



Phase 2 Investment Schools

Implementing a key initiative of *The Cleveland Plan*
Staff information session – Bolton

March 13, 2014



CMUSD Investment Schools: Why here and why now?

Opportunity and challenge: Who needs to stay?

Next steps

“Both/And” strategy: Choices that families deserve

The Cleveland Plan

- Promote and expand high-performing schools
- Start new schools
- Strengthen mid-performing schools
- Repurpose low-performing schools
 (“Corrective Action Schools” per H.B. 525)



Legal requirements in H.B. 525

H.B. 525 Sec. 3311.74 B2

“Where measurements demonstrate that students in particular schools are not achieving, or are not improving their achievement levels at an acceptable rate, the plan {requires the Chief Executive Officer} to take corrective action within those schools, including, but not limited to, reallocation of academic and financial resources, reassignment of staff, redesign of academic programs, adjusting the length of the school year or school day, and deploying additional assistance to students.”



What data was used to select Phase 2 Investment Schools?

- Downward trend in Performance Index for 3+ years
- CFL survey results around SEL
- Value-add data (K-8 schools only)
- Graduation rate (High schools only)

Despite hard work and good intentions, Bolton is in a downward decline. We need to stop this downward motion, and turn around 180 degrees.



An opportunity to make significant change: Phase 2 Investment Schools

- Adlai Stevenson
- Almira
- **Bolton**
- East Technical HS
- Fullerton
- George Washington Carver STEM
- Glenville HS
- Marion-Sterling
- Michael R. White STEM
- Patrick Henry



A 2-3 year strategy requiring positive, visible results



Investing intensive energy, efforts and resources



Demonstrable
change in
2-3 years



We are accountable to the citizens of Cleveland

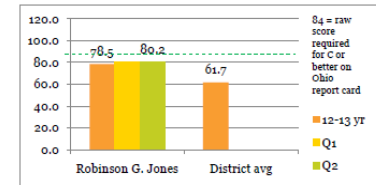
- Quarterly progress reports for every Investment School
- Metrics specific to each school's Corrective Action Plan
- CMUSD School Performance criteria



Part I: Student Achievement

Predicted Performance Index: Improving Trend

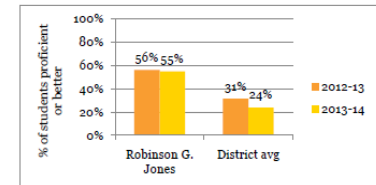
The Performance Index provides an overall indication of how well students are expected to perform on the Ohio Achievement Tests in grades 3 through 8 and the Ohio Graduation Test (OGT) in grade 10. These expectations are projected from student performance on the NWEA MAPs (Measures of Academic Progress) administered three times a year. Performance Index scores range from 0 to 120.



12-13 PI as reported from state data and tests; Q1 and Q2 PI predicted based on benchmark assessments

3rd grade OAA: Declining trend

Students take the 3rd grade reading OAA every fall and spring. The entire district struggled with this year's fall reading OAA, so we expect that the test may have been more difficult as the state selects Common Core-aligned questions. With extra support and tutoring as part of the 3rd grade reading guarantee, we expect OAA scores to improve in the spring across the district.



October scores shown



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Turnaround is hard work. Are you ready for a challenge?

What SUCCESSFUL turnaround IS:

Recognition of the challenge: Our kids deserve better

Dramatic, fundamental change

Urgency to make every minute a learning minute

Supportive operating conditions

Working smarter, not harder

Collaborative community of professional educators

What SUCCESSFUL turnaround is NOT:

Settling for incremental improvement

Requiring additional improvement plans

Multiple programs implemented without intentionality

“Every man for himself”

Infrequent coaching

Additional mandates without support



Foundational levers that may be pulled in Investment Schools



- Select school leaders
- Select teachers and staff
- Investment Commitment letters signed by all staff



- Extend instructional time
- Extend planning/preparation/collaboration time
- Restructure use of existing time

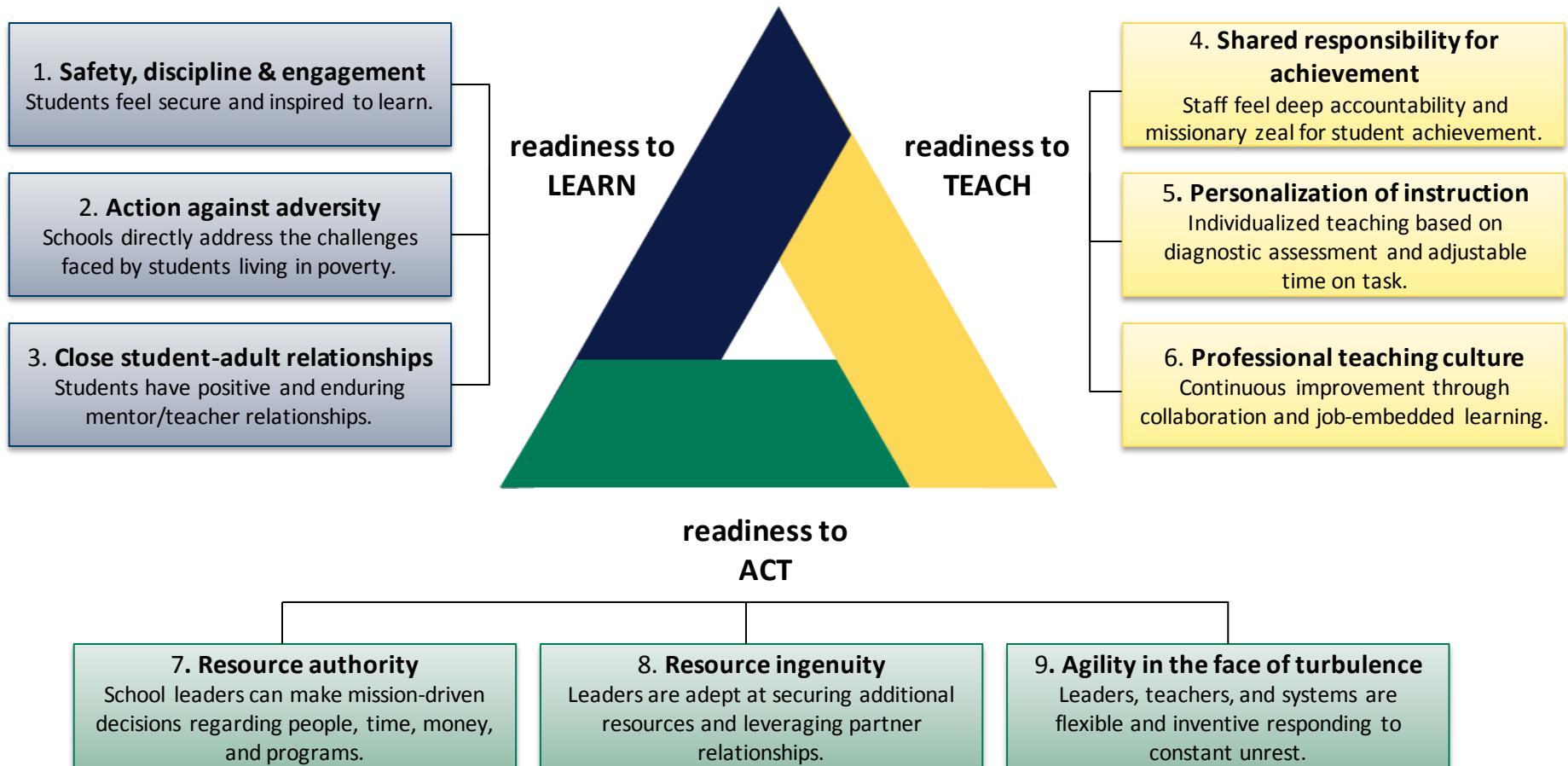


- Pilot new CMSD initiatives
- Increase budget autonomy



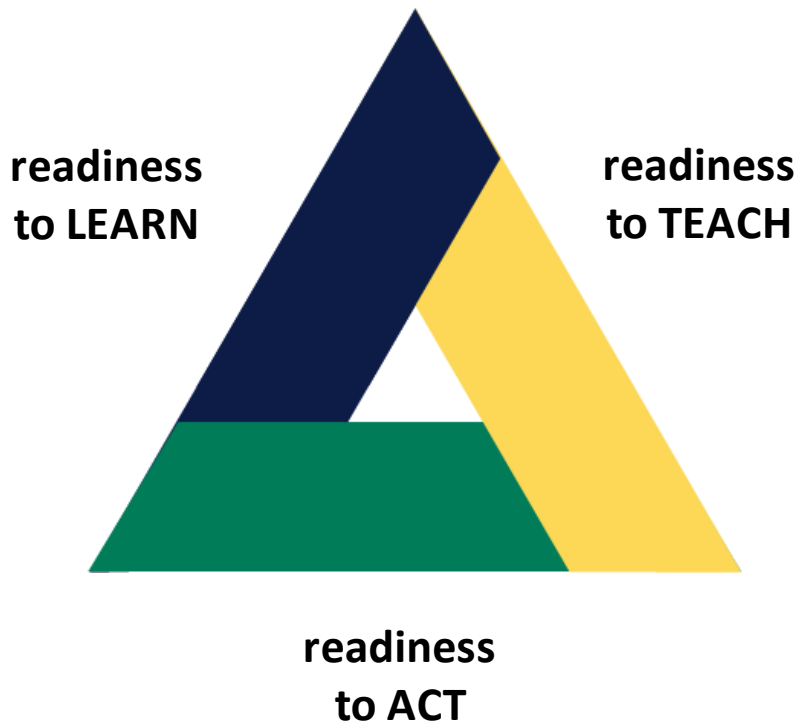
- Intensive coaching and professional development to support specific school needs and goals
- Intentional alignment of supports to students and families
- External supports for programs and operations

Research base: What makes high poverty, high-performing schools successful?



Mass Insight Education, *The Turnaround Challenge* (2007)

Phase 2 Investment Schools: Focus on all three sides of the Readiness Triangle



Mass Insight Education, *The Turnaround Challenge* (2007)

What we learned from the Phase 1 Investment Schools

- Have a less rushed staffing process
- Include more specific dates/date ranges for summertime PD in Commitment Letters
- Begin wraparound support earlier in the school year
- Give school staff members the opportunity to provide input about Primary Professional Development Partners



What changes must we see in Investment Schools?



***Building students'
Readiness to Learn,
teachers'
Readiness to Teach
and school leaders'
Readiness to Act***

- Clean, attractive, inviting classrooms and public spaces
- Every adult in the school using consistent, positive language to set the tone of high expectations for everyone
- Improved student and staff attendance and morale
- Real-Time Coaching for teachers
- Cooperation and communication between educators, families, and providers of other student supports
- Extra time for teachers to collaborate, learn from one another, and plan outstanding, relevant lessons
- Every adult held accountable for the success of every student
- Integrated use of classroom technology to engage students
- Targeted professional development and ongoing coaching on how to use available data to meet individual students' learning needs
- Curriculum and resources that support high-quality instruction for English Language Learners and Special Education students
- All-school training to deepen staff commitment to a culture of learning and every student graduating from high school prepared for college and career success



The new vision for Bolton

- Bolton Investment School must dramatically improve school culture and shift how adults and scholars interact with one another.
- Bolton Investment School will develop the first preK-8 program of African-American Studies in the Cleveland Metropolitan School District. It will also develop quality STEM programming focused on medicine, engineering, and/or design.
- Select a Primary Professional Development Partner
 - ⇒ Still under review. We want to hear your ideas!
 - ⇒ Expect specialized training during the summer and ongoing coaching throughout the school year



Primary Professional Partner options for Bolton

Achievement Network

ASCD Understanding by Design

Buck Institute for Project-Based Learning

Efficacy Institute

Project Lead the Way



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Next steps

We are listening to the Corrective Action Teams



- Outlined in H.B. 525 legislation
- Ongoing communication between district and union leaders
- Representatives from teachers, administrators and operations unions are offering recommendations to CEO Gordon about how to implement change in the Investment Schools



District recommendations: Staffing next steps

- School leaders who wish to INvest will be re-interviewed by the CEO and/or CAO
- Staff members who wish to INvest, in all job classifications, are likely to undergo a clear staffing process that may include some form of re-interviewing
- CTU offers interview training for any educators who would like additional support
- A school-based team conducts interviews

We aim to have all Investment Schools fully staffed by May 1.



Immediate next steps for staff members

1

Give input. During the next two weeks, feedback can be given about any aspect of what you have heard about plans for Bolton through the following means:

- Complete the staff survey at <https://www.surveymonkey.com/s/InvestmentSchoolsStaffSurvey>
- Email comments to investmentschools@clevelandmetroschools.org
- Discuss ideas with your Academic Progress Team

2

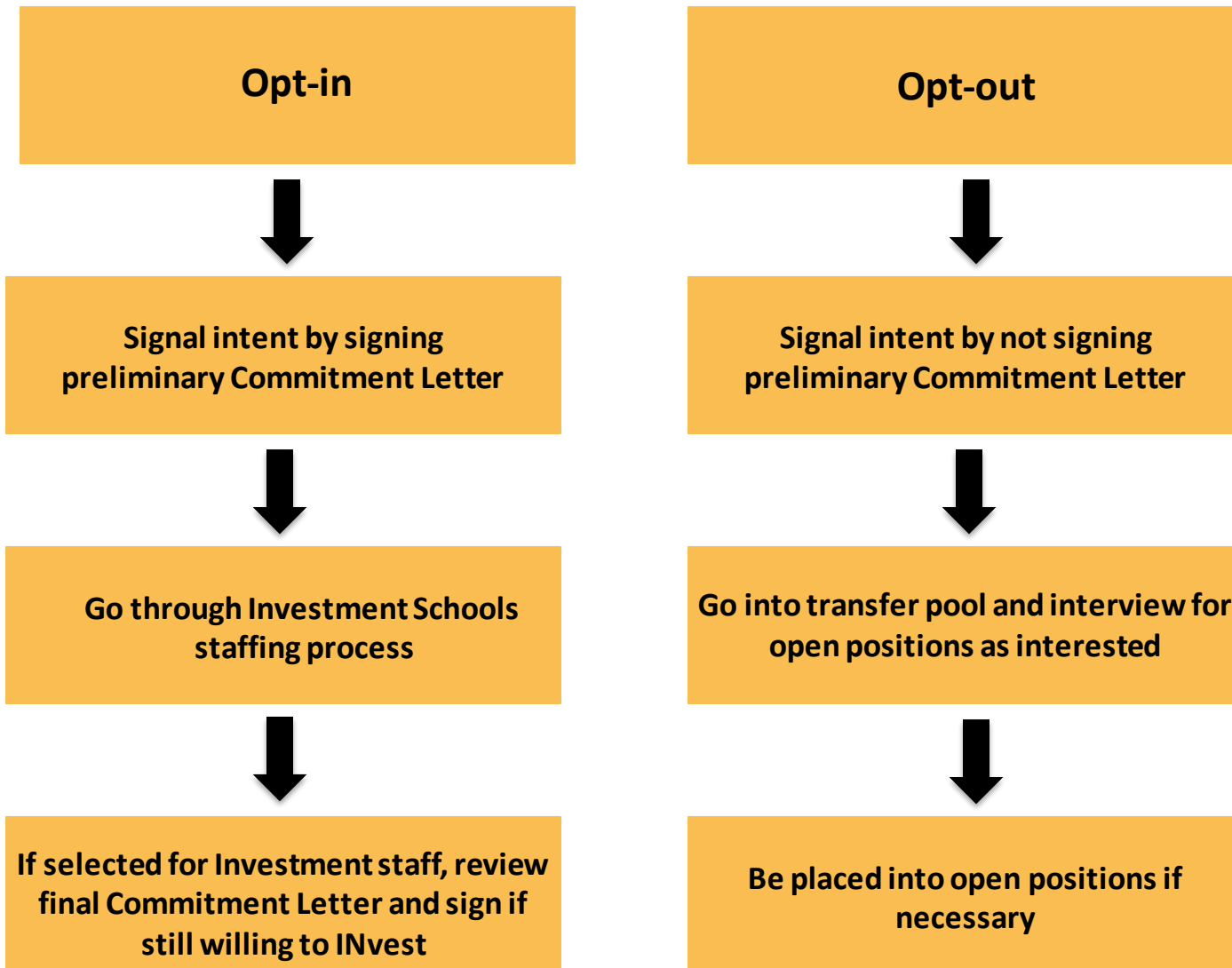
Show us what's working. In the next few weeks, Mass Insight Education will spend two days conducting focus groups, interviews and observations to better understand what strengths can be built on at Bolton.

3

Decide whether you will opt-in or opt-out. The Talent/Human Resources department will communicate with you about staffing next steps at Bolton.



ARE YOU INvested?: Decision next steps



No “magic bullets”

Only people can bring real change. We need all of our staff, families, community, business and education partners to come together around the scholars of the Investment Schools.



Q & A



WE ARE INvested.

ARE YOU IN?