engages in a cycle of continuous improvement related to cyber security and data privacy. Security controls such as a software request and review process as well as an inventory and publicly available list of approved software are just a few of the steps being taken to protect the District's digital assets.

ACTION STEPS

Teacher Device Replacement:

- Teacher pilot groups - trialing of potential alternative teacher devices
- Surveys conducted to gather feedback on devices
- Cost analysis conducted comparing Windows vs Chromebook Plus devices
- Device selection made
- Rollout began in spring of 2025

Cyber security:

- Approved software with Ohio-compliant Data Privacy Agreements were made accessible and listed on a public-facing site.
- Software lacking an approved DPA was blocked from access
- The use of District Google accounts to authenticate with third-party software was limited to only applications with approved DPAs

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.

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.

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 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 Inclusive Excellence & Engagement should be central to this process.

ACTION STEPS

The year 2025 marks the conclusion of the timeline for the District's current Strategic Plan. The review of the mission and vision statements will be part of the process of creating a new strategic plan.

EXPECTED OUTCOMES

When the District moves ahead with the creation of a new or revised Strategic Plan, the District anticipates engaging community members in the process. 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 Inclusive Excellence (IE) framework has continued to deepen and expand the District's commitment to educational equity. The advancement of this strategic objective has benefited from the call to align District infrastructure that demonstrates a mission-driven commitment to diversity, equity and inclusion.

ACTION STEPS

Action steps for this objective include:

- Formation and strengthening of Building Equity Leadership Teams (BELT)
- Development and launch of the Bias Incident Response & Investigation Protocol (BIRIP)
- Opening the Ludlow Early Learning Center
- Assessment of the climate experienced by Black/African American Women leaders across the District
- Supplier diversity initiative
- South Africa Cultural Exchange
- Family and Community Engagement Audit

OBSERVED OUTCOMES

Outcomes observed from this objective include:

Assessing the Climate Experienced by Black/African American Women Leaders Across the District

- This assessment was completed in spring 2025. A collaborative process involving District and building

leadership is underway to develop strategies that are informed by and effectively responsive to the report's findings and recommendations.

Formation and Strengthening of Building Equity Leadership Teams (BELT)

- The purpose is to build and implement a sustainable professional learning process to enhance culturally informed and responsive instruction for teachers and intercultural competency for all building staff. Impacting the ability to advance this strategic objective is the decision to eliminate key positions: the Director of DEI Professional Learning position and Equity Liaisons located in each school building. This change was prompted by various operational factors. The primary focus of these roles was to strengthen staff capacity in culturally-responsive instruction, intercultural competence and equity-minded leadership. This sustained professional learning is vital for building capacity needed to identify and dismantle institutional barriers that stand in the way of achieving inclusive excellence and educational equity for all students. Ending these positions will seriously hamper the District's progress on this work.

Courageous Conversations

- Courageous Conversations is a professional learning initiative for senior leadership. Its objective is to create a structured and safe space for members of the District's leadership to engage in a process of reading, reflection and dialogue to advance the District's commitment to diversity, equity and inclusion in alignment with its mission. During the period covered by this annual report, the Superintendent's Leadership Team read and discussed *Punished for Dreaming: How School Reform Harms Black Children and How We Heal*, by Dr. Bettina L. Love.

Intercultural Development Inventory

- The District's commitment to intercultural growth is demonstrated by the expansion of the administration of the Intercultural Development Inventory (IDI). What began as a group-level assessment for leaders has evolved. Over the past year, the District has shifted to individual

assessments, giving District and building leaders a personalized IDI Profile and a custom Development Plan. To sustain this work, IDI-certified staff will conduct individual check-ins to support efforts for intercultural growth. Moving forward, the District is systemically integrating the IDI assessment into the onboarding process for all new leaders across the District.

Development and launch of the Bias Incident Response & Investigation Protocol (BIRIP)

- BIRIP advances the District's commitment to equity by providing a clearly defined, accessible and user-friendly method of reporting and responding to incidents related to discrimination, hazing, bullying, sexual harassment or retaliation as defined by Board of Education policy.

Development and Opening of the Ludlow Early Learning Center

- The Ludlow Early Learning Center opened its doors in the fall of 2025 and offers a comprehensive early learning curriculum for children ages 3-5. This initiative provides more equitable access for children from diverse backgrounds, positioning them for a successful transition to kindergarten.

Family and Community Engagement (FACE) Audit

- FACE secured the services of an outside consultant to assess the effectiveness of its operation and current strategies for engaging all families, hoping to identify areas for growth and develop recommendations for sustainable and equity service delivery. (See entry on FACE in Strategic Objective 2.3 for additional information.)

South Africa Cultural Exchange (SACE)

- In the spring of 2024, 22 students and 11 adults traveled to South Africa for this inaugural international study experience. (See entry on SACE in Strategic Objective 2.8 for additional information.)

Supplier Diversity Initiative

- As previously noted, the District secured the 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. This effort resulted in the District meeting and/or exceeding participation targets for underrepresented small businesses and skilled laborers as established by the Ohio Facilities Construction Commission's Encouraging Diversity, Growth and Equity Program.



OBJECTIVE IN ACTION

ONE OF THE structures in place to ensure implementation of the District's Educational Equity Policy is Courageous Conversations, a professional development initiative for senior level leadership. Its objective is to create a structured and safe space for members of the District's leadership to engage in a process of reading, reflection and dialogue for the purpose of advancing the District's commitment to inclusive excellence and educational equity in alignment with its mission.

"It's critical that District leaders are engaged in the type of professional learning that helps build our capacity in the areas of intercultural competence and equity-minded leadership," says Chief Inclusive Excellence & Engagement Officer Dr. Lawrence Burnley.

Courageous Conversations is one way of creating a space for District leadership to engage in a sustained process of study, learning and dialogue to provide effective leadership that aligns with the District's commitment to inclusive excellence and educational equity.

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. The positive outcomes of engaged parents are many: co-design, two-way communication, reciprocal relationships and systemic family engagement. One of the District's greatest challenges is communicating with and otherwise connecting with families who have been historically marginalized.

This objective suggests developing a deliberate and intentional approach to finding new pathways for communications and engagement.

ACTION STEPS

In the Fall of 2024, the Family and Community Engagement (FACE) Office conducted an audit to assess the effectiveness of its strategies for engaging all families, hoping to identify areas for growth and develop recommendations for sustainable improvement. The FACE Office selected the Ohio State University (OSU) Audit





OBJECTIVE IN ACTION

Team from the Center on Education and Training for Employment to complete the audit.

The process began with the OSU Audit Team holding meetings with the FACE Audit Team and District leadership to develop a program logic model that outlined the activities involved in the FACE Audit, cause-and-effect relationships between the activities and short- and long-term goals.

OBSERVED OUTCOMES

Recommendations from the FACE Audit suggest that the FACE Office has a process for assessing District implementation of effective, sustainable and inclusive engagement. The learning outcomes of the audit have served as a guide for the development of a future FACE Strategic Plan.

The District should engage in a comprehensive FACE Strategic Planning process using information from the FACE Audit report. This plan should explain what the FACE Office does, including the programs and support it provides. It should also set clear goals and ways to measure success based on what families need. The plan should make sure teachers and FACE Liaisons each have clear roles in family engagement. Instead of relying only on FACE Liaisons, the District should find other ways to help families get involved, especially those who have the hardest time connecting with schools.

After deciding what the role(s) and responsibilities of the FACE Office will be, the next important step is to create a plan to help families and teachers understand its services. The District should make sure information is clear, easy to find and reaches all families while showing its commitment to family and community involvement. This plan should also include ways to share updates regularly about resources and opportunities for students and their families.

Build trusting relationships to help teachers and staff learn better strategies for connecting with families. This should include training on how to communicate effectively, understand different cultures and build strong relationships with families in the context of school. Teachers and staff reported wanting more training, especially on how to support families dealing with challenges like poverty and food insecurity, which can be barriers to building trust with these families.

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. The FACE Office has addressed the needs of some of the District's families with a strong focus on families who have historically been marginalized by the following:

Enhanced Communication:

- ParentSquare (Two-way communication strategy)
- Parent Teacher Organization (PTO) collaboration
- Distribution of written material regarding building, District and community events for those with limited technology

Community Partner Collaboration:

- Shaker Heights Public Library after-school student engagement space
- Shaker police and fire department collaboration for youth mentoring
- Partnership with the Shaker Youth Center for youth programming
- Community faith-based organizations providing tutoring, food, clothing and resources
- North Moreland Community Group providing housing insecurity resources

FACE Audit:

- Completion of the FACE Audit
- Engage in strategic planning to identify the role of the FACE office
- Clarify strategies to communicate opportunities and resources
- Build and empower family and school capacity for trusting relationships

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 through diverse and global perspectives.

ACTION STEPS

- Each building facilitated its own equity-focused Instructional Rounds process to critically engage in conversations around race, gender, classroom environment, teacher-to-student interactions and teaching materials. This process provided teachers and leaders the opportunity to observe how students respond to curriculum and instruction and how the District can incorporate more culturally responsive practices.
- Prior to adopting the English Language Arts curriculum, teachers and leaders visited other districts with similar demographics with the intention of assessing the degree of cultural relevance and responsiveness.
- The District revised its curricular vetting tool to incorporate the pillars of equity, International Baccalaureate and nonprofit guidance from the National Equity Project and the Reading League.



- MAC Summer Scholars utilized a new curriculum for eighth-graders that is well-aligned with interests, real-world scenarios and cultural relevance. This includes entrepreneurship and music.
- Buildings performed collaborative book studies to continue learning about systematic bias in educational systems, curriculum and assessments. This learning refines how the District pursues true alignment with this strategic initiative. Some book titles include *Unearthing Joy* (Muhammad, 2023) and *Grading for Equity* (Feldman, 2018).

OBSERVED OUTCOMES

- The new adoption tool worked as intended by weeding out two curricular options that teachers did not believe represented Shaker's diverse community of learners. This set back the adoption process but yielded a better result: Wit and Wisdom was eventually identified, reviewed and piloted. Results from the adoption tool indicated this is a better fit for students.
- Teachers shared concerns about the cultural relevance of a longstanding early literacy blended learning program. After reviewing the program and its alternatives, the District piloted Lexia and decided to proceed with adoption across K-12 after positive feedback during the pilot.
- MAC Scholars hosted rising eighth-graders for the first time in programming history.
- Teachers are using collaborative planning time to revise curriculum informed by intentional and authentic representation of diverse cultures and perspectives.



STAFF STORY

BETSY BRINDZA, A GRADE 4 teacher at Fernway Elementary School, participated in the pilot for a new language arts curriculum, Wit and Wisdom. The pilot took place during the 2024-2025 school year. Wit and Wisdom was implemented Districtwide in the 2025-2026 school year.

Wit and Wisdom pairs well with the International Baccalaureate (IB) Programme, Brindza says, because both encourage collaboration between school subjects. Both Wit and Wisdom and IB support hands-on projects that connect language arts, social studies, math and science.

For example, the first IB module for Grade 4 is called "A Great Heart." Wit and Wisdom helps students use figurative language to learn about the parts that make up a human heart. Students read a graphic novel (picture book) to learn about how the blood flows through the body. This year, all Grade 4 students at Fernway participated in a pig heart dissection.

Students also learn about people who are great-hearted, such as influential historical figures. They write about someone they know who is caring, such as a friend or relative. By participating in class-led discussions, Socratic circles and close readings, students are able to successfully engage with challenging content.

"Teaching this way is more inclusive," Brindza says. "Everyone can access materials and participate in these conversations. Every student is building their ideas."

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, the District must examine and refine the courses and classes offered and how students are assigned to them. The District also needs to address any internal practices and processes that have fostered racial segregation of students.

ACTION STEPS

Detracking in the middle years remains a central focus. The Middle School paired with Education Elements to reflect on current practice and co-design the instructional vision for the new Middle Years building. The work was grounded in the International Baccalaureate framework and prioritized equitable, heterogeneous classrooms where all students learn at high levels.

A project team, inclusive of teacher voice and leadership, met with Education Elements twice per month and engaged in design days to build consensus and create practical tools. This work's emphasis was on ensuring consistent approaches to student collaboration, differentiation and the development of Approaches to Learning (AtL) skills such as research, self-management and mindfulness.

Student acceleration was another opportunity to review student placement. The District refined its single-subject acceleration process to improve clarity and consistency. The rubric is weighted on student academic performance at their grade level and for the proposed grade. Staff and parents/guardians provide input regarding social-emotional readiness. Relying on NWEA MAP data and a consistent process has raised confidence in appropriate readiness for being placed in higher grades.

OBSERVED OUTCOMES

- The partnership with Education Elements yielded four instructional prototypes and a draft instructional vision that will guide the District's plan for the Middle Years building.
- The Middle School demonstrated measurable improvement in achievement, growth and gap closing on state accountability measures, signaling that equitable instructional practices are positively impacting student learning.
- Student accelerations are better communicated across schools and grades.

STAFF STORY

LAST YEAR, Choir Teacher Suzanna Adkins partnered with Middle School faculty and Education Elements to shape a vision for the new middle school curriculum, with a focus on self-management as part of the Approaches to Learning (AtL) skills. "The biggest goal was helping students manage their own learning by embracing challenges, setting goals and building self-efficacy," Ms. Adkins says. The team created grade-level prototypes, introducing AtL skills in Grade 6, reinforcing them with teacher and peer support in Grade 7 and expecting independent use through self-assessment and goal setting in Grade 8. This work is one piece of the partnership as the Middle School prepares for its move to the renovated Woodbury building in 2027.



MAP PRIMARY READING SPRING 2025*

	Kindergarten		Grade 1		Grade 2		Grade 3		Grade 4	
	Avg RIT	#	Avg RIT	#	Avg RIT	#	Avg RIT	#	Avg RIT	#
Asian	162	<10	183.14	<10	205	<10	209.71	<10	218.78	<10
Avg. Growth	20		16		15		16		6	
Females	162	<10	186.5	<10	189	<10	210.5	<10	227	<10
Avg. Growth	20		18.5		31		13		5.75	
Males	162	<10	181.8	<10	213	<10	209.4	<10	212.2	<10
Avg. Growth	--		15		7		17.5		6.2	
Black	152.12	126	168.41	114	181.26	128	193.23	139	198.23	133
Avg. Growth	23.69		15.89		14.65		13.69		7.51	
Females	152.45	58	169.29	65	184.41	64	193.95	61	200.58	66
Avg. Growth	24.47		14.09		14.3		13.12		9.18	
Males	151.84	68	167.24	49	178.11	64	192.67	78	195.93	67
Avg. Growth	22.86		18.33		15		14.15		5.73	
Hispanic	153.71	21	171.4	15	183.19	16	209.75	<10	213.79	14
Avg. Growth	17.29		12.46		17.06		21.5		9	
Females	158.78	<10	180.43	<10	189	<10	210.5	<10	221	<10
Avg. Growth	19		16.17		18.33		21		7.25	
Males	149.92	12	163.5	<10	179.7	10	207.5	<10	204.17	<10
Avg. Growth	16.6		9.29		16.3		23		11.33	
Multiracial	165.11	36	182.45	38	194.03	40	201.62	39	213.5	32
Avg. Growth	27.14		15.89		17.05		11.28		8.61	
Females	163.17	18	179.8	15	196.57	14	197.89	18	211.47	17
Avg. Growth	23.33		14.67		14.93		12.44		8.76	
Males	167.06	18	184.17	23	192.65	26	204.81	21	215.8	15
Avg. Growth	30		16.7		18.29		10.29		8.43	
White	166.57	141	185.38	129	200.76	144	211.84	135	218.4	111
Avg. Growth	22		16.41		15.14		11.56		6.5	
Females	168.06	78	186.38	48	200.68	78	212.63	65	219.79	63
Avg. Growth	22.12		17.44		15.5		11.5		6.27	
Males	164.71	63	184.79	81	200.85	66	211.11	70	216.56	48
Avg. Growth	21.71		15.8		14.71		11.62		6.81	
Am. Ind. / Alask. Nat.	--	--	188	<10	--	--	--	--	204	<10
Avg. Growth	--	--	6		--	--	--	--	18.5	
Females	--	--	--	--	--	--	--	--	204	<10
Avg. Growth	--		--		--		--		18.5	
Males	--	--	188	<10	--	--	--	--	--	--
Avg. Growth	--		6		--		--		--	
Nat. Hawaii / Pac. Isl.	--	--	--	--	203	<10	--	--	--	--
Avg. Growth	--	--	--	--	36		--	--	--	--
Females	--	--	--	--	203	<10	--	--	--	--
Avg. Growth	--		--		36		--		--	
Males	--	--	--	--	--	--	--	--	--	--
Avg. Growth	--		--		--		--		--	
Achievement Norm	153.09		171.4		185.57		197.12		204.83	
Growth Norm	16.45		15.47		13.22		10.5		8.16	

NWEA's RIT scale stands for Rasch Unit scale.

*This table shows growth from Fall 2024 to Spring 2025.
For previous years' MAP data, please refer to the Appendix on page 85.

MAP SECONDARY READING SPRING 2025*

	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	208	<10	224.5	<10	238.8	<10	230.2	<10	224.78	<10	235.6	10
Avg. Growth	-5		0.33		5		2		3		2.63	
Females	208	<10	228.5	<10	245.67	<10	235.5	<10	236.5	<10	245	<10
Avg. Growth	-5		1.5		7		0.5		3		6	
Males			222.5	<10	228.5	<10	226.67	<10	215.4	<10	234.56	<10
Avg. Growth			-0.25		2		3		3		2.14	
Black	200.55	148	207.24	158	209.25	143	211.89	161	217.65	92	215.56	113
Avg. Growth	3.37		3.45		2.46		1.95		2.51		-2	
Females	202.79	80	208.42	79	211.67	81	215.89	84	219.5	40	217.76	55
Avg. Growth	3.44		3.16		2.56		2.8		3.82		-2.94	
Males	197.93	68	206.06	79	206.1	62	207.52	77	216.23	52	213.47	58
Avg. Growth	3.28		3.75		2.32		1.01		1.6		-1.14	
Hispanic	202.21	14	217.23	13	213	<10	225.77	13	215.55	11	229.92	12
Avg. Growth	1.15		4.23		-5.63		5.36		-0.09		4	
Females	207	<10	210.25	<10	209.2	<10	227.33	<10	213.17	<10	226.5	<10
Avg. Growth	0.5		4.75		-8		4.8		-4.67		6.25	
Males	193.6	<10	220.33	<10	217.75	<10	224.43	<10	218.4	<10	231.63	<10
Avg. Growth	2.2		4		-3.25		5.83		5.4		2.88	
Multiracial	217.73	33	230.14	28	223.17	30	227.09	22	230.41	22	231.53	19
Avg. Growth	5.09		7.04		1.4		1.76		3.67		-0.5	
Females	224.19	16	233.29	17	228.22	18	239.9	10	235.27	11	232.31	13
Avg. Growth	4.33		7.18		1.72		0.89		4		-1.82	
Males	211.65	17	225.27	11	215.58	12	216.42	12	225.54	11	229.83	<10
Avg. Growth	5.76		6.82		0.92		2.42		3.4		2.4	
White	223.89	131	227.96	102	230.43	102	233.48	99	233.14	126	235.28	107
Avg. Growth	4.95		4.37		3.32		2		0.96		-0.37	
Females	225.18	62	228.83	59	229.83	48	234.52	50	233.9	61	239.04	50
Avg. Growth	5.66		4.86		2.71		1.57		1.75		0.57	
Males	222.72	69	226.77	43	230.96	54	232.43	49	232.43	65	231.98	57
Avg. Growth	4.33		3.7		3.87		2.43		0.18		-1.13	
Am. Ind. / Alask. Nat.	210	<10	211	<10	--	--	224	<10	--	--	--	--
Avg. Growth	-3		-6		--	--	-5		--	--	--	--
Females	--	--	211	<10	--	--	224	<10	--	--	--	--
Avg. Growth	--		-6		--		-5		--		--	
Males	210	<10	--	--	--	--	--	--	--	--	--	--
Avg. Growth	-3		--		--		--		--		--	
Nat. Hawaii / Pac. Isl.	--	--	--	--	--	--	--	--	--	--	--	--
Avg. Growth	--		--		--	--	--	--	--	--	--	--
Females	--	--	--	--	--	--	--	--	--	--	--	--
Avg. Growth	--		--		--		--		--		--	
Males	--	--	--	--	--	--	--	--	--	--	--	--
Avg. Growth	--		--		--		--		--		--	
Achievement 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.

*This table shows growth from Fall 2024 to Spring 2025.
For previous years' MAP data, please refer to the Appendix on page 85.

MAP PRIMARY MATH SPRING 2025*

	Kindergarten		Grade 1		Grade 2		Grade 3		Grade 4	
	Avg RIT	#	Avg RIT	#	Avg RIT	#	Avg RIT	#	Avg RIT	#
Asian	173.17	<10	189.14	<10	216.33	<10	213.57	<10	225.89	<10
Avg. Growth	18.33		13.14		17.67		10.83		10.67	
Females	171	<10	195	<10	202	<10	210	<10	228.25	<10
Avg. Growth	19.5		16.5		25		13		11.25	
Males	177.5	<10	186.8	<10	223.5	<10	215	<10	224	<10
Avg. Growth	16		11.8		14		9.75		10.2	
Black	154.72	123	169.82	114	180.27	129	193.82	139	198.87	133
Avg. Growth	16.82		14.63		12.48		13.05		7.74	
Females	152.15	55	170.94	65	182.58	64	191.97	61	199.11	66
Avg. Growth	13.48		14		12.57		13.03		7.88	
Males	156.81	68	168.35	49	178	65	195.27	78	198.64	67
Avg. Growth	19.34		15.48		12.39		13.07		7.6	
Hispanic	159.15	20	173.93	15	187	16	206.63	<10	220.29	14
Avg. Growth	14.89		14.15		14.75		16.63		12.07	
Females	163.67	<10	181.86	<10	193	<10	207.17	<10	220.38	<10
Avg. Growth	12		13		18.17		16		11.5	
Males	155.45	11	167	<10	183.4	10	205	<10	220.17	<10
Avg. Growth	17.5		15.14		12.7		18.5		12.83	
Multiracial	169.64	36	185.89	38	192.55	40	204.51	39	221.41	32
Avg. Growth	21.29		14.11		14.82		12.03		10.61	
Females	167	18	183.4	15	191	14	202.78	18	211.53	17
Avg. Growth	19.41		14		12.21		12.5		10.71	
Males	172.28	18	187.52	23	193.38	26	206	21	232.6	15
Avg. Growth	23.06		14.17		16.33		11.62		10.5	
White	173.16	140	190.53	129	200.7	144	213.13	135	222.05	111
Avg. Growth	19.6		16.74		11.9		15.29		10.5	
Females	173.25	77	187.6	48	198.24	78	211.57	65	218.76	63
Avg. Growth	20.29		16.46		12.27		14.27		9.7	
Males	173.05	63	192.26	81	203.61	66	214.57	70	226.38	48
Avg. Growth	18.76		16.9		11.47		16.23		11.56	
Am. Ind. / Alask. Nat.	--	--	202	<10	--	--	--	--	206	<10
Avg. Growth	--	--	20		--	--	--	--	16.5	
Females	--	--	--	--	--	--	--	--	206	<10
Avg. Growth	--		--		--		--		16.5	
Males	--	--	202	<10	--	--	--	--	--	--
Avg. Growth	--		20		--		--		--	
Nat. Hawaii / Pac. Isl.	--	--	--	--	192	<10	--	--	--	--
Avg. Growth	--	--	--	--	17		--	--	--	--
Females	--	--	--	--	192	<10	--	--	--	--
Avg. Growth	--		--		17		--		--	
Males	--	--	--	--	--	--	--	--	--	--
Avg. Growth	--		--		--		--		--	
Achievement 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.

*This table shows growth from Fall 2024 to Spring 2025.

For previous years' MAP data, please refer to the Appendix on page 85.

MAP SECONDARY MATH SPRING 2025*

	Grade 5		Grade 6		Grade 7		Grade 8	
	Avg RIT	#	Avg RIT	#	Avg RIT	#	Avg RIT	#
Asian	225	<10	251.5	<10	264	<10	258.2	<10
Avg. Growth	1		5.83		14.2		10.2	
Females	225	<10	232	<10	267	<10	260	<10
Avg. Growth	1		3.5		14.67		10.5	
Males	--	--	261.25	<10	259.5	<10	257	<10
Avg. Growth	--		7		13.5		10	
Black	202.97	148	210.26	159	212.72	144	215.07	162
Avg. Growth	4.64		6.12		4.71		3.29	
Females	202.34	80	209.99	79	212.14	81	215.24	85
Avg. Growth	4.97		6.58		3.83		3.45	
Males	203.72	68	210.53	80	213.46	63	214.9	77
Avg. Growth	4.24		5.65		5.88		3.11	
Hispanic	204.57	14	218.15	13	225.78	<10	234.31	13
Avg. Growth	6		7.38		8.43		5.18	
Females	204.89	<10	208.5	<10	215.4	<10	234.33	<10
Avg. Growth	7.5		6.5		8.33		6.8	
Males	204	<10	222.44	<10	238.75	<10	234.29	<10
Avg. Growth	3.6		7.78		8.5		3.83	
Multiracial	222.97	33	233.41	29	234.33	30	239.73	22
Avg. Growth	5.5		8.21		8.07		5.71	
Females	228.25	16	237.24	17	238.06	18	252.2	10
Avg. Growth	6.2		9.35		9.11		8.22	
Males	218	17	228	12	228.75	12	229.33	12
Avg. Growth	4.88		6.45		6.5		3.83	
White	231.98	131	235.27	102	242.93	100	249.16	99
Avg. Growth	8.91		9.07		7.65		9.65	
Females	227.52	62	233.29	59	240.66	47	247.06	50
Avg. Growth	7.67		9.67		6.68		9.57	
Males	235.99	69	238	43	244.94	53	251.31	49
Avg. Growth	10		8.26		8.51		9.73	
Am. Ind. / Alask. Nat.	223	<10	218	<10	--	--	253	<10
Avg. Growth	4		7		--		11	
Females	--	--	218	<10	--	--	253	<10
Avg. Growth	--		7		--		11	
Males	223	<10	--	--	--	--	--	--
Avg. Growth	4		--		--		--	
Nat. Hawaii / Pac. Isl.	--	--	--	--	--	--	--	--
Avg. Growth	--		--		--		--	
Females	--	--	--	--	--	--	--	--
Avg. Growth	--		--		--		--	
Males	--	--	--	--	--	--	--	--
Avg. Growth	--		--		--		--	
Achievement Norm	218.75		222.88		226.73		230.3	
Growth Norm	9.61		8.13		6.52		5.38	

NWEA's RIT scale stands for Rasch Unit scale.

*This table shows growth from Fall 2024 to Spring 2025.

For previous years' MAP data, please refer to the Appendix on page 85.

MAP SECONDARY MATH SPRING 2025*

(Continued)

	High School Algebra		High School Geometry	
	Avg RIT	#	Avg RIT	#
Asian	218	<10	--	--
Avg. Growth	--	--	--	--
Females	--	--	--	--
Avg. Growth	--	--	--	--
Males	218	<10	--	--
Avg. Growth	--	--	--	--
Black	217.38	39	230.88	25
Avg. Growth	6.46		10.05	
Females	216.12	17	231.38	16
Avg. Growth	4.89		12.23	
Males	218.36	22	230	<10
Avg. Growth	7.4		6	
Hispanic	218.67	<10	234	<10
Avg. Growth	5		--	
Females	215.5	<10	234	<10
Avg. Growth	2		--	
Males	225	<10	--	--
Avg. Growth	8		--	
Multiracial	218	<10	246.6	<10
Avg. Growth	8		9.6	
Females	228	<10	246.6	<10
Avg. Growth	14		9.6	
Males	214.67	<10	--	--
Avg. Growth	5		--	
White	221.4	<10	235.19	16
Avg. Growth	9		5.62	
Females	214	<10	237.5	<10
Avg. Growth	9		9.4	
Males	226.33	<10	233.8	10
Avg. Growth	--		3.25	
Am. Ind. / Alask. Nat.	--	--	--	--
Avg. Growth	--	--	--	--
Females	--	--	--	--
Avg. Growth	--	--	--	--
Males	--	--	--	--
Avg. Growth	--	--	--	--
Nat. Hawaii / Pac. Isl.	--	--	--	--
Avg. Growth	--	--	--	--
Females	--	--	--	--
Avg. Growth	--	--	--	--
Males	--	--	--	--
Avg. Growth	--	--	--	--

NWEA's RIT scale stands for Rasch UNIT scale.

*Please note, High School Algebra II MAP testing was not administered during the 2024-2025 school year.

*This table shows growth from Fall 2024 to Spring 2025.

For previous years' MAP data, please refer to the Appendix on page 85.

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

- Creation of an MTSS process and handbook to ensure that students receive evidence-based tiered supports to address their academic and social-emotional needs.
- Ongoing, targeted professional learning experience related to core elements of MTSS (e.g., Tier 1 programming, team responsibilities, data analysis).

EVIDENCE TO EVALUATE OBJECTIVE PROGRESS

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

- Advance educational equity by disrupting and removing institutional structures and practices which have historically been associated with racism, oppression and other forms of marginalization.
- Six elementary staff (Literacy Specialists and Intervention Specialists) completed a Wilson Reading System Introductory training in June and are currently completing an intensive, year-long training to receive Level 1 certification.
- Adoption and use of eduCLIMBER, a digital MTSS platform, that helps teams to use all available data to determine student needs, track interventions and monitor progress at various levels (e.g., student, building).
- Evaluation of systems and practices using an MTSS fidelity of implementation rubric to identify areas of need and growth across the District.
- Creation and use of a District flowchart for managing student behaviors to ensure a systematic approach to responding to behaviors in which

Onaway, Mercer, Fernway and Shaker Heights High School were identified with the Bronze Recognition Award for the 2025 Ohio PBIS Showcase. Lomond Elementary School was identified with the Gold Recognition Award.

students receive opportunities to learn and staff use strong core practices.

- Creation of a Positive Behavior Interventions and Support (PBIS) team to ensure consistent PBIS programming across the District.

OBSERVED OUTCOMES

- Onaway, Mercer, Fernway and the High School were identified with the Bronze Recognition Award for the 2025 Ohio PBIS Showcase in the Fall of 2024.
- Lomond Elementary School was identified with the Gold Recognition Award for the 2025 Ohio PBIS Showcase in the Fall of 2024.
- The District used Comprehensive Early Intervening funds to hire Dr. Lydia Kruse as its new MTSS Equity Coordinator in December 2024.
- The District rolled out the MTSS framework at the District Leadership Institute in June 2025. Included was a presentation by Dr. Kamonta Heidelberg from Ohio State University and Dr. Blair Baker from Cleveland State University on the experience of Black males in public schools and how to interrupt the school to prison pipeline.
- Building Equity Leadership Teams were trained in the new MTSS framework in August and they, in turn, trained building staff. Ongoing support is provided through our Instructional Leadership Team and with consultation and support from Dr. Kruse.
- The District is forming a Districtwide PBIS team to align our work across all buildings.



STAFF STORY

DR. LYDIA KRUSE, MTSS Equity Coordinator, leads our efforts in providing all students with academic and social emotional support. Multi-tiered System of Support (MTSS) is an educational framework for meeting the varied needs of all students with evidence-based, culturally and linguistically responsive practices and behavioral approaches. MTSS includes three tiers of support: core programming for all students (Tier 1), small group interventions (Tier 2) and individualized plans for academic and behavioral support (Tier 3).

"We want to embed practices that teach students positive skills and promote positive relationships into Tier 1 programming," Dr. Kruse says. "We're building Positive Behavioral Interventions and Supports (PBIS) teams to regularly review discipline data and implement evidence-based practices to help achieve the goals of discipline equity and positive school culture."

Dr. Kruse also convened a Districtwide PBIS team to review and make recommendations for improved District protocols and practices. This team is composed of representatives from each school building to develop a consistent approach to providing social-emotional and behavioral supports.

DISCIPLINE INCIDENTS* BY SUBGROUP

		Emergency Removal	Expulsion	In-School Suspension	Out-of-School Suspension
ASIAN					
All	2024-2025	0	0	0	1
	2023-2024	1	0	1	3
	2022-2023	0	0	0	1
	2021-2022	1	0	0	2
	2020-2021	0	0	0	0
Females	2024-2025	0	0	0	0
	2023-2024	0	0	0	0
	2022-2023	0	0	0	0
	2021-2022	0	0	0	0
	2020-2021	0	0	0	0
Males	2024-2025	0	0	0	1
	2023-2024	1	0	1	3
	2022-2023	0	0	0	1
	2021-2022	1	0	0	2
	2020-2021	0	0	0	0
BLACK, NON-HISPANIC					
All	2024-2025	11	14	107	509
	2023-2024	25	29	96	466
	2022-2023	21	12	84	264
	2021-2022	51	16	145	416
	2020-2021	0	3	20	36
Females	2024-2025	4	4	55	210
	2023-2024	15	9	38	185
	2022-2023	8	8	40	108
	2021-2022	22	7	55	197
	2020-2021	0	0	14	18
Males	2024-2025	7	10	52	299
	2023-2024	10	20	58	281
	2022-2023	13	4	44	156
	2021-2022	29	9	90	219
	2020-2021	0	3	6	18

**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					
All	2024-2025	3	3	2	20
	2023-2024	2	2	2	23
	2022-2023	1	0	2	9
	2021-2022	1	0	9	19
	2020-2021	0	0	1	3
Females	2024-2025	0	1	1	3
	2023-2024	2	0	1	10
	2022-2023	0	0	1	3
	2021-2022	1	0	7	14
	2020-2021	0	0	1	1
Males	2024-2025	3	2	1	17
	2023-2024	0	2	1	13
	2022-2023	1	0	1	6
	2021-2022	0	0	2	5
	2020-2021	0	0	0	2
AMERICAN INDIAN					
All	2024-2025	0	0	1	3
	2023-2024	0	0	2	0
	2022-2023	0	0	0	0
	2021-2022	0	0	0	0
	2020-2021	0	0	0	0
Females	2024-2025	0	0	0	0
	2023-2024	0	0	0	0
	2022-2023	0	0	0	0
	2021-2022	0	0	0	0
	2020-2021	0	0	0	0
Males	2024-2025	0	0	1	3
	2023-2024	0	0	2	0
	2022-2023	0	0	0	0
	2021-2022	0	0	0	0
	2020-2021	0	0	0	0

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DISCIPLINE INCIDENTS* BY SUBGROUP

		Emergency Removal	Expulsion	In-School Suspension	Out-of-School Suspension
MULTIRACIAL					
All	2024-2025	2	2	6	34
	2023-2024	3	3	8	39
	2022-2023	1	0	2	23
	2021-2022	1	1	15	29
	2020-2021	0	0	5	3
Females	2024-2025	0	2	2	19
	2023-2024	1	1	0	8
	2022-2023	0	0	0	3
	2021-2022	0	1	0	6
	2020-2021	0	0	1	2
Males	2024-2025	2	0	4	15
	2023-2024	2	2	8	31
	2022-2023	1	0	2	20
	2021-2022	1	0	15	23
	2020-2021	0	0	4	1
WHITE, NON-HISPANIC					
All	2024-2025	4	0	7	29
	2023-2024	1	1	7	25
	2022-2023	0	0	3	8
	2021-2022	2	1	13	28
	2020-2021	0	0	3	9
Females	2024-2025	0	0	0	1
	2023-2024	0	0	0	1
	2022-2023	0	0	0	0
	2021-2022	0	0	4	8
	2020-2021	0	0	1	7
Males	2024-2025	4	0	7	28
	2023-2024	1	1	7	24
	2022-2023	0	0	3	8
	2021-2022	2	1	9	20
	2020-2021	0	0	2	2

**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

		Emergency Removal	Expulsion	In-School Suspension	Out-of-School Suspension
TOTAL INCIDENTS					
All	2024-2025	20	19	123	596
	2023-2024	32	35	116	557
	2022-2023	23	12	91	305
	2021-2022	56	18	182	494
	2020-2021	0	3	29	51
Females	2024-2025	4	7	58	233
	2023-2024	18	12	39	207
	2022-2023	8	8	41	114
	2021-2022	23	8	66	225
	2020-2021	0	0	17	28
Males	2024-2025	16	12	65	363
	2023-2024	14	23	77	350
	2022-2023	15	4	50	191
	2021-2022	33	10	116	269
	2020-2021	0	3	12	23
GRAND TOTAL OF INCIDENTS PER YEAR					
2024-2025		758			
2023-2024		740			
2022-2023		431			
2021-2022		750			
2020-2021		83			

**This data set tallies the number of incidents, not number of students.
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DISCIPLINE INCIDENTS* BY GRADE

		Emergency Removal			Expulsion			In-School Suspension			Out-of-School Suspension		
		All	F	M	All	F	M	All	F	M	All	F	M
PreKindergarten	2024-2025	0	0	0	0	0	0	0	0	0	0	0	0
	2023-2024	0	0	0	0	0	0	0	0	0	0	0	0
	2022-2023	0	0	0	0	0	0	0	0	0	0	0	0
	2021-2022	1	0	1	0	0	0	0	0	0	0	0	0
	2020-2021	0	0	0	0	0	0	0	0	0	0	0	0
Kindergarten	2024-2025	0	0	0	0	0	0	0	0	0	0	0	0
	2023-2024	1	0	1	0	0	0	0	0	0	0	0	0
	2022-2023	0	0	0	0	0	0	0	0	0	0	0	0
	2021-2022	5	0	5	0	0	0	0	0	0	0	0	0
	2020-2021	0	0	0	0	0	0	0	0	0	0	0	0
Grade 1	2024-2025	0	0	0	0	0	0	0	0	0	0	0	0
	2023-2024	0	0	0	0	0	0	0	0	0	1	0	1
	2022-2023	0	0	0	0	0	0	0	0	0	0	0	0
	2021-2022	0	0	0	0	0	0	0	0	0	0	0	0
	2020-2021	0	0	0	0	0	0	0	0	0	0	0	0
Grade 2	2024-2025	1	0	1	0	0	0	0	0	0	0	0	0
	2023-2024	0	0	0	0	0	0	0	0	0	0	0	0
	2022-2023	0	0	0	0	0	0	1	1	0	1	0	1
	2021-2022	6	0	6	0	0	0	3	0	3	2	0	2
	2020-2021	0	0	0	0	0	0	0	0	0	0	0	0
Grade 3	2024-2025	1	0	1	0	0	0	0	0	0	0	0	0
	2023-2024	0	0	0	0	0	0	2	1	1	0	0	0
	2022-2023	5	1	4	0	0	0	1	0	1	3	1	2
	2021-2022	0	0	0	0	0	0	0	0	0	0	0	0
	2020-2021	0	0	0	0	0	0	0	0	0	0	0	0

**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		
		All	F	M	All	F	M	All	F	M	All	F	M
Grade 4	2024-2025	0	0	0	0	0	0	1	0	1	13	3	10
	2023-2024	0	0	0	0	0	0	1	1	0	15	3	12
	2022-2023	4	0	4	0	0	0	2	0	2	19	2	17
	2021-2022	1	1	0	0	0	0	0	0	0	4	2	2
	2020-2021	0	0	0	0	0	0	0	0	0	0	0	0
Grade 5	2024-2025	2	0	2	1	1	0	1	0	1	28	6	22
	2023-2024	4	1	3	0	0	0	20	2	18	108	24	84
	2022-2023	4	3	1	0	0	0	28	21	7	64	36	28
	2021-2022	1	0	1	0	0	0	32	9	23	31	2	29
	2020-2021	0	0	0	0	0	0	1	1	0	5	2	3
Grade 6	2024-2025	4	1	3	0	0	0	55	20	35	108	24	84
	2023-2024	7	3	4	0	0	0	48	21	27	79	35	44
	2022-2023	5	0	5	0	0	0	33	4	29	48	12	36
	2021-2022	2	2	0	0	0	0	80	31	49	109	59	50
	2020-2021	0	0	0	0	0	0	0	0	0	10	5	5
Grade 7	2024-2025	2	0	2	2	1	1	23	11	12	67	26	41
	2023-2024	0	0	0	5	0	5	0	0	0	65	12	53
	2022-2023	3	3	0	0	0	0	2	1	1	52	24	28
	2021-2022	6	2	4	0	0	0	25	8	17	70	29	41
	2020-2021	0	0	0	3	0	3	18	9	9	20	12	8
Grade 8	2024-2025	1	0	1	1	0	1	8	5	3	54	24	30
	2023-2024	3	2	1	6	1	5	3	1	2	116	46	70
	2022-2023	0	0	0	0	0	0	1	1	0	51	19	32
	2021-2022	13	5	8	3	3	0	42	18	24	91	45	46
	2020-2021	0	0	0	0	0	0	10	7	3	11	8	3

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

		Emergency Removal			Expulsion			In-School Suspension			Out-of-School Suspension		
		All	F	M	All	F	M	All	F	M	All	F	M
Grade 9	2024-2025	4	2	2	2	1	1	20	11	9	118	36	82
	2023-2024	8	5	3	12	4	8	23	11	12	57	34	23
	2022-2023	2	1	1	2	2	0	20	12	8	45	14	31
	2021-2022	12	10	2	11	3	8	0	0	0	90	56	34
	2020-2021	0	0	0	0	0	0	0	0	0	3	1	2
Grade 10	2024-2025	1	0	1	9	4	5	11	7	4	95	48	47
	2023-2024	6	4	2	7	3	4	10	0	10	55	24	31
	2022-2023	0	0	0	8	4	4	2	1	1	13	5	8
	2021-2022	5	0	5	4	2	2	0	0	0	40	14	26
	2020-2021	0	0	0	0	0	0	0	0	0	2	0	2
Grade 11	2024-2025	1	1	0	3	0	3	3	3	0	55	37	18
	2023-2024	2	2	0	4	2	2	6	1	5	30	12	18
	2022-2023	0	0	0	2	2	0	1	0	1	8	1	7
	2021-2022	4	3	1	0	0	0	0	0	0	31	10	21
	2020-2021	0	0	0	0	0	0	0	0	0	0	0	0
Grade 12	2024-2025	3	0	3	1	0	1	1	0	1	58	29	29
	2023-2024	1	1	0	1	0	1	3	1	2	30	14	16
	2022-2023	0	0	0	0	0	0	0	0	0	1	0	1
	2021-2022	0	0	0	0	0	0	0	0	0	26	8	18
	2020-2021	0	0	0	0	0	0	0	0	0	0	0	0

**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 is proud of its diverse community and recognizes the importance of ensuring that its workforce reflects that diversity. The District is committed to providing enriched and inclusive learning experiences that allow students to connect meaningfully with one another and with the broader world. By fostering these opportunities, the District continues to lead in educational innovation and excellence.

Through intentional efforts to remove equity barriers, the District has created opportunities that positively impact underrepresented groups—extending beyond race and gender — benefiting both students and staff.

The District recognizes that recruiting and retaining Black teachers and other underrepresented demographic groups is essential to fostering an inclusive and equitable learning environment where all students can thrive.

However, the District faces challenges related to declining student enrollment and a tightening financial landscape. As a result, hiring across the District has significantly decreased, which has limited opportunities to bring new educators into the system. These constraints have directly impacted the District's ability to advance this important goal as aggressively as it would like. It is expected this constrained hiring

environment will continue in the near term, which will continue to impact the District's ability to make rapid progress toward this goal.

Despite these challenges, the District remains steadfast in its commitment and continues to focus on retention strategies as well as exploring sustainable, long-term approaches to diversify our workforce within the context of current budgetary realities. This includes strengthening support for current staff, enhancing mentorship and leadership pathways and building foundational partnerships with institutions that support diverse educator pipelines.

ACTION STEPS

The Human Resources Department, the Office of Inclusive Excellence & Engagement and the Shaker Schools Foundation collaborated to enhance practices for attracting and retaining diverse educators.

- The Human Resources Department regularly monitors demographic data related to the District workforce with the intent of increasing the percentage of underrepresented groups.
- Hiring protocols and procedures have been implemented and continue to be enhanced in order to align with the District goals of fostering Educational Equity and enhancing the International Baccalaureate framework.
- In order to support employee retention, the Human Resources Department continues to engage new administrators in the Administrative Mentoring Program, which pairs new administrators with existing administrators.
- The District has a continued partnership with universities to support non-teaching staff members and pre-service teaching employees who are in the process of securing teaching licenses.
- District job descriptions continue to be revised to reflect the District's focus on equity with the goal of attracting diverse and qualified candidates. In order to achieve this, the District relies on the support of the Shaker Schools Foundation in the following ways:

- Continued use of the alumni database and alumni social media platforms, where available District positions have been advertised.
- Strategies used by the Foundation to cultivate relationships with community partners.
- Current teachers and staff members continue to be highlighted on social media inviting alumni to “come home to Shaker.”
- Human Resources and the Office of Inclusive Excellence & Engagement continue to collaborate on the work that has been implemented over the past several years in order for it to become cemented within the organization.
- The District will continue to utilize the Blueprint for Recruitment and Retention of Teachers and Faculty in Underrepresented Groups as a roadmap of what should be developed and implemented.
- In order to utilize retention as a strategy to promote staff diversity, the District will continue to examine staff perceptions and address areas that have been designated as in need of improvement.

STUDENT ENROLLMENT BY YEAR

	Number of Students				
	2024-2025	2023-2024	2022-2023	2021-2022	2020-2021
American Indian / Alaskan Native	<10	<10	<10	10	<10
Asian / Pacific Islander	96	111	122	139	160
Black, Non-Hispanic	1,965	2,010	2,016	2,065	2,087
Hispanic	193	182	180	156	164
Multiracial	414	409	396	399	382
White, Non-Hispanic	1,665	1,699	1,718	1,771	1,809
Students with Disabilities	721	715	691	663	658
Economic Disadvantage	1,729	1,699	1,592	1,435	1,550
English Learner	46	38	44	73	56
Identified as Gifted	1,109	1,098	1,146	1,165	1,204
Female	2,173	2,210	2,208	2,264	2,292
Male	2,169	2,210	2,231	2,276	2,314
All Students	4,341	4,420	4,439	4,540	4,606

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

OBSERVED OUTCOMES

Through this objective, the District has continued to reevaluate strategies that support increased staff diversification by addressing challenges in recruitment with a focus on retention.

Additionally, the District will work with employees to identify perceived barriers of this goal. The District will continue to develop ways to attract employees, but also retain and enhance the careers of current employees.

To that end, the District will continue assessing the climate experienced by Black/African American women leaders across the District. This process, referenced in Strategic Objective 2.2, was completed in Spring 2025 in response to concerns with turnover among members of this demographic. A collaborative process involving District and building leadership is currently underway to develop strategies that are informed by and effectively responsive to the findings and recommendations contained in this report.

DATA

Percentage					Ohio Data				
2024-2025	2023-2024	2022-2023	2021-2022	2020-2021	2024-2025	2023-2024	2022-2023	2021-2022	2020-2021
0.2%	0.2%	0.2%	0.2%	0.1%	0.1%	0.1%	0.1%	0.2%	0.1%
2.2%	2.5%	2.7%	3.1%	3.5%	3.1%	2.9%	2.9%	3.1%	2.7%
45.3%	45.5%	45.4%	45.5%	45.3%	17.0%	17.0%	17.1%	45.4%	16.5%
4.4%	4.1%	4.1%	3.4%	3.6%	8.4%	7.9%	7.1%	3.5%	6.4%
9.5%	9.3%	8.9%	8.8%	8.3%	6.6%	6.3%	6.0%	8.7%	5.7%
38.3%	38.4%	38.7%	39.0%	39.3%	64.7%	65.7%	66.8%	39.1%	68.7%
16.6%	16.2%	15.6%	14.6%	14.3%	17.3%	17.1%	15.9%	15.0%	15.8%
39.8%	38.4%	35.9%	31.6%	33.7%	62.1%	55.3%	47.3%	31.6%	48.8%
1.1%	0.9%	1.0%	1.6%	1.1%	5.2%	4.7%	3.9%	1.4%	3.5%
25.5%	24.8%	25.8%	25.7%	26.1%	13.8%	13.6%	14.1%	25.7%	26.3%
50.0%	50.0%	49.7%	49.9%	49.8%	48.5%	49.9%	49.7%	49.7%	49.7%
50.0%	50.0%	50.3%	50.1%	50.2%	51.5%	50.1%	50.3%	50.3%	50.3%

RACIAL DATA FOR EMPLOYED STAFF

	Total # of Staff Type					# of Staff of Color					% of Staff of Color				
	2024-2025	2023-2024	2022-2023	2021-2022	2020-2021	2024-2025	2023-2024	2022-2023	2021-2022	2020-2021	2024-2025	2023-2024	2022-2023	2021-2022	2020-2021
Educational Aides	103	93	89	93	107	67	60	53	58	66	65.0%	64.5%	59.6%	62.4%	61.7%
Teachers*	400	410	406	414	411	69	72	67	71	69	17.3%	17.5%	16.5%	17.1%	16.8%
Principals & Assistant Principals	16	18	19	18	17	8	8	10	10	10	50.0%	44.4%	52.6%	55.6%	58.8%
District Non-Bargaining Administrators & Administrative Assts.	55	53	54	65	62	25	22	19	27	18	45.0%	41.5%	35.2%	41.5%	29.0%

*Includes Classroom Teachers, Intervention Specialists & Support Teachers

CERTIFIED STAFF BY RACE (Non-White)

	Female					Male					Total				
	2024-2025	2023-2024	2022-2023	2021-2022	2020-2021	2024-2025	2023-2024	2022-2023	2021-2022	2020-2021	2024-2025	2023-2024	2022-2023	2021-2022	2020-2021
Asian / Pacific Islander	8	8	8	9	10	3	3	2	2	3	11	11	10	11	13
Black / African Amer.	60	61	72	58	55	18	18	25	17	16	78	79	97	75	71
Hispanic	4	4	7	4	1	1	1	4	2	0	5	5	11	6	1
Total	72	73	87	72	66	22	22	31	22	19	94	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				
	2024-2025	2023-2024	2022-2023	2021-2022	2020-2021	2024-2025	2023-2024	2022-2023	2021-2022	2020-2021	2024-2025	2023-2024	2022-2023	2021-2022	2020-2021
Asian / Pacific Islander	9	9	9	10	11	2.3%	2.1%	2.3%	2.4%	2.68%	0.7%	0.6%	0.5%	0.5%	0.5%
Black / African Amer.	56	59	57	55	56	14.0%	14.3%	14.3%	13.3%	13.6%	4.8%	4.8%	4.5%	4.3%	4.2%
Hispanic	4	4	7	6	1	1.0%	1.0%	1.8%	1.5%	0.2%	1.0%	1.0%	1.0%	0.8%	0.8%

*Includes Classroom Teachers, Intervention Specialists & Support Teachers

Source: Ohio Department of Education Report Portal

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 2024-2025 Strategic Plan Annual Report, the District affirmed the complementary nature and added value of student co- and extracurricular activities with their required curricular involvement. The report also noted that “while these activities can play an important role in supporting educational equity, they may also contribute to historic and structural inequities.” New and ongoing activities that respond both to persistent inequities and advance the District’s commitment to educational equity are noteworthy.

ACTION STEPS

From the Margins to the Center (FMC)

- FMC is an ongoing initiative of the Office of Inclusive Excellence & Engagement. Launched in February of 2024, FMC celebrates and recognizes historical and current lived experiences and contributions of marginalized and minoritized communities. In 2024-2025, the opportunity to engage and participate in FMC weekly articles was made available to the District faculty/staff and students. Several took the time to either be featured or pen articles featuring voices, narratives, stories, contributions, struggles and histories of their individual community, bringing

them from the margins of history to the center of the spotlight.

South Africa Cultural Exchange (SACE)

- In the spring of 2024, 22 students and 11 adults traveled to South Africa visiting the Gauteng East School District in Johannesburg; Kruger National Animal Reserve and numerous historical sites and the Township of Langa in Cape Town. This trip represented one of the first and currently the only international study experience available to High School students on the continent of Africa. This was an international cross cultural study experience for Shaker students designed to gain a global awareness of sociocultural and educational history of different communities through a different lens than western portrayals; understand and build the capacity to disrupt and dismantle systemic oppression, specifically systemic racism in a global context and; 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)

- The MAC Scholars Program fosters peer-to-peer mentorship between males and females of color to increase academic achievement and develop leaders. Starting in the elementary school buildings and continuing through their high school experience, MAC Scholars and MAC Sister Scholars achieve these goals through affinity space meetings and in-school and out of school culturally relevant experiences aimed at increasing their awareness and knowledge of their history and exposing them to opportunities that will support their future professional endeavors. High School Scholars often visit the Middle School and elementary school programs to build community within the program and inspire their younger peers. This past summer’s MAC Scholars Summer Enrichment program was curated to serve rising sixth-, seventh- and eighth-grade MAC Scholars

Program participants. Faculty and support staff developed curricula in Language & Literature, Mathematics and Science to prepare Scholars for the next level of academic performance while continuing to promote the pillars of the program.

Students Group On Race Relations (SGORR)

- SGORR continues to advance its mission of promoting positive social relations across all boundaries of difference throughout the District. Group leaders, known as CORE Leaders, implement a curriculum over three classroom visits that includes vocabulary words, activities and discussions questions. Facilitated in fourth-, sixth- and eighth-grade classrooms, SGORR groups use their curriculum guide to educate students on stereotypes, discrimination and how to increase their level of awareness of how race, culture and identity have an impact on students in their school environment. In 2024-25, with the sixth grade classes now at the Middle School, CORE Leaders and their SGORR groups worked tirelessly to adjust to the Middle School class schedule and still be able to facilitate impactful SGORR activities and conversations.

High School Bridges Program

- Bridges serves to increase the number of students from marginalized demographic groups in the Advanced Placement (AP) and International Baccalaureate (IB) Diploma Programme. This is achieved by inviting a cohort of rising tenth

graders to attend a two-week summer session designed to introduce the Advanced Placement U.S. History (APUSH) course in a collectively supportive environment, preparing students for college-level coursework and making relationships with faculty/staff to support their future endeavors.

Black Athletes In Action (formerly Black Athletes Giving Support)

- Black Athletes in Action (BAIA) empowers the voices of student athletes of color at the High School to share their concerns, ideas and opinions in order to foster a sense of community and belonging amongst all of Raider Nation. The goal is to create a supportive, upstander environment within athletic teams where those of all backgrounds and experiences can compete and thrive together. In 2024-25, BAIA members and leaders helped bring teammates together to further advance the goals of the organization and to promote the benefits of membership.

OBSERVED OUTCOMES

From the Margins to the Center (FMC)

- In 2024-2025, the Office of Inclusive Excellence & Engagement continued to provide weekly content celebrating and commemorating the history, heritage, contributions and cultural insights of communities that are in alignment with nationally

STUDENT STORY

NYA CLARK, a senior at Shaker Heights High School, serves as a leader for the Student Group on Race Relations (SGORR). SGORR purposefully encourages high school students of multiple backgrounds, cultures and experiences to facilitate conversations around race and inclusion with their fellow Shaker students and community members. Clark enjoys visiting students at the elementary schools to teach them about SGORR's mission, vision and values. "It's really exciting for me to be involved in teaching the younger generation," Clark says. "Even after 42 years, the mission for SGORR never changes. Its mission is to teach and understand and equity is a big part of that. In Shaker, we want to make sure that all students get what they need."



recognized History/Heritage Months and Identity Recognition. Student and staff profiles were featured for Hispanic Heritage Month, Native American Heritage Month, National Italian American Heritage Month and Women's History Month.

South Africa Cultural Exchange

- Plans are underway for a second SACE trip for the spring of 2027.

Minority Achievement Committee (MAC Scholars)

- In the 2024-25 school year, seven District school buildings curated a MAC Scholars program 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 Look Both Ways at Playhouse Square, participating in the Shaker Heights MLK "Beloved Community" conversation and a day trip to Detroit to visit the Wright Museum of African American History and the Motown Museum. This summer's enrichment program featured current sixth-, seventh- and eighth-grade Scholars engaging in a STEM science experience, weekly personal wellness lessons and learning African-inspired dance, drama and music from Sankofa. Several MAC Scholars and Sister Scholars from the high school attended this year's Multicultural Student Achievement Network (MSAN) Student Conference, held at Michigan State University in East Lansing, Michigan and developed an action plan on how to increase a sense of belonging and positive culture within their High School.

Student Group On Race Relations (SGORR)

- SGORR group leaders, known as "CORE Leaders" and their SGORR group members were featured at this year's "Shaker Heights: Many Voices, One Community" Martin Luther King Jr. Day event where they facilitated conversations with community members, police officers and local government officials. This past school year, nearly 240 SGORR members met for weekly conversations in living

rooms and facilitated activities during several classroom visits Districtwide in fourth-, sixth- and eighth-grade classrooms.

High School Bridges Program

- 18 Bridges cohort members met in the summer of 2024 and got a head start on the Advanced Placement U.S. History (APUSH) curriculum. During the two-week summer session, the cohort not only studied APUSH, but also heard from speakers like Dr. Lawrence Burnley, Chief Inclusive Excellence & Engagement Officer and Felecia Hamilton, a 2018 Shaker Heights graduate currently teaching social studies at Beachwood High School. Several members of the Beachwood Schools administrative team came with Ms. Hamilton to observe the Bridges cohort as well. During the school year, the Bridges cohort met regularly during study sessions culminating in all 18 students receiving a grade of "C" or better in APUSH and many of whom enrolled in two more AP/IB classes for the upcoming 2025-26 school year.

Black Athletes In Action (formerly Black Athletes Giving Support)

- BAIA student leaders and members participated in several in and out of school experiences, such as the Futureland tech, arts and culture conference at Playhouse Square and the Greater Cleveland Conference (GCC) Student-Athlete Leadership Summit at the Cleveland Clinic Administrative Campus in Beachwood. Advisor Vikki Long helped convene a planning committee featuring several members of Kent State University's athletic department, District athletic department members, collegiate athletes with Shaker ties, the Shaker Schools Foundation and others to form the inaugural "Next Level Student Athlete Summit," held at House Three Thirty in Akron on April 29, 2024. More than 150 student-athletes from dozens of area high schools attended breakout sessions hosted by collegiate student-athletes and coaches and professional sports personnel.

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 District's Human Resources Department continues to examine and revise structures and practices to ensure alignment with the District's 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 consistently supports, nurtures and invests in faculty and staff, this effort will support both professional growth for staff and faculty while also positively impacting educational outcomes for students by building a strong quality workforce.

To achieve this, HR has assessed and streamlined the department's roles and responsibilities to provide for a clearer and more efficient structure to accomplish its work. HR has also developed pathways for District personnel to access information in a most efficient and effective manner.

Additionally, HR continues to engage in "cross-training" to ensure that services are delivered regardless of which HR personnel are providing the support. The department continues to reorganize from within which has allowed for both consistency and continuity.

ACTION STEPS

- HR continues to work with District departments to ensure and maintain staffing levels and balance staffing numbers to reflect an appropriate ratio that is in alignment with student enrollment, District need and current financial constraints.
- The District continues to invite all new administrators to participate in the Administrative Mentoring Program. Mentors have been assigned and collaborative meetings between the mentor and the mentee will occur at least monthly for the 2025-2026 school year.
- The District is assessing strategic opportunities to support teachers and staff that have switched teaching assignments due to reorganization of human capital.

OBSERVED OUTCOMES

- Forms are now fully interactive and can be fully accessed by employees.
- Many job descriptions have been updated prior to posting to accurately align with the work and to ensure that new hires are clear on what is expected. The Human Resources Department continues to review job postings in phases or as needed.
- The PowerSchool/Unified Talent Program has been 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.
- HR continues to audit files ensuring all relevant forms and documentation required for both certified and classified staff are easily accessible in employees' personnel files.
- HR continues to review the annual evaluation processes with school and District leaders.

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.

with the Board of Education and District's Educational Equity policy, which requires the District to distribute resources based on the specific needs of students, staff and community members. HR structures and resources are positioned to provide support for employees through an array of wrap-around services that are intended to align with the needs of our staff with the goal of positively supporting employees in all job classifications and ultimately benefiting the needs of our students.

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 on an ongoing basis, the Human Resources Department evaluates the overall efficiency and effectiveness of HR 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

ACTION STEPS

- The primary objective of the Human Resources audit is to annually evaluate overall efficiency and effectiveness of HR functions, including compliance with applicable Board policies and state regulations and to identify opportunities for improvement. This task is conducted yearly.
- HR audits span across 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 evaluated by the District.

- This resource will also inform future staffing and hiring decisions.

OBSERVED OUTCOMES

- A survey was conducted and disseminated to new staff, soliciting information regarding their personal onboarding process. This is facilitated to determine the additional and necessary resources for new staff to seamlessly transition into the District.
- HR will continue to monitor employee turnover for various job classifications by identifying reasons for departures (i.e. resignation vs. retirement) as well as applicable rationales (when made available).
- Staff continues to utilize digitized employee records and personnel systems to review and sign pertinent employee documents.
- HR continues enhancing 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).
- As recently discussed during 2024-2025 negotiations, HR, in collaboration with District and union leadership, continues to assess strategies that improve the monitoring of absenteeism trends and support the implementation of strategies that reduce absenteeism rates and serves as a resource for improving outcomes for students.



STAFF STORY

CHRIS MATTERN, an integrated math teacher at the Innovative Center for Personalized Learning, participated in the New Staff Academy in 2024. Mattern had previously worked in several other school districts, so he appreciated the thorough introduction to Shaker Heights.

The New Staff Academy provided information on many facets of Shaker, including the International Baccalaureate Programme, the emphasis on diversity, equity and inclusion, healthcare and benefits information and more. Even after the academy ended, new teachers received ongoing support throughout the year.

“There was continued support every month or so. The new teachers would meet up and it was a nice space to discuss how things are going,” Mattern says. “The support throughout the year was really appreciated.”

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 and/or Association of School Business Officials for strong fiscal management, giving our community confidence that public funds are handled responsibly. Regular quality assurance audits further ensure resources are prioritized to support student learning and community goals, strengthening transparency, trust and accountability.

ACTION STEPS

Aligning resources with student needs is essential. By evaluating current spending, the District can reallocate

resources to targeted supports and services, ensuring budgets reflect District goals and adapt as priorities evolve. This process also provides data to measure impact and guide future adjustments. To this end, the Treasurer's Office has focused on implementing departmental budget structures and other financial best practices across the District.

At the heart of the budgeting process is a simple goal: making sure every dollar supports student success. The Treasurer's Office has taken a close look at how the District spends its resources and has made adjustments to better align with the District's goals and evolving priorities. This year, the Treasurer's Office created departmental budgets, where department leaders take a more active role in planning and worked closely with senior leadership to identify meaningful changes.

OBSERVED OUTCOMES

The District's budgeting process continues to strengthen how resources are used to support student learning. By working collaboratively across departments, the District has improved efficiency, transparency and accountability in how funds are managed. This data-driven approach ensures every dollar is aligned with educational priorities and student outcomes reflecting our ongoing commitment to responsible stewardship.

OBJECTIVE IN ACTION

THE OFFICE OF THE TREASURER remains committed to the prudent management of District funds. In 2024, the District took significant steps to strengthen fiscal responsibility by streamlining credit card use. Previously, about 76 administrators and staff held District credit cards, but 40 were deactivated last year. Assistant Treasurer Gus Stager explains the goal is to shift to purchase orders so funds are approved before spending rather than after. "We initially required purchase orders for Amazon purchases instead of credit cards to ensure prior approval," Stager says. "We are now extending this practice to all purchases where feasible, promoting transparency and accountability." Requiring purchase orders also supports effective budget management by allowing budget managers to see encumbrances impact their budget in a more timely manner.

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 among all members of the school community and enable the District to remain fiscally responsible. This plan will reduce the number of transitions for students. 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 as well as renovating K-5 elementary buildings. The asbestos abatement and demolition of the two wings began in August and was completed in October 2025. The construction of the new Grades 6-8 Middle Years building will be completed in the Spring of 2027. The Board also committed to providing expanded access to high-quality preschools that officially opened for the 2025-26 school year. To that end, the old Ludlow School building was renovated into the Ludlow Early Learning Center and opened this Fall for the 2025-26 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.
- Demolition of the old Woodbury Grades 5-6 building began in the fall of 2025.
- The construction and renovation of the new Middle Years building for Grades 6-8 will begin following the demolition work that will be completed in Fall of 2025 with a completion date of June 2027.
- Renovations and expansion of elementary schools will take place on a staggered schedule, with all buildings slated to be completed by June 2029.

OBSERVED OUTCOMES

- The opening of the Ludlow Early Learning Center for the 2025-26 school year.
- The design of Grades 6-8 Middle Years building to be completed in the Summer of 2025.
- The demolition of the East and West wings of the Woodbury Grades 5-6 building has been completed.

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 livestreamed 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.
- Social media campaigns documenting and highlighting data, such as Finance Fridays, provide accurate, up-to-date information for the school community and general public.

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. The disaggregation of data by race, gender, socioeconomic status and other indicators raise the level of transparency and 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*



goal 4 summary

Strategic Goal 4

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

OVERVIEW

The District is committed to investing in its teachers and staff so that every student benefits from the best possible learning experience. Through ongoing training and support, educators are building new skills to make classrooms more engaging, inclusive and responsive to student needs. This goal comes alive for students by ensuring they are taught by adults who are continually learning as well, leading to stronger instruction, a greater sense of belonging and improved outcomes.

ACTION STEPS

This past year, the District invested in professional learning to ensure every student benefits from engaging, inclusive and supportive classrooms. Teachers and staff participated in training on literacy, culturally responsive teaching, LGBTQIA+ inclusion and equity-focused practices, while leaders engaged in Courageous Conversations to strengthen their ability to lead with equity. Equity Instructional Rounds and Panorama surveys gave students, staff and families a voice in shaping school improvement efforts. Paraprofessionals, counselors and security staff received training on behavior and social-emotional supports and schools expanded crisis-prevention capacity and explored new social-emotional learning (SEL) programs. To increase access, the District launched 24/7 online professional learning resources and implemented state-approved gifted training modules, ensuring teachers are certified to serve gifted students.

In November, teacher feedback from prior years revealed the need for built-in time to apply learning. In response, Primary Years Programme and Middle Years Programme-designed, teacher-led conference

days focused on topics related to Key Performance Indicators (KPI)* such as early literacy, belonging and differentiation. These included extended collaboration time for teachers to implement strategies, with additional sharing during common planning time.

The Educational Service Center's (ESC) Instructional Coaching Network supported coaches in building skills and networks. The Wit and Wisdom pilot team played a central role in strengthening literacy instruction by engaging in specialized training and collaboration, then sharing strategies with colleagues to prepare for Districtwide rollout. Early feedback showed stronger teacher confidence and greater student engagement in reading and writing. The Writing Revolution, a vertically aligned K-12 model for writing instruction, advanced through professional learning for pilot teachers and six to 12 representatives, supported by instructional coaches and coordinators.

At the end of the year, District and building leaders engaged in comprehensive training on the Multi-Tiered System of Supports (MTSS). This prepared schools for consistent Districtwide practices to align academic, behavioral and social-emotional supports, ensuring staff can respond to student needs more effectively and equitably.

This work occurred amid changes in staffing. The District reduced certain central administrative positions, including the Director of Diversity, Equity & Inclusion Professional Learning. At the same time, restructured supports were established to sustain progress. Each school, including the Ludlow Early Learning Center, has a dedicated IB Coordinator and the Middle School and High School also continue to maintain instructional coaches. Restructured positions resulted in a former instructional coach now serving as the District Literacy Coach, advancing early literacy aligned to strategic KPIs. Another coach has been designated as the District Technology Coach, helping staff build digital learning skills and responsibly explore the use of AI to enhance teaching and learning.

These staffing adjustments reflect both constraints and opportunities. While the loss of central leadership roles

**See Appendix*



goal 4

reduces Districtwide capacity, the placement of IB Coordinators and dedicated coaches ensures schools maintain targeted support in literacy, technology and instructional practice.

Together, these steps are helping to build stronger schools where all students feel safe, supported and able to thrive, even as we adapt to broader challenges such as budget pressures and shifting political climates.

OBSERVED OUTCOMES

Classrooms reflected stronger, culturally responsive teaching, with staff applying strategies from literacy, equity and inclusion training. Students reported greater belonging and engagement, as shown in Panorama survey results and Equity Instructional Rounds. Paraprofessionals, counselors and security staff demonstrated improved skills in behavior management and social-emotional support, leading to more consistent responses and safer school environments.

November conference days and follow-up planning sessions gave teachers time to apply new learning directly to their practice. Teachers reported that built-in collaboration helped them translate professional learning into concrete strategies tied to literacy, differentiation and belonging. Instructional coaches, through regular participation in the ESC Coaching Network, demonstrated stronger collaboration and alignment in their support of classroom teachers.

The Wit and Wisdom pilot produced observable gains in teacher confidence, improved student engagement with reading and writing and a clearer pathway for Districtwide rollout. The Writing Revolution training began to influence instruction across grade levels, with teachers incorporating explicit writing strategies and students showing greater ability to communicate their thinking through structured writing.

Finally, the year-end MTSS leadership training provided a foundation for consistent Districtwide practices. Leaders left prepared to align academic, behavioral and social-emotional supports, setting the stage for stronger interventions and more equitable responses to student needs.



STAFF STORY

LAST YEAR, Dr. Jamison Kolaczko served as an instructional coach at Mercer Elementary School. Every week, the teachers met for Common Planning Time (CPT), which provided many opportunities for professional learning. Dr. Kolaczko says the coaching cycle starts with a goal for students, then the teachers plan the appropriate instruction. Teachers participate in observation and data collection, then reflect on the new action they implemented and how it went.

“The great thing about doing data coaching cycles with teams is that at Mercer, we were able to pick teaching strategies and anchor instructional practices that would be consistent across all grade levels,” Dr. Kolaczko says.

She says teachers were excited about these cohesive teaching practices, which are the same across all grade levels. Collaborating in this way alleviates stress for teachers and helps fill gaps in instruction.

2025 STRATEGIC PLAN ANNUAL REPORT

APPENDIX



Shaker
Heights
Schools

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.

DISCLAIMER: Historical data included in this report have been reviewed and updated as needed and may differ from figures reported in previous Strategic Plan Annual Report editions.



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

- **Success Target:** Percentage of Grade 3 students in target subgroups who meet proficiency will increase by 3% annually compared to the prior school year, with the goal of reducing disparities between student subgroups
- **Success Target:** 80% of all students in Grade 3 will score proficient on the English Language Arts test



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State Report Card Alignment to KPI Area 1

Measures for Early Literacy ★ ★ ★	Weight	2022 Report Card Data	2023 Report Card Data	2024 Report Card Data	2025 Report Card Data
Proficiency in 3rd Grade Reading	40%	68.1%	71.9%	76.4%	70.9%
Promotion to 4th Grade	35%	99.0%	100%	99.3%	99.7%
Improving K-3 Literacy	25%	34.9%	40.5%	49.3%	38.2%

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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
2024-2025	71.0%	51.9%	32.7%	97.9%	48.0%
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%



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3rd Grade ELA Proficiency Spring 2025 Administration

	All Students	Black Students	Students with an IEP	Students as Gifted	Students in Poverty
Males	67.05%	48.75%	25.00%	95.74%	43.08%
Females	69.08%	45.16%	35.00%	97.96%	42.19%



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KPI 1 Action Items

Multi-tiered systems of support

Tier 1 Programming:

- Wit and Wisdom Pilot → Full Implementation K-5
- Lexia Blended Learning Pilot → Full Implementation K-12
- Writing Revolution for Pilot Teachers
- Fourth cohort of LETRS science of reading training
- HighScope ELA, Heggerty, Foundations initiated at PreK

Tier 2 Programming:

- Progress monitoring using AimswebPlus to guide Tier 2 and Tier 3 interventions
- High-dosage tutoring after school with transportation
- Intervention and Literacy specialists training in Wilson Just Words

Tier 3 Programming:

- Intervention and Literacy specialists training in Wilson Reading Systems

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Key Performance Indicator Area 2:

Algebra

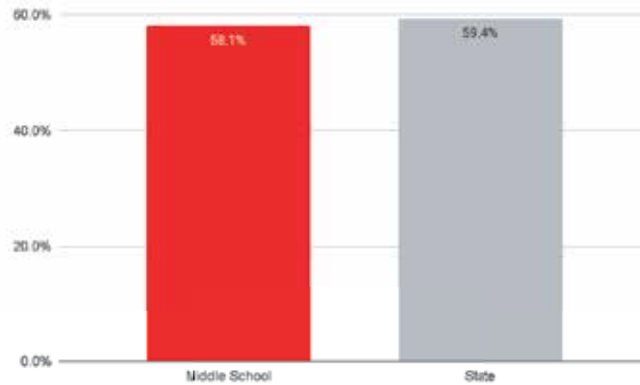
(SP Objectives 1.5, 2.5)

- **Success Target:** Percentage of Grade 8 students in target subgroups who meet proficiency on the Algebra I End of Course exam will increase by 3% annually as compared to the prior year's assessment, with the goal of reducing disparities between student subgroups
- **Success Target:** 80% of High School students taking the Algebra I End of Course exam will demonstrate competency



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State Report Card Algebra Proficiency Alignment to KPI Area 2



Shaker students take Algebra 1 in Grade 8, nearly meeting the State's proficiency performance a year ahead of their peers.

13

Algebra Proficiency for Grade 8 Math Courses

Exams taken in GRADE 8 Math Courses	All Students	Black Students	Students with an IEP	Students in Poverty
2024-2025	58.1%	32.7%	17.2%	28.1%
2023-2024	61.6%	31.9%	17.9%	35.5%
2022-2023	53.7%	18.3%	5.4%	15.8%
2021-2022	49.4%	17.9%	19.0%	18.1%



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Algebra 1 Proficiency for Grade 8 Math Courses Spring 2025 Administration

	All Students	Black Students	Students with an IEP	Students as Gifted	Students in Poverty
Males	55.13%	25.64%	25.71%	100%	28.13%
Females	58.60%	36.36%	7.69%	90.00%	27.78%



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Algebra 1 Competency Achieved in High School

Algebra exams taken in HS	All Students	Black Students	Students with an IEP	Students in Poverty
2024-2025	43.97%	37.04%	16.85%	36.92%
2023-2024	37.31%	32.02%	19.81%	29.28%
2022-2023	49.39%	44.74%	24.56%	43.14%
2021-2022	53.26%	42.17%	26.37%	36.99%



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High School Algebra 1 Competency Spring 2025 Administration

	All Students	Black Students	Students with an IEP	Students as Gifted	Students in Poverty
Males	25.66%	21.51%	4.88%	50.00%	22.89%
Females	35.87%	31.51%	13.51%	0%	30.30%



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KPI 2 Action Items

Multi-tiered systems of support

Tier 1 Programming:

- Adopted Reveal Algebra for 9th Grade Mathematics
- Formalizing Algebra I collaborative planning time
- More focused instructional coaching and support of 9th grade team
- Adopting Ohio Benchmark Assessments to adjust instruction

Tier 2 Programming:

- During school and after-school tutoring services

Tier 3 Programming

- Providing students an equivalent opportunity for demonstrating competency

Key Performance Indicator Area 2: **Algebra** (SP Objectives 1.5, 2.5)

- **Success Target:** Percentage of Grade 5 students in target subgroups who meet proficiency on the Math OST will increase by 10% annually as compared to the prior year's assessment
- **Success Target:** 80% of all students in Grade 5 will score proficient on the Mathematics test



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Mathematics Proficiency for Grade 5 OST

Proficiency on Grade 5 Math OST	All Students	Black Students	Students with an IEP	Students in Poverty
2024-2025	50.6%	16.0%	15.0%	20.6%
2023-2024	44.5%	25.7%	14.8%	17.6%
2022-2023	51.7%	19.6%	16.7%	19.8%
2021-2022	44.4%	14.0%	17.6%	11.5%



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Mathematics Proficiency for Grade 5 OST Spring 2025 Administration

	All Students	Black Students	Students with an IEP	Students as Gifted	Students in Poverty
Males	52.00%	19.40%	13.89%	97.92%	26.23%
Females	46.67%	11.25%	4.35%	91.11%	13.33%



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KPI 2 Action Items

Multi-tiered systems of support

Tier 1 Programming:

- Collaborating with teachers to identify interventions and support:
 - Implementing district curricula with integrity
 - Professional learning
 - Vertical collaboration
 - Supplemental skills development resources
- Coordinators attending the mathematics coaching training at ESC

Tier 2 Programming:

- Investigating high-dosage tutoring after school with transportation
- Investigating AI-based tutoring for students K-12

Tier 3 Programming:

- AimswebPlus progress monitoring

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Key Performance Indicator Area 3: Positive School Culture

(SP Objectives 2.3, 2.4, 2.6)

- **Proposed for 2026-2027 Success Target:** Percentage of students in Grades 3-12 who respond positively to survey questions related to Connectedness (Feelings about School, Attitudes to Teachers, Attitudes to Attendance) will increase as compared to the prior school year
- **Success Target:** Percentage of students in Grades 6-12 who are identified as chronically absent (missing 10% or more of the school days) will decrease by at least 3% as compared to the prior school year.



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State Report Card Alignment to KPI Area 3

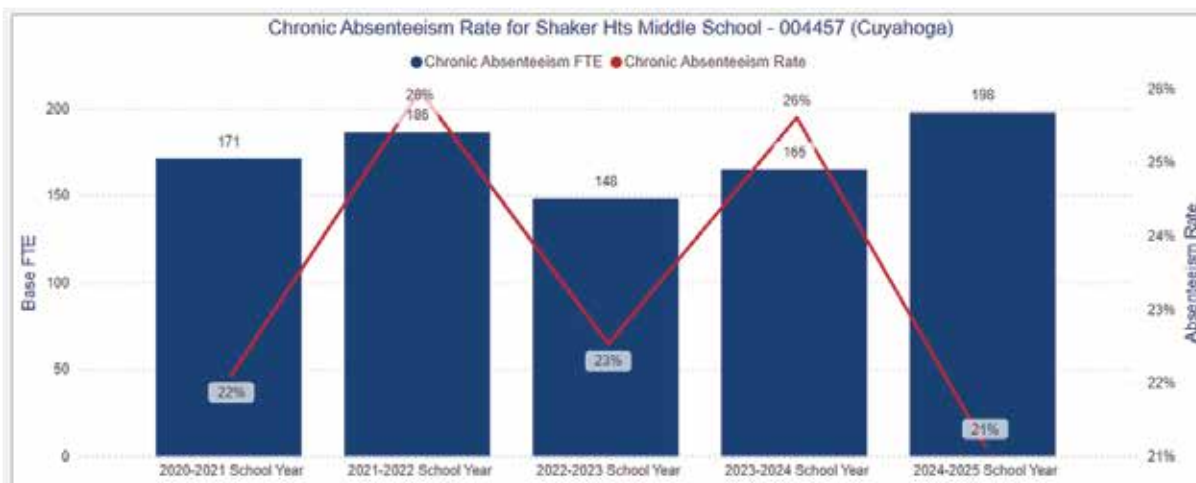
Measure for Gap Closing ★★★★	2022 Report Card Data	2023 Report Card Data	2024 Report Card Data	2025 Report Card Data
Chronic Absenteeism	29.2%	28.8%	24.3%	24.5%

To meet the Chronic Absenteeism Indicator:

1. Meet or exceed the annual Chronic Absenteeism goal.
16.4% for 2024-2025; 14.5% for 2025-2026, 5.0% by 2030-2031
2. Show improvement from prior year's Chronic Absenteeism

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Middle School Chronic Absenteeism



25

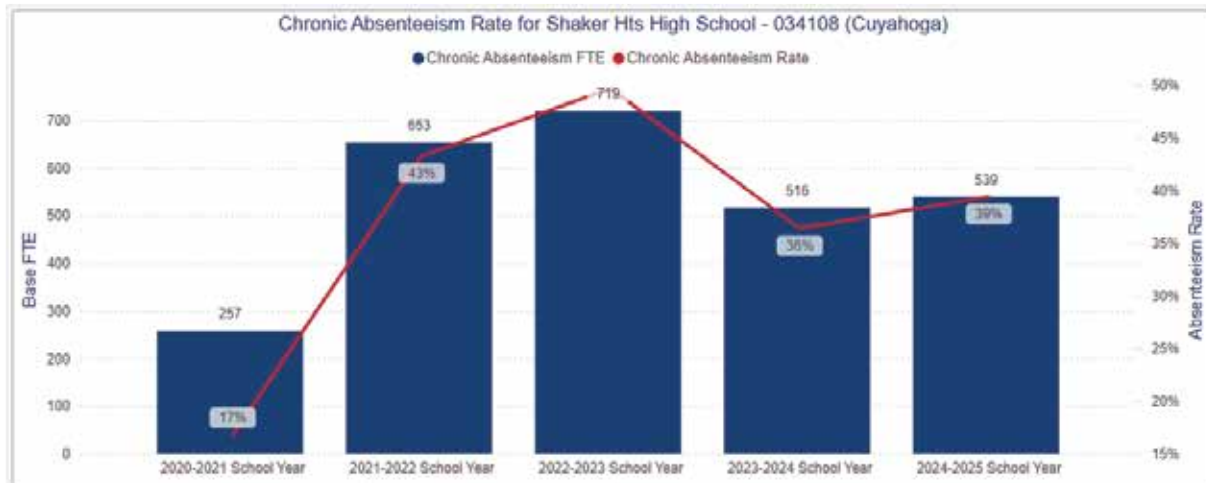
Middle School Chronic Absenteeism 2024-2025

	All Students	Black Students	Students with an IEP	Students as Gifted	Students in Poverty
Males	23.97%	35.92%	48.86%	9.70%	40.51%
Females	21.72%	30.37%	45.00%	10.87%	33.76%



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High School Chronic Absenteeism



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High School Chronic Absenteeism 2024-2025

	All Students	Black Students	Students with an IEP	Students as Gifted	Students in Poverty
Males	39.15%	51.33%	50.00%	24.30%	56.29%
Females	42.19%	51.82%	51.49%	26.06%	56.42%



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KPI 3 Action Items

- Evaluation of current attendance protocols & practices
- Creation of the SHHS Attendance Team
- Addressing attendance through a community of care
- Implement tiered interventions to address chronic absenteeism
- Work with families and students through the creation of Absence Intervention Plans



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Key Performance Indicator Area 4: College, Career, Workforce & Military Readiness

(SP Objectives 1.4, 1.5, 1.6, 1.7)

- **DATA POINT:** STUDENTS MEETING COLLEGE, CAREER, WORKFORCE AND MILITARY READINESS STANDARDS
- **Success Target:** Number of students in target subgroups demonstrating post-secondary readiness through college, career, workforce or military readiness standards will increase by 15% annually



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Demonstrating Post-Secondary Readiness

A student must complete at least one of the following:

- ☐ Earn a remediation-free score in ELA, reading, and math on the ACT or SAT
- ☐ Earn one of the six honors diplomas
- ☐ Earn a qualifying score on three or more AP or IB exams
- ☐ Earn 12 industry credential points in a career field or a state-recognized license
- ☐ Earn 12 college credits through dual enrollment, early college, or CTE
- ☐ Enlist in the military
- ☐ Complete a pre-apprenticeship
- ☐ Get accepted into an apprenticeship post-high school
- ☐ Complete an apprenticeship
- ☐ Achieve proficiency on 3 technical assessments in a single career pathway
- ☐ Earn the OhioMeansJobs Seal and complete 250 hours of internship or work-based learning

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State Report Card Alignment to KPI Area 4

Measure for CCWMR ★ ★	2023 Report Card Data (Class of 2022)	2024 Report Card Data (Class of 2023)	2025 Report Card Data (Class of 2024)
Number of students demonstrating post-secondary readiness	202	193	209
Total number of students in 4-year graduation cohort	427	369	371
Percentage	47.3%	52.3%	56.3%

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Post-Secondary Readiness - CCWMR Class of 2024

	All Students	Black Students	Students with an IEP	Students as Gifted	Students in Poverty
Males	52.08%	23.66%	19.35%	92.19%	25.45%
Females	61.24%	37.97%	50.00%	98.04%	41.54%



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KPI 4 Action Items

- Creating action plans related to:
 - Broadening access, participation, and success in each pathway
 - Family engagement and communications
 - Embedding industry credentials into core courses
 - Identifying overlap between “Shaker courses” and readiness targets
 - Auditing report data
- Expansion of CTE courses and credentialing in Middle School
- School counselor collaboration and education
 - Ensuring each child has a graduation plan with a clearly identified readiness target



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Key Performance Indicator Area 5: Graduation Rate

(SP Goal 1)

- **Success Target:** 100% of students will graduate through traditional or alternative pathways



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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	2025 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	94.1% Class of 2024	88.3%
5-Year Graduation Rate	96.7% Class of 2020	95.4% Class of 2021	95.1% Class of 2022	94.0% Class of 2023	89.7%

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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)	2025 Report Card Data for Shaker (Class of 2024)	Goal from State
All Students	91.9%	93.7%	92.7%	94.1%	90.92%
Asian or Pacific Islander	92.3%	80.0%	100%	90.9%	93.30%
Black	88.2%	91.6%	91.3%	90.8%	80.82%
Hispanic	100%	100%	76.9%	88.2%	82.34%
Multiracial	83.9%	97.1%	96.3%	100%	86.18%
White, Non-Hispanic	96.5%	96.5%	93.9%	98.0%	91.38%
Economically Disadvant.	85.7%	87.4%	90.2%	89.1%	82.02%
Students with Disabilities	71.6%	88.5%	86.9%	78.0%	78.74%

Class of 2024 Graduates

	All Students	Black Students	Students with an IEP	Students as Gifted	Students in Poverty
Males	92.11%	89.13%	70.59%	98.41%	86.76%
Females	96.13%	92.59%	88.00%	100.00%	90.91%

KPI 5 Action Items

- Strengthening CCWMR implementation
- Raider Academy
- Grad Lab / Credit Recovery programming
- Summer programming
- Targeted academic interventions

AP SCORES BY SUBJECT 2023-2024

	Asian		Black/African American		Hispanic
	Avg. of Scores	% of Exams	Avg. of Scores	% of Exams	Avg. of Scores
Biology	3.75	10.81%	2.47	20.27%	3.00
Calculus AB	1.00	2.78%	2	8.33%	2.00
Calculus BC	2.25	6.06%	1.20	7.58%	3.00
Chemistry	--	0.00%	3.00	3.03%	3.67
Chinese Language and Culture	5	100.00%	--	0.00%	--
Computer Science A	--	0.00%	2.00	6.25%	3.00
Computer Science Principles	2.67	6.82%	2.86	15.91%	3.00
English Language and Composition	3.00	7.50%	3.00	5.00%	3.00
English Literature and Composition	4.00	4.35%	2.20	21.74%	--
Environmental Science	--	0.00%	2.00	4.55%	1.00
European History	2.00	2.86%	3.00	5.71%	4.00
French Language and Culture	--	0.00%	--	0.00%	--
German Language and Culture	3.00	9.09%	--	0.00%	--
Latin	--	0.00%	--	0.00%	--
Macroeconomics	--	0.00%	--	0.00%	--
Music Theory	5.00	9.09%	3.50	18.18%	2.00
Physics C: Electricity and Magnetism	5.00	16.67%	--	0.00%	5.00
Physics C: Mechanics	5.00	6.90%	--	0.00%	3.50
Psychology	3.25	4.71%	1.33	24.71%	2.67
Spanish Language & Culture	2.00	18.18%	--	0.00%	3.00
Statistics	3.00	6.06%	2.00	9.09%	3.00
United States Government and Politics	4.25	4.26%	3.00	12.77%	3.00
United States History	4.40	5.43%	2.52	22.83%	4.00
World History: Modern	2.00	1.37%	2.58	35.62%	1.00
Grand Total	3.50	5.46%	3.42	14.38%	3.45

Hispanic	Multiracial		White		Total	
% of Exams	Avg. of Scores	% of Exams	Avg. of Scores	% of Exams	Avg. of Scores	# 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%	2.20	7.58%	2.43	77.27%	2.32	66
0.00%	0	9.09%	4.00	87.88%	3.94	33
0.00%	--	0.00%	--	0.00%	5.00	1
3.13%	2.75	12.50%	2.88	78.13%	2.81	32
6.82%	4.000	4.55%	3.79	65.91%	3.52	44
2.50%	4.00	12.50%	3.21	72.50%	3.28	40
0.00%	4.00	13.04%	4.00	60.87%	3.61	23
4.55%	4.00	4.55%	3.26	86.36%	3.14	22
2.86%	4.33	8.57%	3.54	80.00%	3.54	35
0.00%	--	0.00%	2.50	100.00%	2.50	2
0.00%	4.00	18.18%	3.50	72.73%	3.55	11
0.00%	--	0.00%	2.80	100.00%	2.80	5
0.00%	1.00	100.00%	--	0.00%	2.00	1
9.09%	2.00	9.09%	3.50	54.55%	3.36	11
8.33%	--	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%	--	0.00%	2.83	54.55%	2.73	11
15.15%	2.50	6.06%	2.94	63.64%	2.82	33
3.19%	4.00	8.51%	3.90	71.28%	3.78	94
1.09%	2.82	11.96%	3.76	58.70%	3.40	92
1.37%	2.60	6.85%	4.05	54.79%	3.36	73
4.30%	2.74	8.50%	3.72	67.37%	3.11	953

AP SCORES BY SUBJECT 2022-2023

	Asian/Pacific Islander		Black/African American		Hispanic
	Avg. of Scores	% of Exams	Avg. of Scores	% of Exams	Avg. of Scores
Biology	3.25	5.71%	2.11	12.86%	5.00
Calculus AB	3.00	15.79%	1.75	21.05%	--
Calculus BC	3.67	6.00%	5.00	2.00%	4.67
Chemistry	4.33	12.00%	--	0.00%	4.00
Computer Science A	3.5	16.67%	1.20	20.83%	4.00
Computer Science Principles	2.50	2.82%	2.36	15.49%	3.50
English Language and Composition	3.50	5.13%	2.50	15.38%	3.00
English Literature and Composition	3.50	15.38%	--	0.00%	--
Environmental Science	--	0.00%	--	0.00%	--
French Language and Culture	--	0.00%	4.00	20.00%	--
German Language and Culture	--	0.00%	--	0.00%	--
Latin	2.00	25.00%	--	0.00%	--
Macroeconomics	2.25	7.14%	1.43	12.50%	2.67
Microeconomics	2.00	7.02%	1.14	12.28%	2.33
Music Theory	3.00	8.33%	2.00	16.67%	3.00
Physics C: Electricity and Magnetism	--	0.00%	--	0.00%	--
Physics C: Mechanics	2.00	10.71%	3.50	7.14%	2.00
Psychology	2.50	3.13%	1.53	29.69%	2.33
Spanish Language and Culture	2.00	14.29%	--	0.00%	3.00
Statistics	3.00	11.54%	2.50	7.69%	--
United States Government and Politics	3.00	11.11%	2.40	11.11%	--
United States History	3.80	5.62%	1.80	16.85%	3.50
World History: Modern	4.50	1.83%	2.46	25.69%	3.50
Grand Total	3.10	6.38%	2.06	13.98%	3.45

Hispanic	Multiracial		White		Total	
% of Exams	Avg. of Scores	% of Exams	Avg. of Scores	% of Exams	Avg. of Scores	# of Exams
2.86%	3.25	5.71%	3.59	72.86%	3.40	70
0.00%	--	0.00%	1.75	63.16%	1.95	19
6.00%	3.75	8.00%	3.85	78.00%	3.90	50
8.00%	3.00	8.00%	3.83	72.00%	3.84	25
4.17%	--	0.00%	2.86	58.33%	2.67	24
5.63%	3.78	12.68%	3.96	63.38%	3.62	71
5.13%	3.67	7.69%	2.92	66.67%	2.95	39
0.00%	--	0.00%	3.27	84.62%	3.31	13
0.00%	--	0.00%	2.6	100.00%	2.60	15
0.00%	--	0.00%	3.75	80.00%	3.80	<10
0.00%	--	0.00%	3.88	100.00%	3.88	<10
0.00%	--	0.00%	3.00	75.00%	2.75	<10
5.36%	2.25	7.14%	1.74	67.86%	1.82	56
5.26%	2.00	7.02%	1.74	68.42%	1.74	57
16.67%	1.50	16.67%	3.40	41.67%	2.75	12
0.00%	4.00	25.00%	3.67	75.00%	3.75	<10
3.57%	3.80	17.86%	3.53	60.71%	3.36	28
4.69%	1.00	4.69%	2.51	57.81%	2.14	64
14.29%	--	0.00%	2.60	71.43%	2.57	<10
0.00%	4.00	3.85%	2.10	76.92%	2.31	26
0.00%	3.75	8.89%	3.03	68.89%	3.02	45
8.99%	3.60	5.62%	3.46	62.92%	3.21	89
3.67%	4.33	5.50%	3.70	63.30%	3.42	109
4.70%	3.37	6.94%	3.16	68.01%	3.03	894

AP SCORES BY SUBJECT 2021-2022

	Asian/Pacific Islander		Black/African American		Hispanic
	Avg. of Scores	% of Exams	Avg. of Scores	% of Exams	Avg. of Scores
Biology	3.33	7.41%	1.83	7.41%	3.67
Calculus AB	1.67	13.04%	--	0%	2.00
Calculus BC	3.00	10.77%	3.00	4.62%	3.00
Chemistry	2.80	11.90%	2.40	14.29%	4.00
Computer Science A	3.00	5.00%	3.00	5.00%	--
Computer Science Principles	4.25	12.12%	2.50	30.30%	5.00
English Language and Composition	4.00	2.13%	2.00	4.26%	5.00
English Literature and Composition	--	0%	2.00	6.06%	--
Environmental Science	5.00	2.70%	1.00	5.41%	2.00
European History	--	0%	1.33	8.33%	3.00
French Language and Culture	4.00	20%	2.00	20.00%	--
German Language and Culture	--	0%	--	0%	--
Latin	--	0%	--	0%	--
Macroeconomics	3.60	8.77%	3.00	7.02%	4.00
Microeconomics	3.60	8.77%	2.75	7.02%	2.50
Music Theory	--	0%	3.00	16.67%	--
Physics C: Electricity and Magnetism	--	0%	--	0%	2.00
Physics C: Mechanics	3.00	3.13%	2.00	3.13%	2.50
Psychology	4.50	2.78%	1.38	18.06%	2.00
Spanish Language and Culture	3.00	5.56%	--	0%	4.20
Spanish Literature and Culture	2.00	11.11%	--	0%	3.67
Statistics	3.00	11.11%	1.00	7.41%	3.00
Studio Art: Drawing Portfolio	--	0%	--	0%	--
United States Government and Politics	3.00	1.54%	1.33	13.85%	1.00
United States History	3.00	4.72%	1.72	16.98%	1.50
Grand Total	3.30	6.29%	1.92	9.54%	3.00

Hispanic	Multiracial		White		Total	
% of Exams	Avg. of Scores	% of Exams	Avg. of Scores	% of Exams	Avg. of Scores	# of Exams
3.70%	3.86	8.64%	3.80	72.84%	3.62	81
4.35%	--	0%	1.63	82.61%	1.65	23
1.54%	2.55	16.92%	2.67	66.15%	2.71	65
2.38%	3.40	11.90%	3.28	59.52%	3.12	42
0%	3.00	5.00%	3.29	85.00%	3.25	20
3.03%	--	0%	4.00	54.55%	3.52	33
2.13%	3.50	8.51%	3.23	82.98%	3.26	47
0%	3.20	15.15%	4.00	78.79%	3.76	33
2.70%	1.00	2.70%	2.66	86.49%	2.57	37
2.78%	3.00	2.78%	2.77	86.11%	2.67	36
0%	4.00	20.00%	3.50	40.00%	3.40	<10
0%	4.00	20.00%	3.25	80.00%	3.40	<10
0%	5.00	100%	--	0%	5.00	<10
1.75%	3.50	10.53%	2.66	71.93%	2.88	57
3.51%	3.67	10.53%	3.10	70.18%	3.16	57
0%	4.00	16.67%	2.00	66.67%	2.50	<10
9.09%	2.00	9.09%	3.33	81.82%	3.09	11
6.25%	3.25	12.50%	3.38	75.00%	3.25	32
4.17%	2.88	11.11%	2.46	63.89%	2.35	72
27.78%	1.50	11.11%	2.80	55.56%	3.06	18
33.33%	2.50	22.22%	2.67	33.33%	2.89	<10
3.70%	4.50	7.41%	3.74	70.37%	3.48	27
0%	--	0%	5.00	100%	5.00	<10
1.54%	2.43	11%	3.36	72.31%	2.93	61
3.77%	4.17	5.66%	3.44	68.87%	3.09	106
3.56%	3.17	9.85%	3.13	70.75%	3.03	954

AP SCORES BY SUBJECT 2020-2021

	Amer. Ind./Alask. Nat.		Asian/Pacific Isl.		Black/African Amer.	
	Avg. of Scores	% of Exams	Avg. of Scores	% of Exams	Avg. of Scores	% of Exams
Biology	--	0.00%	3.00	8.75%	2.40	6.25%
Calculus AB	--	0.00%	1.00	3.70%	1.67	11.11%
Calculus BC	--	0.00%	4.20	9.62%	2.00	3.85%
Chemistry	--	0.00%	3.00	5.26%	2.00	2.63%
Computer Science A	--	0.00%	4.00	3.45%	1.00	3.45%
Computer Science Principles	--	0.00%	5.00	3.33%	3.50	13.33%
English Language and Composition	--	0.00%	4.00	2.44%	4.00	2.44%
English Literature and Composition	--	0.00%	3.00	13.89%	2.00	5.56%
Environmental Science	--	0.00%	3.00	14.81%	1.00	3.70%
European History	--	0.00%	3.00	2.38%	1.00	2.38%
French Language and Culture	--	0.00%	--	0.00%	--	0.00%
German Language and Culture	--	0.00%	--	0.00%	--	0.00%
Human Geography	--	0.00%	--	0.00%	--	0.00%
Latin	--	0.00%	3.50	22.22%	--	0.00%
Macroeconomics	--	0.00%	--	0.00%	1.00	5.36%
Microeconomics	--	0.00%	--	0.00%	1.00	3.64%
Music Theory	--	0.00%	5.00	6.25%	2.00	6.25%
Physics C: Electricity and Magnetism	--	0.00%	4.00	14.29%	--	0.00%
Physics C: Mechanics	--	0.00%	3.50	6.25%	1.00	3.13%
Psychology	--	0.00%	--	0.00%	1.20	9.80%
Spanish Language and Culture	--	0.00%	3.00	6.67%	1.00	3.33%
Spanish Literature and Culture	--	0.00%	--	0.00%	--	0.00%
Statistics	--	0.00%	4.50	7.14%	--	0.00%
United States Government and Politics	--	0.00%	2.67	4.35%	2.50	2.90%
United States History	5.00	0.97%	3.22	8.74%	2.19	15.53%
World History	--	0.00%	3.50	10.81%	2.27	29.73%
Grand Total	5.00	0.10%	3.42	6.15%	2.05	6.78%

Hispanic		Multiracial		White		Total	
Avg. of Scores	% of Exams	Avg. of Scores	% of Exams	Avg. of Scores	% of Exams	Avg. of Scores	# of Exams
5.00	1.25%	3.78	11.25%	2.81	72.50%	2.94	80
1.00	3.70%	1.00	14.81%	2.00	66.67%	1.74	27
--	0.00%	3.60	9.62%	2.95	76.92%	3.10	52
2.00	2.63%	3.25	10.53%	2.81	72.50%	2.97	38
--	0.00%	2.00	10.34%	2.00	66.67%	2.34	29
--	0.00%	3.75	13.33%	2.95	76.92%	4.10	30
--	0.00%	3.67	14.63%	3.87	79.49%	3.80	41
2.50	5.56%	3.67	8.33%	3.10	64.52%	3.00	36
--	0.00%	--	0.00%	2.75	80.00%	2.74	27
3.50	4.76%	4.00	7.14%	3.06	81.58%	3.14	42
--	0.00%	--	0.00%	3.67	100%	3.67	<10
--	0.00%	--	0.00%	4	100%	4.00	<10
--	0.00%	5.00	100%	--	0.00%	5.00	<10
--	0.00%	4.50	22.22%	3.20	55.56%	3.56	<10
2.00	3.57%	1.67	5.36%	2.83	85.71%	2.64	56
2.50	3.64%	1.67	5.45%	3.02	87.27%	2.85	55
--	0.00%	5.00	6.25%	3.23	81.25%	3.38	16
--	0.00%	4.00	14.29%	4.20	71.43%	4.14	<10
1.00	3.13%	2.40	15.63%	2.43	71.88%	2.41	32
1.50	3.92%	3.00	13.73%	2.70	72.55%	2.55	51
4.00	6.67%	3.00	13.33%	3.19	70.00%	3.13	30
3.00	33.33%	--	0.00%	3.50	66.67%	3.33	<10
--	0.00%	3.25	14.29%	2.14	78.57%	2.46	28
1.50	2.90%	3.00	10.14%	3.20	79.71%	3.09	69
3.00	1.94%	3.70	9.71%	3.22	63.11%	3.12	103
--	0.00%	2.50	10.81%	3.00	48.65%	2.78	37
2.52	2.19%	3.21	10.32%	3.01	74.45%	2.99	959

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
<i>Avg. Growth</i>	--		16.6		10.89		11.11		4	
Females	165.33	<10	175.33	<10	203.67	<10	214	<10	222	<10
<i>Avg. Growth</i>	--		14		19.33		12.4		6	
Males	166.83	<10	205.5	<10	189.33	<10	209.6	<10	235	<10
<i>Avg. Growth</i>	--		20.5		6.67		9.5		0	
Black	153.11	115	168.67	115	178.77	145	190.97	136	199.87	146
<i>Avg. Growth</i>	--		13.97		11.78		10.8		8.12	
Females	155.53	66	169.66	59	176.86	69	192.78	69	200.35	79
<i>Avg. Growth</i>	--		12.5		11.92		8.18		7.51	
Males	149.86	49	167.63	56	180.5	76	189.1	67	199.3	67
<i>Avg. Growth</i>	--		15.5		11.66		13.73		8.83	
Hispanic	158.27	11	170.94	17	187.7	10	206.86	14	196.9	10
<i>Avg. Growth</i>	--		16.69		13.5		10.67		6.33	
Females	162.67	<10	175	<10	185.38	<10	210.13	<10	204.6	<10
<i>Avg. Growth</i>	--		17.83		12.5		8.63		13.8	
Males	153	<10	168.1	10	197	<10	202.5	<10	189.2	<10
<i>Avg. Growth</i>	--		16		17.5		14.75		-3	
Multiracial	168.47	38	177.61	36	188.16	43	208.43	30	216.73	33
<i>Avg. Growth</i>	--		17.29		11.74		12		7.06	
Females	167.2	15	178.67	15	183.81	21	207.93	15	222.69	16
<i>Avg. Growth</i>	--		17.8		10.24		10.47		4.86	
Males	169.3	23	176.86	21	192.32	22	208.93	15	211.12	17
<i>Avg. Growth</i>	--		16.9		13.24		13.53		8.88	
White	166.51	127	186.37	152	197.79	139	212.13	118	219.5	134
<i>Avg. Growth</i>	--		14.37		13.54		11.63		6.45	
Females	166.45	47	186.13	82	197.47	64	212.46	65	220.09	65
<i>Avg. Growth</i>	--		15.65		12.57		9.8		6.46	
Males	166.55	80	186.64	70	198.07	75	211.72	53	218.94	69
<i>Avg. Growth</i>	--		12.84		14.36		13.92		6.43	
Am. Ind. / Alask. Nat.	183	<10	--	--	--	--	198	<10	202	<10
<i>Avg. Growth</i>	--		--		--		10		9	
Females	--	--	--	--	--	--	198	<10	--	--
<i>Avg. Growth</i>	--		--		--		10		--	
Males	183	<10	--	--	--	--	--	--	202	<10
<i>Avg. Growth</i>	--		--		--		--		9	
Nat. Hawaii / Pac. Isl.	--	--	169	<10	--	--	--	--	--	--
<i>Avg. Growth</i>	--		14		--		--		--	
Females	--	--	169	<10	--	--	--	--	--	--
<i>Avg. Growth</i>	--		14		--		--		--	
Males	--	--	--	--	--	--	--	--	--	--
<i>Avg. Growth</i>	--		--		--		--		--	
Achievement Norm	153.09		171.4		185.57		197.12		204.83	
Growth Norm	16.45		15.47		13.22		10.5		8.16	

NWEA's RIT scale stands for Rasch Unit scale.

*This table shows growth from Fall 2023 to Spring 2024.

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	
Females	234.5	<10	236.67	<10	232.5	<10	235.6	<10	242	<10	239.13	<10
Avg. Growth	6.25		2		-2.5		2.6		-1.25		-1.13	
Males	213.75	<10	225	<10	224.33	<10	233	<10	240.38	<10	214.5	<10
Avg. Growth	5		-4.5		2.5		3.33		0.88		-2.5	
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	
Females	200.12	85	208.85	84	211.37	91	211.22	65	220.08	50	218.06	78
Avg. Growth	1.01		1.87		2.59		0.18		1.13		-2.93	
Males	199.87	86	204.71	69	204.38	80	206.37	73	213.55	58	207.02	62
Avg. Growth	1.44		2.8		2.65		-0.8		1.98		-4.78	
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	
Females	202	<10	218.8	<10	217	<10	208.78	<10	226.75	<10	226.5	<10
Avg. Growth	11.5		4.6		-7		2.11		7.25		-2.5	
Males	206.56	<10	218.5	<10	217	<10	222.67	<10	226.13	<10	227.83	<10
Avg. Growth	-0.33		4		5.4		1.5		-3.75		1.17	
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	
Females	222.16	19	223.05	19	236.89	<10	230.75	16	231.29	17	223.8	15
Avg. Growth	2.61		0		-0.88		1.67		-1.2		-3.64	
Males	216.31	13	214.77	13	213.92	13	221.75	<10	220	<10	216	12
Avg. Growth	3.67		5.31		4		5.27		0.43		-8.82	
White	223.25	113	226.86	111	231.73	98	232.37	125	233.29	120	234.76	95
Avg. Growth	3.41		1.92		4.23		2.9		-2.02		-1.63	
Females	223.45	66	227.47	53	231.98	49	232.84	56	236.18	62	236.41	39
Avg. Growth	2.88		2.57		4.94		3.64		-0.18		-0.83	
Males	222.96	47	226.31	58	231.49	49	231.99	69	230.21	58	233.61	56
Avg. Growth	4.15		1.32		3.53		2.29		-3.82		-2.17	
Am. Ind. / Alask. Nat.	204	<10	--	--	225	<10	--	--	189	<10	--	--
Avg. Growth	-5		--		2		--		--		--	
Females	204	<10	--	--	225	<10	--	--	--	--	--	--
Avg. Growth	-5		--		2		--		--		--	
Males	--	--	--	--	--	--	--	--	189	<10	--	--
Avg. Growth	--		--		--		--		--		--	
Nat. Hawaii / Pac. Isl.	--	--	--	--	--	--	--	--	--	--	--	--
Avg. Growth	--		--		--		--		--		--	
Females	--	--	--	--	--	--	--	--	--	--	--	--
Avg. Growth	--		--		--		--		--		--	
Males	--	--	--	--	--	--	--	--	--	--	--	--
Avg. Growth	--		--		--		--		--		--	
Achievement 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.

*This table shows growth from Fall 2023 to Spring 2024.

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
<i>Avg. Growth</i>	16.75		15.6		13.11		13.56		10.33	
Females	176.33	<10	180.33	<10	198.33	<10	217	<10	235.5	<10
<i>Avg. Growth</i>	19.5		14.67		14.67		14.2		11	
Males	171.33	<10	209	<10	199.5	<10	215.6	<10	266	<10
<i>Avg. Growth</i>	15.83		17		12.33		12.75		9	
Black	156.76	114	172.28	115	180.59	145	192.77	136	200.93	146
<i>Avg. Growth</i>	17.31		14.98		11.67		11.99		9.05	
Females	158.11	65	173.27	59	178.2	69	192.43	69	198.3	79
<i>Avg. Growth</i>	16.78		14.38		11.77		11.06		7.65	
Males	154.98	49	171.23	56	182.76	76	193.12	67	204.1	67
<i>Avg. Growth</i>	18.09		15.61		11.58		13.02		10.67	
Hispanic	164.09	11	175	18	189.6	10	207.79	14	204.2	10
<i>Avg. Growth</i>	17.73		14.24		12.44		13.92		10.78	
Females	168.67	<10	178.57	<10	190.25	<10	208.13	<10	206.4	<10
<i>Avg. Growth</i>	17.33		10.17		11.57		13.13		11.2	
Males	158.6	<10	172.73	11	187	<10	207.33	<10	202	<10
<i>Avg. Growth</i>	18.2		16.45		15.5		15.5		10.25	
Multiracial	173.61	38	182.47	36	192.4	43	212.9	30	220.42	33
<i>Avg. Growth</i>	24.16		18.17		11.48		16.5		10.77	
Females	171.33	15	181.47	15	189	21	205.8	15	225.06	16
<i>Avg. Growth</i>	23.6		19.87		10.19		17		11.93	
Males	175.09	23	183.19	21	195.64	22	220	15	216.06	17
<i>Avg. Growth</i>	24.55		16.9		12.76		16		9.82	
White	172.5	127	193.38	152	198.1	139	213.52	118	224.34	134
<i>Avg. Growth</i>	20.06		17.88		12.19		14.5		11.04	
Females	169.87	47	190.22	82	197.06	64	210.37	65	220.48	65
<i>Avg. Growth</i>	18.34		17.58		12.1		13.69		10.4	
Males	174.05	80	197.09	70	198.99	75	217.38	53	227.97	69
<i>Avg. Growth</i>	21.12		18.24		12.27		15.52		11.66	
Am. Ind. / Alask. Nat.	183	<10	--	--	--	--	198.5	<10	216	<10
<i>Avg. Growth</i>	18		--		--		9.5		9	
Females	--	--	--	--	--	--	198.5	<10	--	--
<i>Avg. Growth</i>	--		--		--		9.5		--	
Males	183	<10	--	--	--	--	--	--	216	<10
<i>Avg. Growth</i>	18		--		--		--		9	
Nat. Hawaii / Pac. Isl.	--	--	183	<10	--	--	--	--	--	--
<i>Avg. Growth</i>	--		21		--		--		--	
Females	--	--	183	<10	--	--	--	--	--	--
<i>Avg. Growth</i>	--		21		--		--		--	
Males	--	--	--	--	--	--	--	--	--	--
<i>Avg. Growth</i>	--		--		--		--		--	
Achievement 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.

*This table shows growth from Fall 2023 to Spring 2024.

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	245.33	<10
Avg. Growth	1.67		7		6.5		5.38	
Females	227.67	<10	254.33	<10	253.5	<10	247.2	<10
Avg. Growth	2.67		7.67		5.5		2.2	
Males	243.75	<10	242.5	<10	247.67	<10	243	<10
Avg. Growth	0.67		6		7.5		10.67	
Black	203.31	168	209.04	154	214.37	169	215.86	134
Avg. Growth	3.77		5.58		5.85		2.96	
Females	202.15	84	209.54	84	215.58	88	216.38	63
Avg. Growth	3.54		6.05		5.76		3.21	
Males	204.46	84	208.44	70	213.06	81	215.39	71
Avg. Growth	3.99		5.05		5.94		2.74	
Hispanic	208.15	13	224.89	<10	226.54	13	225.2	15
Avg. Growth	5.23		9		0.91		5.07	
Females	201.75	<10	217.6	<10	221.57	<10	218.67	<10
Avg. Growth	5		7		-3.17		6.78	
Males	211	<10	234	<10	232.33	<10	235	<10
Avg. Growth	5.33		11.5		5.8		2.5	
Multiracial	224.72	32	224.48	31	230.87	23	238.13	31
Avg. Growth	6.17		6.13		8.27		7.66	
Females	224.95	19	226.68	19	247.44	<10	245	16
Avg. Growth	5.44		6.22		12		8.53	
Males	224.38	13	221	12	220.21	14	230.8	15
Avg. Growth	7.36		6		5.69		6.71	
White	226.98	113	235.77	111	242.45	97	248.74	125
Avg. Growth	7.11		8.59		8.06		8.1	
Females	225.55	66	234.42	53	240.48	48	246.86	56
Avg. Growth	7.58		9.26		8.27		8.09	
Males	229	47	237	58	244.39	49	250.28	69
Avg. Growth	6.45		7.96		7.86		8.1	
Am. Ind. / Alask. Nat.	207	<10	--	--	241	<10	--	--
Avg. Growth	8		--	--	7		--	--
Females	207	<10	--	--	241	<10	--	--
Avg. Growth	8		--	--	7		--	--
Males	--	--	--	--	--	--	--	--
Avg. Growth	--		--	--	--		--	--
Nat. Hawaii / Pac. Isl.	--	--	--	--	--	--	--	--
Avg. Growth	--		--	--	--		--	--
Females	--	--	--	--	--	--	--	--
Avg. Growth	--		--	--	--		--	--
Males	--	--	--	--	--	--	--	--
Avg. Growth	--		--	--	--		--	--
Achievement Norm	218.75		222.88		226.73		230.3	
Growth Norm	9.61		8.13		6.52		5.38	

NWEA's RIT scale stands for Rasch Unit scale.

*This table shows growth from Fall 2023 to Spring 2024.

MAP SECONDARY MATH SPRING 2024*

(Continued)

	High School Algebra		High School Geometry		High School Algebra II	
	Avg RIT	#	Avg RIT	#	Avg RIT	#
Asian	--	--	238.67	<10	244.5	<10
Avg. Growth	--	--	11.67	--	-5.5	--
Females	--	--	247	<10	244.5	<10
Avg. Growth	--	--	21	--	-5.5	--
Males	--	--	222	<10	--	--
Avg. Growth	--	--	-7	--	--	--
Black	217.09	66	227.61	130	234.41	46
Avg. Growth	5.16	--	5.5	--	4.43	--
Females	219.68	28	228.09	67	237.39	23
Avg. Growth	4.83	--	5.57	--	4.81	--
Males	215.18	38	227.1	63	231.43	23
Avg. Growth	5.44	--	5.42	--	4	--
Hispanic	222.2	<10	240	<10	236.5	<10
Avg. Growth	2.25	--	8	--	1	--
Females	211.33	<10	239.5	<10	232.33	<10
Avg. Growth	0.5	--	9.5	--	2.5	--
Males	238.5	<10	240.5	<10	249	<10
Avg. Growth	4	--	6.5	--	-2	--
Multiracial	223.5	<10	237.08	13	242.71	<10
Avg. Growth	-1	--	12.69	--	4.33	--
Females	232	<10	231.38	<10	241	<10
Avg. Growth	6	--	9.13	--	1.33	--
Males	215	<10	246.2	<10	245	<10
Avg. Growth	-4.5	--	18.4	--	7.33	--
White	228.6	<10	248.29	38	242.15	26
Avg. Growth	4.4	--	11.65	--	-4.61	--
Females	217.5	<10	246.82	22	244.44	<10
Avg. Growth	0	--	11.19	--	1	--
Males	236	<10	250.31	16	240.94	17
Avg. Growth	7.33	--	12.25	--	-8.21	--
Am. Ind. / Alask. Nat.	--	--	--	--	--	--
Avg. Growth	--	--	--	--	--	--
Females	--	--	--	--	--	--
Avg. Growth	--	--	--	--	--	--
Males	--	--	--	--	--	--
Avg. Growth	--	--	--	--	--	--
Nat. Hawaii / Pac. Isl.	--	--	--	--	--	--
Avg. Growth	--	--	--	--	--	--
Females	--	--	--	--	--	--
Avg. Growth	--	--	--	--	--	--
Males	--	--	--	--	--	--
Avg. Growth	--	--	--	--	--	--

NWEA's RIT scale stands for Rasch Unit scale.

*This table shows growth from Fall 2023 to Spring 2024.

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	164.17	<10	177.38	<10	198	10	221.2	<10	227.86	<10
Avg. Growth			15.67		13.33		9.8		12.14	
Females	158.5	<10	182.33	<10	200.33	<10	216	<10	230.2	<10
Avg. Growth			17		13		9.5		13.8	
Males	175.5	<10	174.4	<10	194.5	<10	224.67	<10	222	<10
Avg. Growth			14.33		13.75		10		8	
Black	154.65	109	166.17	130	178.44	131	192.8	142	197.71	169
Avg. Growth	47		14.64		14.22		13.78		5.6	
Females	156	55	165.77	60	181.26	70	194.28	75	198.2	86
Avg. Growth	47		13.18		14.34		13.61		6.78	
Males	153.28	54	166.51	70	175.2	61	191.13	67	197.2	83
Avg. Growth			15.92		14.07		13.97		4.34	
Hispanic	155.61	18	170.77	13	193.82	11	205.8	<10	203.36	14
Avg. Growth			14.64		17		13.4		7	
Females	159.33	<10	172.73	11	194.14	<10	215.5	<10	204	<10
Avg. Growth			13.8		17.29		9.5		8.6	
Males	153.75	12	160	<10	193.25	<10	199.33	<10	203	<10
Avg. Growth			23		16.5		16		6.11	
Multiracial	159.34	35	179.41	39	195.68	31	209.65	31	217.74	31
Avg. Growth			16.71		15.4		12.16		9.13	
Females	157.64	14	180.61	18	196.13	16	213.87	15	220.39	18
Avg. Growth			18.22		17.47		8.13		7.28	
Males	160.48	21	178.38	21	195.2	15	205.69	16	214.08	13
Avg. Growth			15.35		13.33		15.94		11.92	
White	168.51	144	183.67	132	200.94	117	213.35	130	220.84	123
Avg. Growth	23		15.95		15.78		12.07		7.39	
Females	167.84	76	185.88	58	201.57	61	212.84	63	221.45	69
Avg. Growth			17.43		15.08		11.75		7.49	
Males	169.25	68	181.95	74	200.25	56	213.84	67	220.04	53
Avg. Growth	23		14.78		16.52		12.38		7.13	
Am. Ind. / Alask. Nat.	--	--	--	--	179	<10	192	<10	202	<10
Avg. Growth	--		--		15.5		19		5	
Females	--	--	--	--	179	<10	--	--	202	<10
Avg. Growth	--		--		15.5		--		5	
Males	--	--	--	--	--	--	192	<10	--	--
Avg. Growth	--		--		--		19		--	
Nat. Hawaii / Pac. Isl.	158	<10	--	--	--	--	--	--	--	--
Avg. Growth	--		--		--		--		--	
Females	158	<10	--	--	--	--	--	--	--	--
Avg. Growth	--		--		--		--		--	
Males	--	--	--	--	--	--	--	--	--	--
Avg. Growth	--		--		--		--		--	
Achievement Norm	153.09		171.4		185.57		197.12		204.83	
Growth Norm	16.45		15.47		13.22		10.5		8.16	

NWEA's RIT scale stands for Rasch Unit scale.

*This table shows growth from Fall 2022 to Spring 2023.

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	229.75	<10	234.75	<10	220.3	10	238.17	12	234.83	12	224.88	<10
Avg. Growth	8.5		2.5		3.13		2.83		-1.58		-3.75	
Females	232	<10	230.5	<10	228.8	<10	246.67	<10	235.88	<10	228.2	<10
Avg. Growth	7		-1		5.75		8		-2.38		-3.6	
Males	227.5	<10	239	<10	211.8	<10	235.33	<10	232.75	<10	219.33	<10
Avg. Growth	10		6		0.5		1.11		0		-4	
Black	201.83	142	207.65	175	207.69	133	212.19	126	217.56	142	213.59	112
Avg. Growth	4.02		2.69		1.78		0.44		2.35		-0.51	
Females	203.36	77	209.78	89	208.82	61	216.64	56	220.59	76	218.53	57
Avg. Growth	4.58		1.66		3.17		1.73		1.92		-0.9	
Males	200.02	65	205.45	86	206.74	72	208.63	70	214.06	66	208.47	55
Avg. Growth	3.31		3.77		0.61		-0.51		2.86		-0.08	
Hispanic	212.91	11	221.75	12	211.14	14	219.36	14	231.27	11	231.31	13
Avg. Growth	2		5.83		2.79		-0.79		4.91		-3.55	
Females	210.4	<10	223.86	<10	207.13	<10	206.6	<10	230.33	<10	231	11
Avg. Growth	1.6		5.71		3.5		-7.6		3.83		-3.1	
Males	215	<10	218.8	<10	216.5	<10	226.44	<10	232.4	<10	233	<10
Avg. Growth	2.4		6		1.83		3		6.2		-8	
Multiracial	214.12	33	225.36	25	222.09	32	227.88	26	227.38	26	231.9	10
Avg. Growth	1.77		4.04		2.13		3.77		0.7		0.33	
Females	219.21	19	237.08	12	225.41	17	232.53	17	235.07	14	239.33	<10
Avg. Growth	4.89		4.25		3.13		3.06		4.25		1.5	
Males	207.21	14	214.54	13	218.33	15	219.11	<10	218.42	12	228.71	<10
Avg. Growth	-3.17		3.85		1.07		5.11		-3.18		0	
White	225.18	113	230.21	98	228.31	122	235.52	121	238.18	106	235.11	117
Avg. Growth	6.22		4.81		2.9		2.22		1.95		-2.6	
Females	225.07	58	230.96	53	227.62	50	237.29	58	239.02	43	236.63	57
Avg. Growth	5.49		5.47		3.04		2.84		0.86		-2.24	
Males	225.29	55	229.33	45	228.79	72	233.89	63	237.6	63	233.67	60
Avg. Growth	6.95		4.02		2.8		1.65		2.73		-2.98	
Am. Ind. / Alask. Nat.	--	--	218	<10	--	--	--	--	--	--	--	--
Avg. Growth	--	--	1		--	--	--	--	--	--	--	--
Females	--	--	218	<10	--	--	--	--	--	--	--	--
Avg. Growth	--	--	1		--	--	--	--	--	--	--	--
Males	--	--	--	--	--	--	--	--	--	--	--	--
Avg. Growth	--	--	--	--	--	--	--	--	--	--	--	--
Nat. Hawaii / Pac. Isl.	--	--	--	--	--	--	--	--	--	--	--	--
Avg. Growth	--	--	--	--	--	--	--	--	--	--	--	--
Females	--	--	--	--	--	--	--	--	--	--	--	--
Avg. Growth	--	--	--	--	--	--	--	--	--	--	--	--
Males	--	--	--	--	--	--	--	--	--	--	--	--
Avg. Growth	--	--	--	--	--	--	--	--	--	--	--	--
Achievement 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.

*This table shows growth from Fall 2022 to Spring 2023.

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	170.83	<10	186.38	<10	203.3	10	240.2	<10	229	<10
<i>Avg. Growth</i>	20.5		17.17		13.44		12.4		12.29	
Females	164.25	<10	183.67	<10	204.5	<10	224.5	<10	226.8	<10
<i>Avg. Growth</i>	20.33		16.67		13.2		15		12.2	
Males	184	<10	188	<10	201.5	<10	250.67	<10	234.5	<10
<i>Avg. Growth</i>	21		17.67		13.75		10.67		12.5	
Black	157.03	109	169.71	129	182.37	131	194.33	142	202.32	168
<i>Avg. Growth</i>	16.02		15.15		14.64		13.18		9.28	
Females	158.65	55	168.02	60	183.13	70	192.03	75	202.13	86
<i>Avg. Growth</i>	16.64		13.14		13.79		12.06		10.43	
Males	155.37	54	171.17	69	181.51	61	196.91	67	202.51	82
<i>Avg. Growth</i>	15.41		16.94		15.66		14.37		8.03	
Hispanic	164.39	18	178.38	13	194.36	11	201	<10	209	14
<i>Avg. Growth</i>	19.06		17.64		10.91		9.6		7.29	
Females	165.83	<10	179.09	11	193.29	<10	213	<10	212.4	<10
<i>Avg. Growth</i>	16.67		17.1		11		15.5		8.6	
Males	163.67	12	174.5	<10	196.25	<10	193	<10	207.11	<10
<i>Avg. Growth</i>	20.25		23		10.75		5.67		6.56	
Multiracial	166.26	35	185.9	39	197.65	31	210.81	31	222.52	31
<i>Avg. Growth</i>	20.29		17.58		11.83		12.74		10.7	
Females	166	14	183.11	18	191.5	16	212.8	15	223.72	18
<i>Avg. Growth</i>	19.57		16.22		12.13		11.6		11.22	
Males	166.43	21	188.29	21	204.2	15	208.94	16	220.85	13
<i>Avg. Growth</i>	20.76		18.8		11.53		13.81		9.92	
White	175.19	143	188.27	132	199.4	117	216.32	130	221.72	123
<i>Avg. Growth</i>	21.33		17.07		12.61		15.23		9.56	
Females	172.33	75	187.79	58	196.84	61	212.48	63	219.96	69
<i>Avg. Growth</i>	20.59		16.86		13.22		15.46		10.5	
Males	178.34	68	188.64	74	202.2	56	219.93	67	223.91	53
<i>Avg. Growth</i>	22.13		17.23		11.96		15.01		8.21	
Am. Ind. / Alask. Nat.	--	--	--	--	186	<10	199	<10	200	<10
<i>Avg. Growth</i>	--		--		17		10		7	
Females	--	--	--	--	186	<10	--	--	200	<10
<i>Avg. Growth</i>	--		--		17		--		7	
Males	--	--	--	--	--	--	199	<10	--	--
<i>Avg. Growth</i>	--		--		--		10		--	
Nat. Hawaii / Pac. Isl.	166	<10	--	--	--	--	--	--	--	--
<i>Avg. Growth</i>	12		--		--		--		--	
Females	166	<10	--	--	--	--	--	--	--	--
<i>Avg. Growth</i>	12		--		--		--		--	
Males	--	--	--	--	--	--	--	--	--	--
<i>Avg. Growth</i>	--		--		--		--		--	
Achievement 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.

*This table shows growth from Fall 2022 to Spring 2023.

MAP SECONDARY MATH SPRING 2023*

	Grade 5		Grade 6		Grade 7		Grade 8		High School Geometry	
	Avg RIT	#	Avg RIT	#	Avg RIT	#	Avg RIT	#	Avg RIT	#
Asian	240	<10	250	<10	234	10	264.42	12	249	<10
Avg. Growth	-1.75		8.5		9.88		7.67		16	
Females	242.5	<10	247.5	<10	242.4	<10	265	<10	249	<10
Avg. Growth	-4.5		9		9.5		3.33		16	
Males	237.5	<10	252.5	<10	225.6	<10	264.22	<10	--	--
Avg. Growth	1		8		10.25		9.11		--	
Black	203.21	140	209.3	176	212.86	133	216.28	137	226.29	87
Avg. Growth	6.45		5.81		4.2		1.8		6.36	
Females	203.16	76	210.22	89	211.57	60	219.05	60	226.59	41
Avg. Growth	7.34		5.26		3.61		2.3		6.63	
Males	203.27	64	208.36	87	213.92	73	214.12	77	226.02	46
Avg. Growth	5.32		6.38		4.67		1.43		6.11	
Hispanic	215.64	11	224.58	12	220.64	14	226.94	16	240.67	<10
Avg. Growth	3.3		6.58		3.46		4.53		13	
Females	210	<10	219	<10	213.63	<10	217.8	<10	232.67	<10
Avg. Growth	5.8		7.43		2.71		7		7	
Males	220.33	<10	232.4	<10	230	<10	231.09	11	256.67	<10
Avg. Growth	0.8		5.4		4.33		3.3		19	
Multiracial	217.91	33	227.76	25	234.48	31	233.17	30	235.55	11
Avg. Growth	5.84		8.64		9.43		6		1.67	
Females	220.21	19	238.08	12	237.19	16	237.84	19	228.25	<10
Avg. Growth	7.53		10.5		10.13		6		5.67	
Males	214.79	14	218.23	13	231.6	15	225.09	11	239.71	<10
Avg. Growth	3.17		6.92		8.73		6		-2.33	
White	228.89	113	235.34	98	242.25	123	249.92	122	249.04	25
Avg. Growth	6.13		9.94		7.9		6.86		8.76	
Females	227.28	58	234.02	53	239.38	50	249.04	57	251.38	<10
Avg. Growth	6.09		10.73		8.13		6.91		10.29	
Males	230.6	55	236.89	45	244.22	73	250.69	65	247.94	17
Avg. Growth	6.16		9		7.75		6.81		8	
Am. Ind. / Alask. Nat.	--	--	233	<10	--	--	--	--	237	<10
Avg. Growth	--		2		--		--		-3	
Females	--	--	233	<10	--	--	--	--	237	<10
Avg. Growth	--		2		--		--		-3	
Males	--	--	--	--	--	--	--	--	--	--
Avg. Growth	--		--		--		--		--	
Nat. Hawaii / Pac. Isl.	--	--	--	--	--	--	--	--	231	<10
Avg. Growth	--		--		--		--		--	
Females	--	--	--	--	--	--	--	--	--	--
Avg. Growth	--		--		--		--		--	
Males	--	--	--	--	--	--	--	--	231	<10
Avg. Growth	--		--		--		--		--	
Achievement Norm	218.75		222.88		226.73		230.3			
Growth Norm	9.61		8.13		6.52		5.38			

NWEA's RIT scale stands for Rasch Unit scale.

*This table shows growth from Fall 2022 to Spring 2023.

MAP PRIMARY READING SPRING 2022*

	Kindergarten		Grade 1		Grade 2		Grade 3		Grade 4	
	Avg RIT	#	Avg RIT	#	Avg RIT	#	Avg RIT	#	Avg RIT	#
Asian	169.71	<10	183.08	12	204.4	<10	217.67	<10	220.4	<10
Avg. Growth	26.43		17.2		8		8.6		4.6	
Females	164.67	<10	188.6	<10	200	<10	222.5	<10	226.33	<10
Avg. Growth	23.33		19.67		5.5		9.67		5.67	
Males	173.5	<10	179.14	<10	207.33	<10	208	<10	211.5	<10
Avg. Growth	28.75		16.14		9.67		7		3	
Black	153.61	114	164.6	131	177.8	131	193.8	164	198.14	136
Avg. Growth	15.64		13.35		12.89		13.07		7.08	
Females	152.76	55	166.29	68	179.35	65	193.85	88	200.53	76
Avg. Growth	14.04		12.51		14.67		13.45		6.92	
Males	154.39	59	162.78	63	176.27	66	193.75	76	195.12	60
Avg. Growth	17.18		14.25		11.08		12.62		7.28	
Hispanic	169.75	<10	180.33	12	187.75	<10	195.07	14	206.78	<10
Avg. Growth	23.25		14.09		19		6.77		5.44	
Females	168	<10	177.38	<10	201	<10	197	<10	202.8	<10
Avg. Growth	24.33		12.43		21.5		6.17		5.4	
Males	175	<10	186.25	<10	174.5	<10	193.63	<10	211.75	<10
Avg. Growth	20		17		16.5		7.29		5.5	
Multiracial	159.7	40	179.26	31	198.12	34	206.7	30	212.71	34
Avg. Growth	18.71		14.32		16.76		9.59		5.91	
Females	157.67	18	177.87	15	203.94	16	211.94	16	216.61	18
Avg. Growth	17.83		15.27		14.19		10.63		5.82	
Males	161.36	22	180.56	16	192.94	18	200.71	14	208.31	16
Avg. Growth	19.5		13.44		19.06		8.31		6	
White	164.23	136	183.02	116	200.03	133	213.43	124	219.14	122
Avg. Growth	19.65		14.18		16.11		11.44		6.59	
Females	164.66	61	183.37	62	198.89	64	213.71	69	220.75	63
Avg. Growth	19.24		13.64		16.74		11.71		6.75	
Males	163.88	75	182.61	54	201.09	69	213.07	55	217.42	59
Avg. Growth	19.97		14.79		15.53		11.09		6.41	
Am. Ind. / Alask. Nat.	--	--	159	<10	165	<10	199	<10	--	--
Avg. Growth	--	--	9.5		-19		5		--	
Females	--	--	159	<10	--	--	199	<10	--	--
Avg. Growth	--	--	9.5		--		5		--	
Males	--	--	--	--	165	<10	--	--	--	--
Avg. Growth	--	--	--		-19		--		--	
Nat. Hawaii / Pac. Isl.	--	--	--	--	--	--	--	--	--	--
Avg. Growth	--	--	--	--	--	--	--	--	--	--
Females	--	--	--	--	--	--	--	--	--	--
Avg. Growth	--	--	--	--	--	--	--	--	--	--
Males	--	--	--	--	--	--	--	--	--	--
Avg. Growth	--	--	--	--	--	--	--	--	--	--
Achievement Norm	153.09		171.4		185.57		197.12		204.83	
Growth Norm	16.45		15.47		13.22		10.5		8.16	

NWEA's RIT scale stands for Rasch Unit scale.

*This table shows growth from Fall 2021 to Spring 2022.

MAP SECONDARY READING SPRING 2022*

	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	220.14	<10	226.4	10	230.93	14	235.25	16	230.56	<10	235.9	10
Avg. Growth	2.14		6.6		1.43		2.56		2		4.6	
Females	214	<10	232.6	<10	230.75	<10	238.5	10	231	<10	227.67	<10
Avg. Growth	-1		6		3.5		4.6		1.5		12	
Males	235.5	<10	220.2	<10	231	10	229.83	<10	230	<10	239.43	<10
Avg. Growth	10		7.2		0.6		-0.83		2.33		-0.33	
Black	202.14	169	208.65	137	206.67	151	211.08	165	217.92	132	215.46	113
Avg. Growth	2.92		3.57		-0.38		-1.42		3.06		-1.57	
Females	206.25	84	209.2	66	208.5	68	214.79	89	221.11	64	215.98	55
Avg. Growth	3.06		2.02		0.66		-0.91		2.25		-1.93	
Males	198.07	85	208.14	71	205.17	83	206.75	76	214.91	68	214.97	58
Avg. Growth	2.78		4.96		-1.16		-2		4.09		-1.13	
Hispanic	216.56	<10	208.85	13	218	15	218.33	12	231.64	11	225.64	14
Avg. Growth	-0.88		0.38		1.25		-3.45		2.14		4.63	
Females	216	<10	199.33	<10	213.83	<10	212.67	<10	229.56	<10	230.43	<10
Avg. Growth	-1.4		-4.33		3.5		-4.2		2.14		5	
Males	217.25	<10	217	<10	220.78	<10	224	<10	241	<10	220.86	<10
Avg. Growth	0		4.43		0.13		-2.83		4.25		4.25	
Multiracial	220.33	27	220.53	32	222.32	31	224.63	30	229.4	20	238	14
Avg. Growth	4.96		2.23		-0.57		1.96		-0.29		-1.56	
Females	231.33	12	224.5	16	226.75	20	231.2	15	230.57	<10	239.88	<10
Avg. Growth	4.92		4.69		1.05		2.38		0		0.2	
Males	211.53	15	216.56	16	214.27	11	218.07	15	228.77	13	235.5	<10
Avg. Growth	5		-0.57		-3.8		1.6		-0.4		-3.75	
White	224.38	105	226.62	128	231.8	129	235.6	122	238.18	126	236.56	122
Avg. Growth	4.69		3.57		1.01		2.04		3.44		-0.26	
Females	226.11	53	225.04	53	232.59	63	235.86	51	240.37	62	236.29	59
Avg. Growth	5.17		3.54		1.68		2.43		2.45		-0.65	
Males	222.62	52	227.73	75	231.05	66	235.41	71	236.06	64	236.81	63
Avg. Growth	4.2		3.6		0.32		1.76		4.29		0.09	
Am. Ind. / Alask. Nat.	214	<10	--	--	--	--	209	<10	--	--	--	--
Avg. Growth	4		--		--		-2		--		--	
Females	214	<10	--	--	--	--	209	<10	--	--	--	--
Avg. Growth	4		--	--	--	--	-2		--	--	--	--
Males	--	--	--	--	--	--	--	--	--	--	--	--
Avg. Growth	--		--	--	--	--	--	--	--	--	--	--
Nat. Hawaii / Pac. Isl.	--	--	--	--	--	--	--	--	--	--	--	--
Avg. Growth	--		--		--		--		--		--	
Females	--	--	--	--	--	--	--	--	--	--	--	--
Avg. Growth	--		--	--	--	--	--	--	--	--	--	--
Males	--	--	--	--	--	--	--	--	--	--	--	--
Avg. Growth	--		--	--	--	--	--	--	--	--	--	--
Achievement 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.

*This table shows growth from Fall 2021 to Spring 2022.

MAP PRIMARY MATH SPRING 2022*

	Kindergarten		Grade 1		Grade 2		Grade 3		Grade 4	
	Avg RIT	#	Avg RIT	#	Avg RIT	#	Avg RIT	#	Avg RIT	#
Asian	173.29	<10	186.75	12	219.4	<10	218.67	<10	237.6	<10
Avg. Growth	22.29		13.7		15.4		19.6		18.4	
Females	169	<10	190	<10	205	<10	217.75	<10	237.33	<10
Avg. Growth	20.33		15.67		10.5		17.67		16.67	
Males	176.5	<10	184.43	<10	229	<10	220.5	<10	238	<10
Avg. Growth	23.75		12.86		18.67		22.5		21	
Black	155.92	115	169.53	131	181.79	130	196.07	163	199.53	136
Avg. Growth	15.16		15.21		15.36		15.95		11.03	
Females	155.62	55	170.65	68	180.38	64	194.25	87	199.77	75
Avg. Growth	14.87		15.08		14.47		16.48		10.59	
Males	156.2	60	168.32	63	183.17	66	198.14	76	199.23	61
Avg. Growth	15.43		15.36		16.26		15.36		11.57	
Hispanic	168.63	<10	183.92	12	187.5	<10	201.93	14	208.33	<10
Avg. Growth	16.63		16.27		12.5		14.85		8.44	
Females	167.83	<10	182.5	<10	196.5	<10	203.5	<10	205.4	<10
Avg. Growth	18.5		16.86		18.5		14.17		8	
Males	171	<10	186.75	<10	178.5	<10	200.75	<10	212	<10
Avg. Growth	11		15.25		6.5		15.43		9	
Multiracial	165.2	40	187.19	31	197.71	34	211.87	30	216.5	34
Avg. Growth	18.63		16.81		15.26		15.69		11.42	
Females	164.06	18	180.07	15	198.31	16	215.13	16	218.17	18
Avg. Growth	19.22		15.8		14.56		16.5		15.88	
Males	166.14	22	193.88	16	197.17	18	208.14	14	214.63	16
Avg. Growth	18.1		17.75		15.89		14.69		6.69	
White	169.3	136	188.19	116	201.21	133	213.89	125	225.75	122
Avg. Growth	20.31		16.68		16.2		16.69		14.15	
Females	168.31	61	185.68	62	198.56	64	212.47	70	225.14	63
Avg. Growth	19.29		16.03		16.63		17.31		14.67	
Males	170.11	75	191.07	54	203.67	69	215.69	55	226.41	59
Avg. Growth	21.11		17.4		15.79		15.87		13.57	
Am. Ind. / Alask. Nat.	--	--	168.5	<10	195	<10	187	<10	--	--
Avg. Growth	--		13.5		14		6		--	
Females	--	--	168.5	<10	--	--	187	<10	--	--
Avg. Growth	--		13.5		--		6		--	
Males	--	--	--	--	195	<10	--	--	--	--
Avg. Growth	--		--		14		--		--	
Nat. Hawaii / Pac. Isl.	--	--	--	--	--	--	--	--	--	--
Avg. Growth	--		--		--		--		--	
Females	--	--	--	--	--	--	--	--	--	--
Avg. Growth	--		--		--		--		--	
Males	--	--	--	--	--	--	--	--	--	--
Avg. Growth	--		--		--		--		--	
Achievement 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.

*This table shows growth from Fall 2021 to Spring 2022.

MAP SECONDARY MATH SPRING 2022*

	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	235.86	<10	233.64	11	250.79	14	250.5	16	251.25	<10	251.13	<10
Avg. Growth	6.43		11.55		5.92		6.88		10.17		0.29	
Females	232.2	<10	240.6	<10	247.25	<10	251.3	10	245.5	<10	256.33	<10
Avg. Growth	6.6		11.2		3.75		6.7		10.67		-0.33	
Males	245	<10	227.83	<10	252.2	10	249.17	<10	257	<10	248	<10
Avg. Growth	6		11.83		6.89		7.17		9.67		0.75	
Black	203.32	169	209.77	137	211.41	151	217.13	168	227.5	112	228.07	121
Avg. Growth	5.48		6.45		2.59		2.07		3.74		2.04	
Females	205.31	84	208.79	67	211.43	68	218.47	89	230.74	57	227.19	57
Avg. Growth	5.99		6.61		2.54		1.49		3.97		3.94	
Males	201.35	85	210.7	70	211.4	83	215.61	79	224.15	55	228.84	64
Avg. Growth	4.97		6.3		2.63		2.73		3.48		0.11	
Hispanic	223.56	<10	215.54	13	224.73	15	233.08	12	242	13	231.38	13
Avg. Growth	8.5		6.92		5.18		7.36		8.75		3.29	
Females	214.8	<10	207.67	<10	217.67	<10	225	<10	239	11	235.86	<10
Avg. Growth	5.8		1.17		11.67		7		7.6		-4	
Males	234.5	<10	222.29	<10	229.44	<10	241.17	<10	258.5	<10	226.17	<10
Avg. Growth	13		11.86		2.75		7.67		14.5		8.75	
Multiracial	223.15	27	226.31	32	227.97	31	235.07	30	255.07	15	247.21	14
Avg. Growth	7.64		9.45		5.43		5.22		12.3		2.2	
Females	233.92	12	230.25	16	232.85	20	242.6	15	255.4	<10	248.63	<10
Avg. Growth	10		11.44		6.2		6.15		11		5.67	
Males	214.53	15	222.38	16	219.09	11	227.53	15	254.9	10	245.33	<10
Avg. Growth	5.46		7		3.9		4.36		13.17		-3	
White	230.54	105	234.45	128	242.25	129	251.67	122	255.22	115	251.82	114
Avg. Growth	9.43		10.14		6.08		8.55		7.42		1.53	
Females	228.79	53	231.28	53	239.98	63	249.68	50	253.95	55	251.52	60
Avg. Growth	9.19		10.13		6.24		8.27		6.67		2.06	
Males	232.33	52	236.68	75	244.41	66	253.06	72	256.38	60	252.15	54
Avg. Growth	9.67		10.14		5.92		8.74		7.98		1	
Am. Ind. / Alask. Nat.	234	<10	--	--	--	--	235	<10	--	--	--	--
Avg. Growth	16		--		--		0		--		--	
Females	234	<10	--	--	--	--	235	<10	--	--	--	--
Avg. Growth	16		--	--	--	--	0		--	--	--	--
Males	--	--	--	--	--	--	--	--	--	--	--	--
Avg. Growth	--		--	--	--	--	--	--	--	--	--	--
Nat. Hawaii / Pac. Isl.	--	--	--	--	--	--	--	--	--	--	--	--
Avg. Growth	--		--		--		--		--		--	
Females	--	--	--	--	--	--	--	--	--	--	--	--
Avg. Growth	--		--	--	--	--	--	--	--	--	--	--
Males	--	--	--	--	--	--	--	--	--	--	--	--
Avg. Growth	--		--	--	--	--	--	--	--	--	--	--
Achievement Norm	218.75		222.88		226.73		230.3		230.03		232.42	
Growth Norm	9.61		8.13		6.52		5.38		3.6		3.35	

NWEA's RIT scale stands for Rasch Unit scale.

*This table shows growth from Fall 2021 to Spring 2022.

MAP PRIMARY READING SPRING 2021*

	Kindergarten		Grade 1		Grade 2		Grade 3		Grade 4	
	Avg RIT	#	Avg RIT	#	Avg RIT	#	Avg RIT	#	Avg RIT	#
Asian	168.57	<10	183.17	<10	206	<10	213.6	<10	223.6	10
<i>Avg. Growth</i>	11		13		14.57		8		3.7	
Females	175	<10	188.33	<10	212.33	<10	218.67	<10	223.33	<10
<i>Avg. Growth</i>	11.33		10.33		15.67		5.67		5	
Males	163.75	<10	178	<10	201.25	<10	206	<10	224	<10
<i>Avg. Growth</i>	10.75		15.67		13.75		11.5		1.75	
Black	151.61	124	166.5	134	181.88	142	189.66	136	200.55	165
<i>Avg. Growth</i>	4.8		5.29		6		6.29		3.73	
Females	153	65	166.86	65	182.51	79	192.36	72	201.52	79
<i>Avg. Growth</i>	3.77		6.67		5.11		6		1.29	
Males	150.08	59	166.16	69	181.1	63	186.63	64	199.65	86
<i>Avg. Growth</i>	5.95		3.95		7.16		6.63		6.05	
Hispanic	165.83	12	165	<10	186	13	208.33	<10	213.33	<10
<i>Avg. Growth</i>	12.42		11.2		6.75		9		9.89	
Females	166.25	<10	168.25	<10	190.83	<10	208.4	<10	213.5	<10
<i>Avg. Growth</i>	11.5		15.67		9		6		4.75	
Males	165	<10	158.5	<10	181.86	<10	208.25	<10	213.2	<10
<i>Avg. Growth</i>	14.25		4.5		5.14		12		14	
Multiracial	163.24	25	180.82	33	192.09	32	205.94	32	218.88	25
<i>Avg. Growth</i>	9.08		7.65		8.38		8.81		3.79	
Females	160.27	11	184.87	15	196.07	15	206.35	17	226.58	12
<i>Avg. Growth</i>	7.36		4.53		7.08		5.94		5.5	
Males	165.57	14	177.44	18	188.59	17	205.47	15	211.77	13
<i>Avg. Growth</i>	10.54		10.56		9.44		11.87		2.08	
White	167.51	107	183.4	128	199.78	125	215.2	119	221.13	112
<i>Avg. Growth</i>	10.91		11.98		13.47		10.5		4.46	
Females	167.26	58	183.81	62	200.63	68	216.03	65	222.12	57
<i>Avg. Growth</i>	9.79		12.39		13.69		9.63		4.85	
Males	167.82	49	183.02	66	198.75	57	214.2	54	220.09	55
<i>Avg. Growth</i>	12.26		11.58		13.2		11.58		4.09	
Am. Ind. / Alask. Nat.	162	<10	177	<10	--	--	--	--	--	--
<i>Avg. Growth</i>	21		3		--		--		--	
Females	162	<10	--	--	--	--	--	--	--	--
<i>Avg. Growth</i>	21		--		--		--		--	
Males	--	--	177	<10	--	--	--	--	--	--
<i>Avg. Growth</i>	--		3		--		--		--	
Nat. Hawaii / Pac. Isl.	--	--	--	--	--	--	--	--	--	--
<i>Avg. Growth</i>	--		--		--		--		--	
Females	--	--	--	--	--	--	--	--	--	--
<i>Avg. Growth</i>	--		--		--		--		--	
Males	--	--	--	--	--	--	--	--	--	--
<i>Avg. Growth</i>	--		--		--		--		--	
Achievement Norm	153.09		171.4		185.57		197.12		204.83	
Growth Norm	16.45		15.47		13.22		10.5		8.16	

NWEA's RIT scale stands for Rasch Unit scale.

*This table shows growth from Fall 2020 to Spring 2021.

MAP SECONDARY READING SPRING 2021*

	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	11	229.35	20	231.11	18	228.8	10	239.1	10	236.54	13
Avg. Growth	3.4		0.21		-2.89		-2					
Females	226.71	<10	227.4	<10	235.33	<10	228.83	<10	235	<10	236	<10
Avg. Growth	2.57		-2.89		-1.44		-6.83					
Males	233	<10	231.3	<10	226.89	<10	228.75	<10	240.86	<10	237.4	<10
Avg. Growth	5.33		3		-4.33		5.25					
Black	203.11	122	206.26	155	211.72	127	211.2	135	213.74	101	218.29	94
Avg. Growth	2.98		0.38		-1.16		-3.2					
Females	203.06	54	210.26	65	213.84	67	217.01	70	214.72	53	222.44	45
Avg. Growth	3.02		0.06		-2.43		-2.39					
Males	203.16	68	203.38	90	209.35	60	204.94	65	212.67	48	214.47	49
Avg. Growth	2.95		0.61		0.25		-4.07					
Hispanic	208.8	15	219.31	13	220.94	16	232.71	<10	219.27	11	213.13	<10
Avg. Growth	1.71		0.17		-1.73		-5.71					
Females	202.43	<10	219.6	<10	218.5	10	233.6	<10	223.33	<10	227.5	<10
Avg. Growth	-1		5.25		0.89		-3.6					
Males	214.38	<10	219.13	<10	225	<10	230.5	<10	217.75	<10	208.33	<10
Avg. Growth	4.43		-2.38		-5.67		-11					
Multiracial	216.84	32	222.07	28	222.57	28	230.38	16	236.5	16	238	18
Avg. Growth	1.63		2.38		-1.12		-1.53					
Females	218.06	16	226.71	17	231	15	231.5	8	240.63	8	237.44	9
Avg. Growth	0.94		2.35		1.93		0.14					
Males	215.63	16	214.91	11	212.85	13	229.25	8	232.38	8	238.56	9
Avg. Growth	2.31		2.44		-5.27		-3					
White	222.72	126	230.63	137	232.28	127	237.13	128	234.72	118	236.35	124
Avg. Growth	4.69		2.54		-0.21		1.71					
Females	221.27	56	231.43	67	230.88	56	239.35	63	233.43	60	239.27	62
Avg. Growth	4.29		4.08		-1.25		1.81					
Males	223.89	70	229.86	70	233.39	71	234.98	65	236.05	58	233.44	62
Avg. Growth	5		1.07		0.59		1.61					
Am. Ind. / Alask. Nat.	--	--	--	--	--	--	--	--	--	--	245	<10
Avg. Growth	--		--		--		--				--	
Females	--	--	--	--	--	--	--	--	--	--	245	<10
Avg. Growth	--		--		--		--				--	
Males	--	--	--	--	--	--	--	--	--	--	--	--
Avg. Growth	--		--		--		--				--	
Nat. Hawaii / Pac. Isl.	--	--	--	--	--	--	--	--	--	--	--	--
Avg. Growth	--		--		--		--				--	
Females	--	--	--	--	--	--	--	--	--	--	--	--
Avg. Growth	--		--		--		--				--	
Males	--	--	--	--	--	--	--	--	--	--	--	--
Avg. Growth	--		--		--		--				--	
Achievement 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.

*This table shows growth from Fall 2020 to Spring 2021.

MAP PRIMARY MATH SPRING 2021*

	Kindergarten		Grade 1		Grade 2		Grade 3		Grade 4	
	Avg RIT	#	Avg RIT	#	Avg RIT	#	Avg RIT	#	Avg RIT	#
Asian	179.29	<10	201.67	<10	200.29	<10	215.4	<10	228.2	10
Avg. Growth	17.43		4.83		1.29		8		6.8	
Females	180.33	<10	202.67	<10	201	<10	218.33	<10	225.83	<10
Avg. Growth	18.33		15		10.33		11.33		9.67	
Males	178.5	<10	200.67	<10	199.75	<10	211	<10	231.75	<10
Avg. Growth	16.75		-5.33		-5.5		-2		2.5	
Black	155.53	122	168.68	133	182.23	144	189.81	135	201.22	167
Avg. Growth	7.96		7.75		3.51		7.67		6.41	
Females	155.16	64	167.5	64	181.38	79	190.08	72	200.96	80
Avg. Growth	5.25		5.27		2.6		7.06		5.31	
Males	155.95	58	169.77	69	183.26	65	189.51	63	201.45	87
Avg. Growth	10.98		10.27		4.68		8.38		7.43	
Hispanic	168	12	178	<10	185.38	13	202	<10	211.44	<10
Avg. Growth	9.25		18.6		0.75		8.75		5.33	
Females	166.25	<10	172.5	<10	189	<10	199.2	<10	213.25	<10
Avg. Growth	6.5		16		2.2		8		5.25	
Males	171.5	<10	189	<10	182.29	<10	205.5	<10	210	<10
Avg. Growth	14.75		22.5		-0.29		9.5		5.4	
Multiracial	167.04	25	184.76	33	193.34	32	205.28	32	220.32	25
Avg. Growth	9.33		9.32		5.9		9.22		11.63	
Females	164	11	183.67	15	196.47	15	201.94	17	225.08	12
Avg. Growth	8.36		7.73		5.54		5.18		11.83	
Males	169.43	14	185.67	18	190.59	17	209.07	15	215.92	13
Avg. Growth	10.15		10.81		6.19		13.8		11.42	
White	171.42	107	188.81	128	196.8	124	213.89	119	222.55	112
Avg. Growth	11.12		11.59		6.15		11.37		9.63	
Females	168.84	58	186.37	62	195.9	67	213.6	65	220.68	57
Avg. Growth	9.87		12.75		7.78		12.56		10.02	
Males	174.47	49	191.11	66	197.86	57	214.24	54	224.49	55
Avg. Growth	12.7		10.44		4.17		9.92		9.25	
Am. Ind. / Alask. Nat.	163	<10	184	<10	--	--	--	--	--	--
Avg. Growth	14		19		--	--	--	--	--	--
Females	163	<10		<10	--	--	--	--	--	--
Avg. Growth	14				--	--	--	--	--	--
Males	--	--	184	--	--	--	--	--	--	--
Avg. Growth	--		19		--	--	--	--	--	--
Nat. Hawaii / Pac. Isl.	--	--	--	--	--	--	--	--	--	--
Avg. Growth	--		--		--	--	--	--	--	--
Females	--	--	--	--	--	--	--	--	--	--
Avg. Growth	--		--		--	--	--	--	--	--
Males	--	--	--	--	--	--	--	--	--	--
Avg. Growth	--		--		--	--	--	--	--	--
Achievement 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.

*This table shows growth from Fall 2020 to Spring 2021.

MAP SECONDARY MATH SPRING 2021*

	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	234.33	12	249.41	22	244.35	17	247.2	10	273.64	11	265.46	13
Avg. Growth	8.36		10.89		4.71		1.5					
Females	235.71	<10	248.73	11	246.5	<10	246.83	<10	272	<10	262.13	<10
Avg. Growth	8.43		14.67		6.5		-0.67					
Males	232.4	<10	250.09	11	242.44	<10	247.75	<10	274.25	<10	270.8	<10
Avg. Growth	8.25		7.5		3.11		4.75					
Black	204.29	122	209.23	151	217.3	146	220.16	140	229.99	119	233.3	103
Avg. Growth	1.97		2.93		3.79		1.63					
Females	202.18	55	211.11	64	219.01	79	221.48	75	229.52	62	234.47	53
Avg. Growth	1.04		4.11		4.01		2.32					
Males	206.01	67	207.84	87	215.28	67	218.63	65	230.51	57	232.06	50
Avg. Growth	2.71		1.97		3.52		0.84					
Hispanic	210.33	15	229.92	12	227.63	19	252.17	<10	246.91	11	232.57	<10
Avg. Growth	3.23		8.55		3.18		6.5					
Females	208.57	<10	222	<10	221	11	252	<10	242	<10	250	<10
Avg. Growth	6.57		7.67		0.8		5.5					
Males	211.88	<10	233.88	<10	236.75	<10	252.5	<10	249.71	<10	225.6	<10
Avg. Growth	-0.67		8.88		6.57		8.5					
Multiracial	223	32	225.67	30	233.55	31	244.2	15	250.87	15	261.2	20
Avg. Growth	6.5		7.52		4.79		4					
Females	223.94	16	230.21	19	241.63	16	248	<10	254.86	<10	251.36	11
Avg. Growth	8.5		7.18		7.6		2.29					
Males	222.06	16	217.82	11	224.93	15	240.88	<10	247.38	<10	273.22	<10
Avg. Growth	4.5		8.1		1.79		5.71					
White	229.01	127	238.89	147	243.38	130	252.26	129	257.66	132	262.23	132
Avg. Growth	8.05		9.3		6.16		7.58					
Females	226.09	56	236	71	240.82	56	253.29	62	255.24	66	260.29	69
Avg. Growth	9.2		9.31		5.98		7.17					
Males	231.31	71	241.59	76	245.31	74	251.31	67	260.08	66	264.37	63
Avg. Growth	7.14		9.29		6.29		7.98					
Am. Ind. / Alask. Nat.	--	--	--	--	--	--	--	--	--	--	271	<10
Avg. Growth	--		--		--		--					
Females	--	--	--	--	--	--	--	--	--	--	271	<10
Avg. Growth	--		--		--		--					
Males	--	--	--	--	--	--	--	--	--	--	--	--
Avg. Growth	--		--		--		--					
Nat. Hawaii / Pac. Isl.	--	--	--	--	--	--	--	--	--	--	--	--
Avg. Growth	--		--		--		--					
Females	--	--	--	--	--	--	--	--	--	--	--	--
Avg. Growth	--		--		--		--					
Males	--	--	--	--	--	--	--	--	--	--	--	--
Avg. Growth	--		--		--		--					
Achievement Norm	218.75		222.88		226.73		230.3		230.03		232.42	
Growth Norm	9.61		8.13		6.52		5.38		3.6		3.35	

NWEA's RIT scale stands for Rasch Unit scale.

*This table shows growth from Fall 2020 to Spring 2021.



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