A Shared Responsibility: Ensuring Quality Education in Every Cleveland Neighborhood

Acknowledgements

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Table of Contents

Preface

A Shared Responsibility: Ensuring Quality Education in Every Cleveland Neighborhood was conducted by the IFF Research Department and was funded by the Michael and Susan Dell Foundation.

IFF is a nonprofit community development financial institution. Since 1988, IFF has provided financing and real estate consulting to nonprofit corporations. Today, IFF provides comprehensive community development solutions across the Midwest. IFF's Research Department consults to municipalities, foundations, and nonprofit corporations throughout the country, and provides analysis that improves focus and resource allocation. Since 1996, IFF's Research Department has conducted needs assessments for school districts to identify where the greatest number of children need better access to high-performing schools. IFF school studies evolved out of a partnership with district leaders in Chicago Public Schools (CPS), which in 2003 sought to identify and prioritize highest-need neighborhoods in the city for determining the location of new high-performing schools. IFF's work allowed the district to focus its reform efforts and led to better distribution of choices for families. IFF's methodology has evolved and been adapted to guide school reform efforts in St. Louis, Milwaukee, Kansas City, Denver, Washington D.C., and Indianapolis.

IFF's school study methodology is distinctive in its assessment of capacity based on performance and facilities, as well as its spatial analysis of high-performing capacity at a neighborhood level. This neighborhood-level approach helps education stakeholders focus investments where they will reach the greatest number of underserved children. In other cities, the data and analysis informed such decisions as the disposal of vacant buildings, targeted investment in district schools, identification of schools for potential turnarounds, consolidation of underutilized buildings, investment in facilities modernization, location of magnet programs, solicitations for charter school applications, selection criteria for charter schools, and targeted communication to particular neighborhoods or populations regarding school choice options.

Brief Methodology

A careful reading of the methodology is advised to assist in a full understanding of the report, its terminology, and mapping models. A brief discussion of the methodology is presented here. A more detailed description of the methodology is presented in the Appendix: *Detailed Research Methodology.*

Methodologically, the study is a supply and demand needs assessment. **Demand** is the number of students in grades K to 12 attending a general education school and living in each neighborhood. **Supply** is the **capacity** of **high-performing** schools—schools rated A or B on the Ohio Performance Index. The term high-performing schools is used interchangeably with A- or B-rated schools—as assessed by the Ohio Department of Education (ODE). This study calculates the **service gap**, the difference between the capacity of high-performing schools and number of students for each of Cleveland's 30 statistical planning area-based geographies (hereafter, called **neighborhoods**). **Service level** is the percent of students served by high-performing schools in the neighborhood.

The study is based on data from the 2012-13 academic year. For each grade division (K-8 and 9-12), the study subtracts the number of children living in each neighborhood from the number of seats in A- and B-rated schools in the same neighborhood. This method assumes that children should have the option of attending a high-performing school in their neighborhood. This assumption is based on previous IFF school studies, which demonstrate that the majority of families, even in cities with open enrollment and choice policies, tend to choose schools close to home. The difference between demand and supply is the **service gap**. After calculating the service gap for each neighborhood, the 30 neighborhoods were ranked by their need for seats in high-performing schools— from highest to lowest—for each grade division. The core ranking includes district and non-district charter schools. The **highest-need neighborhoods** are the neighborhoods with the highest average rank across the grade divisions.

Executive Summary

A Shared Responsibility: Ensuring Quality Education in Every Cleveland Neighborhood is a study about neighborhoods, children's educational opportunities, and facility quality. Through a supply and demand needs assessment, this report identifies the neighborhoods where the greatest number of children need better access to high-performing schools. To focus and maximize resource allocation, it provides actionable data and analyses at the citywide and neighborhood level. It assumes that all students should have access to a category A or B school in their neighborhood, regardless of school type and building condition. At the heart of this study lies the question, "What neighborhoods in Cleveland have the greatest need for seats in high-performing schools?" As a place-based study that identifies where and how to invest to increase seats in high-performing schools for the greatest number of children, this study informs the vision of *The Cleveland Plan* and the Facilities Master Plan by setting priorities for initial investments.

Key Findings

High-Performing Capacity

High-performing capacity, also referred to as the supply of high-performing seats, is the number of seats available in K-12 general education schools rated A or B on the Ohio Performance Index.

- Cleveland has 9,421 high-performing K-12 seats (see Table 2), 12 percent of the 80,302 total seats available.

- Most of the high-performing seats in Cleveland are in Cleveland Metropolitan School District's (CMSD) citywide schools.

  - Of all seats in A- and B-rated schools, 47 percent of the high-performing capacity was in district magnet/citywide schools (4,420 seats) (see Table 3).

- 36 percent of the high-performing capacity was in charter schools authorized by the CMSD (1,208 seats) or Educational Service Center of Lake Erie West (2,158 seats).

- Only 2 percent of the high-performing capacity (195 seats) was in charter schools authorized by nonprofit corporations.

- Many high-performing schools operate near capacity. However, 13 percent of the seats in these high-performing schools—and, in some schools, up to 35 percent—are occupied by students from outside Cleveland.

- Cleveland has 57,151 seats in D- and F-rated schools, 71 percent of the 80,302 total seats available.

- Of all the D- and F-rated schools, 81 percent were in district neighborhood schools (46,194). There are no D- and F-rated charter schools authorized by CMSD.

Service Gap

The *service gap* is the difference between the number of students enrolled in schools (demand) and the capacity of high-performing schools (supply) across each neighborhood.

- To provide a high-performing seat for every child in Cleveland, the city needs approximately 48,000 additional seats (see Table 2).

- Of the citywide service gap (48,062 seats), 61 percent of high-performing seats needed (29,473 seats) are concentrated in 11 neighborhoods (see Table 4).

11 Highest-Need Neighborhoods

The neighborhoods with the largest service gap are ranked as the 11 highest-need neighborhoods. The highest-need neighborhoods are clustered in southeast and central west Cleveland with the top-ranked neighborhood, Glenville, in the northeast. The top 11 highest-need neighborhoods identified by this study are:

1. **Glenville**
2. **West Boulevard**
3. **Broadway–Slavic Village**
4. **Union Miles**
5. **Old Brooklyn**
6. **Mount Pleasant**
7. **Jefferson**
8. **Central**
9. **Lee-Harvard and Lee-Seville**
10. **Cudell–Edgewater**
11. **Stockyards**

Recommendations

The Cleveland Plan provides a clear and feasible strategy for providing quality schools in all neighborhoods. This study affirmed that, as designed and currently being implemented, *The Plan* can close the service gap identified in this study by tripling the number of seats in high-performing schools by 2019.

To accelerate district strategies and focus resources to ensure timely success, IFF recommends:

1. Focus reform and resources on the top 11 highest-need neighborhoods. Use a differentiated strategy to address the unique academic and facility needs of each highest-need neighborhood.

   - Replicate, expand, and spread the success of high-performing schools. Continue to authorize high-performing district charters.

   - Accelerate the academic performance of C-rated schools.

   - Target D- and F-rated schools in better building condition for turnaround.

   - Target D- and F-rated schools in buildings in poor condition for closure or replacement with a new school.

2. Fill the seats in Cleveland's top-performing CMSD and charter schools with students living in Cleveland.

3. Close low-performing charter schools. Make performance-based accountability the cornerstone of authorizing. Integrate national principles and standards for quality charter school authorizing into policy and practice.

The Cleveland Plan

With the passage of HB 525 in spring 2012, otherwise known as *The Cleveland Plan*, school leaders and policymakers began reinventing the public school system in Cleveland. The goal of *The Cleveland Plan* is to ensure that every child attends a high-quality school and that every neighborhood has a multitude of great schools from which families can choose. To reach this goal, Cleveland is transitioning from a traditional, single-source school district to a new system of district and charter schools that are held to the highest standards and work in partnership to create dramatic student achievement gains for every child.

The Cleveland Plan is grounded in an emerging national approach known as the "portfolio strategy," which is showing promising results in cities such as Baltimore, Denver and New York. *The Plan* highlights four major strategies:

- Grow the number of high-performing district and charter schools in Cleveland and close and replace failing schools.
- Focus the district's central office on key support and governance roles, and transition authority and resources to schools.
- Create the Cleveland Transformation Alliance to ensure accountability for all public schools in the city.
- Invest and phase in high-leverage system reforms across all schools from preschool to college and career.

The portfolio management model allows the district to increase the number of high-quality seats by both improving its traditional district schools and authorizing high-performing charter schools. Regardless of provider, all these schools are in the district school portfolio and held to the same standard of performance.

In addition to supporting and promoting existing high-performing schools, *The Plan* lays out a strategy for growing the number of high-performing schools with four objectives:

- Promote, expand, and replicate existing high-performing district and charter schools.
- Start new schools.
- Refocus and strengthen mid-performing schools.
- Repurpose and address low-performing schools.

Mayor Frank G. Jackson focused reform efforts on CMSD in *The Cleveland Plan*, where 71 percent of Cleveland's public school children are educated. As part of the education reform movement, he also recognized the need to engage non-district charters, where the remaining 29 percent are enrolled.

The Cleveland Plan thus inaugurated the Transformation Alliance, which has the goal of bringing together the larger Cleveland education community around four strategies:

- Ensure fidelity to the citywide education plan.
- Assess the quality of all public schools in Cleveland.
- Communicate to parents about quality school choices.
- Watchdog charter sector growth to ensure quality.

The Cleveland Plan set the city of Cleveland on an educational reform path. This study complements and informs *The Cleveland Plan*. The findings of this study affirm that the current portfolio strategy is getting results and holds great promise.

The Facilities Master Plan Update

The district leaders in Cleveland have their sights set on every child in Cleveland receiving an excellent education in a modern school building.

Following the collapse of the gym roof of East High School on October 6, 2000, a partnership between CMSD and the Ohio Facilities Construction Commission (OFCC) provided resources to renovate or replace 41 outdated schools. A capital bond levy authorized by Cleveland voters in 2001 generated $335 million in local money, which the OFCC matched with $2 of state money for every dollar of local money.

While implementing *The Cleveland Plan*, CMSD staff and a team from the Cobalt Group conducted a multi-year evaluation and broad-based engagement process to inform the update of CMSD's School Facilities Master Plan. In November 2014, voters approved a request to extend the current bond for an additional $200 million. The district will continue its partnership with the state of Ohio's OFCC to continue to build new schools and remodel others.

As a place-based study that identifies where and how to invest to increase seats in high-performing schools for the greatest number of children, this study informs the vision of *The Cleveland Plan* and the Facilities Master Plan by setting priorities for initial investments.

Citywide Analysis

This place-based study identifies the neighborhoods where the greatest number of children need better access to high-performing schools. To provide a seat in a high-performing school for every child in Cleveland, the city needs approximately 48,000 additional seats (see Table 2). Twenty-nine thousand quality seats are needed in the 11 highest-need neighborhoods (see Table 4). This represents 61 percent of the need citywide and is three times the number of seats currently available.

Grounded in an innovative portfolio strategy approach, *The Cleveland Plan* can close the service gap by meeting its goal to triple the number of seats in high-performing schools in Cleveland within six years. By increasing educational options in high-performing facilities, CMSD is on a productive path of transformation.

By prioritizing where and how to invest resources to increase the number of seats in high-performing schools, this study further refines the Facilities Master Plan Update 2015-2019, the new five-year plan for CMSD facilities, and *The Cleveland Plan*. As IFF undertook this study, CMSD continued to strategically implement efforts to increase high-quality educational options for children citywide.

This study compares the number of children in kindergarten to 12th grade, and the public (district and charter) general education schools that serve them. In 2012-13, 59,000 students were enrolled in 101 Cleveland Metropolitan School District schools, eight CMSD-sponsored charter schools, 14 charter schools sponsored by Educational Service Centers (ESC), and 42 charter schools sponsored by nonprofits and institutions of higher education (see Table 1). Seventy-two percent of students attended a traditional district school. The majority of students in traditional district schools—79 percent—attended one of the 76 neighborhood schools. Of the 28 percent of students who attended a charter school, 55 percent attended a non-district charter school.

Commute patterns show that 3,140 Cleveland residents attended schools outside of the district, but that 2,244 students came from households outside of the district. Of the Cleveland residents leaving the district, 68 percent (2,149) attended a charter authorized by an educational service center and 31 percent (970) attended other charter schools.

In 2012-13, Cleveland schools provided 9,421 seats in high-performing schools (see Table 2), which leaves a gap in service of approximately 48,000 seats. With significant numbers of children in both traditional district and charter schools, providing every child access to a high-performing school requires the unified efforts of all education sectors.

Table 1: District Overview*

School Type	Charter Type	Program Type	Number of Campuses	Residents K-8 Students Enrolled in 2012-13	Residents 9-12 Students Enrolled in 2012-13	Total	Percent Students Enrolled by School Type	Percent Students Enrolled Overall
District								
District, Neighborhood	N/A	General Education	76	24,282	11,197	35,479	78.8%	59.7%
District, Magnet/Citywide	N/A	General Education	25	2,755	4,781	7,536	16.7%	12.7%
District, Charter	N/A	General Education	7	1,672	—	1,672	3.7%	2.8%
		Alternative/Other	1	—	337	337	0.8%	0.6%
Schools Outside Cleveland	N/A	Virtual	1	6	15	21	0.05%	0.04%
Total			**110**	**28,715**	**16,330**	**45,045**	**100%**	**76%**
Other Charters								
Educational Service Centers								
Educational Service Center of Lake Erie West	Charter, Independent Chartering Board	General Education	10	1,940	384	2,324	43.8%	4.0%
		Virtual	1	162	136	298	5.6%	0.5%
Portage County Educational Service Center	Charter, Independent Chartering Board	General Education	3	512	19	531	10.0%	0.9%
Schools Outside Cleveland	N/A	General Education	9	786	302	1,088	20.5%	1.8%
		Virtual	1	268	793	1,061	20.0%	1.8%
Total			**24**	**3,668**	**1,634**	**5,302**	**100%**	**9%**
Non-District Charters								
Ohio Council of Community Schools	Charter, Higher Education Institution	General Education	6	1,789	1	1,790	19.8%	3.0%
		Virtual	2	68	169	237	2.6%	0.4%
Buckeye Community Hope Foundation	Charter, Not-For-Profit	General Education	10	1,931	—	1,931	21.3%	3.3%
Educational Resource Consultants of Ohio, Inc	Charter, Not-For-Profit	General Education	1	249	—	249	2.8%	0.4%
		Alternative/Other	6	298	721	1,019	11.3%	1.7%
Kids Count of Dayton, Inc	Charter, Not-For-Profit	General Education	1	74	—	74	0.8%	0.1%
		Early Childhood	1	110	—	110	1.2%	0.2%
Richland Academy	Charter, Not-For-Profit	General Education	1	72	—	72	0.8%	0.1%
St. Aloysius Orphanage	Charter, Not-For-Profit	General Education	9	1,897	—	1,897	21.0%	3.2%
		Alternative/Other	4	—	449	449	5.0%	0.8%
Thomas B. Fordham Foundation	Charter, Not-For-Profit	General Education	1	253	—	253	2.8%	0.4%
Schools Outside Cleveland	N/A	General Education	12	182	109	291	3.2%	0.5%
		Virtual	2	360	319	679	7.5%	1.1%
Total			**56**	**7,283**	**1,768**	**9,051**	**100%**	**15%**
Grand Total–Resident Students Attending Schools Outside Cleveland			**25**	**1,602**	**1,538**	**3,140**	**—**	**—**
Grand Total–Resident Students Attending All Schools			**165**	**39,666**	**19,732**	**59,398**	**—**	**—**

*Students highlighted in red are included in the study
analysis; schools outside of Cleveland are excluded from
the grand total school count.

Cleveland Education
Policy Overview

Ohio State Accountability System

After receiving a flexibility waiver under the Elementary and Secondary Education Act (ESEA) in spring 2012, the Ohio Department of Education (ODE) began to phase in a comprehensive accountability system. Outlined in HB 555, the new report cards graded schools on an A-F scale based on six components: Achievement, Progress, Graduation Rate, Gap Closing, K-3 Literacy, and Prepared for Success. Each component has multiple measures. By 2015-2016 and beyond, the six components will have up to 18 measures. For example, Achievement has a Performance Indicators and a Performance Index measure. The Performance Indicators show how many children demonstrate proficiency on the 24 state standardized tests. The Performance Index looks at the achievement of every student—not just those who are proficient—and scores the school accordingly.

The individual measures that form each of the six components are being added each year to allow schools time to adjust to the new areas of accountability. In 2012-13, for example, schools received report cards with grades for nine individual measures, but not an overall grade based on all six components. Over the next four years, ODE will introduce new measures, with the launch of an overall grade for each school in August 2015.

In recognition of the core importance of achievement for all students, this report uses the Performance Index to evaluate school performance. With an A-F score, similar to the comprehensive report card, the Performance Index measures student achievement on the Ohio Achievement Assessments, weights it according to individual achievement, and aggregates individual student data to calculate the points a school earns. Based on the percentage of total points earned, each school receives a letter grade. Using the A-F ratings assigned by the Performance Index score, the study considers schools with an A- or B- rating as high-performing; C-rated schools are mid-performing; and D- and F-rated schools are underperforming or failing. For further details on how schools are rated and grades are assigned, see the "Accountability Resources" page on the ODE web page.

Charter Schools

The Ohio General Assembly passed the state's first charter school law in 1997. As privately operated schools that receive state and federal funds and provide a tuition-free education, charter schools were conceptualized as an education reform initiative. Charter schools receive autonomy in programming, personnel, and governance with the responsibility to provide a high-quality education and serve as demonstration sites of innovation.

Ohio has two types of charters schools: conversion schools and start-up schools. Conversion schools, which can be established in any district in Ohio, convert a school or program in a public school building into a charter school. Start-up charters only can be authorized in districts identified as "challenged" by the ODE. This includes CMSD. In 2012-13, all the charter schools in Cleveland were start-up charters.

Start-up charter schools enter into a contract with a school sponsor or authorizer. Sponsors and authorizers receive the power to charter schools through statute or approval by the Ohio Board of Education. In Cleveland, charter schools have been authorized by nonprofits, higher education institutions, educational service centers, and CMSD. Although traditional districts and educational service centers can authorize charter schools, charter schools remain independent from these public bureaucracies. In implementing a portfolio management model, CMSD strategically authorizes charter schools to increase the number of seats in high-performing schools and to complement the programs and services offered in its traditional district schools.

Whether authorizers are a district, nonprofit, or a higher education institution, they establish criteria, identify, and charter a school when it demonstrates promise for increasing the quality options for families. They also remain responsible for monitoring the academic performance, financial operations, and governance of that school. National standards on chartering for quality—established by the National Association of Charter School Authorizers (NACSA)—have been adopted widely in the U.S.

Citywide High-Performing Capacity and Service Gap

The 26 schools that scored A or B on the Performance Index in 2012-13 constitute the high-performing seats in Cleveland. These schools supplied approximately 5,800 seats for children in kindergarten to eighth grade, and approximately 3,600 seats for high school students (see Table 2). District magnet/citywide schools compose 47 percent (4,420 seats) of the high-performing capacity (see Table 3). Thirty-six percent was in charter schools authorized by the district (1,208 seats) or educational service centers (2,158 seats). Two percent of the high-performing capacity (195 seats) was in charter schools authorized by nonprofit corporations. To provide every child access to a quality school, Cleveland needs around 48,000 additional seats in A- and B-rated schools: 33,400 for students in kindergarten to eighth grade and 14,600 for students in high school.

Filling seats in CMSD citywide schools and CMSD-sponsored schools—where most of the high-performing seats in Cleveland are found—is a goal set in *The Cleveland Plan*. In general, these schools operate near capacity. On average, A-rated schools operate at 88 percent utilization—with schools serving grades kindergarten to eighth grade operating on average at 90 percent utilization and high schools at 68 percent utilization. Highly rated high schools have more

slots available than students enrolled. Of the approximately 9,400 seats in A- and B-rated schools, 7,447 are filled. That leaves approximately 2,000 potential openings, depending on whether program strategy and quality can accommodate the increase in students.

Schools with a C-rating have high utilization rates: 95 percent. Schools serving grades K-8 have a 96 percent utilization rate, and high schools have a 92 percent utilization rate. C-rated schools have 15 percent of the public school system's seats, but 20 percent of students (11,116). Creating differentiated strategies to increase the performance ratings of C-rated schools will provide an opportunity to provide these students with high quality seats. Improving program quality and, if needed, building quality in these schools would provide 11,000 children with high-performing seats.

The majority of seats (71 percent) in Cleveland are in failing (D- and F-rated) CMSD schools and non-district charter schools. Of the 57,151 seats in D- and F-rated schools, 88 percent are in neighborhood and citywide schools (50,190 seats), and 9 percent are in charter schools authorized by nonprofits and higher education institutions. In addition to being low performing, they are underutilized.

Table 2: Citywide Service Gap

Grade Span		In-Study Students	Number of Schools Scoring A or B on Performance Index	Number of seats in District & Charter Schools Scoring A or B	Service Gap	Percent of Service Gap
2012-2013						
District	K-8	28,715	12	3,954	24,761	51.5%
	9-12	15,993	7	3,100	12,893	26.8%
Total		**44,708**	**19**	**7,054**	**37,654**	**78%**
Educational Service Centers	K-8	3,668	5	1,664	2,004	4.2%
	9-12	1,634	1	508	1,126	2.3%
Total		**5,302**	**6**	**2,172**	**3,130**	**7%**
Other Charters	K-8	6,875	1	195	6,680	13.9%
	9-12	598	—	—	598	1.2%
Total		**7,473**	**1**	**195**	**7,278**	**15%**
Grand Total		**57,483**	**26**	**9,421**	**48,062**	**100%**

Table 3. School Capacity by Performance Rating

School Type		A	B	C	D	F	Not Rated	Total
		Seats	Seats	Seats	Seats	Seats	Seats	Seats
District								
District, Neighborhood	Count	—	1,450	2,825	38,919	7,275	1,110	51,579
	Percent Within School Type		3%	5%	75%	14%	2%	80%
District, Magnet/Citywide	Count	900	3,520	2,775	3,996	—	400	11,591
	Percent Within School Type	8%	30%	24%	34%	—	3%	18%
District, Charter	Count	—	1,208	75	—	—	145	1,428
	Percent Within School Type	—	85%	5%	—	—	10%	2%
Total	**Count**	**900**	**6,178**	**5,675**	**42,915**	**7,275**	**1,655**	**64,598**
	Percent Within School Type	**1.4%**	**9.6%**	**8.8%**	**66.4%**	**11.3%**	**2.6%**	**—**
Educational Service Centers								
Educational Service Center of Lake Erie West	Count	896	1,262	470	643	390	—	3,661
	Percent Within School Type	24%	34%	13%	18%	11%	—	87%
Portage County Educational Service Center	Count	—	—	—	567	—	—	567
	Percent Within School Type	—	—	—	100%	—	—	13%
Total	**Count**	**896**	**1,262**	**470**	**1,210**	**390**	**—**	**4,228**
	Percent Within School Type	**21.2%**	**29.9%**	**11.1%**	**28.6%**	**9.2%**	**—**	**—**
Other Charters								
Ohio Council of Community Schools	Count	—	—	3,975	731	384	115	5,205
	Percent Within School Type	—	—	76%	14%	7%	2%	45%
Buckeye Community Hope Foundation	Count	—	195	785	1,220	—	—	2,200
	Percent Within School Type	—	9%	36%	55%	—	—	19%
Educational Resource Consultants of Ohio, Inc	Count	—	—	297	—	—	—	297
	Percent Within School Type	—	—	100%	—	—	—	3%
Kids Count of Dayton, Inc	Count	—	—	66	—	—	—	66
	Percent Within School Type	—	—	100%	—	—	—	1%
Richland Academy	Count	—	—	—	116	—	—	116
	Percent Within School Type	—	—	100%	—	—	—	1%
St. Aloysius Orphanage	Count	—	—	523	2,910	—	—	3,433
	Percent Within School Type	—	—	15%	85%	—	—	30%
Thomas B. Fordham Foundation	Count	—	—	—	—	—	159	159
	Percent Within School Type	—	—	—	—	—	100%	1%
Total	**Count**	**—**	**195**	**5,646**	**4,977**	**384**	**274**	**11,476**
	Percent Within School Type	**—**	**1.7%**	**49.2%**	**43.4%**	**3.3%**	**2.4%**	**—**

D- and F-rated schools average 71 percent utilization with 57,151 seats and have 65 percent of the students (37,151) enrolled. These schools need a dramatic and rapid solution to improve their quality. Fortunately, *The Cleveland Plan* advocates quick and bold intervention for failing schools.

Underperforming charter schools also should be considered for closure, turnaround or takeover, depending on geographic need for high-performing seats. Despite the intent that charter schools provide innovative solutions to public education, only 2 percent of charter schools authorized by nonprofits and higher education institutions are A- or B-rated schools. Forty-nine percent of the seats (5,646 seats) in non-district charter schools are C-rated, and 47 percent are in D- and F-rated schools (5,361 seats). In contrast, 85 percent of the seats in charter schools authorized by CMSD (1,208 seats) and 51 percent of charter schools authorized by an educational service center (2,158 seats) are in A- and B-rated schools.

Building Condition and Performance

Since 2001, CMSD's Facilities Master Plan has guided efforts that resulted in 31 new buildings, seven completely renovated buildings and three facilities under construction. Eighty-eight CMSD facilities with ratings for their condition (poor, borderline, satisfactory, and excellent) enrolled 38,159 students in 2012-13. Almost 39 percent, or 14,765 students, attended 31 school buildings rated in excellent condition.

Four of the 31 schools were rated A or B and represent the ideal: high-performing schools in excellent facilities. These four schools enrolled 4 percent (1,377) of CMSD students who attend schools with a building condition rating. In contrast, 4 percent (1,518) of CMSD students attended A- and B-rated schools in four facilities rated as borderline condition, while 27 percent (10,461) of CMSD students attend D- and F-rated schools in 24 facilities rated in excellent condition. Failing schools in excellent facilities present an opportunity to improve performance for rapid and dramatic intervention, such as turnaround or takeover.

At the same time, 46 percent (17,364) of students enrolled in CMSD schools were in 43 D- and F-rated buildings rated as "poor" or "borderline" condition. Failing schools in underutilized and poorly rated buildings might be good candidates for closure.

In an effort to address aging and, in some cases, unsafe school building conditions, the CMSD Facilities Master Plan Update process assessed the conditions of its educational facilities and made recommendations regarding which schools still needed to be replaced or remodeled. While attention to building life-safety issues is essential, **Chart 1** suggests that past facilities strategies have not consistently considered program quality and building condition in making decisions on where to invest in improvements. Strategically integrating the performance objectives of *The Cleveland Plan* with the Facilities Master Plan Update and focusing initial impact on the 11 highest-need neighborhoods provides a powerful opportunity to transform the educational landscape across the city. *The Cleveland Plan* portfolio strategy also will continue to build on progress made by high-quality schools, designated as Transformation Schools, which serve as models of excellence and innovation within the district.

Chart 1. Condition of Traditional District School Buildings by Performance Index Percent, Grades K-12*
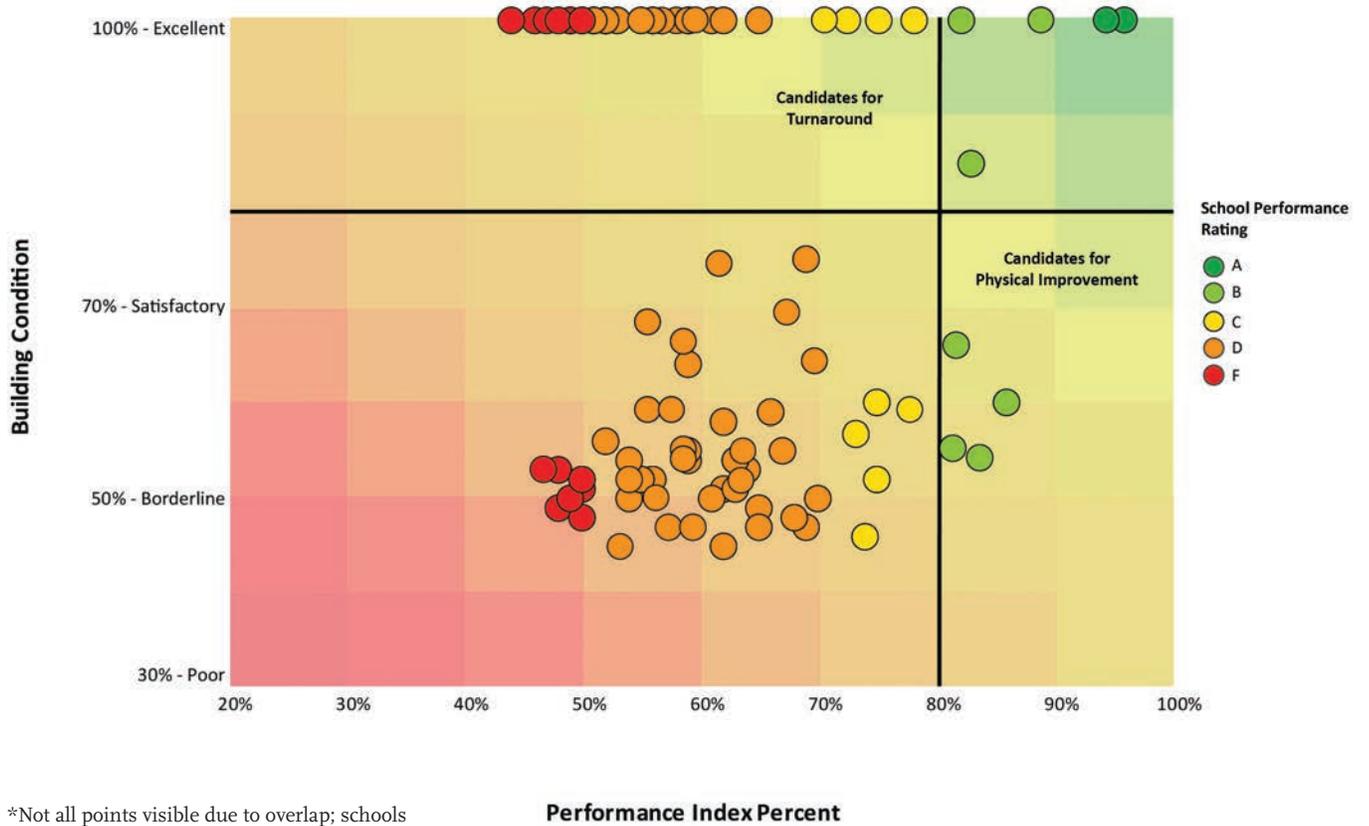
*Not all points visible due to overlap; schools without a performance rating are not included.

Performance Index Percent

11 Highest-Need Neighborhoods

Sixty-one percent of the high-performing seats needed are concentrated in the 11 highest-need neighborhoods, as **Table 4** indicates. Although 58 percent of the children who attend public schools live in these neighborhoods, only 44 percent of the high-performing seats are located in these neighborhoods. To close the service gap, these neighborhoods need approximately 29,000 high-performing seats. As illustrated in **Map 1**, Cleveland's highest-need neighborhoods, indicated with bold white numbers, are clustered in the eastern and near west sections of the city. Glenville is ranked as the neighborhood with the highest overall need for high-performing seats.

The final rank of the top 11 highest-need neighborhoods in order of need are:

1. Glenville
2. West Boulevard
3. Broadway–Slavic Village
4. Union Miles
5. Old Brooklyn
6. Mount Pleasant
7. Jefferson
8. Central
9. Lee-Harvard and Lee-Seville
10. Cudell–Edgewater
11. Stockyards

Table 4. Highest-Need Neighborhoods Service Gap

School Type	Grade Span	In-Study Students	Number of Schools Scoring A or B on Performance Index	Number of seats in District & Charter Schools Scoring A or B	Service Gap	Percent of Service Gap
2012-2013						
District	K-8	16,370	12	1,693	14,677	30.0%
	9-12	9,597	7	1,489	8,108	17.0%
Total		**25,967**	**19**	**3,182**	**22,785**	**47%**
Educational Service Centers	K-8	2,065	5	663	1,402	3.0%
	9-12	1,014	1	184	830	2.0%
Total		**3,079**	**6**	**847**	**2,232**	**5%**
Other Charters	K-8	4,287	1	152	4,135	8.5%
	9-12	321	—	—	321	0.7%
Total		**4,608**	**1**	**152**	**4,456**	**9%**
Grand Total		**33,654**	**26**	**4,181**	**29,473**	**61%**

Map Reading Hints:
The map identifies the rank of each neighborhood based on
its service gap. The service gap is the absolute number
of performing seats needed and is used to rank neighborhoods.

Map 1. Cleveland's Top 11 Highest-Need Neighborhoods
Rank based on 2012 Service Gaps

Study Geographies
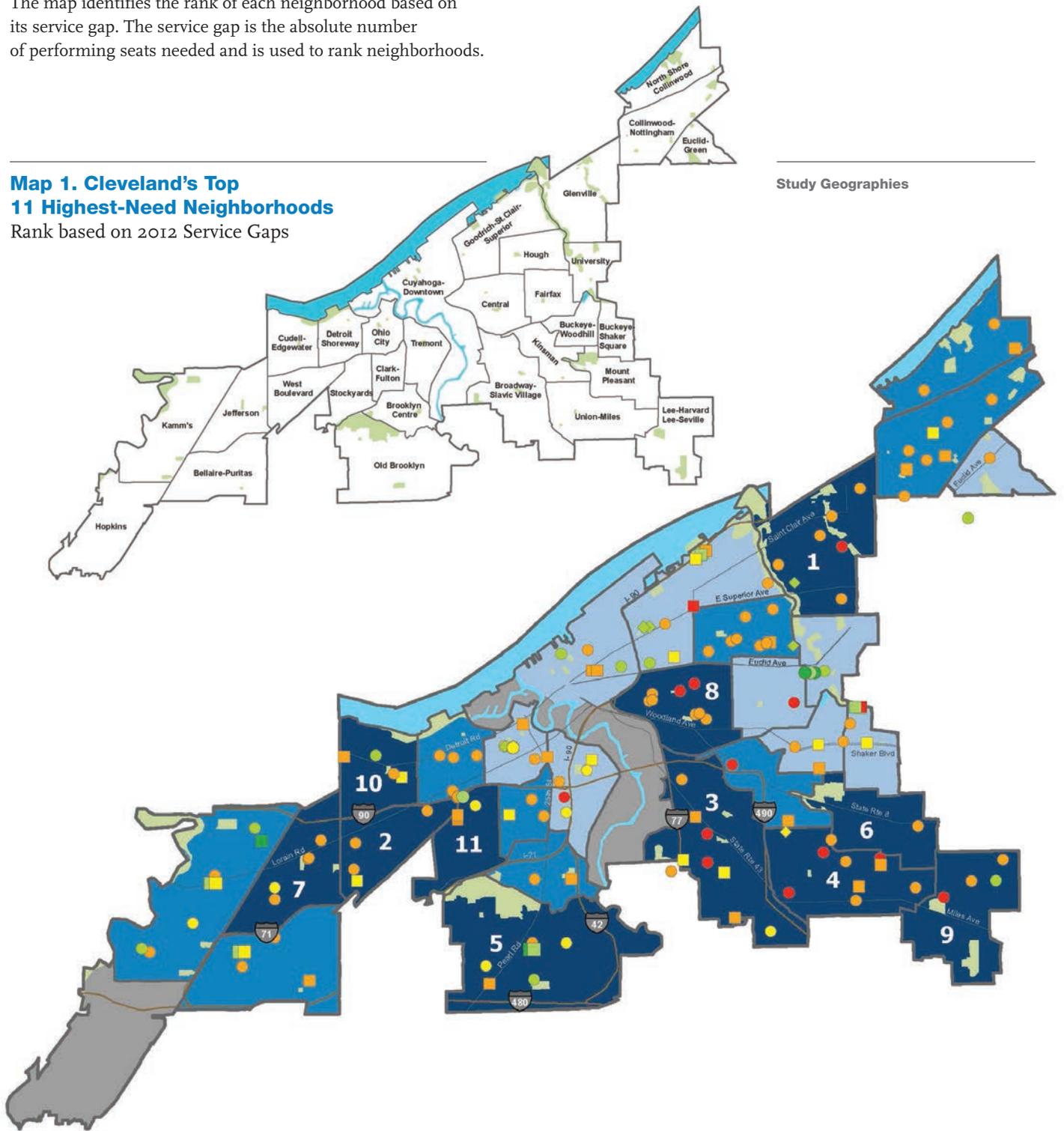
*Industrial areas fall under the rank range 21-30 and are
shaded due to insignificant numbers of population.

Source: 2012 Ohio Department of Education (ODE) audited
enrollment data; 2012-13 student-level data and school
capacity data from Cleveland Metropolitan School District;
2013 ODE School performance data.

**Neighborhood
Rankings for Grades
K-12**

■ 1-11 (Highest Need)
■ 12-20
■ 21-30
□ Study Geography
■ Park
■ Industrial Areas*

**School
Performance
Grade**

● A
● B
● C
● D
● F

School Type

○ Traditional District
◇ District Charter
□ Non-District Charter

Demographics

Cleveland's population has declined over the past six decades. Following a pattern common to metropolitan areas throughout the Midwest, Cleveland has experienced an out-migration from the city to neighboring suburbs. Exacerbated by the Great Recession, the city experienced a significant decrease in the density of school-age children in the east and near west side communities between 2000 and 2010, as illustrated in **Maps 3 and 4.**

The neighborhoods with the highest density of school-aged children are not necessarily the highest-need neighborhoods. Kamm's, for example, has the eighth highest number of school-age children (3,327- 2010 U.S. census), and the 10th highest number of students (2,161) enrolled in the public school system, but is ranked 17th in need for high-performing seats. Its service level is higher, with 41 percent of the school-age children enrolled in a public school attending an A- or B-rated school. Kamm's has one of the highest proportions of high-performing seats serving the children of its community.

Many of the east and near west side populations that have experienced population loss continue to have a high density of school-aged population. Glenville, for example, has the highest number of school-age children (5,391- 2010 U.S. census), and the highest number of children (4,732) enrolled in the public system. It also has the highest overall rank for need. Despite declining population over the past few years, Glenville still needs high-performing seats to meet current demand: approximately 3,000 for kindergartners through eighth-graders and 1,300 for high school students.

While the past often predicts the future, the pattern of decline in student-age population has been reversed in some Midwestern cities when employment opportunities and school quality improved. For example, in a recent IFF school study in St. Louis, the data revealed an uptick in enrollment in public schools for the first time in decades.

Poverty often is associated with low-performing schools. However, there is not a clear correlation between poverty and the highest-need neighborhoods in Cleveland. Children living in households with incomes below 185 percent poverty are fairly evenly distributed throughout the city. In Glenville, the overall density of children living in households with incomes below 185 percent of the federal poverty level (FPL) is not significantly higher than the rest of the city. In contrast, Old Brooklyn and Jefferson have slightly lower density of poverty than other neighborhoods and are ranked fifth and seventh for their overall need for high-performing schools. Some neighborhoods with a high density of children living in poverty also need better access to high-performing schools, but not all of the high-need neighborhoods have high levels of poverty.

Map 2. School-Age Children in Cleveland Below 185% of the Federal Poverty Level

Source: 2012 Ohio Department of Education (ODE) audited enrollment data; 2012-13 student-level data and school capacity data from Cleveland Metropolitan School District; 2013 ODE School performance data.

Percentage of Children (6-17) Below 185% FPL

- 20.1%–40%
- 0%–20%
- 40.1%–60%
- 60.1%–80%
- 80.1%–100%

School Performance Grade

- A
- B
- C
- D
- F

School Type

- ○ Traditional District
- ◇ District Charter
- □ Non-District Charter

Maps 3 and 4. Density of School-Age Children in Cleveland in 2000 and 2010
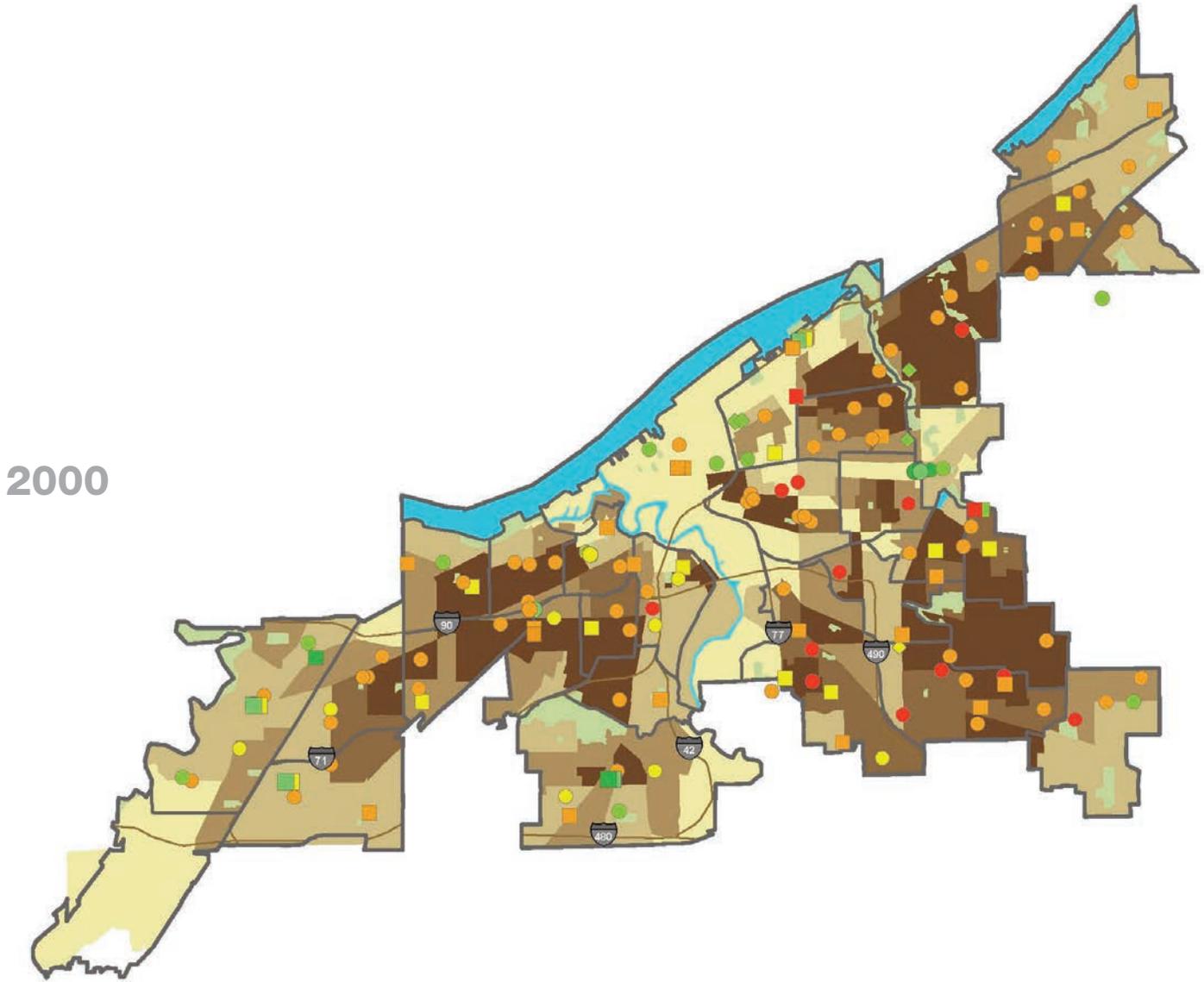
2000

Source: U.S. Census Bureau Decennial Census 2000 and 2010
2013 ODE school performance data.

Children Ages 5-17 Per Square Mile

- < 300
- 301–900
- 901–1,500
- 1,501–2,100
- 2,101 <

School Performance Grade

- ● A
- ● B
- ● C
- ● D
- ● F

School Type

- ○ Traditional District
- ◇ District Charter
- □ Non-District Charter

2010
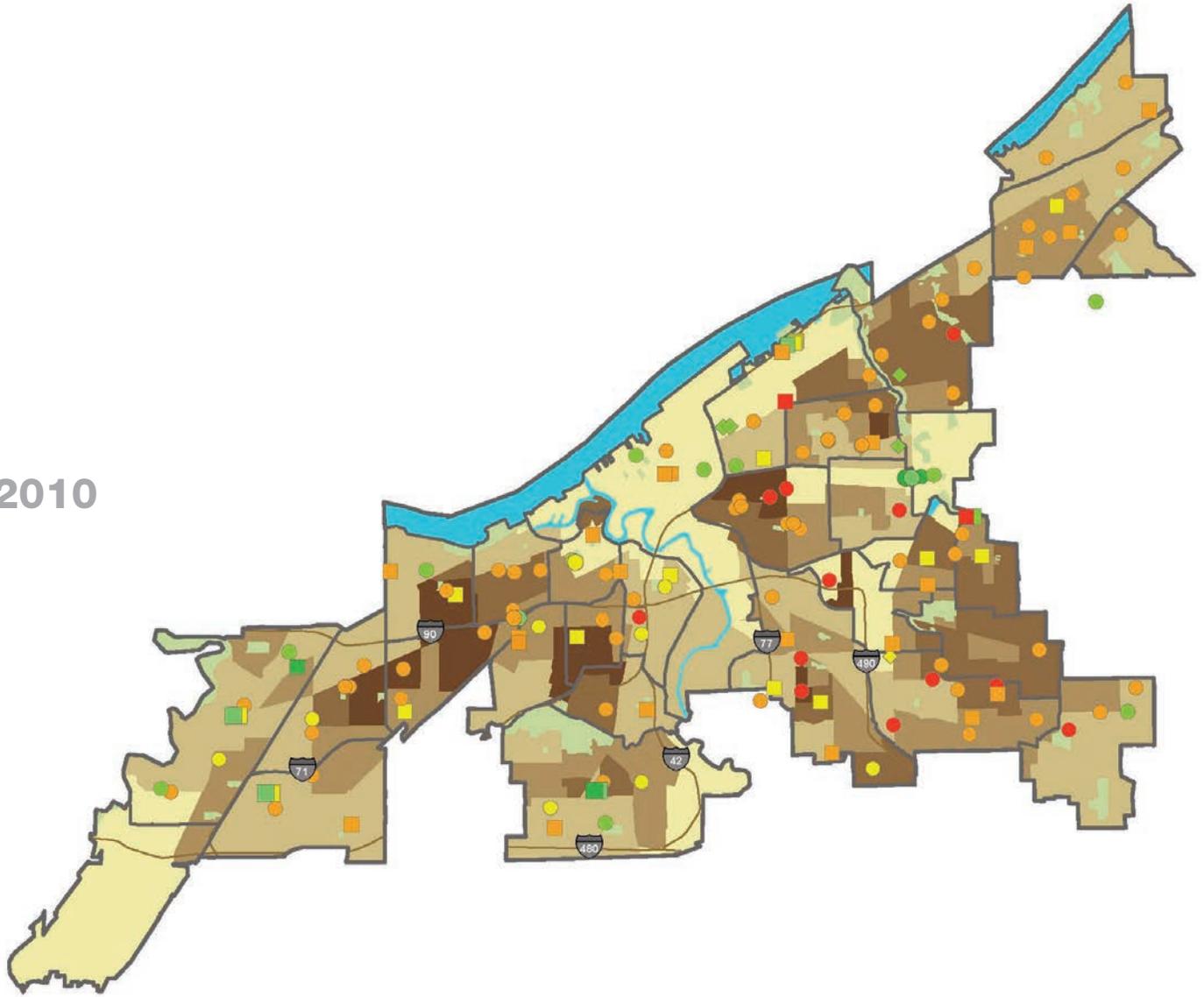
Student Commute Patterns

Mapping where students live in relation to the quality of school they attend, suggests the dynamics between education policy, residency, and family choices. According to student-level data, almost 60 percent of CMSD students are attending schools outside of their neighborhood.

While Cleveland allows students to attend the school of their choice, over 42 percent (23,183) of children chose to attend a school in their neighborhood. Of the students who stayed in their neighborhood, 73 percent, or 16,981 students, attended an underperforming school. Students who commuted out of their neighborhoods did not fare much better: 65 percent (20,638) attended an underperforming school.

Examining **Chart 2**, children who live in the 11 highest-need neighborhoods are only slightly more likely to commute out of their neighborhood to attend a high-performing school than remain at a school in their neighborhood.

Only 9 percent (2,950) of children from the 11 highest-need neighborhoods commuted out to attend a high-performing school. Of the children who remained in a highest need neighborhood, only 3 percent (954) of children attended a high-performing school. This pattern is similar in the remaining 19 neighborhoods: 9 percent (2,000) of students in the remaining 19 neighborhoods commuted out of their neighborhood to attend a high-performing school and 4 percent (968) stayed in their neighborhood to attend a high-performing school.

Regardless of their commute patterns, a higher proportion of CMSD students attend underperforming schools. As the district strives to expand and replicate its Transformation Schools citywide, children will benefit from the increase in options and distribution of high quality schools.

Where students live influences the quality of school they are likely to attend, as illustrated in **Maps 5 and 6**. Children enrolled in a CMSD school on the east side are more likely to attend a D- or F-rated school than children on the west side, who are more likely to attend a C-or D-rated school (see Map 5). Most mid-performing schools are located in the western part of the city. The service gap in these neighborhoods could be largely ameliorated by improving the quality of C–rated schools. Despite the differences, children attending school in the western section of the city are only slightly more likely to access A- and B-rated schools.

Throughout the city, the majority of students attending a charter school commuted to a C- or D-rated school, as illustrated in **Map 6**. Most of the high-performing non-district charter schools are located on the west side of the city and most of the high-performing district sponsored charters are in the northeast. Students living in neighborhoods west of the Cuyahoga Valley had a higher chance of attending an A- or B-rated charter school in comparison to students living on the east side of the city. Most notably, over 49 and 44 percent of charter school students living in Kamm's and Old Brooklyn, respectively, attend an A- or B-rated school. Despite the slight increase in high-performing, non-district charter schools located in the west, the majority of charter school options citywide are either C- or D-rated, with decreasing school performance ratings in the eastern section of the city.

Chart 2. Traditional District School Students' Commute Patterns by School Performance
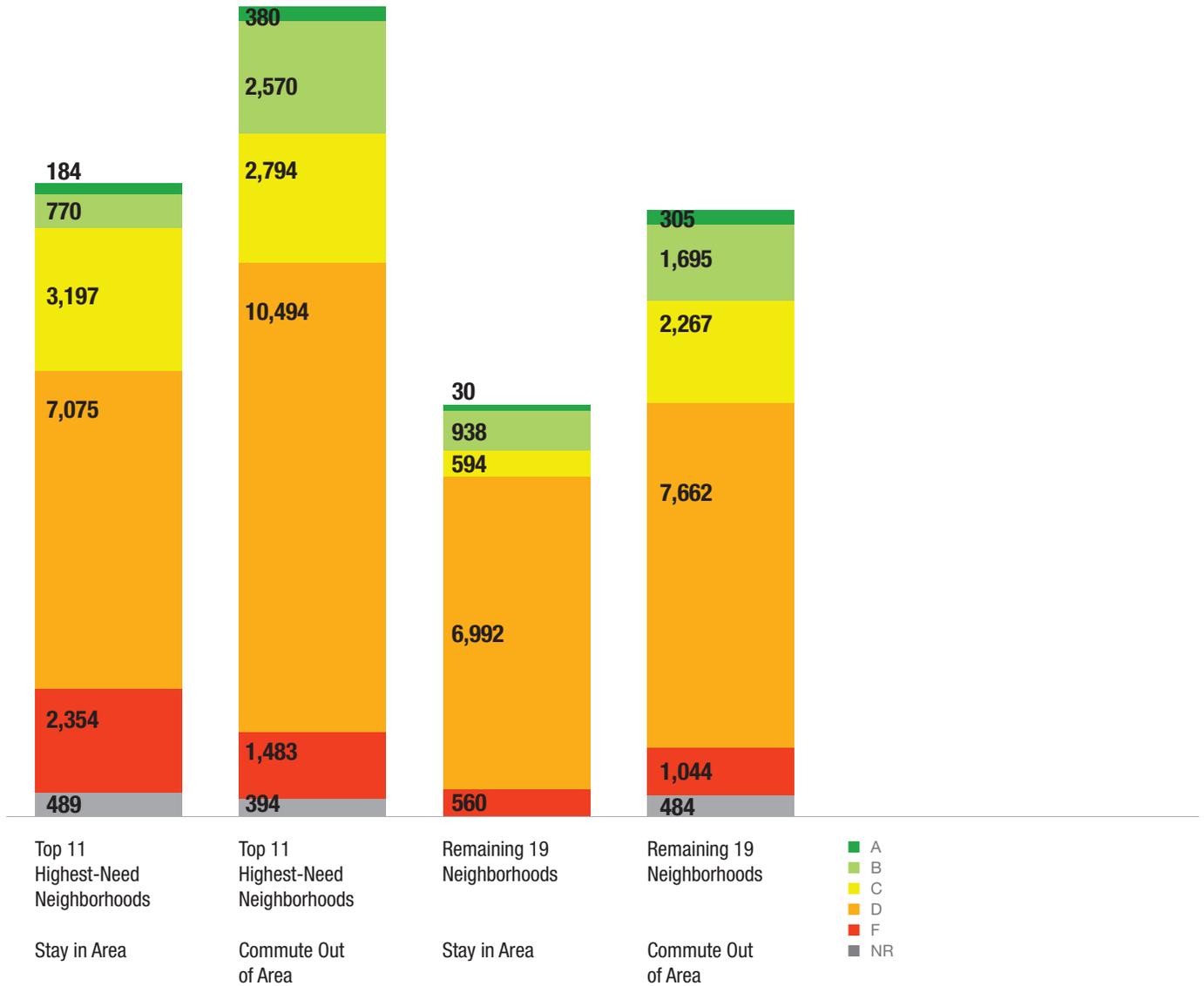
184	**380**	**30**	**305**
770	**2,570**	**938**	**1,695**
3,197	**2,794**	**594**	**2,267**
7,075	**10,494**	**6,992**	**7,662**
2,354	**1,483**	**560**	**1,044**
489	**394**		**484**

Top 11 Highest-Need Neighborhoods	Top 11 Highest-Need Neighborhoods	Remaining 19 Neighborhoods	Remaining 19 Neighborhoods
Stay in Area	Commute Out of Area	Stay in Area	Commute Out of Area

Legend:
- A
- B
- C
- D
- F
- NR

Map Reading Hints

The pie charts are sized by the number of students living in each cluster and color–coded by the performing tier of the school they attend—regardless of whether they stay in their neighborhood or commute to school.

Maps 5. Performance of District Schools Attended by Students Living in Neighborhood
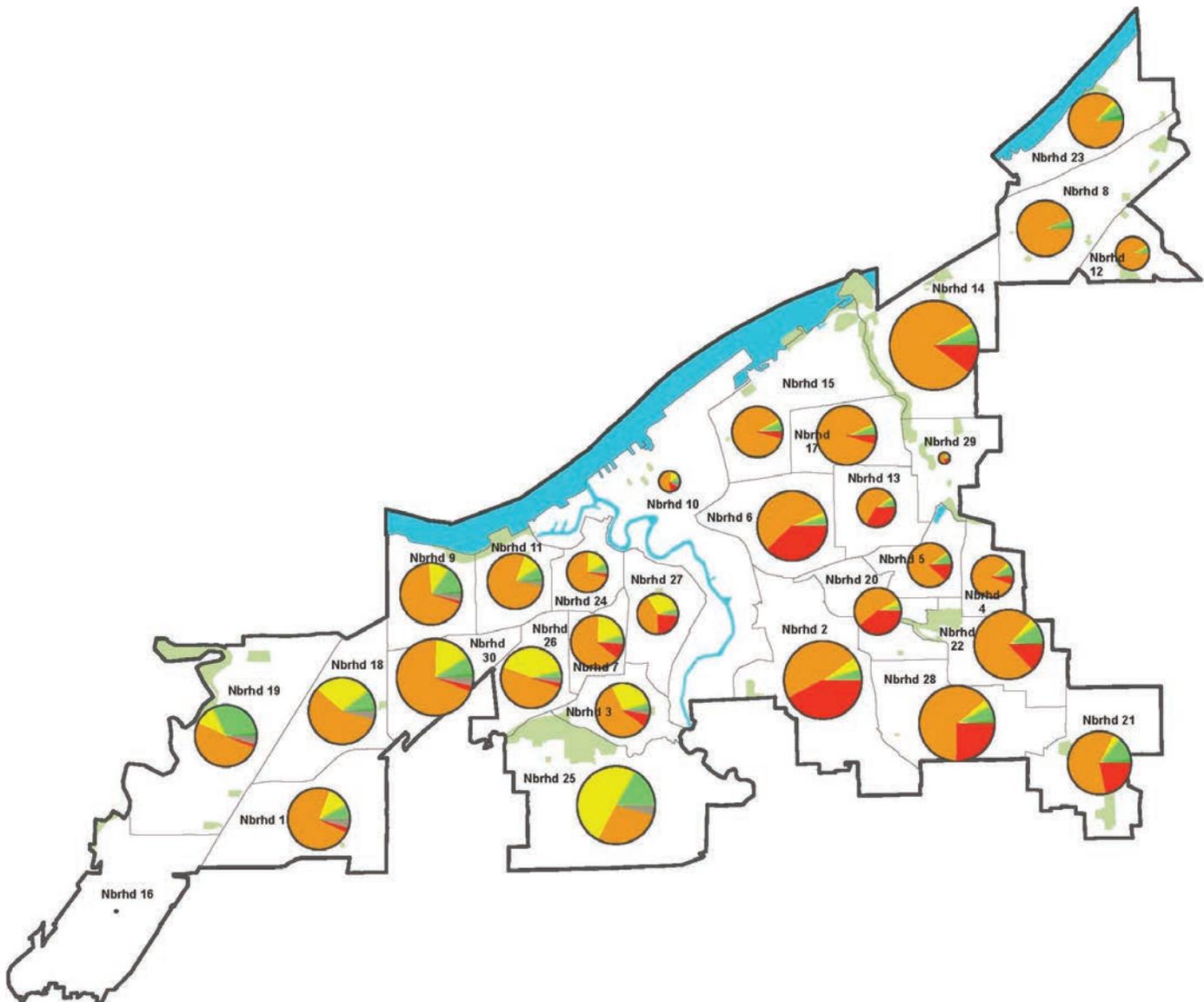
Source: 2012 Ohio Department of Education (ODE) audited enrollment data; 2012-13 student-level data from Cleveland Metropolitan School District; 2013 ODE School performance data.

School Performance Grade

- ● A
- ● B
- ● C
- ● D
- ● F
- ● NR

- ☐ Study Geography
- ■ Park

Percent of District Students by Neighborhood and Performance of School Attending

Neighborhood Number	Study Geography	Performance Rating A	Performance Rating B	Performance Rating C	Performance Rating D	Performance Rating F	Not Rated
Neighborhood 1	Bellaire-Puritas	1.0%	7.8%	11.3%	72.8%	2.6%	4.6%
Neighborhood 2	Broadway-Slavic Village	.9%	6.5%	5.8%	45.9%	40.6%	.2%
Neighborhood 3	Brooklyn Centre	1.0%	3.7%	27.6%	58.0%	7.2%	2.5%
Neighborhood 4	Buckeye-Shaker Square	1.8%	10.4%	3.7%	78.3%	5.5%	.2%
Neighborhood 5	Buckeye-Woodhill	1.8%	10.3%	3.0%	72.8%	11.7%	.4%
Neighborhood 6	Central	.8%	9.7%	2.5%	51.7%	35.1%	.2%
Neighborhood 7	Clark-Fulton	.5%	5.3%	20.2%	63.6%	9.2%	1.3%
Neighborhood 8	Collinwood-Nottingham	1.7%	6.9%	.6%	88.8%	.6%	1.3%
Neighborhood 9	Cudell-Edgewater	1.5%	14.3%	11.0%	68.2%	1.3%	3.7%
Neighborhood 10	Cuyahoga Valley and Downtown	1.0%	12.9%	14.4%	50.2%	12.9%	8.6%
Neighborhood 11	Detroit Shoreway	1.7%	7.8%	10.3%	76.3%	.9%	2.9%
Neighborhood 12	Euclid-Green	1.7%	8.2%	1.3%	86.5%		2.3%
Neighborhood 13	Fairfax	1.5%	13.2%	3.5%	51.0%	30.2%	.7%
Neighborhood 14	Glenville	1.6%	12.2%	1.6%	72.3%	9.1%	3.3%
Neighborhood 15	Goodrich-Kirtland Pk and St. Clair-Superior	1.1%	15.0%	2.1%	77.2%	3.8%	.9%
Neighborhood 16	Hopkins	-	-	50.0%	50.0%	-	-
Neighborhood 17	Hough	1.1%	13.3%	1.6%	79.6%	3.9%	.5%
Neighborhood 18	Jefferson	1.3%	9.5%	27.6%	56.5%	1.0%	4.1%
Neighborhood 19	Kamm's	1.8%	30.7%	10.9%	50.7%	1.5%	4.4%
Neighborhood 20	Kinsman	.7%	5.5%	7.1%	49.7%	37.0%	.1%
Neighborhood 21	Lee-Harvard and Lee-Seville	2.2%	13.1%	4.3%	59.1%	21.1%	.2%
Neighborhood 22	Mount Pleasant	1.6%	10.3%	5.0%	70.9%	12.1%	.2%
Neighborhood 23	North Shore Collinwood	3.4%	10.1%	2.8%	82.4%	.6%	.7%
Neighborhood 24	Ohio City	.5%	12.7%	15.7%	67.5%	1.9%	1.7%
Neighborhood 25	Old Brooklyn	.4%	17.1%	49.7%	27.8%	.8%	4.2%
Neighborhood 26	Stockyards	1.0%	3.9%	40.0%	50.2%	2.1%	2.8%
Neighborhood 27	Tremont	.5%	5.6%	28.6%	41.5%	22.1%	1.8%
Neighborhood 28	Union-Miles	1.2%	7.7%	5.0%	61.6%	24.3%	.2%
Neighborhood 29	University	3.2%	17.7%	6.5%	53.2%	17.7%	1.6%
Neighborhood 30	West Boulevard	1.6%	8.4%	15.1%	69.0%	2.3%	3.6%

Map Reading Hints

The pie charts are sized by the number of students living in each cluster and color–coded by the performing tier of the school they attend—regardless of whether they stay in their neighborhood or commute to school.

Maps 6. Performance of Non-District Charter Schools Attended by Students Living in Neighborhood
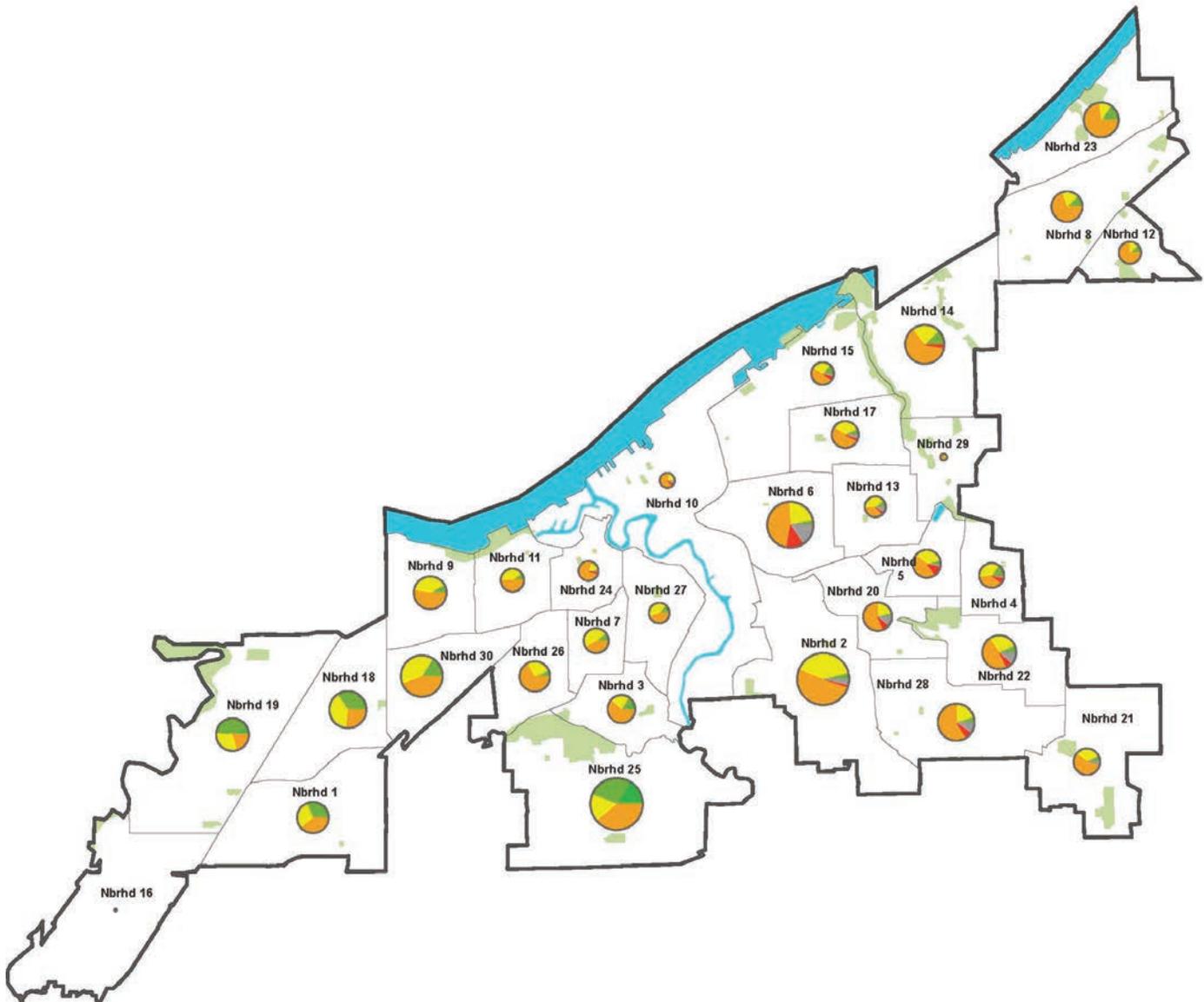
School Performance Grade

- ● A
- ● B
- ● C
- ● D
- ● F
- ● NR

□ Study Geography
■ Park

Percent of Non-District Charter Students by Area and Performance of School Attending

| Neighborhood Number	Study Geography	Performance Rating A	Performance Rating B	Performance Rating C	Performance Rating D	Performance Rating F	Not Rated
Neighborhood 1	Bellaire-Puritas	1.6%	29.8%	30.3%	38.3%	-	-
Neighborhood 2	Broadway-Slavic Village	.4%	4.1%	39.8%	50.8%	1.1%	3.8%
Neighborhood 3	Brooklyn Centre	5.1%	11.0%	22.3%	61.0%	-	.6%
Neighborhood 4	Buckeye-Shaker Square	-	15.2%	36.1%	38.7%	6.7%	3.3%
Neighborhood 5	Buckeye-Woodhill	-	4.4%	35.3%	45.5%	11.7%	3.2%
Neighborhood 6	Central	-	3.6%	22.3%	46.4%	12.3%	15.3%
Neighborhood 7	Clark-Fulton	1.1%	9.7%	47.6%	40.9%	-	.7%
Neighborhood 8	Collinwood-Nottingham	-	11.8%	18.2%	69.1%	.7%	.2%
Neighborhood 9	Cudell-Edgewater	1.5%	6.8%	38.9%	52.9%	-	-
Neighborhood 10	Cuyahoga Valley and Downtown	1.1%	1.1%	18.9%	66.3%	6.3%	6.3%
Neighborhood 11	Detroit Shoreway	1.3%	9.2%	38.7%	50.0%	-	.8%
Neighborhood 12	Euclid-Green	-	11.1%	13.9%	73.1%	.9%	.9%
Neighborhood 13	Fairfax	-	11.2%	40.1%	36.4%	3.2%	9.1%
Neighborhood 14	Glenville	-	12.3%	23.0%	61.1%	2.7%	.8%
Neighborhood 15	Goodrich-Kirtland Pk and St. Clair-Superior	.9%	13.6%	28.9%	46.1%	6.1%	4.4%
Neighborhood 16	Hopkins	-	-	-	100.0%	-	-
Neighborhood 17	Hough	-	7.0%	33.9%	51.6%	3.2%	4.4%
Neighborhood 18	Jefferson	1.8%	32.7%	39.0%	26.4%	-	-
Neighborhood 19	Kamm's	6.0%	43.2%	30.8%	19.9%	-	.2%
Neighborhood 20	Kinsman	-	3.9%	21.0%	56.6%	7.7%	10.8%
Neighborhood 21	Lee-Harvard and Lee-Seville	-	8.2%	30.3%	57.2%	.7%	3.6%
Neighborhood 22	Mount Pleasant	-	7.2%	27.7%	47.3%	6.0%	11.8%
Neighborhood 23	North Shore Collinwood	.6%	15.1%	11.7%	72.4%	-	.2%
Neighborhood 24	Ohio City	.6%	2.4%	17.2%	75.1%	3.6%	1.2%
Neighborhood 25	Old Brooklyn	16.1%	27.8%	17.2%	38.7%	-	.3%
Neighborhood 26	Stockyards	1.8%	5.0%	26.6%	66.7%	-	-
Neighborhood 27	Tremont	4.4%	9.4%	41.7%	43.9%	.6%	-
Neighborhood 28	Union-Miles	-	4.7%	19.7%	59.9%	5.9%	9.8%
Neighborhood 29	University	-	5.0%	20.0%	70.0%	-	5.0%
Neighborhood 30	West Boulevard	1.1%	14.8%	39.8%	43.9%	.3%	.1%

Grade Division Analysis

To provide a structure for addressing the unique academic and facility needs for the highest-need neighborhoods, this section focuses on an analysis of service gap, commute patterns, and building conditions for grade divisions K-8 and 9-12. The tables and maps on the following pages summarize the detailed data on the top 11 highest-need neighborhoods maps. While the previous section presented citywide analysis and rankings, the grade division analysis presents nuances between the K-8 and 9-12 grade groups that can inform differentiated strategies.

In 2012-13, approximately 57,500 students attended schools providing a general education program in CMSD, Educational Service Center (ESC) charter, and non-district charter schools. Approximately 39,000 students were enrolled in grades K-8 and 18,000 in grades 9-12. To increase access to school with an A- or B-rating, Cleveland needs more high-performing seats: 33,400 for grades K-8 and 14,600 for grades 9-12.

Each K-8 and 9-12 grade division has a service gap and commute analysis map, along with a building condition chart. Both grade division analysis maps invite a careful assessment of each neighborhood's level of need for high-performing seats in grades K-8 and 9-12. The service gap analysis maps present neighborhood rankings based on supply and demand calculations.

For each of these maps, the neighborhoods are color-coded to indicate their rank, and the shape and color of the schools indicate their school type and their A-F rating. The adjoining tables supplement the map with detailed data on the demand, service gap, and service level of each neighborhood.

K-8 and 9-12 grade divisions illustrate an opportunity to develop focused strategies to raise C-rated schools to category A or B performance levels. These actions should be in conjunction with different strategies for D- and F-rated schools. Schools with failing programs in higher-quality buildings warrant turnarounds, takeovers, or other dramatic interventions to transform the academics, while comparable schools in lower-quality buildings might be considered for closure.

The building condition chart presents the facility condition of the CMSD schools for grades K-8 and 9-12 by their Performance Index score. By illustrating the relationship between the performance of schools and the condition of its facilities for each grade division, these charts suggest the need for a bifurcated intervention based on academic performance and facility quality. The K-8 building condition charts indicate that many schools with excellent building condition ratings are underperforming, while the majority of 9-12 CMSD schools are both underperforming and rated as having less than "satisfactory" building condition.

Furthermore, student commute patterns to A- and B-rated schools show how neighborhoods are being served by high-performing schools. On these maps, each pie represents an A- or B-rated school. The size of the pie represents the number of students traveling to the school, and the color and size of each pie slice reflects the proportion of students attending schools from neighborhoods based on their level of need for high-performing seats.

While high school students from the highest-need neighborhoods make up 60 percent of high school students, they occupy only 51 percent of the seats in high-performing high schools. The K-8 seats in high-performing schools are more representative: The children in the highest-need neighborhoods comprise 58 percent of all elementary students. Of all elementary students, 50 percent served by high-performing schools are from the highest-need neighborhoods. Finally, these maps show that Cleveland's top-performing schools provide a high percentage of seats to students who live outside of Cleveland. In some schools, non-residents occupy up to 35 percent of seats. On average, 13 percent of seats go to non-residents.

K–8 Service Gap

Map 7. Service Gap, Traditional District and Charter Schools, Grades K-8 in 2012
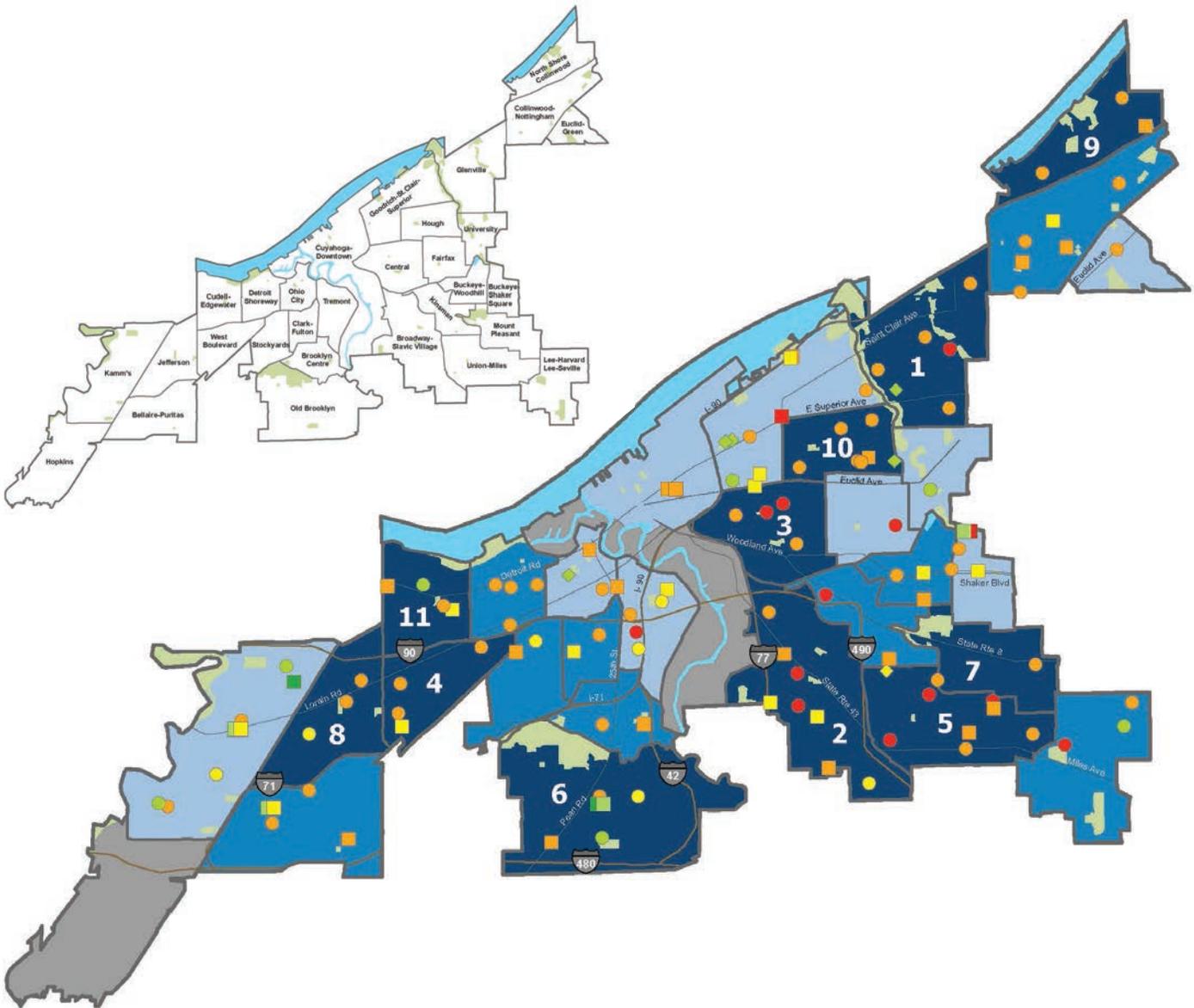
*Industrial areas fall under the rank range 21-30 and are shaded due to insignificant numbers of population.

Source: 2012 Ohio Department of Education (ODE) audited enrollment data; 2012-13 student-level data and school capacity data from Cleveland Metropolitan School District; 2013 Student performance data.

Neighborhood Rankings for Grades K-8

- ■ 1-10 (Highest Need)
- ■ 11-20
- ■ 21-30
- □ Study Geography
- ■ Park
- ■ Industrial Areas*

School Performance Grade

- ● A
- ● B
- ● C
- ● D
- ● F

School Type

- ○ Traditional District
- ◇ District Charter
- □ Non-District Charter

Service Gap, District and Charter Schools, Grades K-8

K-8 Need Rank	Study Geography	K-8 Demand	K-8 Service Gap	K-8 Service Level
1	Glenville	3,149	-2,970	6%
2	Broadway-Slavic Village	2,741	-2,517	8%
3	Central	2,511	-2,397	5%
4	West Boulevard	2,177	-2,022	7%
5	Union-Miles	1,996	-1,873	6%
6	Old Brooklyn	2,489	-1,685	32%
7	Mount Pleasant	1,762	-1,661	6%
8	Jefferson	1,705	-1,385	19%
9	North Shore Collinwood	1,339	-1,324	1%
10	Hough	1,472	-1,305	11%
11	Cudell-Edgewater	1,495	-1,250	16%
12	Stockyards	1,361	-1,233	9%
13	Lee-Harvard and Lee-Seville	1,336	-1,222	9%
14	Collinwood-Nottingham	1,232	-1,178	4%
15	Bellaire-Puritas	1,393	-1,108	20%
16	Brooklyn Centre	1,089	-1,016	7%
17	Clark-Fulton	1,014	-959	5%
18	Detroit Shoreway	1,059	-939	11%
19	Kinsman	987	-913	7%
20	Buckeye-Woodhill	890	-794	11%
21	Kamm's	1,603	-746	53%
22	Goodrich-Kirtland Park and St. Clair-Superior	1,019	-674	34%
23	Buckeye-Shaker Square	752	-644	14%
24	Ohio City	652	-562	14%
25	Euclid-Green	541	-521	4%
26	Fairfax	619	-495	20%
27	Tremont	575	-479	17%
28	Hopkins*	4	126	3240%
29	University	58	131	326%
30	Cuyahoga Valley and Downtown*	238	171	172%

There are 125 district and non-district charter schools serving grades K-8 in Cleveland. Of these 125, 18 are high-performing K-8 schools. Twelve are district schools and six are non-district charters, as indicated in **Table 5**. The 18 A- and B-rated schools are interspersed throughout the city, predominantly providing seats to the neighborhoods in the northwest, northeast, and Old Brooklyn.

A dearth of high-performing schools is notable in the southeast section of the city, including the Broadway Slavic Village, Union-Miles, and Mount Pleasant neighborhoods. While only three out of 11 highest-need neighborhoods for grades K-8 have a top-performing school within their neighborhood boundary, the majority of A- and B-rated schools are in low-need neighborhoods adjacent to the highest-need neighborhoods.

As illustrated in **Map 7**, seven out of 11 K-8 highest-need neighborhoods are in the eastern part of the city, which is also where the city's concentration of failing schools is located. Near-performing, or C-rated schools, are found throughout the city, with slightly more schools on the west side of the city.

Table 5. Number of Schools Serving Students in Grades K-8 in Each Category

	A	B	C	D	F	NR**	Total
District, Neighborhood	0	3	3	45	12	1	64
District, Magnet/Citywide	0	4	4	3	0	0	11
District, Charter	0	5	1	0	0	1	7
Charter, Authorized by Educational Service Center of Lake Erie West	2	3	2	2	1	0	10
Charter, Authorized by Portage County Educational Service Center	0	0	0	3	0	0	3
Charter, Authorized by Thomas B. Fordham Foundation	0	0	0	0	0	1	1
Charter, Authorized by St. Aloysius Orphanage	0	0	2	7	0	0	9
Charter, Authorized by Richland Academy	0	0	0	1	0	0	1
Charter, Authorized by Ohio Council of Community Schools	0	0	3	2	1	1	7
Charter, Authorized by Kids Count of Dayton, Inc	0	0	1	0	0	0	1
Charter, Authorized by Educational Resource Consultants of Ohio, Inc	0	0	1	0	0	0	1
Charter, Authorized by Buckeye Hope Foundation	0	1	4	5	0	0	10
Total	**2**	**16**	**21**	**68**	**14**	**4**	**125**

**Schools without a performance grade (NR) are excluded from the map.

K–8 Service Gap

Map 8. Student Attendance in A- and B-rated Schools Based on Neighborhood Rank, Grades K-8
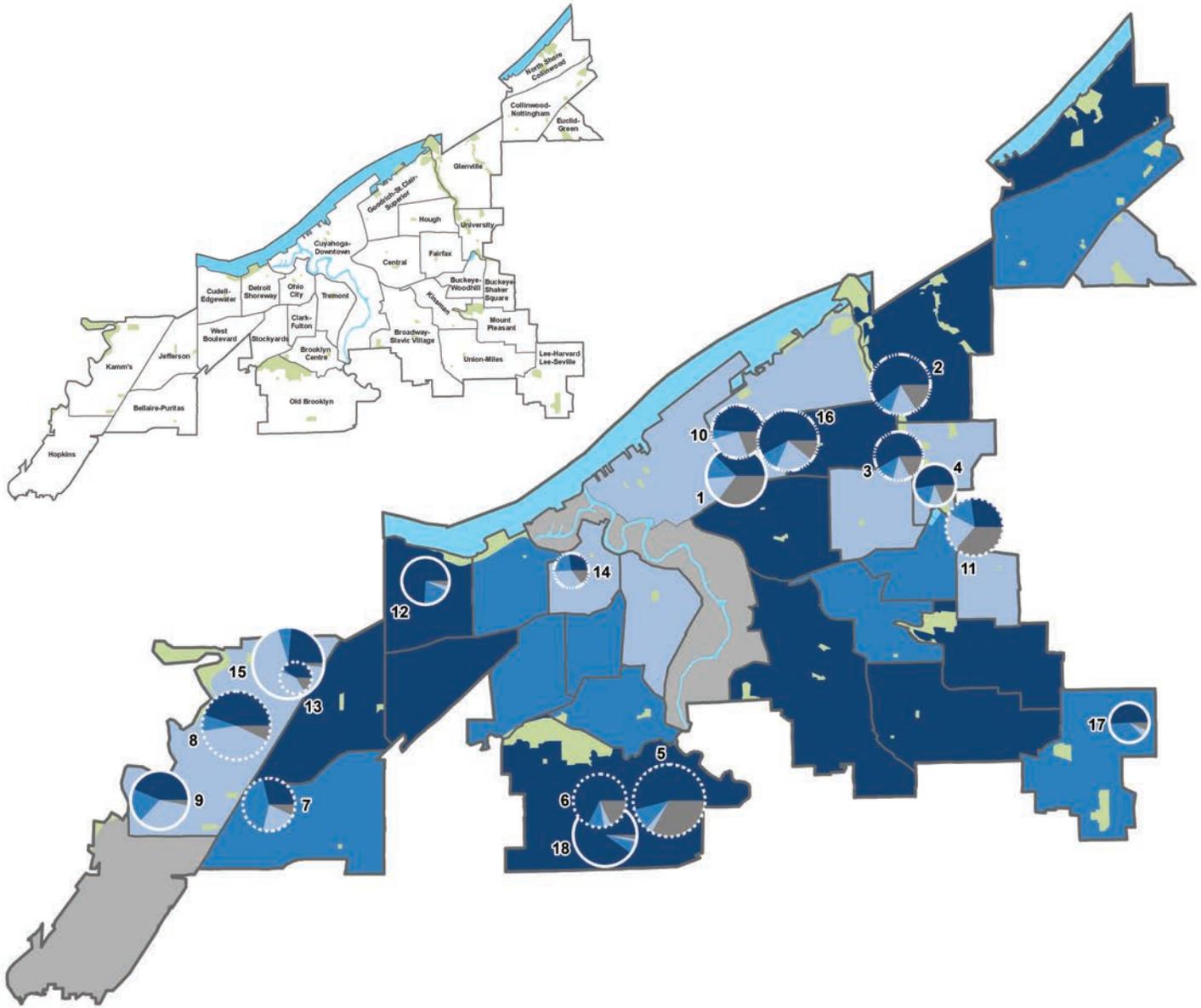
*Industrial areas fall under the rank range 21-30 and are shaded due to insignificant numbers of population.

Source: 2012 Ohio Department of Education (ODE) audited enrollment data; 2012-13 student-level data and school capacity data from Cleveland Metropolitan School District; 2013 Student performance data.

Area Rankings for Grades K-8
- ■ 1-10 (Highest Need)
- ■ 11-20
- ■ 21-30

- ○ Traditional District
- ◔ District Charter
- ◌ Non-District Charter
- ☐ Study Geography
- ■ Park
- ■ Industrial Areas*

Student Commute Patterns to A and B Schools, Grades K–8

Map Symbol Number	School Name	School Type	K-8 Students From Neighborhoods Ranked 1-11	K-8 Students From Neighborhoods Ranked 12-20	K-8 Students From Neighborhoods Ranked 21-30	K-8 Students From Out of District
1	Campus International at CSU Cole Center	Traditional District	38%	14%	13%	35%
2	Citizens Academy	District, Charter	61%	9%	14%	16%
3	Citizens Leadership Academy	District, Charter	59%	12%	12%	17%
4	Cleveland School of the Arts at Harry E. Davis	Traditional District	53%	17%	11%	18%
5	Constellation Schools: Old Brooklyn Community Elementary	Non-District Charter	54%	10%	3%	33%
6	Constellation Schools: Old Brooklyn Community Middle	Non-District Charter	68%	10%	5%	18%
7	Constellation Schools: Puritas Community Elementary	Non-District Charter	29%	42%	22%	7%
8	Constellation Schools: Westpark Community Elementary	Non-District Charter	45%	8%	41%	7%
9	Douglas MacArthur	Traditional District	44%	19%	34%	3%
10	Entrepreneurship Preparatory School - Cliffs Campus	District, Charter	49%	6%	26%	19%
11	The Intergenerational School	Non-District Charter	27%	15%	22%	36%
12	Louisa May Alcott Elementary School	Traditional District	74%	19%	4%	4%
13	Menlo Park Academy	Non-District Charter	41%	3%	41%	16%
14	Near West Intergenerational School	District, Charter	28%	23%	35%	14%
15	Riverside	Traditional District	24%	6%	68%	2%
16	Village Preparatory School - Cliffs Campus	District, Charter	58%	10%	21%	11%
17	Whitney Young	Traditional District	51%	36%	6%	6%
18	William C. Bryant	Traditional District	90%	6%	2%	2%

As illustrated in **Map 8**, several high-performing K-8 schools located in low-need areas draw students from the highest-need neighborhoods. This indicates that a number of families are choosing to travel beyond neighborhood boundaries to access a high-performing school. In the high-performing schools in the far west sections of the city, the percentage of students commuting from the highest-need neighborhoods ranges from 24 to 74 percent. Of the students attending A- or B-rated schools, 14 percent are non-resident students traveling into the city.

K-8 Building Condition

In 2012-13, 38 percent of K-8 traditional district schools that received a building condition rating were in excellent condition, while 45 percent had a borderline condition rating. As illustrated in the chart below, the majority of K-8 traditional district schools in excellent condition also are underperforming. This indicates that several high-quality facilities are in need of differentiated strategies that address schoolwide academic performance. In contrast, eight schools that were rated B and C had a borderline building condition rating.

Chart 3. Condition of Traditional District Schools by Performance Index, Grades K-8*
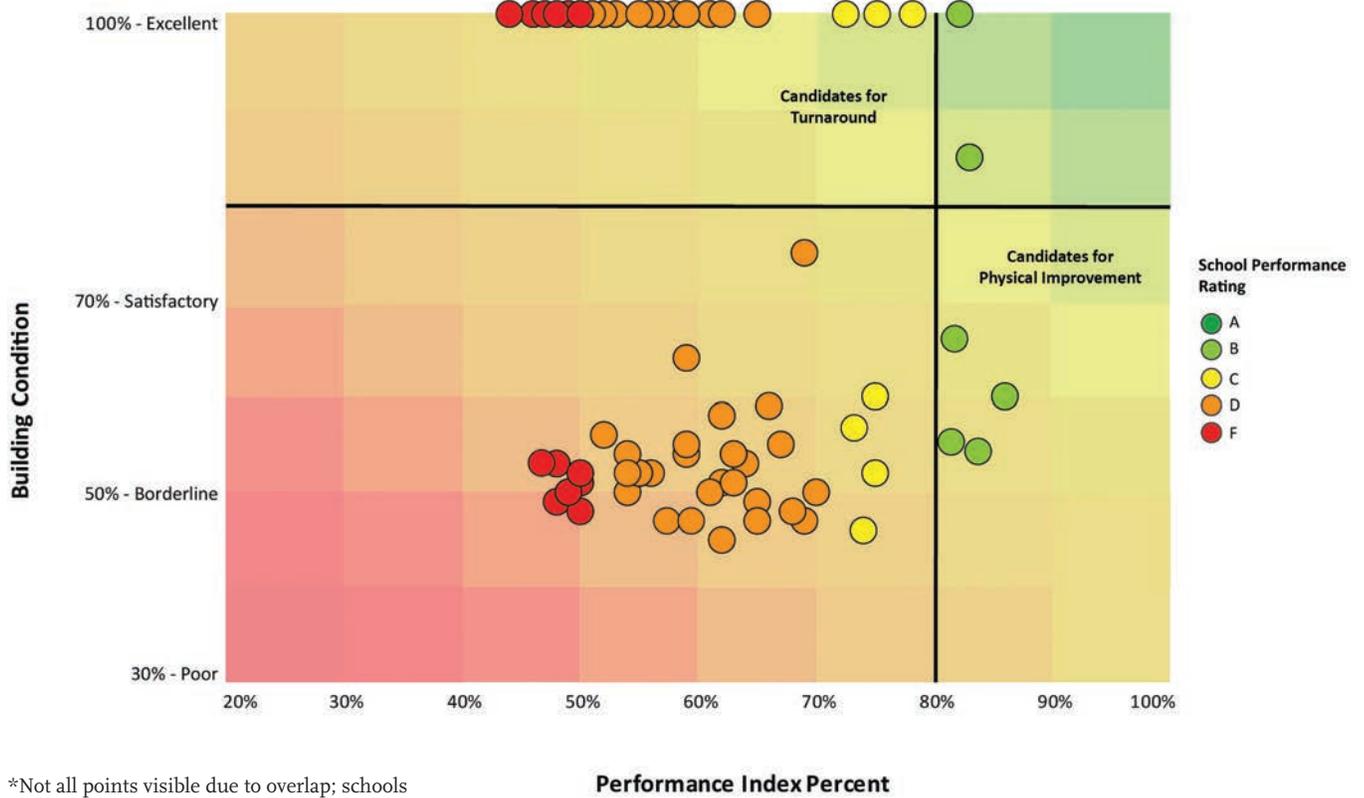
*Not all points visible due to overlap; schools without a performance rating are not included.

Performance Index Percent

9–12 Service Gap

Map 9. Service Gap, Traditional District and Charter Schools, Grades 9-12 in 2012
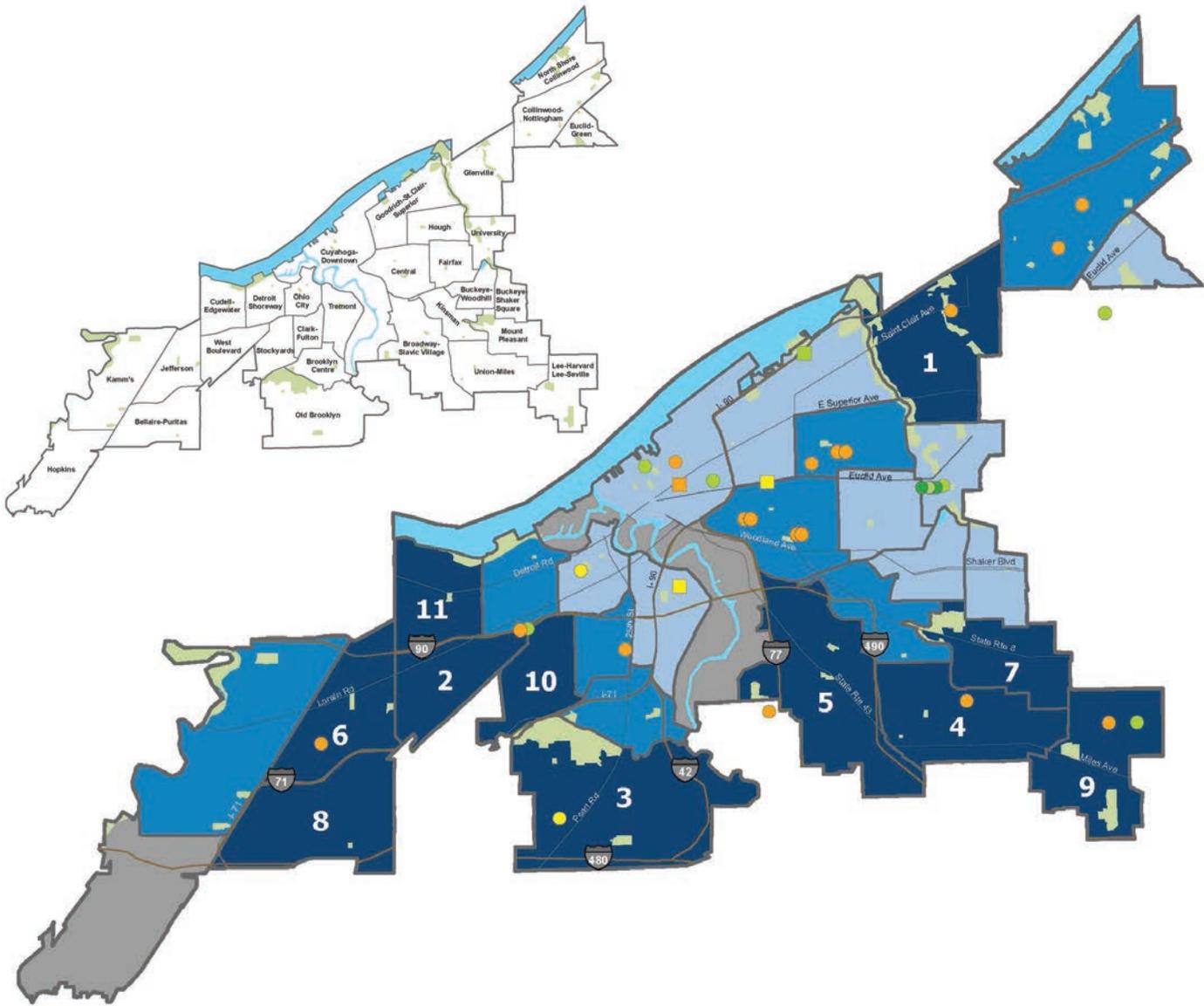
*Industrial areas fall under the rank range 21-30 and are shaded due to insignificant numbers of population.

Source: 2012 Ohio Department of Education (ODE) audited enrollment data; 2012-13 student-level data and school capacity data from Cleveland Metropolitan School District; 2013 Student performance data.

Neighborhood Rankings for Grades 9–12

- ■ 1-10 (Highest Need)
- ■ 11-20
- ■ 21-30
- ☐ Study Geography
- ■ Park
- ■ Industrial Areas*

School Performance Grade

- ● A
- ● B
- ● C
- ● D
- ● F

School Type

- ○ Traditional District
- ◇ District Charter
- ☐ Non-District Charter

Service Gap, District and Charter Schools, Grades 9-12

9-12 Need Rank	Study Geography	9-12 Demand	9-12 Service Gap	9-12 Service Level
1	Glenville	1,551	-1,293	17%
2	West Boulevard	1,152	-1,086	6%
3	Old Brooklyn	1,358	-1,085	20%
4	Union-Miles	1,196	-992	17%
5	Broadway-Slavic Village	1,162	-918	21%
6	Jefferson	851	-825	3%
7	Mount Pleasant	917	-776	15%
8	Bellaire-Puritas	731	-702	4%
9	Lee-Harvard and Lee-Seville	774	-602	22%
10	Stockyards	660	-584	12%
11	Cudell-Edgewater	656	-572	13%
12	Central	655	-526	20%
13	Kamm's	541	-502	7%
14	Collinwood-Nottingham	631	-473	25%
15	North Shore Collinwood	566	-470	17%
16	Detroit Shoreway	536	-466	13%
17	Hough	592	-453	24%
18	Clark-Fulton	498	-450	10%
19	Brooklyn Centre	519	-445	14%
20	Kinsman	387	-292	25%
21	Buckeye-Woodhill	346	-274	21%
22	Buckeye-Shaker Square	335	-260	22%
23	Ohio City	273	-220	20%
24	Goodrich-Kirtland Park and St. Clair-Superior	490	-216	56%
25	Fairfax	282	-194	31%
26	Tremont	278	-190	32%
27	Euclid-Green	203	-147	27%
28	Hopkins*	1	17	1800%
29	University	22	63	387%
30	Cuyahoga Valley and Downtown*	63	315	600%

Of the 42 district and non-district charter schools serving grades 9-12 in Cleveland, 10 are rated A or B, as indicated in **Table 6**. Among the high-performing schools, nine are CMSD schools, while one is a non-district charter school. Only two out of 11 highest-need neighborhoods have a top-performing high school located within their neighborhood boundaries. A majority of district and non-district charter high schools are in communities east of the Cuyahoga-Downtown area. Similarly, all but one of the high-performing high schools are in the central and eastern neighborhoods, which are ranked toward the middle and lower end of the highest-need neighborhood rankings.

Map 10 illustrates that several top-performing high schools in low-need areas draw students from the highest-need neighborhoods. As demonstrated by the proportion of students attending A- and B-rated high schools, the students commuting from the highest-need neighborhoods represent over 40 percent of the student body in the majority of these top-performing schools. This indicates that most students in grades 9-12 from the highest-need areas travel beyond their neighborhood boundary to attend a quality school.

Table 6. Number of Schools Serving Students in Grades 9-12

	A	B	C	D	F	NR**	Total
District, Neighborhood	0	0	2	16	0	2	20
District, Magnet/Citywide	2	7	1	6	0	1	17
Charter, Authorized by Educational Service Center of Lake Erie West	0	1	0	0	1	0	2
Charter, Authorized by Portage County Educational Service Center	0	0	0	1	0	0	1
Charter, Authorized by Ohio Council of Community Schools	0	0	2	0	0	0	2
Total	**2**	**8**	**5**	**23**	**1**	**3**	**42**

**Schools without a performance grade (NR) are excluded from the map.

9–12 Service Gap

Map 10. Student Attendance in A- and B-rated Schools Based on Neighborhood Rank, Grades 9-12

*Industrial areas fall under the rank range 21-30 and are shaded due to insignificant numbers of population.

Source: 2012 Ohio Department of Education (ODE) audited enrollment data; 2012-13 student-level data and school capacity data from Cleveland Metropolitan School District; 2013 Student performance data.

**Area Rankings
for Grades 9-12**

■ 1-10 (Highest Need)
■ 11-20
■ 21-30

○ Traditional District
◌ District Charter
⦙ Non-District Charter
□ Study Geography
■ Park
■ Industrial Areas*

Student Commute Patterns to A and B Schools, Grades 9–12

Map Symbol Number	School Name	School Type	9-12 Students From Neighborhoods Ranked 1-10	9-12 Students From Neighborhoods Ranked 11-20	9-12 Students From Neighborhoods Ranked 21-30	9-12 Students From Out of District
1	Cleveland Early College High School at John Hay	Traditional District	46%	34%	9%	11%
2	Cleveland School of Architecture & Design at John Hay	Traditional District	51%	24%	14%	11%
3	Cleveland School of Science & Medicine at John Hay	Traditional District	49%	23%	12%	16%
4	Cleveland School of the Arts at Harry E. Davis	Traditional District	46%	21%	16%	17%
5	Horizon Science Academy Cleveland High School	Non-District Charter	49%	35%	15%	2%
6	MC^2 STEM - Cleveland State University	Traditional District	49%	21%	12%	18%
7	MC^2 STEM - Great Lakes Science Center	Traditional District	40%	31%	17%	13%
8	MC^2 STEM - GE Lighting @ Nela Park	Traditional District	54%	17%	16%	12%
9	New Tech West at Max Hayes	Traditional District	58%	27%	12%	4%
10	Whitney Young	Traditional District	73%	7%	7%	13%

Map 10 illustrates that several top-performing high schools in low-need areas draw students from the highest-need neighborhoods. As demonstrated by the proportion of students attending A- and B-rated high schools, the students commuting from the highest-need neighborhoods represent over 40 percent of the student body in the majority of these top-performing schools. This indicates that most students in grades 9-12 from the highest-need areas travel beyond their neighborhood boundary to attend a quality school.

9-12 Building Condition

In 2012-13, 19 percent of the 21 CMSD high school facilities that were rated received an excellent building condition rating, while 67 percent had a borderline condition rating. As illustrated in **Chart 4**, the majority of 9-12 traditional district schools in borderline condition also are underperforming and would benefit from both programming and facilities improvement.

Chart 4. Condition of Traditional District Schools by Performance Index, Grades 9-12*
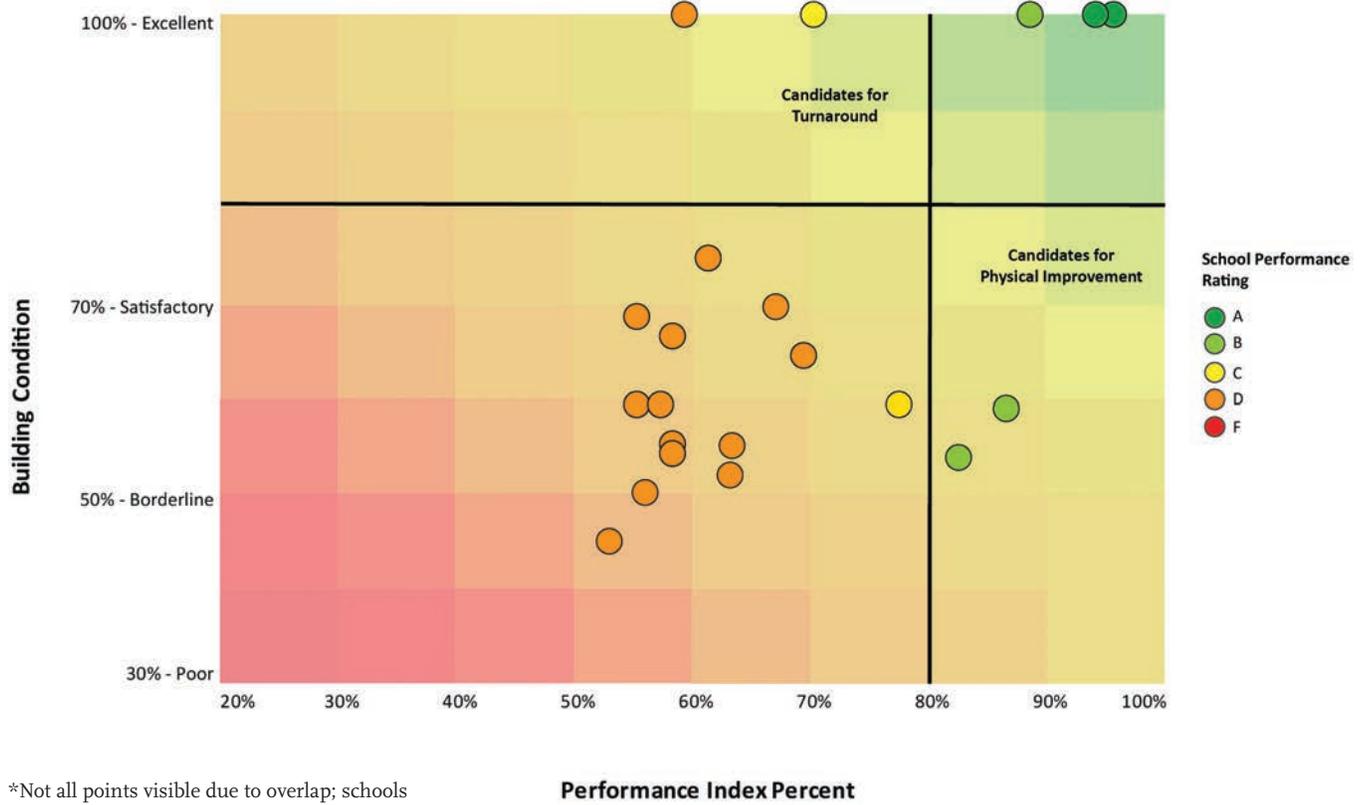
Building Condition (y-axis)
- 100% - Excellent
- 70% - Satisfactory
- 50% - Borderline
- 30% - Poor

Performance Index Percent (x-axis): 20%, 30%, 40%, 50%, 60%, 70%, 80%, 90%, 100%

Candidates for Turnaround

Candidates for Physical Improvement

School Performance Rating
- A
- B
- C
- D
- F

*Not all points visible due to overlap; schools without a performance rating are not included.

Recommendations

The Cleveland Plan lays out a comprehensive strategy that can close the service gap. Its goal to triple the number of A- and B-rated seats is on target. The public district and charter schools provide 57,483 students with only 9,421 seats, leaving a service gap of 48,062 seats. In ranking the service gap for Cleveland's 30 neighborhoods, the study found that 61 percent of the service gap is in 11 neighborhoods—the highest-need neighborhoods. These neighborhoods need approximately 29,000 A- and B-rated seats, or three times the number of seats currently available in the city. To close this service gap and accomplish the goals of *The Cleveland Plan*, IFF recommends:

1. Focus resources on the top 11 highest-need neighborhoods. Tailor strategy to the unique academic and facility needs of each of the highest-need neighborhoods.

By focusing resources on the highest-need neighborhoods, reform efforts can have the greatest impact on the largest number of children. In establishing priorities and strategies, IFF suggests a differentiated strategy, which should address the distinct academic, facility, and service gap needs of each of the highest-need neighborhoods. Create a unique five-year plan for each highest-need neighborhood, which takes the following issues into consideration.

- **Replicate, expand, and spread the success of high-performing schools. Continue to authorize high-performing district charters.**

Eleven percent of Cleveland students attend A- and B-rated schools. Create incentives for these high-performing schools to replicate, expand, and share the philosophy and practices behind their success.

Forty percent of the seats in high-performing schools are in buildings that are rated borderline. Consider investing in quality facilities that also expand the programs and capacity of these high-performing schools.

Eighty-five percent of the district charter school seats are B-rated, but only 2 percent of Cleveland students attend a district charter school. This is an important and strategic growth opportunity that should be seized. Continue to authorize charter schools that have the ability to increase the number of high-performing schools. Use vacant or repurposed facilities from schools that have been closed to recruit high-performing charter school operators to the district.

- **Accelerate the academic performance of C-rated schools.**

Eighteen percent of the students in highest-need neighborhoods attend a C-rated school. Assess the academic programs, governance, and facilities of these high-potential schools to identify how to accelerate academic performance. Relative to other school reform strategies, the performance issues in these schools can be more readily addressed. They should be a top priority in the first year and further categorized by grade division need within neighborhoods.

- **Develop a bifurcated intervention for failing D- and F-rated schools.**

Seventy-one percent of students in the highest-need neighborhoods attend a D- (59 percent) or F- (12 percent) rated school. *The Cleveland Plan* outlines a strategy to address the bottom 10 to 15 percent of failing schools each year. IFF cautions against pursuing this strategy on a citywide basis. Failing schools are concentrated in the east side of the city, but highest-need neighborhoods are found throughout the city. This strategy is best implemented in those neighborhoods with higher concentrations of F-rated schools.

The failing schools need immediate and dramatic intervention. However, the intervention should take into consideration building quality and utilization. A quarter of students in failing schools are in buildings in excellent or satisfactory condition. Turnarounds, takeovers, or other strategies that can transform the academic quality rapidly need to be implemented. Fifty percent of the students in the highest-need neighborhoods attend a failing school in a building in borderline-to-poor condition. If the school has low utilization, it might be a good candidate for closure. If it has high utilization, it might need to be rebuilt or renovated. Either way, facilities plans must be paired with academic intervention.

2. Fill the seats in Cleveland's top performing CMSD and charter schools with students living in Cleveland.

The top schools in Cleveland educate a high percentage of children from outside Cleveland. On average, non-residents occupy 12 percent of the seats in A- and B-rated high schools and 13 percent of A- and B-rated elementary schools. In several top performing Cleveland schools, non-residents occupy over a third of the seats.

While top performing elementary schools tend to operate at 95 percent utilization, the high schools are at 68 percent utilization. If Cleveland students occupied these seats, and high schools operated closer to full capacity, approximately 2,500 more Cleveland students would attend high-performing schools.

3. Close low-performing charter schools. Make performance-based accountability the cornerstone of authorizing. Integrate national principles and standards for quality charter school authorizing into policy and practice.

In Cleveland, nearly 30 percent of the public school children attend a non-district charter school. However, only 15 percent of these children attend an A- or B-rated school. The majority of charter schools sponsored by nonprofits and higher education institutions are low performing: 47 percent of their seats are in schools rated as D or F, and 32 percent are in C-rated schools.

Charter schools receive autonomy and flexibility in exchange for high performance. They are intended to be sites for educational innovation and excellence.

Transforming the educational landscape requires performance-based accountability for all schools. With 90 percent of the low-performing charter schools authorized by nonprofits, we strongly recommend that Cleveland authorizers adopt principles and standards for quality charter school authorizing established by the National Association of Charter School Authorizers (NACSA), including the practice of closing low-performing schools.

11 Highest-Need Neighborhood Profiles

Over 61 percent of the high-performing seats needed in Cleveland are concentrated in the top 11 highest-need neighborhoods. Addressing the service gaps in these neighborhoods as the highest priority can have the greatest impact on the greatest number of children. To facilitate planning based on the distinct needs of each neighborhood, the following 11 highest-need neighborhood profiles present maps, tables, charts, and an analysis of each area's population, service gap, enrollment, commute patterns, school performance, and building conditions for 2012. The unique service gap and academic and facility needs of the highest-need neighborhoods call for differentiated strategies tailored to each neighborhood. For example, the majority of schools serving Glenville are in excellent condition. Yet of the 17 schools included in its highest-need neighborhood profile, 15 are rated D or F. Moreover, eight of Glenville's schools that are in excellent condition are also under capacity. Thus, the school performance and facility data for Glenville informs the need for a long-term, bifurcated strategy focused on improving program quality, moving beyond the need for additional building renovation.

Map Reading Hints
The school symbols are color coded by the Performance Index for each school and sized by the number of students attending that school from the neighborhood.

Glenville
Highest-Need Neighborhood 1
Student Commute to School

Demographics

- According to demand data calculations, Glenville has 4,700 students in grades K-12; 3,869 (82 percent) attend regular district (CMSD) schools, while 831 (18 percent) attend non-district charter schools.

- Glenville has 3,149 students in grades K-8 and 1,551 students in grades 9-12. Of the K-8 students, 2,552 attend a regular district school, 263 attend charters authorized by an educational service center, and 364 attend other charter schools. Of the 9-12 students, 1,347 attend a regular district school, 151 charters authorized by an educational service center, and 53 attend other charter schools.

- Eighty-three percent (3,904) of the students from Glenville live below 185 percent of the federal poverty line.
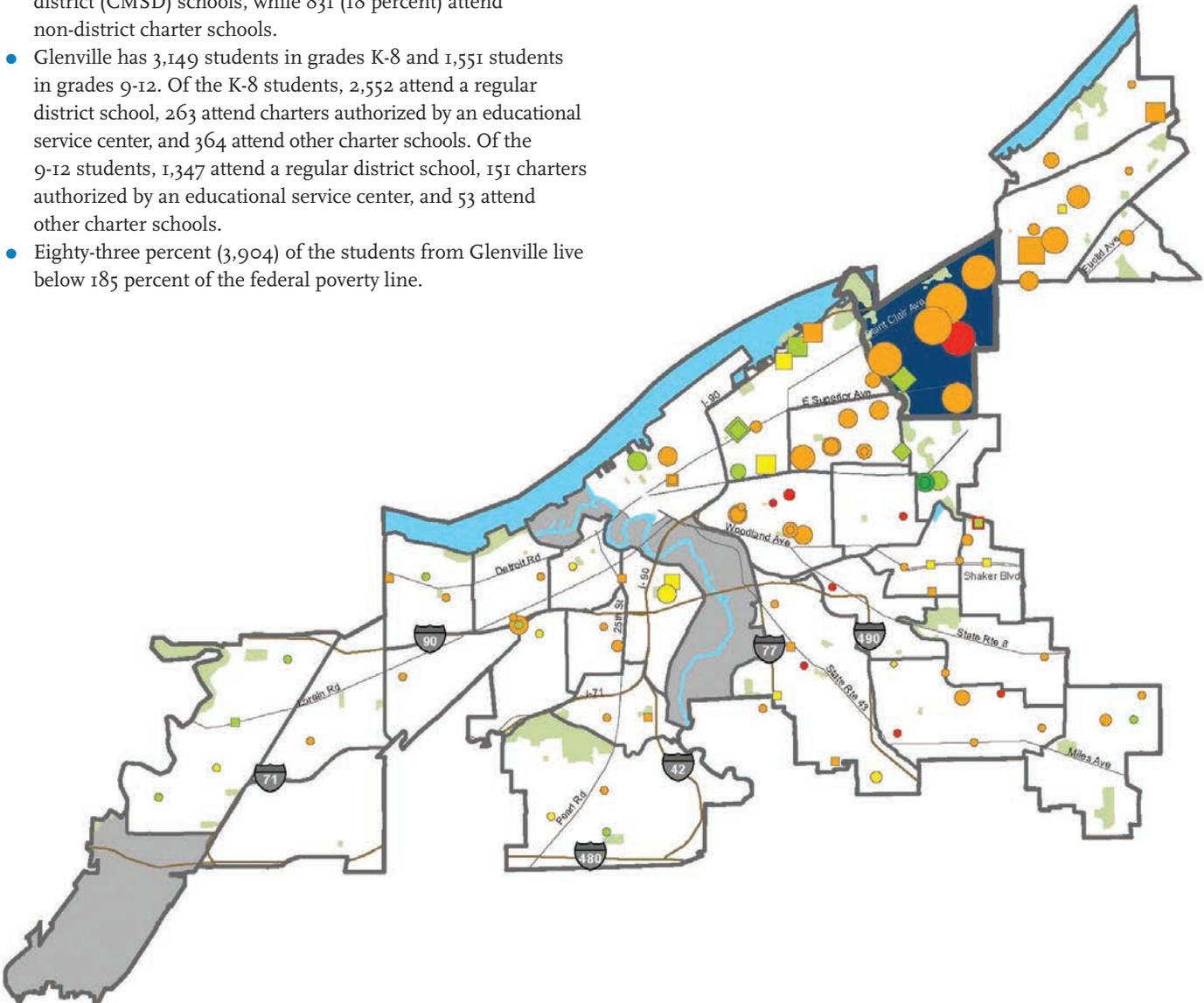
*Industrial areas fall under the rank range 21-30 and are shaded due to insignificant numbers of population.

Source: 2012 Ohio Department of Education (ODE) audited enrollment data; 2012-13 student-level data and school capacity data from Cleveland Metropolitan School District; 2013 ODE School performance data.

Schools Serving Children From Glenville

○ Traditional District
◇ District Charter
□ Non-District Charter

▢ Study Geography
▪ Park
▪ Industrial Areas*

School Performance Grade

● A
● B
● C
● D
● F

Enrollment and Service Gap Findings

- According to student-level data, 539 students commuted out of Glenville to attend a category A or B school. Only 58 students who remained in Glenville attended a high-performing school.
- The service gap is 4,263 seats, meaning that 91 percent of seats in schools serving Glenville are in underperforming schools and 9 percent (437 seats) are in schools with an A or B performance rating.
  Of the seats that make up this service gap:
- 2,970 are in grades K-8 – ranked first based on K-8 service gaps
- 1,293 are in grades 9-12 – ranked first based on 9-12 service gaps

School Performance and Building Condition

- In 2012-13, 15 out of 17 schools serving Glenville were K-8 schools, while two were 9-12 schools.
- Of the 15 K-8 schools, two were high performing and 13 were underperforming.
- Both of the 9-12 schools were underperforming.
- Thirteen district neighborhood and magnet schools received a building condition rating: eight were rated as being in excellent condition, four were rated as borderline, and one was rated as poor. Regardless of facility condition, all 14 district neighborhood or magnet schools attended by students from Glenville had a D or F performance rating.

Schools Serving Glenville
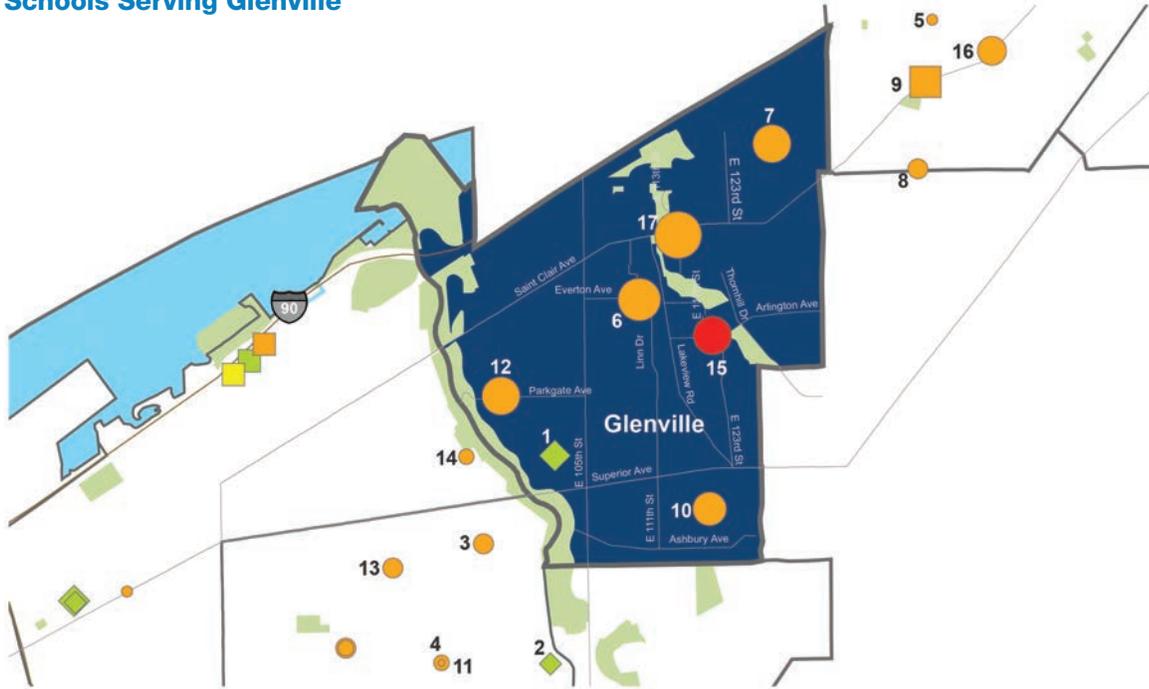
Data for Schools Serving Glenville

Grades K-8

Map Symbol Number	School Type Symbol	School Type	School Name	Performance Grade	Grades Enrolled	Students from Glenville	Total Enrollment	Capacity	Utilization	Building Condition
1	◆	District, Charter	Citizens Academy	B	K-5	123	413	400	103%	-
2	◆	District, Charter	Citizens Leadership Academy	B	6-7	58	198	149	133%	-
3	●	District, Neighborhood	Daniel E. Morgan	D	PK-8	35	291	550	53%	Excellent
4	●	District, Neighborhood	Early Childhood Development	D	PK-3	3	122	150	81%	-
5	●	District, Neighborhood	East Clark	D	PK-8	13	328	550	60%	Excellent
6	●	District, Neighborhood	Franklin D. Roosevelt	D	PK-8	405	502	850	59%	Excellent
7	●	District, Neighborhood	Iowa-Maple Elementary	D	PK-8	311	371	575	65%	Poor
8	●	District, Magnet/Citywide	Kenneth W. Clement	D	PK-7	44	164	300	55%	Borderline
9	■	Charter, Not-For-Profit	Lake Erie College Preparatory School	D	K-8	126	302	302	100%	-
10	●	District, Neighborhood	Mary M. Bethune	D	PK-8	257	349	550	63%	Excellent
11	●	District, Neighborhood	Mary B. Martin	D	K-8	25	297	600	50%	Excellent
12	●	District, Neighborhood	Michael R. White	D	K-8	338	389	525	74%	Borderline
13	●	District, Neighborhood	Wade Park	D	PK-8	39	352	600	59%	Excellent
14	●	District, Neighborhood	Willson	D	PK-8	24	391	650	60%	Excellent
15	●	District, Neighborhood	Patrick Henry	F	PK-8	322	365	650	56%	Excellent

Grades 9-12

| Map Symbol Number	School Type Symbol	School Type	School Name	Performance Grade	Grades Enrolled	Students from Glenville	Total Enrollment	Capacity	Utilization	Building Condition
16	●	District, Neighborhood	Collinwood High School	D	9-12	120	668	1,725	39%	Borderline
17	●	District, Neighborhood	Glenville High School	D	9-12	568	727	1,900	38%	Borderline

West Boulevard
Highest-Need Neighborhood 2
Student Commute to School

Demographics

- According to demand data calculations, West Boulevard has 3,329 students in grades K-12; 2,591 (78 percent) attend regular district (CMSD) schools, while 738 (22 percent) attend non-district charter schools.

- West Boulevard has 2,177 students in grades K-8 and 1,152 students in grades 9-12. Of the K-8 students, 1,588 attend regular district schools, 244 attend charters authorized by an educational service center, and 345 attend other charter schools. Of the 9-12 students, 1,003 attend a regular district school, 120 attend charters authorized by an educational service center, and 29 attend other charter schools.

- Eighty-five percent (2,837) of the students from West Boulevard live below 185 percent of the federal poverty line.
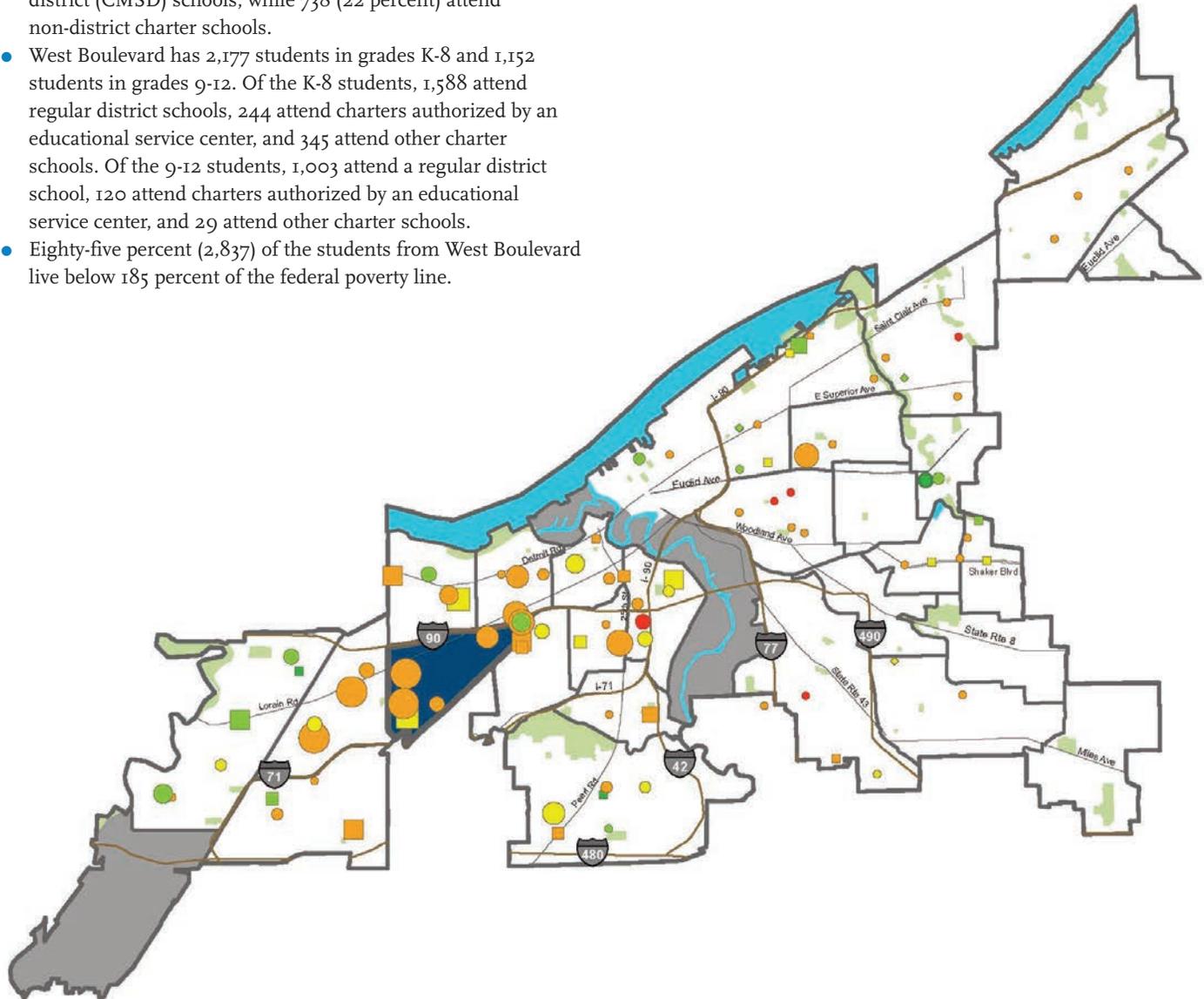
*Industrial areas fall under the rank range 21-30 and are shaded due to insignificant numbers of population.

Source: 2012 Ohio Department of Education (ODE) audited enrollment data; 2012-13 student-level data and school capacity data from Cleveland Metropolitan School District; 2013 ODE School performance data.

Schools Serving Children From West Boulevard

○ Traditional District
◇ District Charter
□ Non-District Charter

□ Study Geography
■ Park
■ Industrial Areas*

School Performance Grade

● A
● B
● C
● D
● F

Enrollment and Service Gap Findings

- According to student-level data, 352 students commuted out of West Boulevard to attend a category A or B school. There were no high-performing school options for students in West Boulevard.
- The service gap is 3,108, meaning that 93 percent of seats in schools serving West Boulevard are in underperforming schools and 7 percent (221 seats) are in schools with an A or B performance rating.

  Of the seats that make up this service gap:
- 2,177 are in grades K-8 – ranked fourth based on K-8 service gaps
- 1,152 are in grades 9-12 – ranked second based on 9-12 service gaps

School Performance and Building Condition

- In 2012-13, 14 out of 17 schools serving West Boulevard were K-8 schools, while three were 9-12 schools.
- Of the schools serving students in K-8 grades, four were mid-performing and 10 were underperforming.
- Of the schools serving high school (9-12 grades) students, one was high performing and two were underperforming.
- Twelve district neighborhood and magnet schools received a building condition rating: only one building was rated as being in excellent condition, while the others were rated as poor, borderline, or satisfactory. Regardless of facility condition, the majority of district neighborhood or magnet schools attended by students from West Boulevard had a D or F performance rating.

Schools Serving West Boulevard
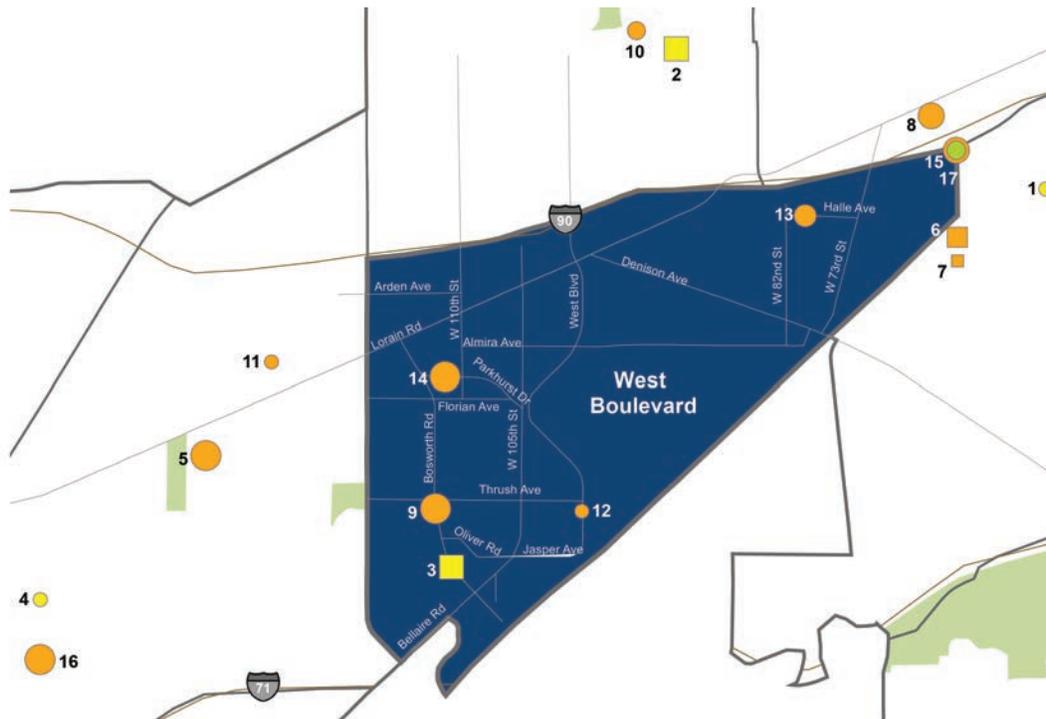
Data for Schools Serving West Boulevard

Grades K-8

Map Symbol Number	School Type Symbol	School Type	School Name	Performance Grade	Grades Enrolled	Students from West Boulevard	Total Enrollment	Capacity	Utilization	Building Condition
1	○	District, Neighborhood	Clark	C	K-8	35	642	575	112%	Borderline
2	▢	Charter, Regional Education Services Agency	Constellation Schools: Madison Community Elementary	C	K-8	65	303	303	100%	-
3	▢	Charter, Not-For-Profit	Constellation Schools: Westside Community School of the Arts	C	K-8	109	350	350	100%	-
4	○	District, Neighborhood	Garfield	C	PK-8	49	568	525	108%	Excellent
5	●	District, Neighborhood	Almira	D	K-8	229	298	550	54%	Poor
6	■	Charter, Regional Education Services Agency	Constellation Schools: Stockyard Community Elementary	D	K-6	60	292	316	92%	-
7	■	Charter, Not-For-Profit	Constellation Schools: Stockyard Community Middle	D	7-8	15	85	85	100%	-
8	●	District, Neighborhood	H. Barbara Booker	D	PK-8	171	429	750	57%	Poor
9	●	District, Neighborhood	Louis Agassiz	D	PK-8	205	309	350	88%	Borderline
10	●	District, Neighborhood	Marion C .Seltzer	D	K-8	31	446	725	62%	Borderline
11	●	District, Neighborhood	Mckinley	D	K-8	22	308	450	68%	Borderline
12	●	District, Neighborhood	Newton D. Baker	D	PK-8	24	353	650	54%	Satisfactory
13	●	District, Neighborhood	Orchard	D	PK-8	84	311	585	53%	Poor
14	●	District, Neighborhood	Wilbur Wright	D	PK-8	262	473	900	53%	Borderline

Grades 9-12

Map Symbol Number	School Type Symbol	School Type	School Name	Performance Grade	Grades Enrolled	Students from West Boulevard	Total Enrollment	Capacity	Utilization	Building Condition
15	●	District, Magnet/Citywide	New Tech West at Max Hayes	B	9-12	57	270	400	68%	-
16	●	District, Neighborhood	John Marshall High School	D	9-12	250	870	1,230	71%	Satisfactory
17	●	District, Magnet/Citywide	Max S Hayes High School	D	9-12	103	609	800	76%	Poor

Broadway-Slavic Village
Highest-Need Neighborhood 3
Student Commute to School

Demographics

- According to demand data calculations, Broadway Slavic Village has 3,903 students in grades K-12; 2,744 (70 percent) attend regular district (CMSD) schools, while 1,159 (30 percent) attend non-district charter schools.

- Broadway-Slavic Village has 2,741 students in grades K-8 and 1,162 students in grades 9-12. Of the K-8 students, 1,746 attend regular district schools, 207 attend charters authorized by an educational service center, and 788 attend other charter schools. Of the 9-12 students, 998 attend a regular district school, 110 attend charters authorized by an educational service center, and 54 attend other charter schools.

- Sixty-nine percent (2,682) of the students from Broadway Slavic Village live below 185 percent of the federal poverty line.
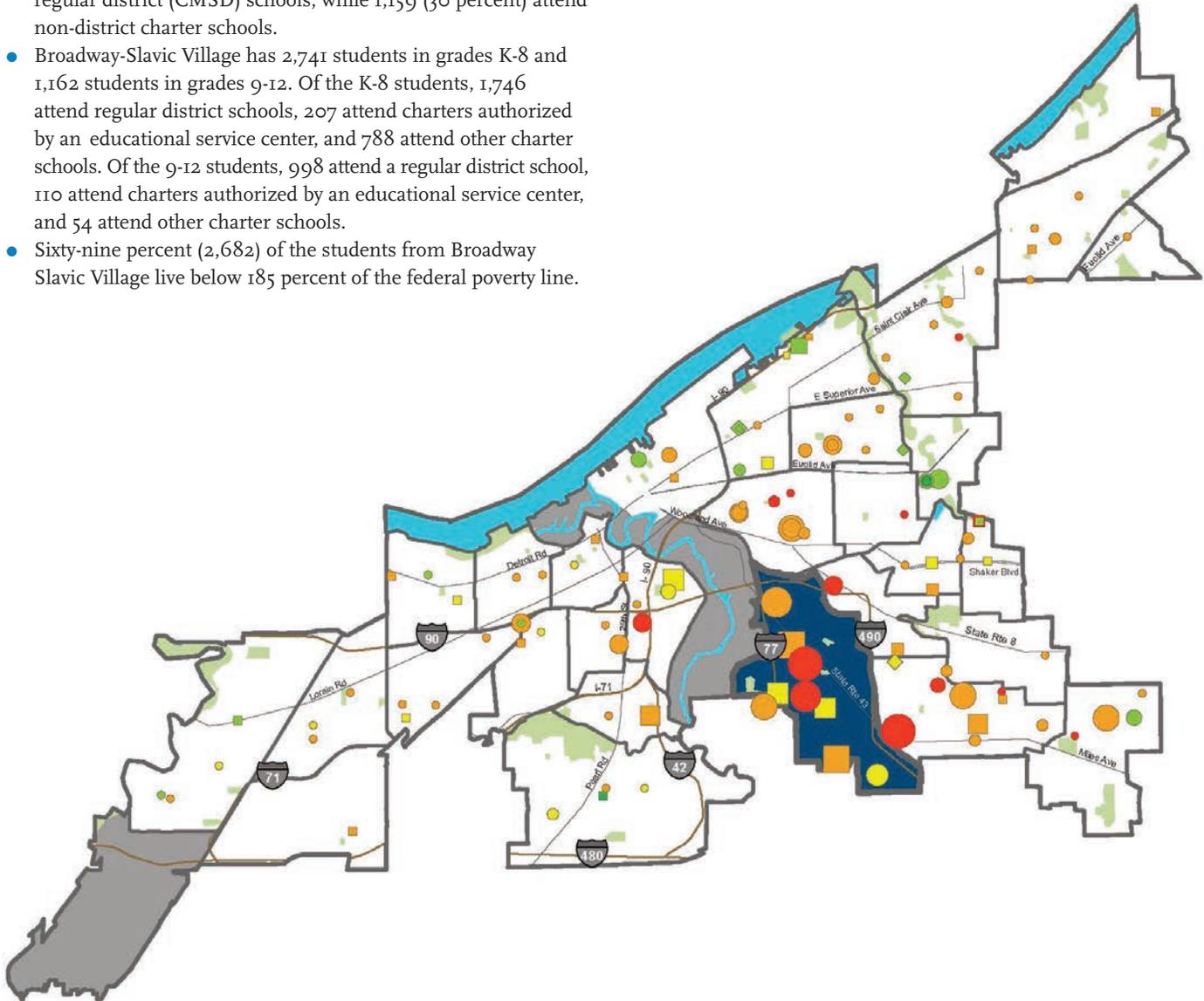
*Industrial areas fall under the rank range 21-30 and are shaded due to insignificant numbers of population.

Source: 2012 Ohio Department of Education (ODE) audited enrollment data; 2012-13 student-level data and school capacity data from Cleveland Metropolitan School District; 2013 ODE School performance data.

Schools Serving Children From Broadway-Slavic

○ Traditional District
◇ District Charter
□ Non-District Charter

□ Study Geography
■ Park
■ Industrial Areas*

School Performance Grade

● A
● B
● C
● D
● F

Enrollment and Service Gap Findings

- According to student-level data, 243 students commuted out of Broadway-Slavic Village to attend a category A or B school. There were no high-performing school options for students in Broadway-Slavic Village.
- The service gap is 3,435, meaning that 88 percent of seats in schools serving Broadway-Slavic Village are in underperforming schools and 12 percent (468 seats) are in schools with an A or B performance rating.

  Of the seats that make up this service gap:
- 2,741 are in grades K-8 – ranked second based on K-8 service gaps
- 1,162 are in grades 9-12 – ranked fifth based on 9-12 service gaps

School Performance and Building Condition

- In 2012-13, 12 out of 13 schools serving Broadway-Slavic Village were K-8 schools, while one was a 9-12 school.
- Of the 12 K-8 schools, four were mid-performing and eight were underperforming.
- The school serving grades 9-12 was underperforming.
- Seven district neighborhood and magnet schools received a building rating: four were rating as being in excellent condition, while three were rated as either borderline or satisfactory. Despite being in excellent or satisfactory condition, four of the district neighborhood and magnet schools attended by students from Broadway-Slavic Village had a D or F performance rating.

Schools Serving Broadway-Slavic Village
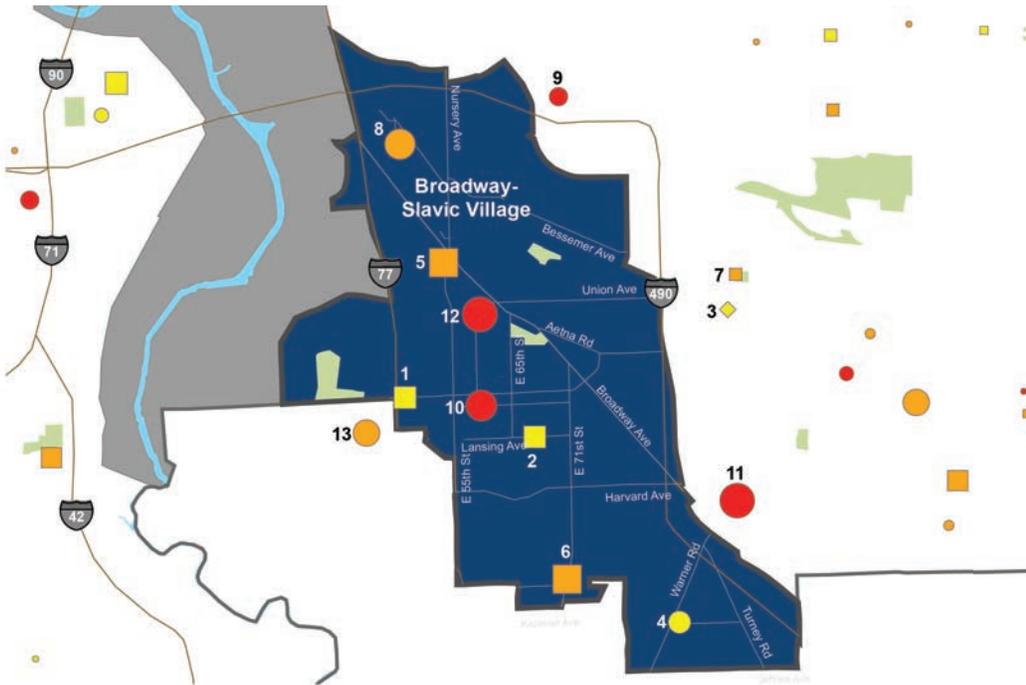
Data for Schools Serving Broadway-Slavic Village

Grades K-8

Map Symbol Number	School Type Symbol	School Type	School Name	Performance Grade	Grades Enrolled	Students from Broadway-Slavic Village	Total Enrollment	Capacity	Utilization	Building Condition
1		Charter, Not-For-Profit	Cleveland College Preparatory School	C	K-8	140	297	297	100%	-
2		Charter, Not-For-Profit	Constellation Schools: Eastside Arts Academy	C	K-3	70	85	85	100%	-
3		District, Charter	Entrepreneurship Preparatory School - Woodland Hills	C	6-7	22	75	75	100%	-
4		District, Magnet/Citywide	Warner Girls Leadership Academy	C	PK-7	78	357	600	60%	Excellent
5		Charter, Not-For-Profit	Broadway Academy	D	K-8	158	366	366	100%	-
6		Charter, Not-For-Profit	Hope Academy Northcoast	D	K-8	199	293	293	100%	-
7		Charter, Regional Education Services Agency	Imagine Cleveland Academy	D	K-5	11	237	237	100%	-
8		District, Neighborhood	Willow	D	PK-8	205	212	275	77%	Borderline
9		District, Neighborhood	Anton Grdina	F	PK-8	42	355	700	51%	Excellent
10		District, Neighborhood	Fullerton	F	K-8	267	282	425	66%	Borderline
11		District, Neighborhood	Miles Park	F	K-8	319	548	750	73%	Excellent
12		District, Neighborhood	Mound-STEM Elementary	F	PK-8	381	466	450	104%	Excellent

Grades 9-12

Map Symbol Number	School Type Symbol	School Type	School Name	Performance Grade	Grades Enrolled	Students from Broadway-Slavic Village	Total Enrollment	Capacity	Utilization	Building Condition
13		District, Magnet/Citywide	Washington Park	D	9-12	117	195	375	52%	Satisfactory

Union Miles
Highest-Need Neighborhood 4
Student Commute to School

Demographics

- According to demand data calculations, Union-Miles has 3,192 students in grades K-12; 2,592 (81 percent) attend regular district (CMSD) schools, while 600 (19 percent) attend non-district charter schools.

- Union-Miles has 1,996 students in grades K-8 and 1,196 students in grades 9-12. Of the K-8 students, 1,485 attend regular district schools, 69 attend charters authorized by an educational service center, and 442 attend other charter schools. Of the 9-12 students, 1,107 attend regular district schools, 65 attend charters authorized by an educational service center, and 24 attend other charter schools.

- Ninety percent (2,864) of the students from Union-Miles live below 185 percent of the federal poverty line.
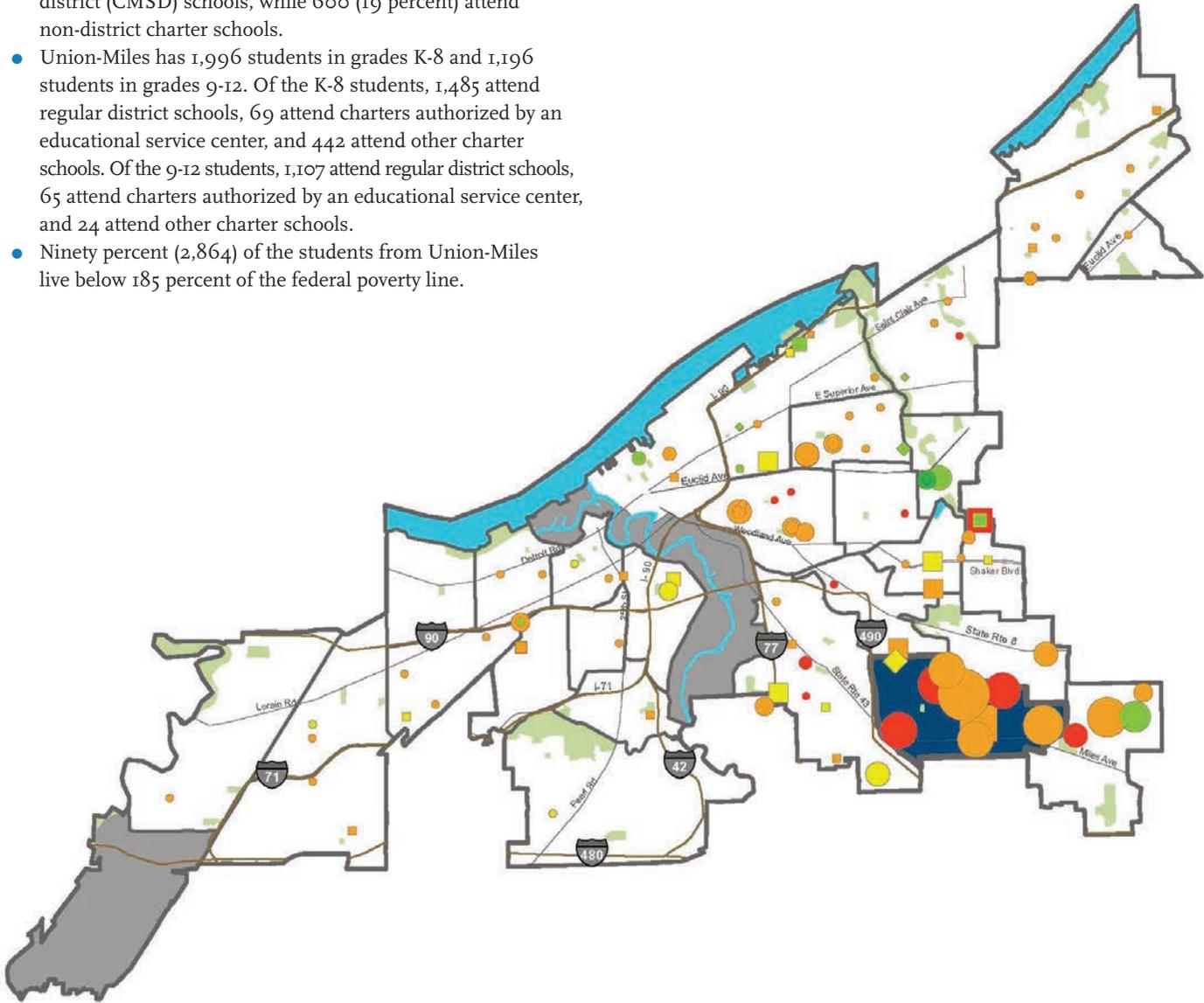
*Industrial areas fall under the rank range 21-30 and are shaded due to insignificant numbers of population.

Source: 2012 Ohio Department of Education (ODE) audited enrollment data; 2012-13 student-level data and school capacity data from Cleveland Metropolitan School District; 2013 ODE School performance data.

Schools Serving Children From Union-Miles

○ Traditional District
◇ District Charter
☐ Non-District Charter

☐ Study Geography
■ Park
■ Industrial Areas*

School Performance Grade

● A
● B
● C
● D
● F

Enrollment and Service Gap Findings

- According to student-level data, 261 students commuted out of Union-Miles to attend a category A or B school. There were no high-performing school options for students in Union-Miles.
- The service gap is 2,866, meaning that 90 percent of seats in schools serving Union-Miles are in underperforming schools and 10 percent (326 seats) are in schools with an A or B performance rating.
 **Of the seats that make up this service gap:**
- 1,873 are in grades K-8 – ranked fifth based on K-8 service gaps
- 993 are in grades 9-12 – ranked fourth based on 9-12 service gaps

School Performance and Building Condition

- In 2012-13, 13 out of 15 schools serving Union Miles were K-8 schools, while two were 9-12 schools.
- Of the 13 K-8 schools, two were mid-performing, while 11 were underperforming.
- Of the two 9-12 schools, both were underperforming.
- Eleven district, neighborhood, and district magnet schools received a building rating: seven were rated as being in excellent condition, while four were rated as borderline. Despite having high-quality facilities, the majority of the district neighborhood and magnet schools attended by students from Union Miles had a D or F performance rating.

Schools Serving Union-Miles
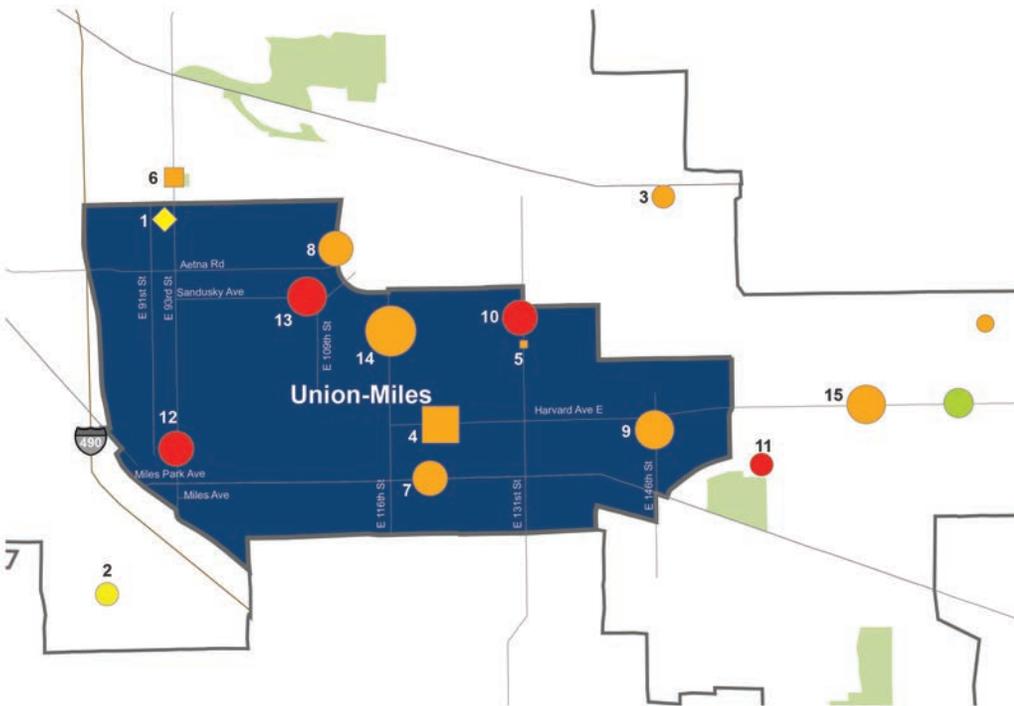
Data for Schools Serving Union-Miles

Grades K-8

Map Symbol Number	School Type Symbol	School Type	School Name	Performance Grade	Grades Enrolled	Students from Union-Miles	Total Enrollment	Capacity	Utilization	Building Condition
1	◇	District, Charter	Entrepreneurship Preparatory School - Woodland Hills	C	6-7	47	75	75	100%	-
2	○	District, Magnet/Citywide	Warner Girls Leadership Academy	C	PK-7	45	357	600	60%	Excellent
3	○	District, Neighborhood	Andrew J. Rickoff	D	PK-8	45	500	850	59%	Excellent
4	■	Charter, Not-For-Profit	Harvard Avenue Community School	D	K-8	195	627	649	97%	-
5	■	Charter, Not-For-Profit	Hope Academy Chapelside Campus	D	K-8	6	479	479	100%	-
6	■	Charter, Regional Education Services Agency	Imagine Cleveland Academy	D	K-5	21	237	237	100%	-
7	○	District, Neighborhood	Miles	D	PK-8	104	300	585	51%	Borderline
8	○	District, Neighborhood	Nathan Hale	D	PK-8	102	407	575	71%	Excellent
9	○	District, Neighborhood	Robert H. Jamison	D	PK-8	279	385	600	64%	Excellent
10	●	District, Neighborhood	Charles Dickens	F	K-8	150	405	550	74%	Excellent
11	●	District, Neighborhood	Charles W. Eliot	F	PK-8	47	451	650	69%	Borderline
12	●	District, Neighborhood	Miles Park	F	K-8	179	548	750	73%	Excellent
13	●	District, Neighborhood	Paul Revere	F	PK-8	212	342	925	37%	Borderline

Grades 9-12

Map Symbol Number	School Type Symbol	School Type	School Name	Performance Grade	Grades Enrolled	Students from Union-Miles	Total Enrollment	Capacity	Utilization	Building Condition
14	○	District, Neighborhood	John Adams High School	D	9-12	437	1,108	1,600	69%	Excellent
15	○	District, Neighborhood	John F. Kennedy High School	D	9-12	239	799	1,575	51%	Borderline

Old Brooklyn
Highest-Need Neighborhood 5
Student Commute to School

Demographics

- According to demand data calculations, Old Brooklyn has 3,847 students in grades K-12; 2,668 (70 percent) attend regular district (CMSD) schools, while 1,179 (30 percent) attend non-district charter schools.
- Old Brooklyn has 2,489 students in grades K-8 and 1,358 students in grades 9-12. Of the K-8 students, 1,567 attend regular district schools, 392 attend charters authorized by an educational service center, and 530 attend other charter schools. Of the 9-12 students, 1,101 attend regular district schools, 214 attend charters authorized by an educational service center, and 43 attend other charter schools.
- Sixty-seven percent (2,579) of the students from Old Brooklyn live below 185 percent of the federal poverty line.
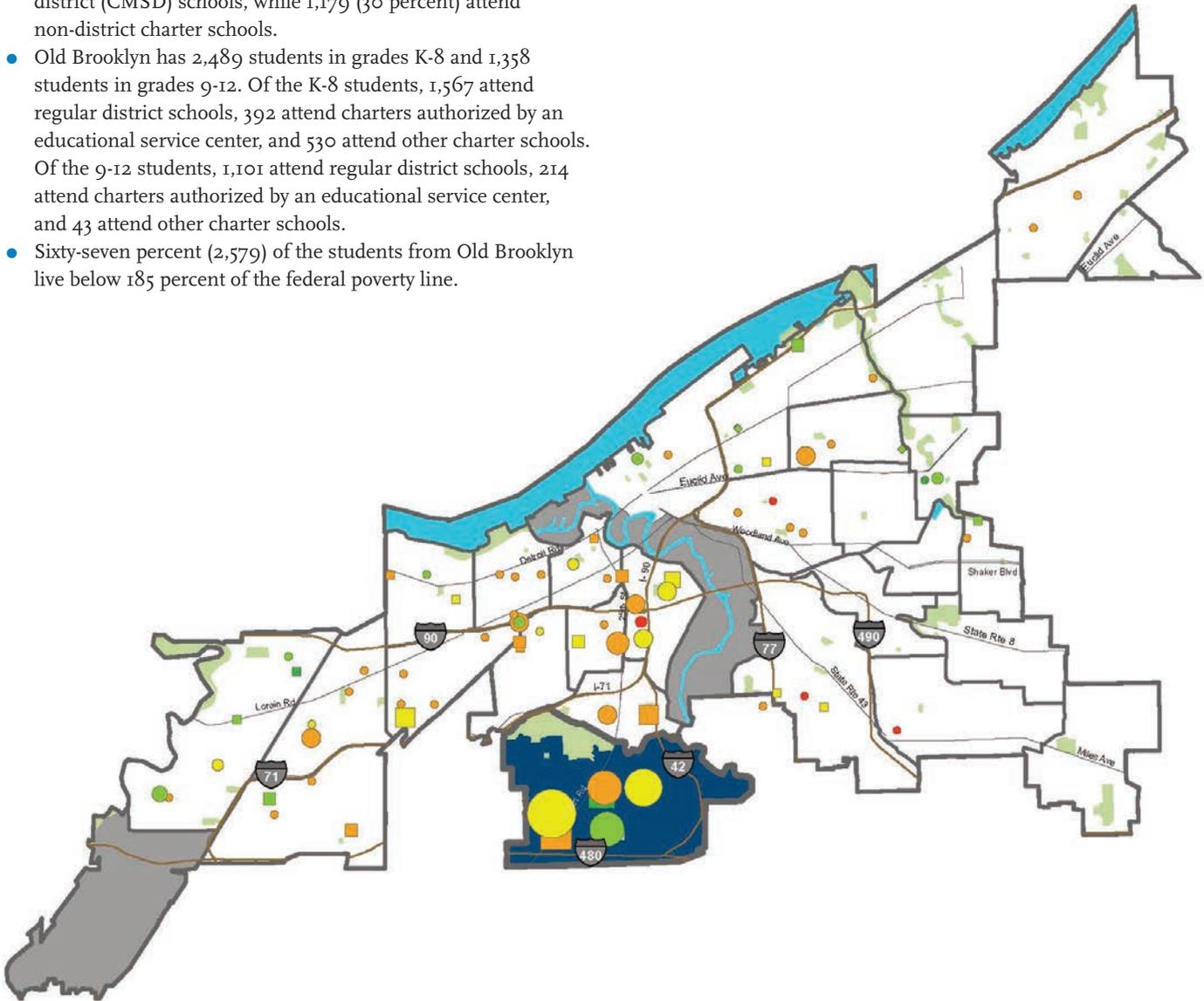
*Industrial areas fall under the rank range 21-30 and are shaded due to insignificant numbers of population.

Source: 2012 Ohio Department of Education (ODE) audited enrollment data; 2012-13 student-level data and school capacity data from Cleveland Metropolitan School District; 2013 ODE School performance data.

Schools Serving Children From Old Brooklyn

○ Traditional District
◇ District Charter
☐ Non-District Charter

☐ Study Geography
▪ Park
▪ Industrial Areas*

School Performance Grade

● A
● B
● C
● D
● F

Enrollment and Service Gap Findings

- According to student-level data, 153 students commuted out of Old Brooklyn to attend a category A or B school. However, 670 students who remained in Old Brooklyn attended a high-performing school.
- The service gap is 2,770, meaning that 72 percent of seats in schools serving Old Brooklyn are in underperforming schools and 28 percent (1,077 seats) are in schools with an A or B performance rating.
 **Of the seats that make up this service gap:**
- 1,685 are in grades K-8 – ranked sixth based on K-8 service gaps
- 1,085 are in grades 9-12 – ranked third based on 9-12 service gaps

School Performance and Building Condition

- In 2012-13, seven out of eight schools serving Old Brooklyn were K-8 schools, while one was a 9-12 school.
- Of the seven K-8 schools, two were high-performing, one was mid-performing, and four were underperforming.
- The school serving grades 9-12 was underperforming.
- Five district neighborhood and magnet schools received a building rating: one was rated as being in excellent condition, while four were rated as borderline. In contrast to other highest-need neighborhoods, Old Brooklyn has one school with a borderline building condition rating and a B-performance rating.

Schools Serving Old Brooklyn
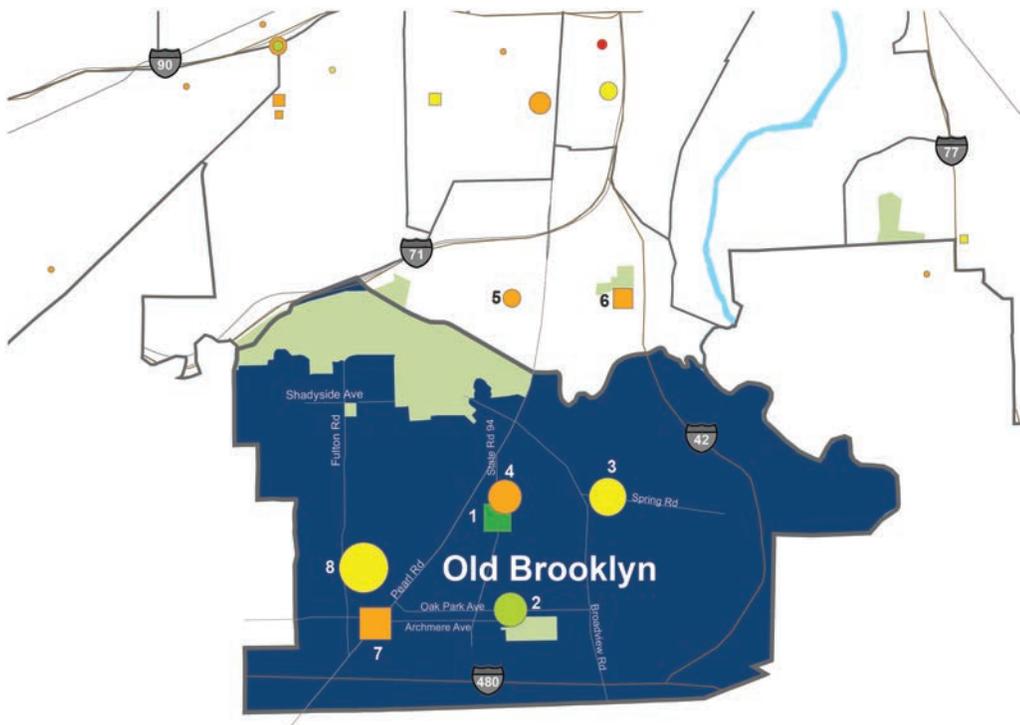
Data for Schools Serving Old Brooklyn

Grades K-8

Map Symbol Number	School Type Symbol	School Type	School Name	Performance Grade	Grades Enrolled	Students from Old Brooklyn	Total Enrollment	Capacity	Utilization	Building Condition
1	■	Charter, Regional Education Services Agency	Constellation Schools: Old Brooklyn Community Elementary	A	K-4	184	332	332	100%	-
2	●	District, Neighborhood	William C. Bryant	B	PK-8	360	384	600	64%	Borderline
3	○	District, Neighborhood	Benjamin Franklin	C	PK-8	487	567	550	103%	Borderline
4	○	District, Neighborhood	Charles A. Mooney	D	PK-8	388	466	850	55%	Borderline
5	○	District, Neighborhood	Denison	D	K-8	33	573	775	74%	Borderline
6	■	Charter, Not-For-Profit	Horizon Science Academy - Denison Middle School	D	K-8	36	304	327	93%	-
7	■	Charter, Not-For-Profit	Pearl Academy	D	K-8	204	279	279	100%	-

Grades 9-12

Map Symbol Number	School Type Symbol	School Type	School Name	Performance Grade	Grades Enrolled	Students from Old Brooklyn	Total Enrollment	Capacity	Utilization	Building Condition
8	○	District, Neighborhood	James Ford Rhodes High School	C	9-12	733	1,345	1,175	114%	Excellent

Mount Pleasant
Highest-Need Neighborhood 6
Student Commute to School

Demographics

- According to demand data calculations, Mount Pleasant has 2,679 students in grades K-12; 2,174 (81 percent) attend regular district (CMSD) schools, while 505 (19 percent) attend non-district charter schools.

- Mount Pleasant has 1,762 students in grades K-8 and 917 students in grades 9-12. Of the K-8 students, 1,324 attend regular district schools, 76 attend charters authorized by an educational service center, and 362 attend other charter schools. Of the 9-12 students, 850 attend regular district schools, 43 attend charters authorized by an educational service center, and 24 attend other charter schools.

- Eighty-six percent (2,312) of the students from Mount Pleasant live below 185 percent of the federal poverty line.
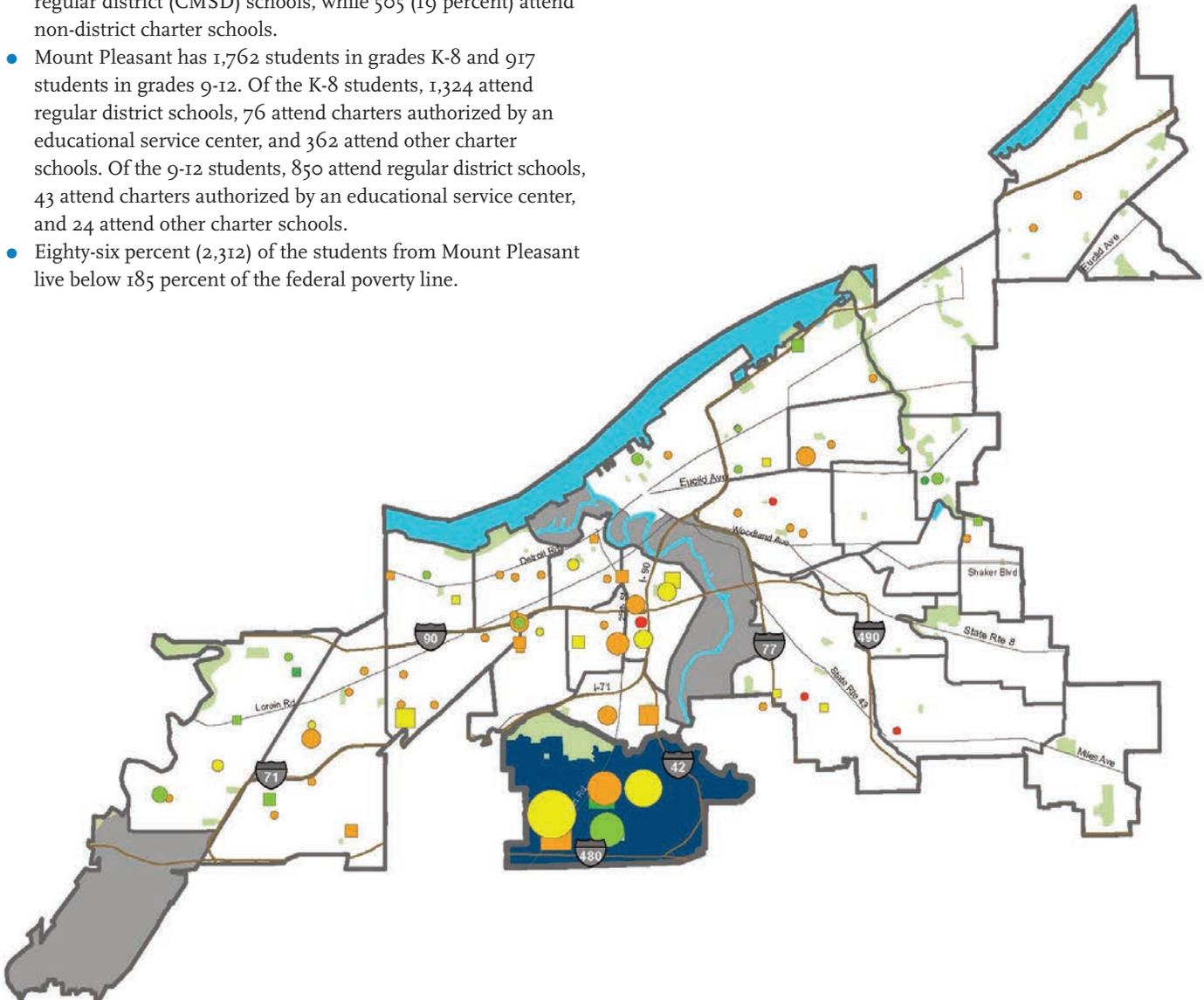
*Industrial areas fall under the rank range 21-30 and are shaded due to insignificant numbers of population.

Source: 2012 Ohio Department of Education (ODE) audited enrollment data; 2012-13 student-level data and school capacity data from Cleveland Metropolitan School District; 2013 ODE School performance data.

Schools Serving Children From Mount Pleasant

○ Traditional District
◇ District Charter
□ Non-District Charter

□ Study Geography
■ Park
■ Industrial Areas*

School Performance Grade

● A
● B
● C
● D
● F

Enrollment and Service Gap Findings

- According to student-level data, 292 students commuted out of Mount Pleasant to attend a category A or B school. However, there were no high-performing school options for students in Mount Pleasant.
- The service gap is 2,437, meaning that 91 percent of seats in schools serving Mount Pleasant are in underperforming schools and 9 percent (242 seats) are in schools with an A or B performance rating.
  Of the seats that make up this service gap:
- 1,661 are in grades K-8 – ranked seventh based on K-8 service gaps
- 776 are in grades 9-12 – ranked seventh based on 9-12 service gaps

School Performance and Building Condition

- In 2012-13, 15 out of 17 schools serving Mount Pleasant were K-8 schools, while two were 9-12 schools.
- Of the 15 K-8 schools, three were mid-performing, while 12 were underperforming.
- Both of the 9-12 schools were underperforming.
- Ten district neighborhood schools received a building condition rating: six were rated as being in excellent condition, while four were rated as borderline. Regardless of facility condition, the majority of district neighborhood and magnet schools attended by students from Mount Pleasant had a D or F performance rating.

Schools Serving Mount Pleasant
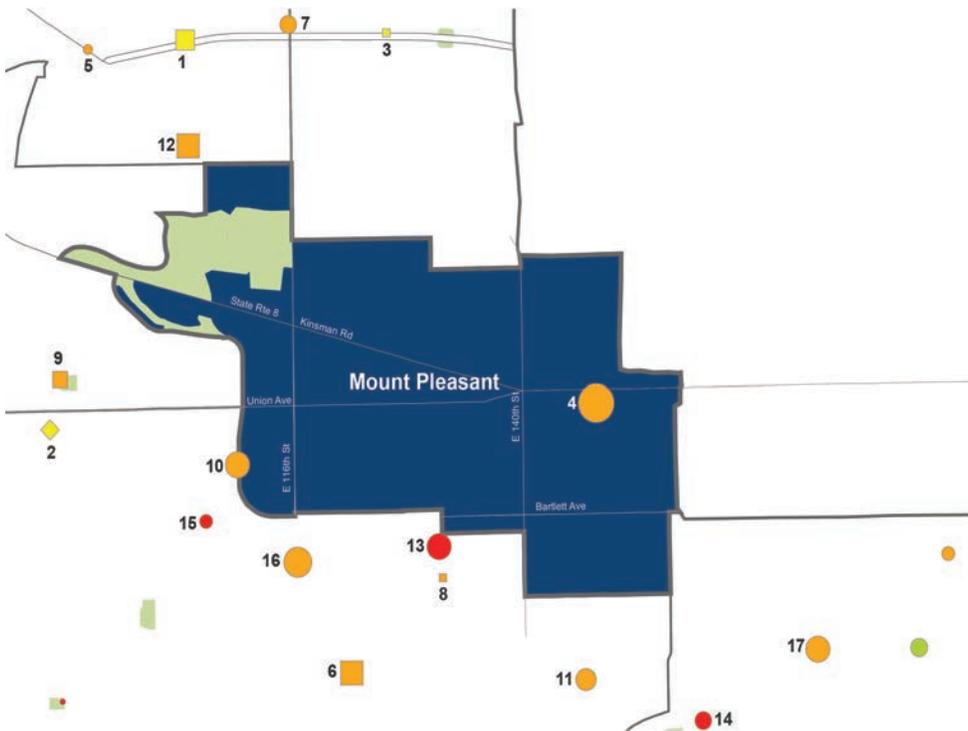
Data for Schools Serving Mount Pleasant

Grades K-8

Map Symbol Number	School Type Symbol	School Type	School Name	Performance Grade	Grades Enrolled	Students from Mount Pleasant	Total Enrollment	Capacity	Utilization	Building Condition
1		Charter, Not-For-Profit	Cleveland Arts And Social Sciences Academy	C	K-8	45	351	379	93%	-
2		District, Charter	Entrepreneurship Preparatory School - Woodland Hills	C	6-7	34	75	75	100%	-
3		Charter, Not-For-Profit	Phoenix Village Academy Primary 2	C	3-5	9	66	66	100%	-
4		District, Neighborhood	Andrew J. Rickoff	D	PK-8	459	500	850	59%	Excellent
5		District, Neighborhood	Buckeye-Woodland	D	PK-8	17	227	500	45%	Borderline
6		Charter, Not-For-Profit	Harvard Avenue Community School	D	K-8	71	627	649	97%	-
7		District, Neighborhood	Harvey Rice	D	PK-8	38	463	600	77%	Excellent
8		Charter, Not-For-Profit	Hope Academy Chapelside Campus	D	K-8	3	479	479	100%	-
9		Charter, Regional Education Services Agency	Imagine Cleveland Academy	D	K-5	30	237	237	100%	-
10		District, Neighborhood	Nathan Hale	D	PK-8	169	407	575	71%	Excellent
11		District, Neighborhood	Robert H. Jamison	D	PK-8	69	385	600	64%	Excellent
12		Charter, Not-For-Profit	Woodland Academy	D	K-8	67	406	457	89%	-
13		District, Neighborhood	Charles Dickens	F	K-8	158	405	550	74%	Excellent
14		District, Neighborhood	Charles W. Eliot	F	PK-8	34	451	650	69%	Borderline
15		District, Neighborhood	Paul Revere Elementary	F	PK-8	25	342	925	37%	Borderline

Grades 9-12

Map Symbol Number	School Type Symbol	School Type	School Name	Performance Grade	Grades Enrolled	Students from Mount Pleasant	Total Enrollment	Capacity	Utilization	Building Condition
16		District, Neighborhood	John Adams High School	D	9-12	271	1,108	1,600	69%	Excellent

Jefferson
Highest-Need Neighborhood 7
Student Commute to School

Demographics

- According to demand data calculations, Jefferson has 2,556 students in grades K-12; 1,957 (77 percent) attend regular district (CMSD) schools, while 599 (23 percent) attend non-district charter schools.
- Jefferson has 1,705 students in grades K-8 and 851 students in grades 9-12. Of the K-8 students, 1,245 attend regular district schools, 206 attend charters authorized by an educational service center, and 254 attend other charter schools. Of the 9-12 students, 712 attend regular district schools, 113 attend charters authorized by an educational service center, and 26 attend other charter schools.
- Sixty-two percent (1,587) of the students from Jefferson live below 185 percent of the federal poverty line.
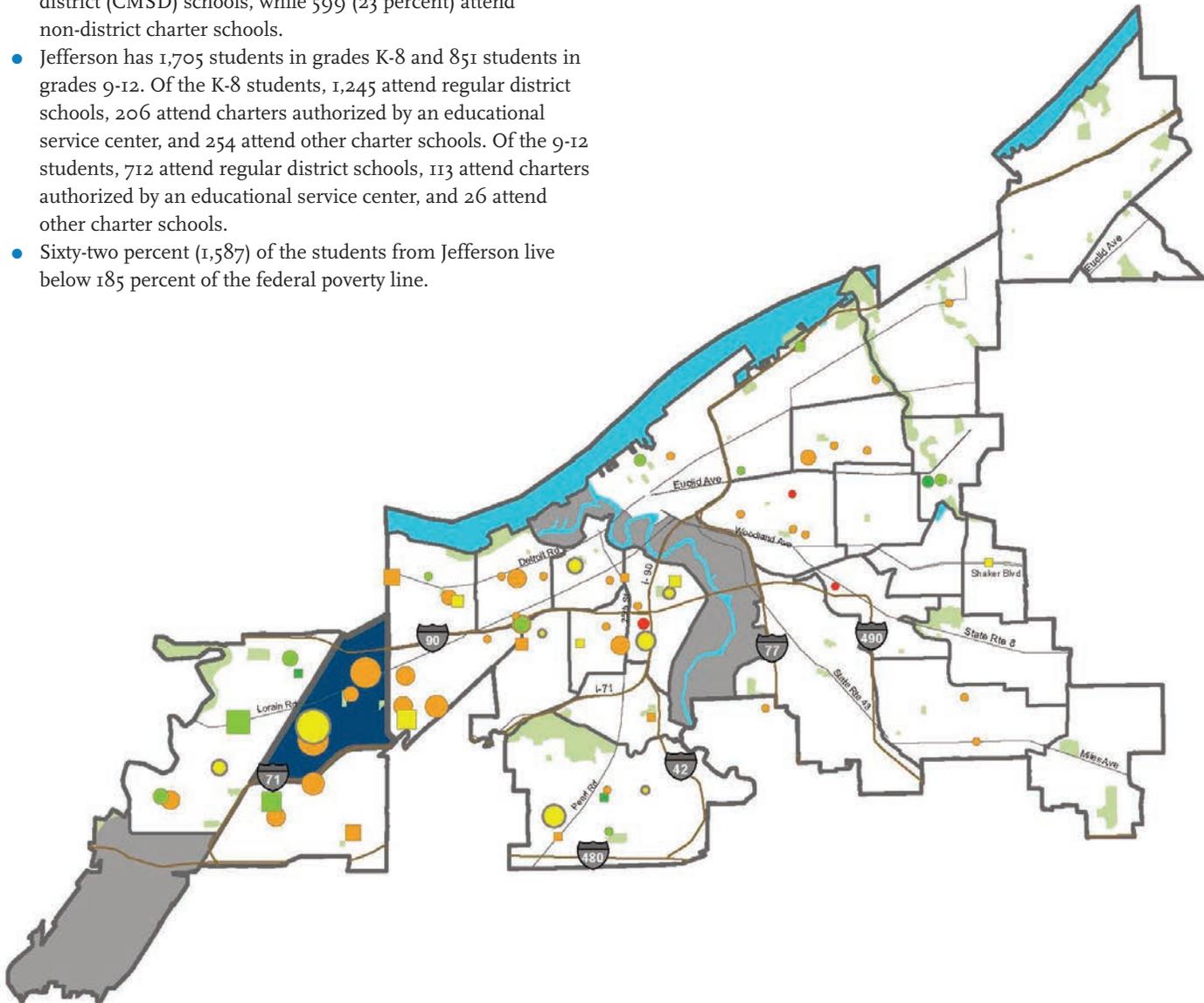
*Industrial areas fall under the rank range 21-30 and are shaded due to insignificant numbers of population.

Source: 2012 Ohio Department of Education (ODE) audited enrollment data; 2012-13 student-level data and school capacity data from Cleveland Metropolitan School District; 2013 ODE School performance data.

Schools Serving Children From Jefferson

○ Traditional District
◇ District Charter
□ Non-District Charter

□ Study Geography
■ Park
■ Industrial Areas*

School Performance Grade

● A
● B
● C
● D
● F

Enrollment and Service Gap Findings

- According to student-level data, 357 students commuted out of Jefferson to attend a category A or B school. However, there were no high-performing school options for students in Jefferson.
- The service gap is 2,210, meaning that 86 percent of seats in schools serving Jefferson are in underperforming schools and 14 percent (346 seats) are in schools with an A or B performance rating.
 **Of the seats that make up this service gap:**
- 1,385 are in grades K-8 – ranked eighth based on K-8 service gaps
- 825 are in grades 9-12 – ranked sixth based on 9-12 service gaps

School Performance and Building Condition

- In 2012-13, 14 out of 15 schools serving Jefferson were K-8 schools, while one was a 9-12 school.
- Of the 14 K-8 schools, four were high performing, three were mid-performing, and seven were underperforming.
- The school serving grades 9-12 was underperforming.
- Eleven district neighborhood schools received a building condition rating: four were rated as being in excellent condition, two were rated as satisfactory, and five were rated as either borderline or poor. Although the district schools serving Jefferson have varied facility conditions, the majority have low performance ratings.

Schools Serving Jefferson
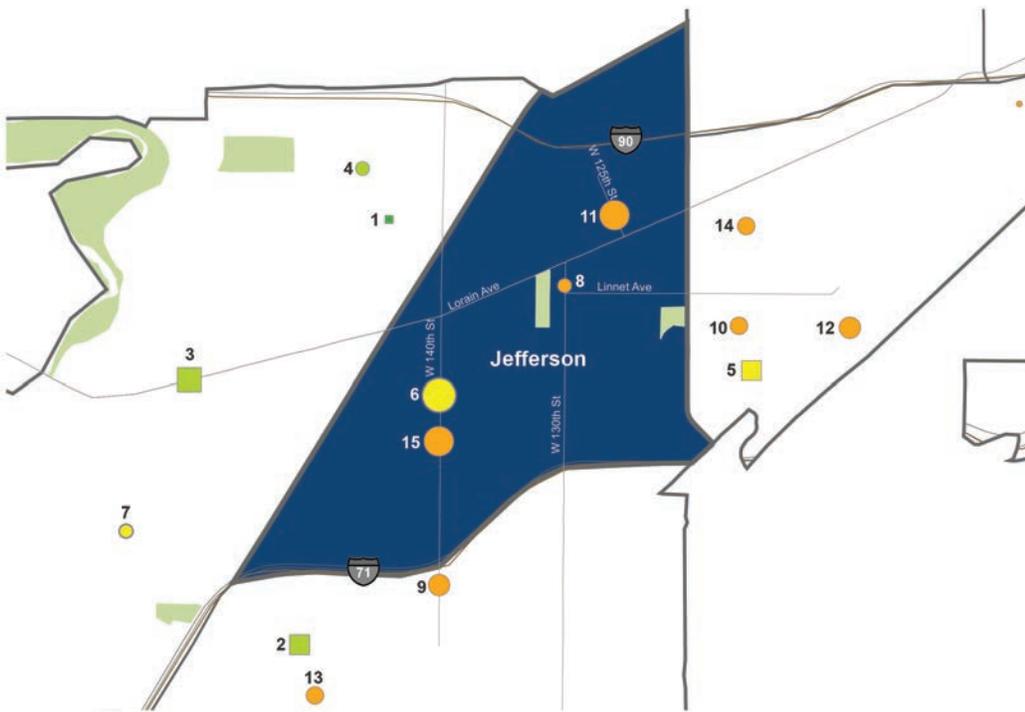
Data for Schools Serving Jefferson

Grades K-8

Map Symbol Number	School Type Symbol	School Type	School Name	Performance Grade	Grades Enrolled	Students from Jefferson	Total Enrollment	Capacity	Utilization	Building Condition
1	■	Charter, Regional Education Services Agency	Menlo Park Academy	A	K-8	10	334	564	59%	-
2	■	Charter, Regional Education Services Agency	Constellation Schools: Puritas Community Elementary	B	K-4	32	198	201	99%	-
3	■	Charter, Regional Education Services Agency	Constellation Schools: Westpark Community Elementary	B	K-4	92	329	329	100%	-
4	●	District, Neighborhood	Riverside	B	K-8	54	491	625	79%	Excellent
5	▢	Charter, Not-For-Profit	Constellation Schools: Westside Community School of the Arts	C	K-8	52	350	350	100%	-
6	○	District, Neighborhood	Garfield	C	PK-8	343	568	525	108%	Excellent
7	○	District, Magnet/Citywide	Valley View	C	PK-7	30	209	200	105%	Borderline
8	●	District, Neighborhood	Almira	D	K-8	26	298	550	54%	Poor
9	●	District, Neighborhood	Artemus Ward	D	PK-8	74	525	550	95%	Excellent
10	●	District, Neighborhood	Louis Agassiz	D	PK-8	53	309	350	88%	Borderline
11	●	District, Neighborhood	Mckinley	D	K-8	220	308	450	68%	Borderline
12	●	District, Neighborhood	Newton D. Baker	D	PK-8	95	353	650	54%	Satisfactory
13	●	District, Neighborhood	Robinson G. Jones	D	PK-8	34	399	625	64%	Excellent
14	●	District, Neighborhood	Wilbur Wright	D	PK-8	32	473	900	53%	Borderline

Grades 9-12

Map Symbol Number	School Type Symbol	School Type	School Name	Performance Grade	Grades Enrolled	Students from Jefferson	Total Enrollment	Capacity	Utilization	Building Condition
15	●	District, Neighborhood	John Marshall High School	D	9-12	272	870	1,230	71%	Satisfactory

Central
# Highest-Need Neighborhood 8
Student Commute to School

Demographics

- According to demand data calculations, Central has 3,166 students in grades K-12; 2,258 (71 percent) attend regular district (CMSD) schools, while 908 (29 percent) attend non-district charter schools.
- Central has 2,511 students in grades K-8 and 655 students in grades 9-12. Of the K-8 students, 1,666 attend regular district schools, 226 attend charters authorized by an educational service center, and 619 attend other charter schools. Of the 9-12 students, 592 attend regular district schools, 48 attend charters authorized by an educational service center, and 15 attend other charter schools.
- Eighty-one percent (2,569) of the students from Central live below 185 percent of the federal poverty line.
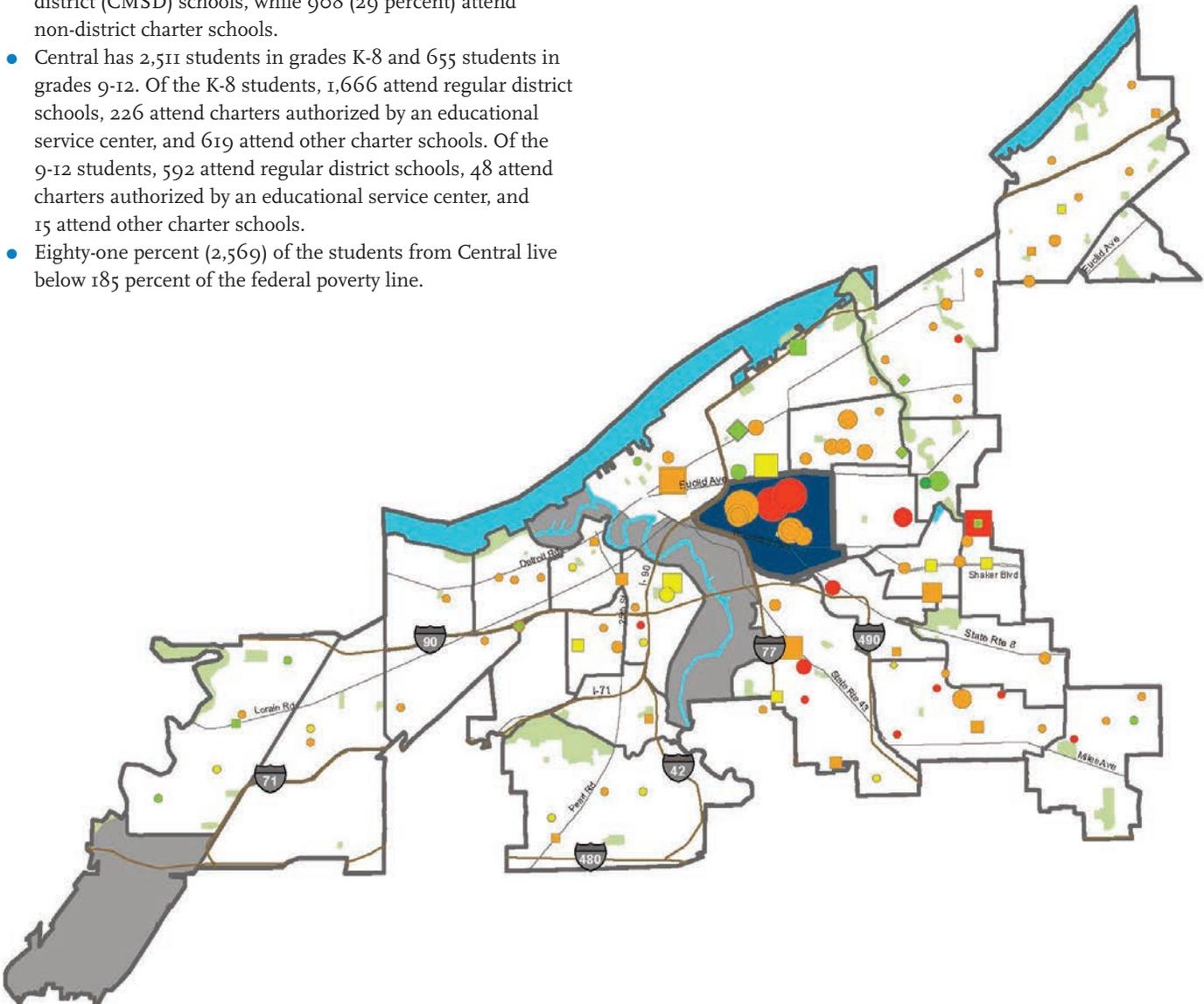
*Industrial areas fall under the rank range 21-30 and are shaded due to insignificant numbers of population.

Source: 2012 Ohio Department of Education (ODE) audited enrollment data; 2012-13 student-level data and school capacity data from Cleveland Metropolitan School District; 2013 ODE School performance data.

Schools Serving Children From Central

○ Traditional District
◇ District Charter
☐ Non-District Charter

☐ Study Geography
■ Park
■ Industrial Areas*

School Performance Grade

● A
● B
● C
● D
● F

Enrollment and Service Gap Findings

- According to student-level data, 273 students commuted out of Central to attend a category A or B school. However, there were no high-performing school options for students in Central.
- The service gap is 2,923, meaning that 92 percent of seats in schools serving Central are in underperforming schools and 8 percent (243 seats) are in schools with an A or B performance rating.
 **Of the seats that make up this service gap:**
- 2,397 are in grades K-8 – ranked third based on K-8 service gaps
- 526 are in grades 9-12 – ranked 12th based on 9-12 service gaps

School Performance and Building Condition

- In 2012-13, 12 out of 18 schools serving Central were K-8 schools, while six were 9-12 schools.
- Of the 12 K-8 schools, one school was high performing, one was mid-performing, and 10 were underperforming.
- Of the six 9-12 schools, all six were underperforming.
- Nine district neighborhood and magnet schools received a building condition rating: three were rated as being in excellent condition, and six were rated as either borderline or poor. Regardless of facility condition, the majority of district neighborhood and magnet schools attended by students from Central had a D or F performance rating.

Schools Serving Central
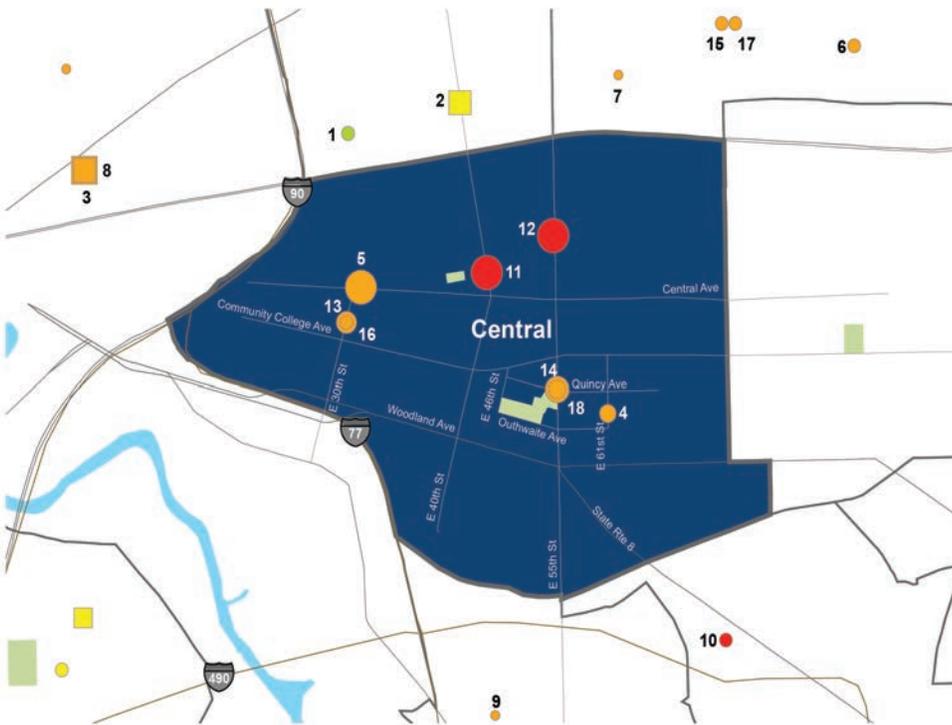
Data for Schools Serving Central

Grades K-8

Map Symbol Number	School Type Symbol	School Type	School Name	Performance Grade	Grades Enrolled	Students from Central	Total Enrollment	Capacity	Utilization	Building Condition
1	●	District, Magnet/Citywide	Campus International at CSU Cole Center	B	K-4	24	307	400	77%	-
2	□	Charter, Not-For-Profit	University of Cleveland Preparatory School	C	K-8	78	460	460	100%	-
3	■	Charter, Regional Education Services Agency	Cleveland Community School	D	K-4	108	158	198	80%	-
4	●	District, Magnet/Citywide	Cleveland School of Arts Lower Campus	D	K-5	49	366	575	64%	
5	●	District, Neighborhood	Marion - Sterling Elementary School	D	PK-8	367	401	575	70%	Borderline
6	●	District, Neighborhood	Mary B. Martin	D	K-8	27	297	600	50%	Excellent
7	●	District, Neighborhood	School of One	D	8-12	15	191	152	126%	-
8	■	Charter, Regional Education Services Agency	Villaview Community School	D	5-9	73	132	132	100%	-
9	●	District, Neighborhood	Willow	D	PK-8	14	212	275	77%	Borderline
10	●	District, Neighborhood	Anton Grdina	F	PK-8	28	355	700	51%	Excellent
11	●	District, Neighborhood	Carl and Louis Stokes Central Academy	F	PK-8	371	416	0	-	Poor
12	●	District, Neighborhood	George Washington Carver	F	PK-8	318	478	600	80%	Excellent

Grades 9-12

| Map Symbol Number	School Type Symbol	School Type	School Name	Performance Grade	Grades Enrolled	Students from Central	Total Enrollment	Capacity	Utilization	Building Condition
13	●	District, Magnet/Citywide	Design Lab Early College at Health Careers	D	9-12	30	208	196	106%	-
14	●	District, Neighborhood	East Technical High School	D	9-12	171	595	900	66%	Borderline
15	●	District, Neighborhood	Health Careers at Martin Luther King High School	D	9-12	28	291	283	103%	-
16	●	District, Neighborhood	Jane Addams Business Careers High School	D	9-12	77	314	850	37%	Borderline
17	●	District, Neighborhood	Law & Municipal Careers at MLK Jr	D	9-12	26	237	775	31%	Borderline
18	●	District, Magnet/Citywide	New Technology High School at East Tech	D	9-12	42	159	400	40%	-

Lee-Harvard and Lee-Seville
Highest-Need Neighborhood 9
Student Commute to School

Demographics

- According to demand data calculations, Lee-Harvard and Lee-Seville has 2,110 students in grades K-12; 1,751 (83 percent) attend regular district (CMSD) schools, while 299 (14 percent) attend non-district charter schools.

- Lee-Harvard and Lee-Seville has 1,336 students in grades K-8 and 774 students in grades 9-12. Of the K-8 students, 1,096 attend regular district schools, 53 attend charters authorized by an educational service center, and 187 attend other charter schools. Of the 9-12 students, 715 attend regular district schools, 41 attend charters authorized by an educational service center, and 18 attend other charter schools.

- Sixty-eight percent (1,443) of the students from Lee-Harvard and Lee-Seville live below 185 percent of the federal poverty line.
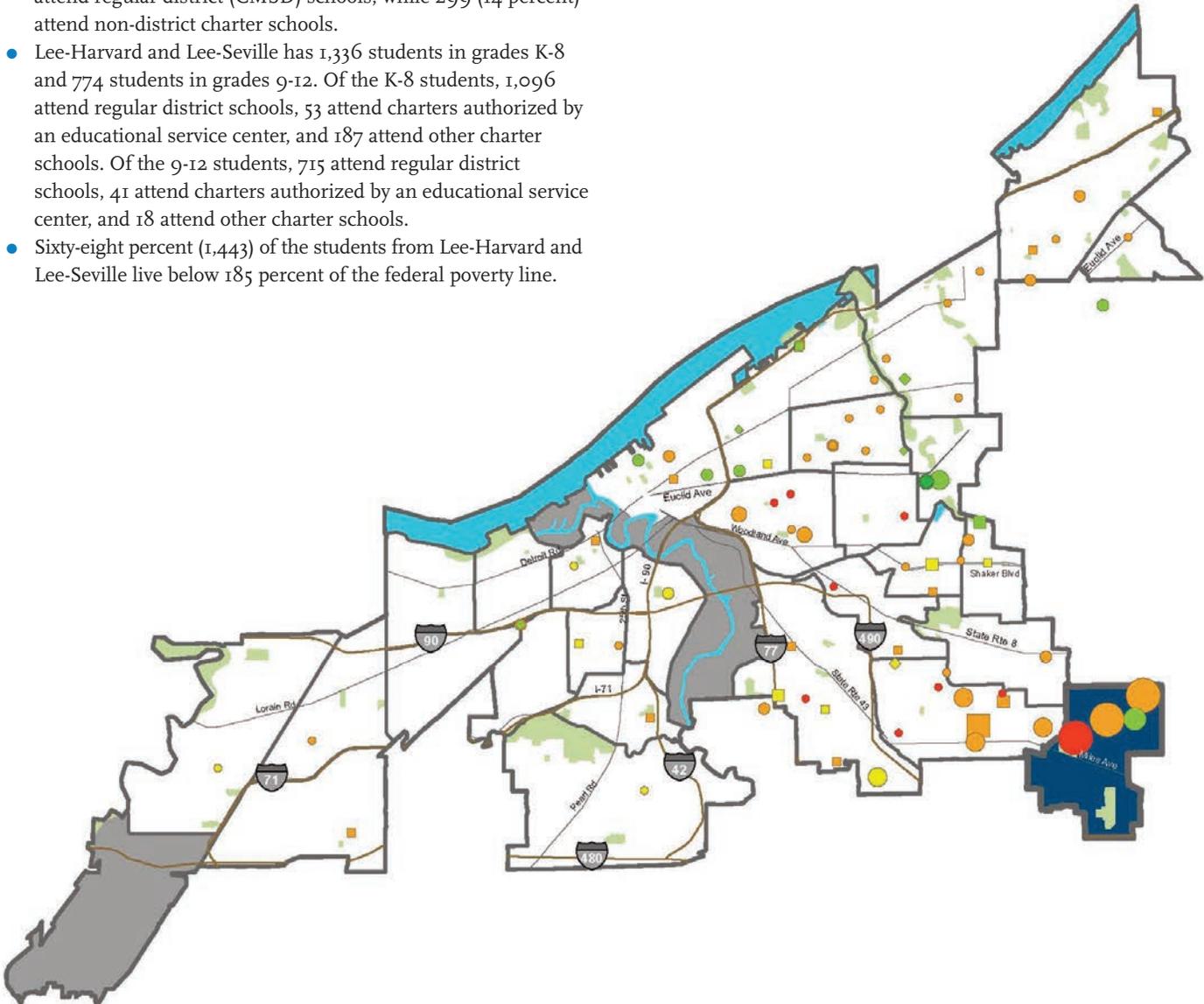
*Industrial areas fall under the rank range 21-30 and are shaded due to insignificant numbers of population.

Source: 2012 Ohio Department of Education (ODE) audited enrollment data; 2012-13 student-level data and school capacity data from Cleveland Metropolitan School District; 2013 ODE School performance data.

Schools Serving Children From Lee-Harvard and Lee-Seville
○ Traditional District
◇ District Charter
□ Non-District Charter

□ Study Geography
■ Park
■ Industrial Areas*

School Performance Grade
● A
● B
● C
● D
● F

Enrollment and Service Gap Findings

- According to student-level data, 202 students commuted out of Lee-Harvard and Lee-Seville to attend a category A or B school. However, 100 students who remained in Lee-Harvard and Lee-Seville attended a high-performing school.
- The service gap is 1,824, meaning that 86 percent of seats in schools serving Lee-Harvard and Lee-Seville are in underperforming schools and 14 percent (286 seats) are in schools with an A or B performance rating.

  Of the seats that make up this service gap:
- 1,222 are in grades K-8 – ranked 11th based on K-8 service gaps
- 602 are in grades 9-12 – ranked 11th based on 9-12 service gaps

School Performance and Building Condition

- In 2012-13, 9 out of 11 schools serving Lee-Harvard and Lee-Seville were K-8 schools, while two were 9-12 schools.
- Of the 9 K-8 schools, one was high performing, and eight were underperforming.
- Both 9-12 schools were underperforming.
- Four district neighborhood and magnet schools received a building condition rating: one was rated as being in excellent condition, and three were rated as borderline. In addition to borderline building condition ratings, the majority of district neighborhood and magnet schools had a D or F performance rating.

Schools Serving Lee-Harvard and Lee-Seville
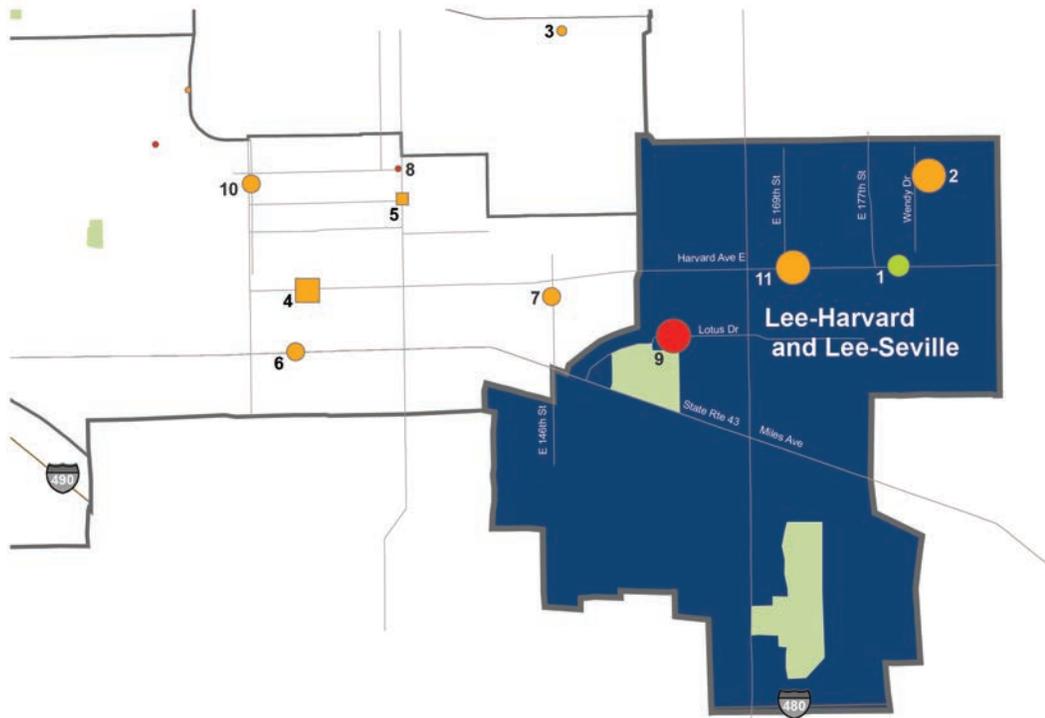
Data for Schools Serving Lee-Harvard and Lee-Seville

Grades K-8

Map Symbol Number	School Type Symbol	School Type	School Name	Performance Grade	Grades Enrolled	Students from Lee-Harvard and Lee-Seville	Total Enrollment	Capacity	Utilization	Building Condition
1	●	District, Magnet/Citywide	Whitney Young School	B	2-12	100	295	900	33%	Borderline
2	●	District, Neighborhood	Adlai Stevenson School	D	PK-8	344	433	550	79%	Excellent
3	●	District, Neighborhood	Andrew J. Rickoff	D	PK-8	14	500	850	59%	-
4	■	Charter, Not-For-Profit	Harvard Avenue Community School	D	K-8	69	627	649	97%	-
5	■	Charter, Not-For-Profit	Hope Academy Chapelside Campus	D	K-8	20	479	479	100%	-
6	●	District, Neighborhood	Miles School	D	PK-8	39	300	585	51%	-
7	●	District, Neighborhood	Robert H. Jamison School	D	PK-8	60	385	600	64%	-
8	●	District, Neighborhood	Charles Dickens School	F	K-8	10	405	550	74%	-
9	●	District, Neighborhood	Charles W. Eliot School	F	PK-8	354	451	650	69%	Borderline

Grades 9-12

Map Symbol Number	School Type Symbol	School Type	School Name	Performance Grade	Grades Enrolled	Students from Lee-Harvard and Lee-Seville	Total Enrollment	Capacity	Utilization	Building Condition
10	●	District, Neighborhood	John Adams High School	D	9-12	56	1,108	1600	69%	-
11	●	District, Neighborhood	John F. Kennedy High School	D	9-12	331	799	873	92%	Borderline

Cudell-Edgewater
Highest-Need Neighborhood 10

Student Commute to School

Demographics

- According to demand data calculations, Cudell-Edgewater has 2,151 students in grades K-12; 1,682 (78 percent) attend regular district (CMSD) schools, while 469 (22 percent) attend non-district charter schools.

- Cudell-Edgewater has 1,495 students in grades K-8 and 656 students in grades 9-12. Of the K-8 students, 1,103 attend regular district schools, 159 attend charters authorized by an educational service center, and 233 attend other charter schools. Of the 9-12 students, 579 attend regular district schools, 57 attend charters authorized by an educational service center, and 20 attend other charter schools.

- Eighty-two percent (1,766) of the students from Cudell-Edgewater live below 185 percent of the federal poverty line.
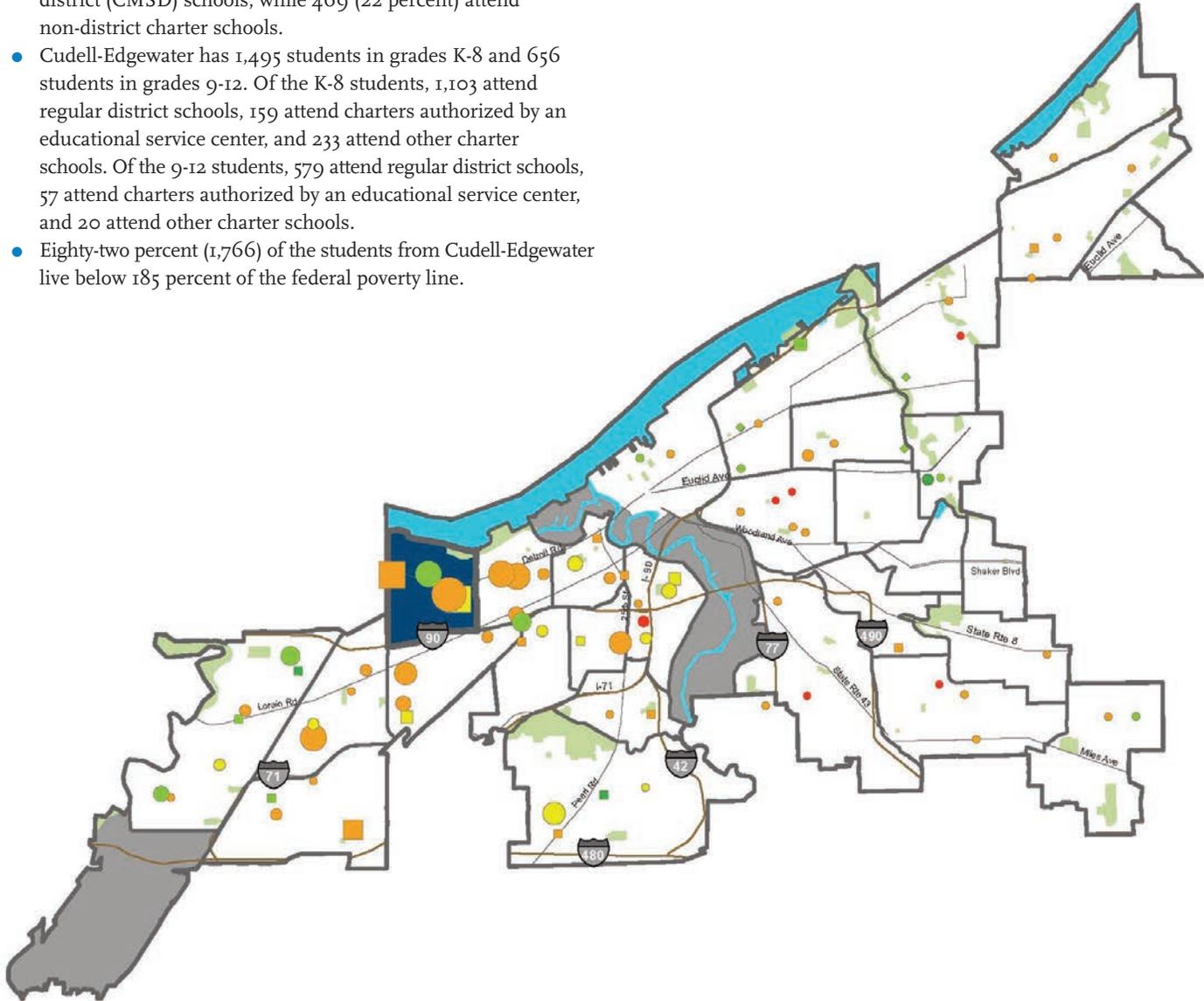
*Industrial areas fall under the rank range 21-30 and are shaded due to insignificant numbers of population.

Source: 2012 Ohio Department of Education (ODE) audited enrollment data; 2012-13 student-level data and school capacity data from Cleveland Metropolitan School District; 2013 ODE School performance data.

Schools Serving Children From Cudell-Edgewater

○ Traditional District
◇ District Charter
□ Non-District Charter

□ Study Geography
■ Park
■ Industrial Areas*

School Performance Grade

● A
● B
● C
● D
● F

Enrollment and Service Gap Findings

- According to student-level data, 175 students commuted out of Cudell-Edgewater to attend a category A or B school. However, 126 students who remained in Cudell-Edgewater attended a high-performing school.
- The service gap is 1,821, meaning that 85 percent of seats in schools serving Cudell-Edgewater are in underperforming schools and 15 percent (330 seats) are in schools with an A or B performance rating.

  Of the seats that make up this service gap:
- 1,250 are in grades K-8 – ranked 11th based on K-8 service gaps
- 572 are in grades 9-12 – ranked 11th based on 9-12 service gaps

School Performance and Building Condition

- In 2012-13, 11 out of 13 schools serving Cudell-Edgewater were K-8 schools, while two were 9-12 schools.
- Of the 11 K-8 schools, one was high performing, one was mid-performing and nine were underperforming.
- Of the two 9-12 schools, one school was high-performing, while the other was underperforming.
- Nine district neighborhood and magnet schools received a building condition rating: one was rated as being in satisfactory condition, and eight were rated as either borderline or poor. In addition to low building condition ratings, the majority of district neighborhood and magnet schools had a D performance rating.

Schools Serving Cudell-Edgewater
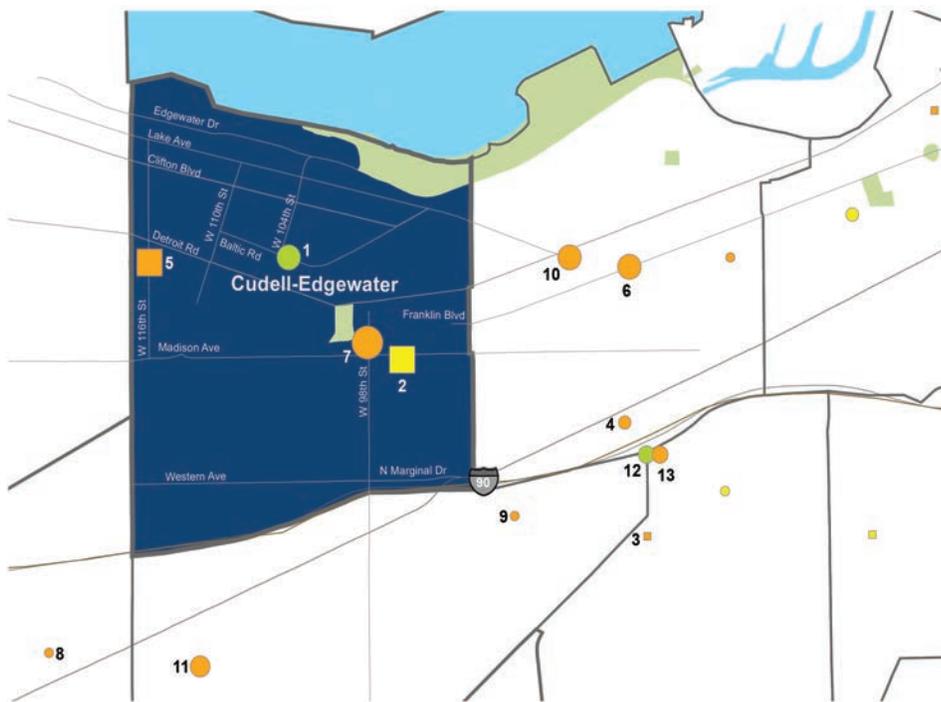
Data for Schools Serving Cudell-Edgewater

Grades K-8

Map Symbol Number	School Type Symbol	School Type	School Name	Performance Grade	Grades Enrolled	Students from Cudell-Edgewater	Total Enrollment	Capacity	Utilization	Building Condition
1		District, Neighborhood	Louisa May Alcott	B	K-5	126	228	225	101%	Satisfactory
2		Charter, Regional Education Services Agency	Constellation Schools: Madison Community Elementary	C	K-8	104	303	303	100%	-
3		Charter, Regional Education Services Agency	Constellation Schools: Stockyard Community Elementary	D	K-6	8	292	316	92%	-
4		District, Neighborhood	H. Barbara Booker	D	PK-8	24	429	750	57%	Poor
5		Charter, Not-For-Profit	Hope Academy Northwest Campus	D	K-8	110	412	429	96%	-
6		District, Neighborhood	Joseph M. Gallagher	D	PK-8	108	652	925	70%	Borderline
7		District, Neighborhood	Marion C. Seltzer	D	K-8	308	446	725	62%	Borderline
8		District, Neighborhood	Mckinley	D	K-8	12	308	450	68%	Borderline
9		District, Neighborhood	Orchard	D	PK-8	15	311	585	53%	Poor
10		District, Neighborhood	Watterson - Lake	D	K-8	102	324	650	50%	Poor
11		District, Neighborhood	Wilbur Wright	D	PK-8	92	473	900	53%	Borderline

Grades 9-12

Map Symbol Number	School Type Symbol	School Type	School Name	Performance Grade	Grades Enrolled	Students from Cudell-Edgewater	Total Enrollment	Capacity	Utilization	Building Condition
12		District, Magnet/Citywide	New Tech West at Max Hayes	B	9-12	32	270	400	68%	-
13		District, Magnet/Citywide	Max S. Hayes High School	D	9-12	56	609	800	76%	Poor

Stockyards
## Highest-Need Neighborhood 11
Student Commute to School

Demographics

- According to demand data calculations, Stockyards has 2,021 students in grades K-12; 1,621 (80 percent) attend regular district (CMSD) schools, while 400 (20 percent) attend non-district charter schools.

- Stockyards has 1,361 students in grades K-8 and 660 students in grades 9-12. Of the K-8 students, 1,028 attend regular district schools, 170 attend charters authorized by an educational service center, and 163 attend other charter schools. Of the 9-12 students, 593 attend regular district schools, 52 attend charters authorized by an educational service center, and 15 attend other charter schools.

- Seventy percent (1,422) of the students from Stockyards live below 185 percent of the federal poverty line.
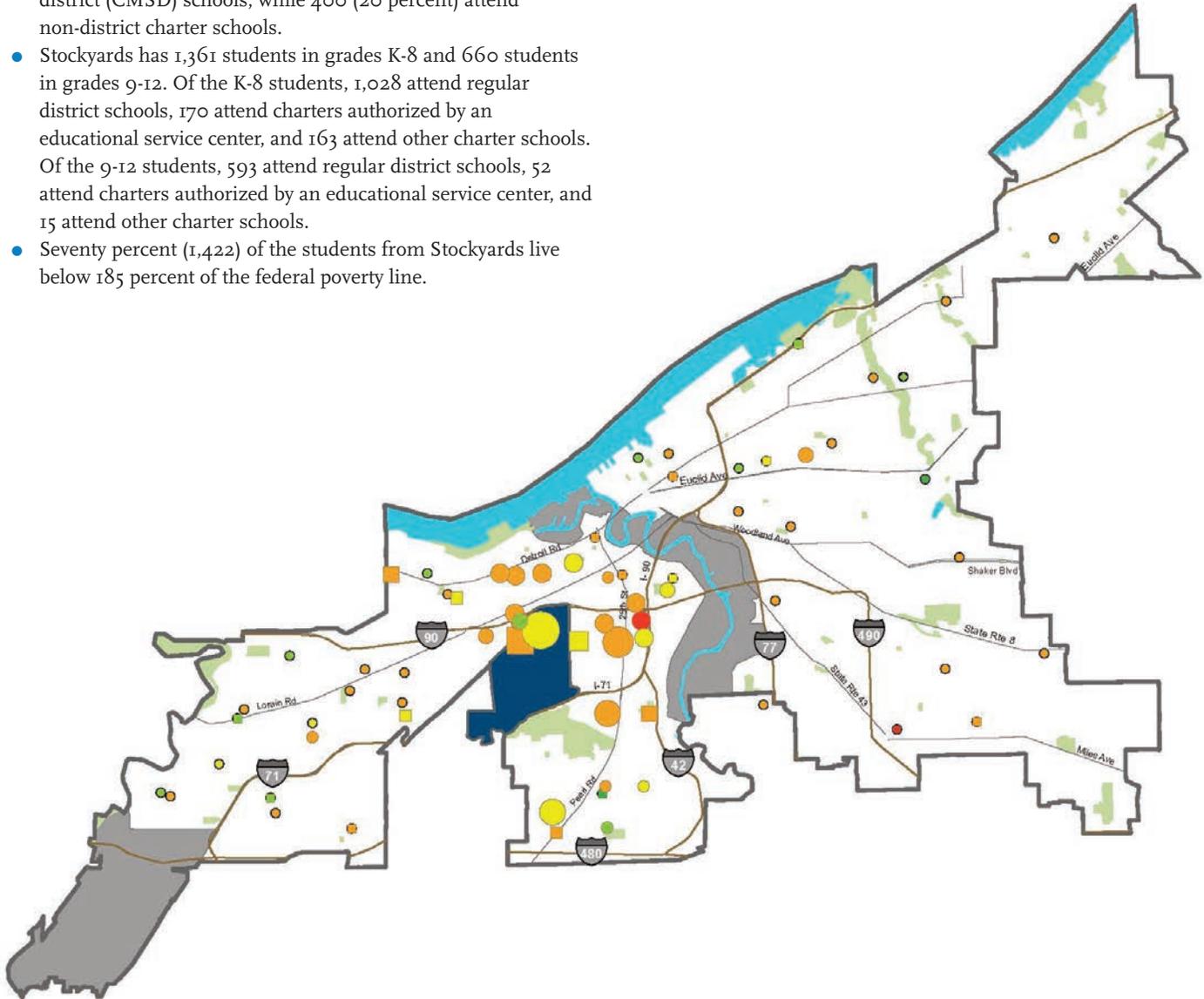
*Industrial areas fall under the rank range 21-30 and are shaded due to insignificant numbers of population.

Source: 2012 Ohio Department of Education (ODE) audited enrollment data; 2012-13 student-level data and school capacity data from Cleveland Metropolitan School District; 2013 ODE School performance data.

Schools Serving Children From Stockyards

○ Traditional District
◇ District Charter
☐ Non-District Charter

☐ Study Geography
▪ Park
▪ Industrial Areas*

School Performance Grade

● A
● B
● C
● D
● F

Enrollment and Service Gap Findings

- According to student-level data, 102 students commuted out of Stockyards to attend a category A or B school. However, there were no high-performing school options for students in Stockyards.
- The service gap is 1,817, meaning that 90 percent of seats in schools serving Stockyards are in underperforming schools and 10 percent (204 seats) are in schools with an A or B performance rating.
  Of the seats that make up this service gap:
- 1,233 are in grades K-8 – ranked 12th based on K-8 service gaps
- 584 are in grades 9-12 – ranked 10th based on 9-12 service gaps

School Performance and Building Condition

- In 2012-13, seven out of ten schools serving Stockyards were K-8 schools, while three were 9-12 schools.
- Of the seven K-8 schools, two were mid-performing, while five were underperforming.
- Of the three 9-12 schools, one school was high performing, while two were underperforming.
- Seven district neighborhood and magnet schools received a building condition rating, all of which were rated as being in either borderline or poor condition. In addition to low facility condition ratings, the majority of district neighborhood and magnet schools attended by students from Stockyards had D performance ratings.

Schools Serving Stockyards
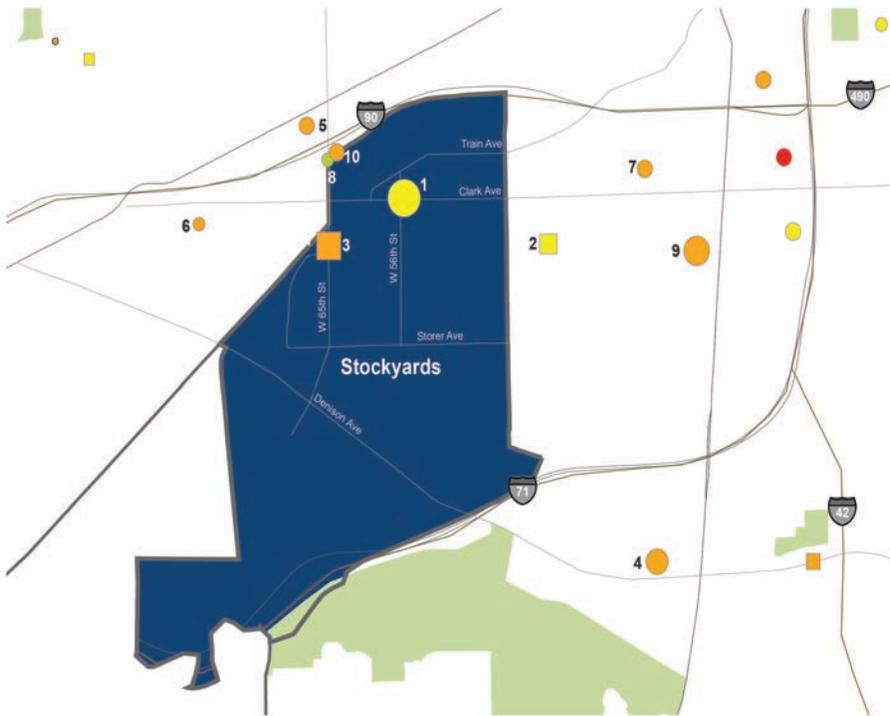
Data for Schools Serving Stockyards

Grades K-8

Map Symbol Number	School Type Symbol	School Type	School Name	Performance Grade	Grades Enrolled	Students from Stockyards	Total Enrollment	Capacity	Utilization	Building Condition
1		District, Neighborhood	Clark	C	K-8	411	642	575	112%	Borderline
2		Charter, Not-For-Profit	Hope Academy Lincoln Park	C	K-8	44	438	438	100%	-
3		Charter, Regional Education Services Agency	Constellation Schools: Stockyard Community Elementary	D	K-6	104	292	316	92%	-
4		District, Neighborhood	Denison	D	K-8	114	573	775	74%	Borderline
5		District, Neighborhood	H. Barbara Booker	D	PK-8	33	429	750	57%	Poor
6		District, Neighborhood	Orchard	D	PK-8	30	311	585	53%	Poor
7		District, Neighborhood	Walton	D	K-8	41	389	800	49%	Poor

Grades 9-12

Map Symbol Number	School Type Symbol	School Type	School Name	Performance Grade	Grades Enrolled	Students from Stockyards	Total Enrollment	Capacity	Utilization	Building Condition
8		District, Magnet/Citywide	New Tech West at Max Hayes	B	9-12	27	270	400	68%	-
9		District, Neighborhood	Lincoln - West High School	D	9-12	235	1,108	1,425	78%	Borderline
10		District, Magnet/Citywide	Max S. Hayes High School	D	9-12	59	609	800	76%	Poor

Appendix A:
Detailed Research Methodology

The methodology for this study is a supply and demand needs assessment. Supply is the number of seats based in high-performing district neighborhood, magnet/citywide, charter, and non-district charter schools. Demand is the number of children living in a neighborhood. The difference between supply (high-performing seats) and demand (students) is the service gap, which is calculated for each neighborhood and for each grade division (i.e. K-8, 9-12).

Based on the service gap, neighborhoods are ranked for each respective grade division. The average rank across the grade divisions produces the final rank. The highest-need neighborhoods are those with the highest average rank across grade divisions. In essence, the study identifies the top highest-need neighborhoods in which children have the greatest need for better access to performing schools.

Supply

Supply is the number of seats (capacity) in high-performing schools, distributed across neighborhoods based on the catchment area of each school. High-performing schools are defined by the Ohio Department of Education's A-F performance rating system, which is based on the state's Performance Indicators and Performance Index measuring school quality and student growth.

Performing Capacity

Performing capacity is the capacity or the number of seats available in schools rated A or B for each grade division, and distributed across the areas they serve. Depending on data availability, two methods were used to calculate the capacity of Cleveland district and charter schools. For district neighborhood schools, CMSD reported program capacity (the number of students a school can serve based on its programs). At schools for which capacity data was not obtained, including district charters and other charters, IFF estimated capacity based on the maximum enrollment over the past five years. By estimating capacity with the highest enrollment point, this method captures the expansion or contraction of charters, and the number of students who can be served in a school by its programs.

The capacity of a high-performing school contributed to the seat count of its respective grade division. Capacity is proportioned across the grades a school serves and allocated to the corresponding grade division in the analysis. If the grade configuration of a category A or B school crossed the K-8 and 9-12 grade divisions, the performing capacity was distributed across the grades in the school. Finally, from each priority neighborhood, IFF aggregates the students from each school to show where each child travels to attend school—by type as well as performance of school.

As part of *The Cleveland Plan* school choice initiative, students from any neighborhood can attend district or charter schools across the city. As a result, Cleveland public schools do not have traditional catchment areas. In order to proportion performing capacity for district and charter schools, IFF calculated the catchment areas based on the average distance children commute to school. Using student-level data, these distances are measured through a precise commute analysis. The commute analysis measurements the study identified by grade division are:

- 50 percent of district neighborhood school students in grades K-8 traveled up to 3.65 miles and 90 percent traveled up to 4.21 miles

- 50 percent of district neighborhood school students in grades 9-12 traveled up to 3.98 miles and 90 percent traveled up to 4.34 miles

Thus, 50 percent of the performing capacity of district neighborhood schools was distributed across a 3.65 mile radius for grades K-8 and 50 percent was between 3.65 miles and 4.21 miles. Similarly, for grades 9-12, 50 percent of the performing capacity of district schools was distributed across a 3.98-mile radius and 50 percent was between 3.98 and 4.34 miles.

Demand

Demand is the number of children who live in a neighborhood. Student-level data is used to map where students live. Following strict privacy protocol, this methodology ensures that we capture the need for performing seats specific to a neighborhood while maintaining student anonymity. For the student-level data provided by CMSD, each student at a district school was assigned an anonymous random identification. Then we mapped each address and counted all the students in the demand tally for the neighborhood in which they lived. This data set is similar to but not the same as the enrollment data, and therefore will be slightly different from published enrollment counts that rely on the schoolwide audited enrollment.

Service Gap

The service gap is the difference between the number of students enrolled in schools (demand) and the capacity of category A or B schools (supply). The service gap was calculated by each grade division (K-8 and 9-12) for public (district and charter) schools and students. The study ranks each neighborhood based on its service gap to identify for each year where the greatest number of children—by grade division—need access to a high-performing school. The highest ranked neighborhood (No. 1) has the largest number of students without access to a high-performing school. At the core of the study is ranking neighborhoods by service gaps for public K-8 and high schools.

Highest-Need Neighborhoods

The 11 highest-need neighborhoods are those with the highest mean rank across the grade divisions (K-8 and 9-12) for district and charter schools (supply) and children (demand).

Commute Analysis

To understand student commute patterns, IFF maps student-level data to analyze where students live compared to where they attend school. For high-performing schools, IFF aggregates the neighborhoods of their student body to identify what populations are served. IFF also aggregates the quality of schools attended by children in each neighborhood to discern how many students can access performing seats based on their residence. Finally, IFF aggregates the students from each priority neighborhood in each school to show where each child travels to attend school—by type of school and performance of school.

Schools Included in the Study

Schools with a general education program that report performance and enrollment data to the state are included in the study. Not included are schools that do not report data because the student population is not tested, e.g. early childhood education, or because policy does not require reporting, e.g. private schools. Similarly, new schools cannot be included if they lack sufficient data to determine a state-assigned accountability rating.

Data Sources

The primary data sources for IFF school studies are the National Center for Education Statistics (NCES) and the Ohio Department of Education. From these sources, IFF gathers school directory information, audited enrollment data, and performance data. School building data and student-level data came from the Cleveland Metropolitan School District and charter school annual report data. Demographic data came from the 2000 U.S. Census, 2010 U.S. Census, and the 2008-2012 American Community Survey (ACS) (three-year estimates). Shapefiles for mapping and geographic analysis came from ESRI, the U.S. Census Bureau, and the Cleveland Planning Commission.

Appendix B: Detailed Capacity and Enrollment by School Performance

School Type		A				B				C			
		Schools	Enrollment	Capacity	Utilization	Schools	Enrollment	Capacity	Utilization	Schools	Enrollment	Capacity	Utilization
District													
District, Neighborhood	Count	—	—	—	—	3	1,103	1,450	76%	4	3,122	2,825	111%
	Percent Within School Type					3.9%	3%	3%		5.3%	9%	5%	
District, Magnet/Citywide	Count	2	584	900	65%	9	2,319	3,520	66%	5	1,837	2,775	66%
	Percent Within School Type	8.0%	8%	8%		36.0%	34%	30%		20.0%	27%	24%	
District, Charter	Count	—	—	—	—	5	1,339	1,208	111%	1	75	75	100%
	Percent Within School Type					71.4%	86%	85%		14.3%	5%	5%	
Total		**2**	**584**	**900**	**65%**	**17**	**4,761**	**6,178**	**77%**	**10**	**5,034**	**5,675**	**89%**
		1.9%	**1.4%**	**1.4%**		**15.7%**	**11.4%**	**9.6%**		**9.3%**	**12.1%**	**8.8%**	
Educational Service Centers													
Educational Service Center of Lake Erie West	Count	2	666	896	74%	4	1,241	1,262	98%	2	464	470	99%
	Percent Within School Type	18%	20%	24%		6.7%	37%	34%		18.2%	14%	13%	
Portage County Educational Service Center	Count	—	—	—	—	—	—	—	—	—	—	—	—
	Percent Within School Type												
Total	**Count**	**2**	**666**	**896**	**74%**	**4**	**1,241**	**1,262**	**98%**	**2**	**464**	**470**	**99%**
	Percent Within School Type	**14%**	**17.3%**	**23.2%**		**28.2%**	**32.2%**	**29.8%**		**15.4%**	**12.0%**	**11.1%**	
Other Charters													
Ohio Council of Community Schools	Count	—	—	—	—	—	—	—	—	4	3,947	3,975	99%
	Percent Within School Type									50.0%	76%	76%	
Buckeye Hope Foundation	Count	—	—	—	—	1	195	195	100%	4	785	785	100%
	Percent Within School Type					10.0%	9%	9%		40.0%	37%	36%	
Educational Resource Consultants of Ohio, Inc	Count	—	—	—	—	—	—	—	—	1	297	297	100%
	Percent Within School Type									100.0%	100%	100%	
Kids Count of Dayton, Inc	Count	—	—	—	—	—	—	—	—	1	66	66	100%
	Percent Within School Type									100.0%	100%	100%	
Richland Academy	Count	—	—	—	—	—	—	—	—	—	—	—	—
	Percent Within School Type												
St. Aloysius Orphanage	Count	—	—	—	—	—	—	—	—	2	523	523	100%
	Percent Within School Type									22.2%	16%	15%	
Thomas B. Fordham Foundation	Count	—	—	—	—	—	—	—	—	—	—	—	—
	Percent Within School Type												
Total	**Count**	**—**	**—**	**—**		**1**	**195**	**195**	**100%**	**12**	**5,618**	**5,646**	**100%**
	Percent Within School Type					**3.2%**	**1.7%**	**1.7%**		**38.7%**	**49.8%**	**49.2%**	

	D				F				Not Rated				Total		
	Schools	Enrollment	Capacity	Utilization	Schools	Enrollment	Capacity	Utilization	Schools	Students	Capacity	Utilization	Schools	Enrollment	Capacity
	55	23,262	38,919	60%	12	5,104	7,275	70%	2	564	1,110	51%	76	33,155	51,579
	72.4%	70%	75%		15.8%	15%	14%		3%	2%	2%			80%	
	8	2,118	3,996	53%	—	—	—	—	1	54	400	14%	25	6,912	11,591
	32.0%	31%	34%						4%	1%	3%			17%	
	—	—	—	—	—	—	—	—	1	145	145	100%	7	1,559	1,428
									14%	9%	10%			4%	
	63	**25,380**	**42,915**	**59%**	**12**	**5,104**	**7,275**	**70%**	**4**	**763**	**1,655**	**46%**	**108**	**41,626**	**64,598**
	58.3%	**61.0%**	**66.4%**		**11.1%**	**12.3%**	**11.3%**		**3.7%**	**1.8%**	**2.6%**				
	2	596	643	93%	1	360	390	92%	—	—	—	—	11	3,327	3,661
	18.2%	18%	18%		9.1%	11%	11%							86%	
	3	527	567	93%	—	—	—	—	—	—	—	—	3	527	567
	100.0%	100%	100%											14%	
	5	**1,123**	**1,210**	**93%**	**1**	**360**	**390**	**92%**	**—**	**—**	**—**	**—**	**14**	**3,854**	**4,228**
	35.3%	**29.1%**	**28.6%**		**7.1%**	**9.3%**	**9.2%**								
	2	714	731	98%	1	384	384	100%	1	115	115	100%	8	5,160	5,205
	40.0%	14%	14%		6.7%	7%	7%		13%	2%	2%			46%	
	5	1,157	1,220	95%	—	—	—	—	—	—	—	—	10	2,137	2,200
	50.0%	54%	55%											19%	
	—	—	—	—	—	—	—	—	—	—	—	—	1	297	297
														3%	
	—	—	—	—	—	—	—	—	—	—	—	—	1	66	66
														1%	
	1	116	116	100%	—	—	—	—	—	—	—	—	1	116	116
	100.0%	100%	100%											1%	
	7	2,813	2,910	97%	—	—	—	—	—	—	—	—	9	3,336	3,433
	77.8%	84%	85%											30%	
	—	—	—	—	—	—	—	—	1	159	159	100%	1	159	159
									100%	100%	100%			1%	
	15	**4,800**	**4,977**	**96%**	**1**	**384**	**384**	**100%**	**2**	**274**	**274**	**100%**	**31**	**11,271**	**11,476**
	48.4%	**42.6%**	**43.4%**		**3.2%**	**3.4%**	**3.3%**		**6.5%**	**2.4%**	**2.4%**				