Turning around CMSD’s lowest performing schools is one of the primary goals of The Cleveland Plan. When your child’s school was chosen as a CMSD “Investment School,” it represented a significant step forward in identifying where key supports were needed for our students.

To meet the goals we set this year, the staff, parents and community worked together to ensure every student’s readiness to learn and every teacher’s readiness to teach. This Investment School progress report provides a detailed look at your child’s school performance so that, together, we can reinforce strategies that are working and provide additional supports where needed to accelerate the school improvement we all want to see.

Your active participation in your child’s education continues to play a critical role in your child’s success. We will continue to update you on our progress and look forward to working with you to accelerate your child’s success at Anton Grdina.

The Cleveland Metropolitan School District and the United Way of Greater Cleveland have partnered to implement the Community Wraparound Strategy in all CMSD Investment Schools. We are focusing on coordinating needed supports such as tutoring, mentoring as well as health and social services in order to make a positive impact on attendance, behavior and ultimately academic achievement for our students.
PART I: STUDENT ACHIEVEMENT

Percent Proficient in Reading and Math:

This figure shows the percentage of students proficient at the end of the Spring 15-16 (Ohio State Reading Test), current fall proficiency using our NWEA reading assessment aligned to the new OST reading standards, and your schools projected 16-17 end of year target for reading proficiency based off of last year’s spring OST performance. You will notice that the NWEA proficiency scores may be lower than in the past. Proficiency cut-scores have risen drastically with the implementation of these new high stakes tests. Thus, proficiency levels have lowered compared to the past, due to the fact that these new OST’s have higher standards for grade level proficiency. Currently, 10.4% of your schools students will need to become proficient in Spring 16-17 to reach the targeted goal of 11.6%.

This figure shows the percentage of students proficient at the end of the Spring 15-16 (Ohio State Math Test), current fall proficiency using our NWEA math assessment aligned to the new OST math standards, and your schools projected 16-17 end of year target for math proficiency based off of last year’s spring OST performance. You will notice that the NWEA proficiency scores may be lower than in the past. Proficiency cut-scores have risen drastically with the implementation of these new high stakes tests. Thus, proficiency levels have lowered compared to the past, due to the fact that these new OST’s have higher standards for grade level proficiency. Currently, 9.9% of your schools students will need to become proficient in Spring 16-17 to reach the targeted goal of 12.1%.
Part II: ATTENDANCE AND CULTURE

Student Attendance Rate and Suspension Days:

This figure shows the attendance rate at the end of last school year (Spring 15-16), your school’s current attendance rate, and your school’s Spring 16-17 target attendance rate. The attendance rate is the number of days a student attended school divided by the number of school days a student is enrolled. Attendance is incredibly important for a student’s academic achievement. Each day missed is connected to a drop in student learning and test scores. Missing more than 5 days often causes a student to drop below proficient on end of year OST exams. Currently, your school is on target for its end of the year attendance goal.

This figure shows the number of days suspended in regards to serious incidents. Serious discipline events include incidents that result in suspension. These incidents prevent students involved and other observers from learning during the day. Your school is currently below the suspension target.
PART III: CONDITIONS FOR LEARNING

Conditions For Learning (CFL) is a survey showing how students feel about the school’s learning climate. Adequacy percentage is the combined percentage of respondents who gave a rating of “Adequate” or “Excellent.” This survey is administered three times a year in order to help faculty monitor school culture and correct any potential problems. A school’s culture and learning environment are strongly connected to student success. By ensuring that students feel safe, supported, challenged and emotionally fulfilled, the Cleveland Metropolitan School District is working to set these students and schools on a path of long term success. The effects of improved school culture are typically seen a few years after a strong culture is built.

Safe and Respectful Climate

Social Emotional Learning

![Graph showing Safe and Respectful Climate](image1)

![Graph showing Social Emotional Learning](image2)
This figure shows your schools end of year Spring 15-16 conditions for learning, your schools current ratings by 2-4 and 5-8 grade level bands, and your schools 16-17 end of the year targets. With the exception of SEL, your higher grades are more on target to reach end of year CFL goals than your schools lower grades.
These figure shows the increases in parent engagement across all Investment Schools. As a result of increases in parent teacher conferences, we saw an increase in parent teacher engagement. As a whole, Investment I and 2 schools had a 14.3% and 21.0% percent increase in parent engagement.