The Cleveland Metro Schools Turnaround Story
Contributed to the success of *The Cleveland Plan*

**The Cleveland Plan**

- Promote and expand high-performing schools
- Start new schools
- Strengthen mid-performing schools
- Repurpose low-performing schools
Investment Schools were “unusual business”

“We will not do business as usual; this is unusual business. We will not repeat old mistakes.” (Eric Gordon, 2013)

<table>
<thead>
<tr>
<th><strong>Successful turnaround IS:</strong></th>
<th><strong>Successful turnaround is NOT:</strong></th>
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<tbody>
<tr>
<td>Recognition of the challenge: Our kids deserve better</td>
<td>Settling for incremental improvement</td>
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<td>Urgency to make every minute a learning minute</td>
<td>Requiring additional improvement plans</td>
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<td>Working smarter, not harder</td>
<td>Multiple programs implemented without intentionality</td>
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<td>Collaborative community of professional educators</td>
<td>“Every man for himself”</td>
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<td>Dramatic, fundamental change</td>
<td>Infrequent coaching</td>
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<td>Supportive operating conditions</td>
<td>Additional mandates without support</td>
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School improvement as a collaborative effort

Efforts to improve schools were a true collaborative effort among school staff members. Academic Progress Teams met during the summertime to plan for CAP implementation.
Investment Schools strategy used a research basis about what makes high poverty, high-performing schools successful.

1. Safety, discipline & engagement
   Students feel secure and inspired to learn.

2. Action against adversity
   Schools directly address the challenges faced by students living in poverty.

3. Close student-adult relationships
   Students have positive and enduring mentor/teacher relationships.

4. Shared responsibility for achievement
   Staff feel deep accountability and missionary zeal for student achievement.

5. Personalization of instruction
   Individualized teaching based on diagnostic assessment and adjustable time on task.

6. Professional teaching culture
   Continuous improvement through collaboration and job-embedded learning.

7. Resource authority
   School leaders can make mission-driven decisions regarding people, time, money, and programs.

8. Resource ingenuity
   Leaders are adept at securing additional resources and leveraging partner relationships.

9. Agility in the face of turbulence
   Leaders, teachers, and systems are flexible and inventive responding to constant unrest.

Changing Schools: past to the present

With the co-leaders, we think differently about structures in schools.

Old thinking: “Conveyor belt”

Scholars are moved along on a “conveyor belt” of services by central office departments and school leaders.

New thinking: “Medical team”

A team of skilled professionals rally for each scholar in such a way that organized analysis, diagnosis, and prescription serve student learning.
Avoided common pitfalls of school turnaround efforts

- Sought to make dramatic, fundamental changes through strategies incorporated in Corrective Action Plans

- CAPs were not “layered on” additional improvement plans; CAPs worked in connection with AAPs and SSD/SBB plans

- Implemented a package of initiatives with intentionality

- Provided targeted external professional development partners for each Investment School based on school needs

- Investment School principals were part of network teams that shared best practices in monthly network meetings, during mid-year “step backs” and annual Investment School Institutes
Readiness to Learn
Focus on Scholars
Building Relationship and Personalization (ISA)

1. Safety, discipline & engagement
   Students feel secure and inspired to learn.

2. Action against adversity
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Glenville Focused on the following
Supports for family
- Legal Aid Society comes to the Building twice a week to support Scholars and families.

A focus on attendance.
- Take 5 Strategy to focus on
- Chronic absenteeism

Strengthen relationships
- Create a strong 9th grade
- Connection to increase
- On-track gradation

Readiness to TEACH
Focus on Teaching
College Prep Teaching and Learning (ISA)

Implementation of Standards-based Classrooms
- Focus on deeply understanding the standards for College readiness

Utilization of Backwards Design
- To identify and unpack essential standards into learning targets, design assessments

Instructional Framework
- Use of the gradual release of instructional responsibility model

Teacher Time
- 80 minute professional development time per day

4. Shared responsibility for achievement
   Staff feel deep accountability and missionary zeal for student achievement.

5. Personalization of instruction
   Individualized teaching based on diagnostic assessment and adjustable time on task.

6. Professional teaching culture
   Continuous improvement through collaboration and job-embedded learning.
Readiness to Act
Focus on Leadership and Continuous Improvement (ISA)

Implementation of a Continuous Improvement Cycle
- Plan, Do, Check, Act

Monitoring of Instruction & Coaching
- Daily classroom visits with key Instructional strategies.

7. Resource authority
School leaders can make mission-driven decisions regarding people, time, money, and programs.

8. Resource ingenuity
Leaders are adept at securing additional resources and leveraging partner relationships.

9. Agility in the face of turbulence
Leaders, teachers, and systems are flexible and inventive responding to constant unrest.

Corrective Action Team:
Labor/management conversations

- As outlined in H.B. 525
- Communication between district and labor unions was ongoing and near-continuous
- Teachers, administrators and operations representatives participated in one conversation.
Wraparound work with community partners

- 23 schools participating in wraparound model supported by United Way
- Lead agency identified for each school with the input of school teams
- Full-time Community Resource Coordinator in each school to support wraparound work
Solicited community feedback around school design

- Held multiple community meetings at each Investment School
- Focus groups facilitated by third parties - Neighborhood Leadership Institute and documented by United Way of Cleveland
- Feedback incorporated into Corrective Action Plans
Positive press coverage

Cleveland's Investment Schools: Parents, students, teachers praise new atmosphere and energy at Collinwood High School

Cleveland school district plans staff changes, training and new approaches for 13 'Investment Schools'

Education Secretary Arne Duncan to visit Cleveland on Friday
Investment Phase II: Celebrations

Glenville High School – Projected 10% graduation increase on 17-18 Report Card

M.A.L.E. (Men Achieving Leadership Through Excellence) - Through a partnership between Cleveland City Council and the Glenville Administration, more than 25 young men at Glenville have been enrolled in a leadership and youth development program focused on creating an enduring culture of excellence at Glenville High School.

Winner of the Momentum Award.

The Momentum award is given by the Ohio Department of Education in recognition of schools who have obtained a Value Add grade of an A for their building as well as achievement of an A grade in all Value Add subgroups.
CMSD’s Investment Schools

WE ARE INvested.

Are you IN?