

CMSD SponsorShip



A newsletter for CMSD-sponsored community schools

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More information on CMSD's community school sponsorship and other collaborative initiatives related to community schools in Cleveland is available on the CMSD website, ClevelandMetroSchools.org, by clicking on the "Schools" tab on the main menu and then on "CMSD/Charter School Collaboration."



Farewell

After four incredible years working with you and my colleagues here at CMSD to expand quality choices in public schools in Cleveland, I am leaving the district. I start my new role as Vice President of Legal Affairs with the Buckeye Community Hope Foundation on October 16. Buckeye is a Columbus-based nonprofit that is both an Ohio charter school authorizer and a developer of affordable housing. I am excited to continue working with charters while also working with Buckeye's housing division.

This was not an easy decision to make. I work with some of the most dedicated charter school staffs and boards in Ohio, and I love working for the only district in Ohio that so actively supports public charter schools and recognizes that collaboration between the sectors is a win-win for children and the public.

My own journey to CMSD started at a district school that later became a charter. I taught at Locke High School in south central Los Angeles. Drugs and crime were rampant. Locke had the unfortunate distinction of being featured in the documentary "Waiting for Superman" as a dropout factory; there were 1,000 students in the



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Upcoming Events

This list is not comprehensive but highlights some upcoming events. Schools should continue to rely on other tools as well, especially Epicenter.

STUDY THE NETWORK (SPONSORED BY THE SCHOOL PERFORMANCE INSTITUTE)

October 18, 2018

8:00 am–4:30 pm

UPrep-State St.

617 West State St., Columbus, OH

<http://www.schoolperformanceinstitute.org/register/>

NATIONAL ASSOCIATION OF CHARTER AUTHORIZERS LEADERSHIP CONFERENCE

October 22–25, 2018

Orlando, FL

<https://www.qualitycharters.org/for-authorizers/programs-and-conferences/nacsa-leadership-conference-2018/>

2018 NATIONAL DROPOUT PREVENTION CONFERENCE

October 28–31, 2018

Hyatt Regency

Columbus, OH

<http://dropoutprevention.org/conferences/2018-ndpnc/>

freshman class, but only about 150 seniors. It's hard, if not impossible, to teach at a school like that and not become a supporter of quality school choice. But it's equally hard not to recognize and appreciate the societal and historic factors outside of school and district control that impacted Locke High's ability to serve all of its students well.

Five years after I left Locke, its teachers voted to turn control of the school over to Green Dot, a unionized charter network. Some of my former colleagues still work there. I've visited the school a few times since the change, and my personal observations confirm what the data show: things are better, but deep challenges remain. School reform, as we all know, is hard work, and governance changes do not, on their own, transform outcomes for students. Factors essential for successful schools, including quality leadership, high expectations, and a positive school culture, hold true for any type of school—district, charter, or private.

I am proud of the strides that both Ohio and CMSD have made with regards to charter authorizing in the four years I've been here.

—Stephanie Klupinski,
Fmr. Executive Director of Charter Schools, CMSD

That's something that I've been able to understand more deeply here through my work at CMSD. District authorizers have unique opportunities to leverage, learn, and apply. CMSD is better positioned than most authorizers to leverage the depth of knowledge and expertise that comes from being in the business of urban education for over a century. CMSD also learns about what works (and doesn't work) in both district and charter schools and shares that knowledge across sectors. As one example, our office adapted what CMSD learned from its work with district schools about how to hold schools accountable for academic performance and applied a similar framework to our sponsored schools that looks at absolute and comparative performance.

Upcoming Events

ENSPIRE CONFERENCE (SPONSORED BY THE YOUNG ENTREPRENEUR INSTITUTE)

November 2–3, 2018

DoubleTree Beachwood
Beachwood, OH

<http://www.youngentrepreneurinstitute.org/educator/enspire-conference/>

EDUCATION LAW ASSOCIATION CONFERENCE

November 7–10, 2018

Downtown Marriott at Key Center
Cleveland, OH

<https://educationlaw.org/events/national-conference/conference-home>

Authorizers (sponsors) play an important yet often overlooked role in ensuring that public charter schools realize their visions and fulfill their obligations to students, families, and the public. In Ohio, unlike most other states, authorizers also are obligated to provide technical assistance to their sponsored schools. While this balance can be difficult at times, I’ve learned through my work here how much our schools welcome assistance. Perhaps this should not have been a surprise, but it was. Good charter schools get that way in part because they continually seek out feedback and new ways to improve from a variety of sources, including their authorizers and other schools, regardless of governance type.

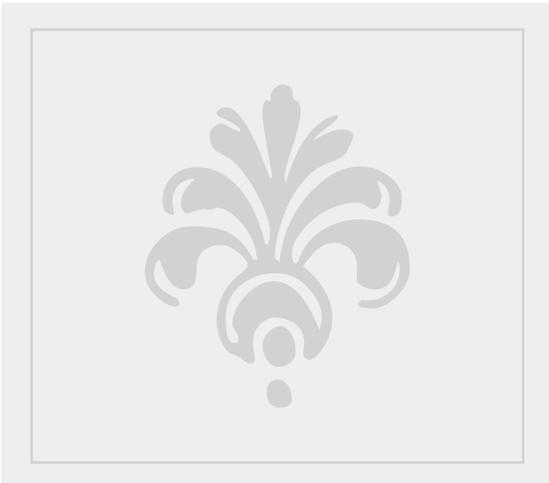
I am proud of the strides that both Ohio and CMSD have made with regards to charter authorizing in the four years I’ve been here. After years of being mocked for its charter sector, Ohio is now being heralded for the work we have done to improve authorizer accountability. CMSD’s office has received one of the best ratings in Ohio on the annual state sponsor evaluation, despite having a staff that to outside observers seems small. But that small office is supported by dozens of talented public servants throughout CMSD and by capable outside assistance. Upon my departure, Matt Rado will be your primary contract in the charter school office, and Christine Fowler-Mack, CMSD’s Chief Portfolio Officer, remains at your service for questions you have or help you need. Please extend to them and to the others who will carry this important work forward the same collaborative spirit and professionalism I have been honored to enjoy from you.

Thank you for your service to the children of Cleveland and your friendship. I look forward to collaborating with you in new ways and to following all the great things you continue doing.

—Stephanie



**Stephanie Klupinski,
Fmr. Executive Director of
Charter Schools,
CMSD**





Legislative Update

Each Child, Our Future charts course for Ohio public education

The Ohio Department of Education (ODE) and State Board of Education recently released a strategic plan — *Each Child, Our Future* — that will serve as the foundation for the direction of Ohio's preK–12 system of public education over the next five years.

ODE's vision, as outlined in the plan, is for each of Ohio's 1.7 million school children to be **challenged** to discover and learn, **prepared** to pursue a fulfilling post-high school path, and **empowered** to become a resilient, lifelong learner who contributes to society.

The plan comes in response to three key societal trends:

Rapid changes in the nature of Ohio jobs that require different skill sets than have been needed in the past. Automation and artificial intelligence are on the rise, which will require a shift toward technical training or education beyond the basics of a high school diploma.

Increasing diversity among Ohio students and a need to address their nuanced learning needs. Ohio must identify and implement strategies to better serve African-American, Hispanic, English learners, economically disadvantaged students, and students with disabilities.

Poverty and social stressors that impact student learning have increased, resulting in greater student exposure to drug addiction, homelessness and the foster care system — problems that significantly impact children in the classroom.

The plan centers around the “**whole child**” and one broad goal: Ohio will increase annually the percentage of its high school graduates who, one year after graduation, are:

- Enrolled and succeeding in a post-high school learning experience, including an adult career-technical education program, an apprenticeship and/or a two-year or four-year college program;
- Serving in a military branch;
- Earning a living wage; or
- Engaged in a meaningful, self-sustaining vocation.

The plan addresses four **learning domains**, which include:

- Foundational knowledge and skills, including literacy, numeracy and technology;
- Well-rounded content in all subject areas;
- Leadership and reasoning, including problem solving, design, thinking, creativity and information analytics; and
- Social-emotional learning, including self-awareness and management, social awareness, relationship skills and responsible decision-making.

It also includes ten **priority strategies**:

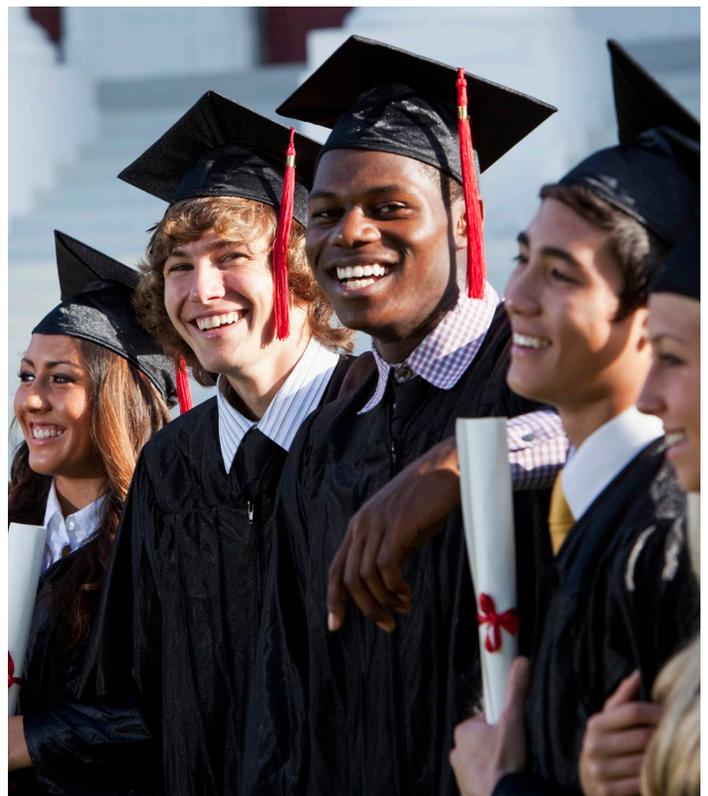
1. Highly effective teachers and leaders;
2. Principal support;
3. Teacher and instructional support;
4. Standards reflecting all learning domains;
5. Assessments that gauge all learning domains;
6. An accountability system that honors all learning domains;
7. Meeting the needs of the “whole child;”
8. Expanding quality early learning;
9. Developing literacy skills; and
10. Transforming high schools and providing more paths to graduation.

More than 1,350 Ohioans had a hand in crafting *Each Child, Our Future*: more than 150 partners who served on workgroups, as well as approximately 1,200 students, parents, caregivers, preK educators,

higher education representatives, employers, business leaders, community members and state legislators who attended 13 regional meetings across the state to review the plan and provide feedback.

These components — and the **core principles of equity, partnerships and quality schools** — are intended to work together to enable a high-functioning, responsible preK–12 system that ensures each child is challenged to discover and learn, prepared to pursue a fulfilling post-high school path, and empowered to become a resilient, lifelong learner who contributes to society.

Review the full plan online at: <http://education.ohio.gov/About/Ohios-Strategic-Plan-for-Education>



2017–18 School Year Report Card Recap

Both CMSD and our sponsored charter schools saw some promising results in the state report cards from 2017–18. CMSD CEO Eric Gordon stated in his State of the Schools speech that while the report card contained harsh realities for the district, and much more work needs to be done, there were a number of positive data points. To name a few highlights, CMSD posted gains in proficiency on 19 of the 21 state tests measured and the District’s average gain this year was 6.7%, far higher than the average gain of 1.2% statewide, and the 4% gain of other Ohio urban districts. On the state’s Performance Index, a summary score of overall test performance, CMSD moved from an F to a D this year, posting the strongest gains on this measure of any Ohio urban district since its creation in 2016. On Ohio’s Graduation Rate measure, while still rated as an F, CMSD showed huge gains—improving the graduation rate another 2.5 percentage points to another record high of 74.6% this year. That’s a total increase of 22.4 percentage points since 2011, making CMSD the fastest-improving urban school district and the fourth-fastest-improving school district in the entire state.

CMSD staff is still reviewing the detailed data for our sponsored schools. We will provide a more detailed analysis in November in our annual sponsorship report. The chart below summarizes select key indicators for our sponsored schools.

This was the first year that all schools received an overall letter grade, which is comprised of the various applicable components described below.

The Achievement component represents the number of students who passed the state tests and how well they performed on them. Progress looks at the growth that all students are making based on their past performances. The Gap Closing component shows how well schools are meeting the performance expectations for all students. The Improving At-Risk K–3 Readers component looks at how successful the school is at getting struggling readers on track to proficiency in third grade and beyond.

“NR” in any column means not reported.

Note that Promise Academy is not included here because, as a dropout recovery high school, they are subject to a different accountability system. Promise received an overall grade of “Meets Standards.” They met standards in the Graduation Rate, exceeded standards in the Gap Closing measure, but did not meet the Progress or High School Test Passage standards.

Complete report card information can be found on the [Ohio Department of Education’s website](#).

School	Overall Grade	Achievement	Progress	Gap Closing	Improving At-Risk K–3 Readers
Citizens Academy	D	D	D	C	D
Citizens Academy East	D	D	F	D	D
Citizens Academy Southeast	C	D	C	B	C
Citizens Leadership Academy	C	D	A	D	NR
Cleveland Entrepreneurship Preparatory School	C	D	B	D	NR
Village Preparatory School	C	D	B	A	D
Entrepreneurship Preparatory School – Woodland Hills Campus	D	F	B	F	NR
Village Preparatory School Willard	B	D	A	A	B
Stonebrook Montessori	F	F	C	F	F
Near West Intergenerational School	B	D	B	A	B

A Good Citizen

New Citizens Academy Education Leader Embraces Equity and Excellence

John Monteleone is passionate about achieving equity in education, and now he leads that work for the Citizens Academy charter schools.

In June, Monteleone began serving as academic superintendent overseeing Citizens Academy, Citizens Academy East and Citizens Academy Southeast. The schools have 1,300 students in kindergarten through fifth grade.

Though the charters function independently, Monteleone plans to align the schools to form a “professional learning community” that shares best practices and a common instructional framework.

He also intends to expand mental health services to more effectively meet the social and emotional needs of students, families and staff and help students focus on their education.

“I want to make sure that every child, especially those who need the most, get the most,” he said.

Monteleone, 42, previously was assistant superintendent of the Oberlin schools for two years.

He grew up in Lorain and after college set out to be a “hometown boy” dedicated to helping his community.

He spent 16 years with the Lorain schools, first as a teacher in fourth and fifth grades and middle school, then as an assistant principal. Before going to Oberlin, he was principal of Washington Elementary School.

Monteleone is an alumni fellow of Unidos US’s National Institute for Latino School Leaders. Unidos US is a voice for America’s Hispanic population in education, civic engagement, civil rights and immigration, the workforce and economy, health and housing.

At Citizens Academy, Monteleone says, “everyone is a champion for equitable, high-performing charter schools.”

“I enthusiastically share that perspective with Citizens in the schools, with the team, families, and in the broader community,” he wrote after being hired. “I wholeheartedly embrace equity and excellence as the path for success and am steadfast in the belief that every child can achieve at high levels.”



Citizens Model
BREAKTHROUGH SCHOOLS

