

U.S. Department of Education
Washington, D.C. 20202-5335



**APPLICATION FOR GRANTS
UNDER THE**

Turnaround School Leaders Program

CFDA # 84.377B

PR/Award # S377B140022

Grants.gov Tracking#: GRANT11653828

OMB No. , Expiration Date:

Closing Date: May 23, 2014

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
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* 3. Date Received: <input type="text" value="05/23/2014"/>	4. Applicant Identifier: <input type="text"/>
--	--

5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>
--	---

State Use Only:

6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>
---	---

B. APPLICANT INFORMATION:

* a. Legal Name:

* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="34-6000662"/>	* c. Organizational DUNS: <input type="text" value="0731320450000"/>
--	---

d. Address:

* Street1:	<input type="text" value="1111 Superior Ave."/>
Street2:	<input type="text"/>
* City:	<input type="text" value="Cleveland"/>
County/Parish:	<input type="text"/>
* State:	<input type="text" value="OH: Ohio"/>
Province:	<input type="text"/>
* Country:	<input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code:	<input type="text" value="44114-2522"/>

e. Organizational Unit:

Department Name: <input type="text"/>	Division Name: <input type="text"/>
--	--

f. Name and contact information of person to be contacted on matters involving this application:

Prefix: <input type="text" value="Dr."/>	* First Name: <input type="text" value="Michelle"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Pierre-Farid"/>	
Suffix: <input type="text"/>	

Title:

Organizational Affiliation:

* Telephone Number: <input type="text" value="216-838-0102"/>	Fax Number: <input type="text"/>
---	----------------------------------

* Email:

Application for Federal Assistance SF-424

*** 9. Type of Applicant 1: Select Applicant Type:**

G: Independent School District

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

*** 10. Name of Federal Agency:**

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.377

CFDA Title:

School Improvement Grants

*** 12. Funding Opportunity Number:**

ED-GRANTS-032814-001

* Title:

Office of Elementary and Secondary Education (OESE):: Turnaround School Leaders Program CFDA Number 84.377B

13. Competition Identification Number:

84-377B2014-1

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

*** 15. Descriptive Title of Applicant's Project:**

Developing a Sustainable Principal Pipeline in the Cleveland Municipal School District

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="1,004,595.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="1,004,595.00"/>

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

- a. This application was made available to the State under the Executive Order 12372 Process for review on
- b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

Yes No

If "Yes", provide explanation and attach

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name:
Middle Name:
* Last Name:
Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	TITLE
Leo Serrano	Chief Executive Officer
APPLICANT ORGANIZATION	DATE SUBMITTED
Cleveland Municipal School District	05/23/2014

Standard Form 424B (Rev. 7-97) Back

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB
0348-0046

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
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4. Name and Address of Reporting Entity:
 Prime SubAwardee

* Name: Cleveland Municipal School District

* Street 1: 1111 Superior Ave. Street 2:

* City: Cleveland State: OH: Ohio Zip: 44114

Congressional District, if known: OH-011

5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:

6. * Federal Department/Agency: U.S. Department of Education	7. * Federal Program Name/Description: School Improvement Grants CFDA Number, if applicable: 84.377
--	--

8. Federal Action Number, if known:	9. Award Amount, if known: \$
--	---

10. a. Name and Address of Lobbying Registrant:

Prefix: * First Name: N/A Middle Name: * Last Name: N/A Suffix: * Street 1: Street 2: * City: State: Zip:

b. Individual Performing Services (including address if different from No. 10a)

Prefix: * First Name: N/A Middle Name: * Last Name: N/A Suffix: * Street 1: Street 2: * City: State: Zip:

11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* Signature: Leo Serrano

* Name: Prefix: * First Name: Eric Middle Name: * Last Name: Gordon Suffix: Title: Telephone No.: Date: 05/23/2014

Federal Use Only: Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

PR/Award # S377B140022

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct

description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

	Add Attachment	Delete Attachment	View Attachment
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CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION Cleveland Municipal School District	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: <input type="text"/>	* First Name: <input type="text" value="Eric"/> Middle Name: <input type="text"/>
* Last Name: <input type="text" value="Gordon"/>	Suffix: <input type="text"/>
* Title: <input type="text" value="Chief Executive Officer"/>	
* SIGNATURE: <input type="text" value="Leo Serrano"/>	* DATE: <input type="text" value="05/23/2014"/>

Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment:

The Cleveland Municipal School District (CMSD) requests \$1,004,595 from the Turnaround School Leaders Grant Program to support its initiative to enhance and implement a program that will result in a sustainable principal pipeline within the district. CMSD's proposed program meets the following priorities listed in the grant opportunity's funding announcement:

- Absolute Priority 2: CMSD has 37 SIG schools and/or SIG-eligible schools.
- Competitive Preference Priority 1: See attached Student Based Budgeting document
- Competitive Preference Priority 2: See attached spreadsheet showing successes in SIG-eligible schools.

Adopted in 2012, *Cleveland's Plan for Transforming Schools* is based on a portfolio strategy, an emerging national model centered on creating autonomous school environments that empower principals and teachers to make decisions based on the best interests of helping their students succeed. Among the key transformative terms necessary for the plan to succeed is implementing a principal pipeline program and targeted support for new principals.

CMSD proposes to adapt NYC Leadership Academy's (NYCLA) Aspiring Principals Program (APP) model to carefully select, train and place principals using the key indicator of locally adopted competencies CMSD has identified as necessary to turn around its SIG and SIG-eligible schools. Because 37 out of the District's 99 schools have been, designated as SIG or SIG-eligible schools, locally adopted competencies considered essential for principals to be effective in turnaround schools are chief predictors of how well potential principals will perform.

APP is a 14-month program where all participants must meet rigorous behavior-based performance standards in order to progress to the next program phase and graduate. The program utilizes a selective admissions process and five distinct delivery phases:

1. Recruitment and Selection: CMSD will identify candidates who are deeply committed to closing the achievement gap and developing solutions for improving high-need schools. The program will place principals in schools where their services are in greatest demand and where their strongest skill sets are the best match for a school's particular needs.
2. Summer Intensive: This five-week "boot camp" will present the challenge of school leadership. Teams of participants will work on a series of simulated school projects that reflect authentic challenges of the principalship.
3. Residency: Each participant will take part in a 10-month, school-based residency in a CMSD under the guidance of an experienced mentor principal. Residencies will match each individual's learning needs with an appropriate mentor principal and host school.
4. Planning Summer: The planning summer will prepare participants to transition effectively into principal roles by applying what they have learned.
5. Coaching: Graduates will receive standards-based coaching throughout at least the first year of their principalship, to assist them in planning, executing and evaluating school improvement efforts. Coaches will be retired principals or superintendents.

CMSD and NYCLA will begin training the first cohort in summer 2014. To ensure the program is sustainable into the future, NYCLA is providing facilitator training to members of the program's core CMSD team. After participating in this training, and follow-up support from NYCLA, these staff will serve as the facilitators for future cohorts of participants, considerably lowering expense for CMSD and allowing the program to continue. Built on evaluation and lessons learned from the first cohort, CMSD is requesting a grant to hire a full-time APP Director, support continued technical assistance from NYCLA, and pay for other project costs associated with training three additional cohorts of aspiring principals from 2015 through 2018.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

To add more Project Narrative File attachments, please use the attachment buttons below.

I. ***Project design***

Introduction

As stated in the RFP for this funding opportunity, the importance of leadership to improving teaching and learning and making school reform succeed cannot and must not be overstated. This point has also been well-documented and reinforced in countless studies, such as Leithwood et. al.'s *How Leadership Influences Student Learning*, which reported abundant data supporting the case that "Leadership is second only to classroom instruction among all school related factors that contribute to what students learn at school."¹ Moreover, Leithwood and other studies have found strong, convincing evidence that, "There seems to be little doubt that both district and school leadership provides a critical bridge between most educational reform initiatives, and having those reforms make a genuine difference for all students... there are virtually no documented instances of troubled schools being turned around without intervention by a powerful leader."² Put another way, school transformation flows from the top. Strong, effective principals are the prerequisite for attracting and maintaining the best teachers, who are the key ingredients in the recipe for student success.

In this light, the Wallace Foundation and other funders have made significant investments in identifying the key characteristics and training mechanisms for creating "pipelines" of the caliber of effective, high-potential, successful principals who are qualified and capable of leading from the top, in order to drive the transformation of individual schools, and ultimately entire districts, from struggling and failing to strong and thriving.

¹ Leithwood, Kenneth, et. al. *How Leadership Influences Student Learning*. University of Minnesota, university of Toronto, 2004.

² *ibid.*

Background and Context: The Cleveland Plan

The broader context of *Cleveland's Plan for Transforming Schools* provides helpful background and context for the principal pipeline program for which the Cleveland Metropolitan School District (CMSD) is requesting support. In recent years, the CMSD has been distinguished not for its successes, but for its well-known failings, from declining enrollment and low graduation rates, to overall inadequacy at helping the District's 100% economically disadvantaged student body to build "the knowledge, skills and attributes that position them to be successful and competitive in the 21st century global economy."³

Since 1998, the CMSD and City of Cleveland have championed several interventions that have yielded critical improvements, including improving governance stability and reducing leadership turnover; adding social-emotional learning and early intervention protocols to minimize out-of-school suspensions; matching a bond issue with state funding to systematically replace and renovate outdated school buildings; focusing on standards-based data-driven instruction to begin improving student achievement, and creating a portfolio of innovative and charter schools.

The Cleveland Plan, as it is now known, is based on this "portfolio strategy," an emerging national model with very promising early results, centered around creating newly autonomous school environments that empower principals and teachers to make decisions based on the best interests of helping their students succeed. The plan, which Cleveland Mayor Frank Jackson submitted to Ohio Governor John Kasich in February 2012, has clearly resonated: In

³ *Cleveland's Plan for Transforming Public Schools*, Office of Mayor Frank G. Jackson, Mayor of the City of Cleveland, February 2012, accessed at: <http://www.clevelandmetroschools.org/>

short order, Ohio legislators quickly approved it; Cleveland voters passed a major school levy, and the Cleveland Teacher's Union voted overwhelmingly in favor of a new contract with Plan-related provisions, setting the stage for transformation efforts to succeed.

Among the key transformative terms necessary for the plan to succeed is implementing a principal pipeline program and targeted support for new principals, based on the theory of change outlined briefly above and in further detail below. Fortunately, CMSD doesn't need to reinvent the wheel: The NYC Leadership Academy (NYCLA) has already created and implemented a model program based on best practices. NYCLA's Aspiring Principals Program (APP) has been highly successful at increasing principal retention rates and student learning in New York City Public Schools and can easily be adapted to the needs of CMSD.

a. Selecting and placing school leaders using locally adopted competencies

The CMSD proposes to adapt NYCLA's APP model to carefully select, effectively train and successfully place school leaders, using the key indicator of locally adopted competencies CMSD has identified as being necessary to turn around SIG and SIG-eligible schools. Because more than one-third, or 37 out of the District's 99 schools either currently are, or have been, designated as SIG or SIG-eligible schools, locally adopted competencies considered essential for principals to be effective in turnaround schools are chief predictors of how well potential principals will perform.

CMSD will work with NYCLA to identify local competencies using NYCLA's Turnaround Leader Standards[®]. The Performance Matrix is the standards framework that NYCLA developed and uses as the foundation for its APP. The framework outlines the competencies NYCLA has identified as essential for leaders in order to turn around or dramatically improve a school. This same tool, with adaptations for local contexts, will be used

for other principal preparation programs focused on preparing aspiring principals to transform struggling schools, including CMSD as well as programs in Dallas, TX; Buffalo, NY; Springfield, MA; the Sandhills region and the Charlotte-Mecklenburg regions of NC; and statewide programs in Delaware and Arizona.

Competencies fall into eight categories and can include:

1. Personal Behavior: Reflects an appropriate response to situations; consistent with expressed belief system and reflects personal integrity; complies with legal and ethical requirements in relationships with employees and students; values different points of view within the organization; and reflects appropriate professional demeanor.
2. Resilience: Reacts constructively to disappointment, admits errors, and learns from mistakes and setbacks; maintains focus and energy in the face of difficult situations; handles disagreement and dissent constructively; uses formal and informal feedback to improve performance; and is able to deal with ambiguities.
3. Communication: Two-way communication with students, faculty and staff, and parents and the community; communication is clear and appropriate for the audience; communication with the public; and communication reflects careful analysis and the ability to listen.
4. Focus on Student Performance: Plans and sets goals for student performance; ensures continual improvement for students, teachers, and the organization; demonstrates understanding of the relationship between assessment, standards, and curriculum; is transparent in reporting student achievement results; uses student performance data to make instructional leadership decisions; implements a systemic approach for struggling learners and special populations and critically reviews all approaches for effectiveness; and

continually reads and interprets the environment to identify patterns in student performance indicators.

5. Situational Problem Solving: Uses evidence and basis for decision-making; clearly identifies decision-making structure; links decisions to strategic priorities; and exercises professional judgment.
6. Learning: Applies research trends in education and leadership; understands the role of a learner; understands and utilizes theories of learning and change; and develops plan for professional growth.
7. Accountability for Professional Practice: Continually reads and interprets an environment of professional practice in order to identify patterns, needs for development, and leverage points for actions; employs strategies to maximize learning opportunities; matches learning to the learner; and employs feedback mechanisms for adult learners.
8. Supervision of Instructional and Non-Instructional Staff: Is able to make decisions and deal with the consequences; values reflective practice; sets system for clear expectations; and cultivates system of evaluation.
9. Leadership Development: Develops leadership in others; and identifies and nurtures potential future leaders.
10. Climate and Culture: Motivates and encourages others to achieve strategic goals; appreciates rituals and routines as enablers of vision; and clearly articulates non-negotiables.
11. Time/Task/Project Management: Consistently manages time in relationship to priorities; sets clear objectives and coherent plans for complex projects; and manages resources to complete projects.

12. Technology: Demonstrates use of technology to improve communication, teaching and learning.

Identification of locally-based competencies is critical because they influence recruitment and selection, are the foundation for the curriculum and the residency work, and are the framework against which aspiring principals are assessed in terms of whether they should graduate from the program or not.

CMSD will use thoughtfully developed assessments of these competencies throughout the process of selecting and placing the best candidates for training and in making the best matches possible between the particular needs of SIG and SIG-eligible schools and the strongest competencies that each candidate brings to the job. This will enable the District to identify potential principals with the unique qualities that equip them to succeed at leading a turnaround school and help ensure a strong match between principals and particular schools.

As part of the rigorous recruitment, screening and selection process, the District and NYCLA will use assessments of turnaround principals' competencies to distinguish those likely to be very high performers in a turnaround setting. As the U.S. Department of Education points out, "It is important to develop a set of competencies specifically designed to identify staff that can be effective in a turnaround situation because, in a turnaround school, failure has become an entrenched way of life for students and staff, and staff members need stronger and more consistent habits in critical areas to transform the school's wide-scale failure into learning success."⁴

b. Offering comprehensive and differentiated professional development to prepare and support school leaders who are placed in SIG schools and/or SIG-eligible schools.

⁴ U.S. Department of Education

CMSD is committed to providing comprehensive and differentiated professional development to prepare and support school leaders who are placed in all of its schools, including those that are SIG and SIG-eligible schools. Professional development is incorporated into the 10-month residency portion of the APP, with all participants attending one full day of professional development each week that is aligned with the competency standards for effective turnaround principals. APP candidates also attend the monthly principals' Round Table with their residency school's principal and attend additional specialized professional development if actually placed in a SIG school. Additionally, by design the principal mentor provides embedded ongoing professional development throughout the residency, in the form of all of the formal and informal learning and on-the-job training that takes place every day. Each APP graduate also has a coach assigned for his/her first year as a principal, which provides additional embedded ongoing professional development.

Program Description

The CMSD is undertaking this project keeping with the U.S. Department of Education's understanding that effective leaders trained to lead turnaround efforts in the lowest performing schools are essential to improving student outcomes. With this in mind, the CMSD's goal is to recruit and select current and aspiring school leaders with the skills needed to turn around SIG and/or SIG-eligible schools; thoroughly train selected school leaders to prepare them to successfully lead turnaround efforts in SIG/SIG-eligible schools; strategically place school leaders in SIG/SIG-eligible schools and provide them with ongoing professional development tailored specifically to the needs of the principal and the school being served, and determine ways to retain effective school leaders.

As outlined above, CMSD is leveraging the Cleveland Plan and the current highly supportive public and policy climate for school transformation, along with recently instituted principal and teacher evaluation systems (the District-developed Teacher Development Evaluation System and statewide Ohio Principal Evaluation system, which are discussed below) to establish and sustain a turnaround leadership pipeline that within 10 years will yield a complete cadre of effectively trained principals well prepared to lead and transform CMSD schools.

With this foundation in place, the District is now taking the next major step of partnering with the NYCLA to adapt the APP to be locally responsive to the needs of CMSD. The District will use this adaptation to carefully select and rigorously train visionary, entrepreneurial, passionate leaders who are eager to assume principal roles and dramatically increase outcomes and opportunities for CMSD students, families and schools. Currently, CMSD leadership is working with NYCLA to build the capacity of its team at the district level to employ this proven approach to leadership standards-based curriculum design and delivery. The two entities are collaborating to ensure that the work is reflective of local needs and priorities. Because of this local ownership and increased capacity, it will be possible for the program's curriculum to evolve over time with the changing needs and priorities of the district and schools.

CMSD and NYCLA will begin training the first cohort of aspiring principals in summer 2014. To ensure the program is sustainable into the future, NYCLA is providing facilitator training to members of the program's core CMSD team. After participating in this training, and follow-up support from NYCLA, these staff will serve as the facilitators for future cohorts of APP participants, considerably lowering expense for the District and allowing the program to continue into the future. Built on evaluation and lessons learned from the first cohort, CMSD is

requesting a Turnaround School Leaders Program grant to hire a full-time APP Director, support continued technical assistance from NYCLA, and pay for other project costs associated with training three additional cohorts of aspiring principals from 2015 through 2018.

NYCLA is a nationally-recognized organization that is committed to developing excellent school leaders who drive change, inspire teachers and improve academic outcomes for all students. NYCLA is committed to developing integrated programs that include:

- Responsiveness to local education reform strategies and policy environments in the content and process of its curricular materials and their periodic revision, as needed
- Use of simulations, as well as authentic job-embedded action learning and problem-based learning pedagogies throughout the training and professional development curricula
- Commitment to developing dedicated, highly trained program faculty, mentors, and coaches
- Ongoing program assessment that drives continuous improvement and organizational learning across program components

To date, NYCLA has trained one-sixth of all New York City school principals through its pioneering Aspiring Principals Program, the model that will be adapted for use in Cleveland. Independent evaluation described on page 15 of this narrative confirms that APP's rigorous, standards-based methodology for recruiting, training, mentoring, supporting, placing and coaching turnaround school principals is highly effective at equipping aspiring school leaders to improve high-needs schools and increase student achievement, as demonstrated by several effectiveness measures outlined below.

NYCLA starts from the premise that, while outstanding principals are necessary to turn around failing schools, such schools are highly challenging to lead and therefore potential

principals must undergo highly selective, demanding, best practices preparation in order to maximize their chances for success.

To that end, APP is a 14-month leadership development program in which all participants must meet rigorous behavior-based performance standards in order to progress to the next program phase and graduate. Facilitated by experienced former school principals and principal supervisors trained in facilitation, curriculum development, program design and coaching, the program utilizes a selective admissions process and five distinct delivery phases:

1. Recruitment and Selection: CMSD will be strategic and purposeful in identifying candidates who are deeply committed to closing the achievement gap and developing creative solutions for improving high-need schools. The program has an explicit social justice agenda: placing principals in high-need schools where their services are in greatest demand and where their strongest skill sets are the best match for each school's particular needs.
2. Recruitment strategies will include both broad and targeted outreach campaigns, including evening informational sessions and specific outreach to APP graduates, APP principal mentors, and others who have worked closely with potential school leaders. Ethnic diversity is an important component of the APP. In fact, the New York City program has prepared a greater representation of people of color for principal positions than the general NYC Department of Education principal pool. This is important in Cleveland, where 85% of students are minorities or multi-racial, but only 62% of principals and 63% of assistant principals are minorities.
3. The rigorous APP selection process will involve written essays, recommendations, and group and individual interviews. Ultimately, CMSD is committed to selecting educators who demonstrate strong leadership potential, along with the ability to develop the specialized

competencies necessary to lead schools that effectively raise student achievement. Previous principal training programs admitted many teachers who wanted to earn the advanced professional accreditation to garner higher salaries, but did not actually want to become principals. APP is highly selective and rigorous by design, not only to provide the best preparation for principals, but also to weed out those candidates that do not actually want to serve as principals or do not have the potential to become effective turnaround leaders. Historically, APP programs that have been implemented in other cities have admitted fewer than 25% of applicants and as the course goes on, some drop out due to the high demands of both the course of study and the long-term professional commitment.

4. Summer Intensive: This five-week “boot camp” will present the challenge of school leadership through a comprehensive simulation grounded in authentic school experiences. Topics include: analysis of data; standards, curriculum and assessments; the social context of schooling; resource allocation/managing vision; capacity building, and transition to a new role/entering residency. Teams of APP participants will work on a series of comprehensive, simulated school projects that reflect authentic challenges of the principalship. Each team blends a diversity of experiences, perspectives, personality types, and learning styles so that participants have opportunities to strengthen their leadership, project management, and interpersonal skills.
5. Residency: Each participant will take part in a 10-month, school-based residency in a Cleveland public school under the guidance of an experienced mentor principal. The residency exposes aspiring principals to all aspects of leading a school, from organizing instructional improvement efforts, to managing school operational issues, to navigating organizational politics. The APP Director will determine each participant’s residency site by

matching the individual's learning needs with an appropriate mentor principal and host school. Participants also spend six weeks apprenticing under another principal, exposing them to a different school context and leadership style.

6. Residency mentor principals will be chosen based on their ability to coach the aspiring principal through a variety of learning experiences; they will provide targeted and timely feedback and promote reflective practice. All mentor principals will participate in NYCLA training and attend a retreat with program participants to deepen both their coaching skills and mentoring relationships with the aspiring principals. Mentors will enable the aspiring principal to try various approaches to solving complex problems, taking risks and participating in high-stakes decisions.
7. Twice each week during their residencies, participants will attend leadership development sessions facilitated by CMSD staff that have completed NYCLA's facilitator training program. Aspiring principals will be evaluated on the job by their mentor principals and through the Residency Comprehensives (Comps), a rigorous oral examination before a panel of the APP director, mentor principals, coaches and other staff members of CMSD's Chief Academic Office. By the end of the residency, the aspiring principal must demonstrate leadership and a working knowledge of standards, instruction, assessment, and curriculum design.
8. Planning Summer: The planning summer will prepare participants to transition effectively into school leadership roles by applying what they have learned. This program phase will be highly individualized because the timing of principal placements varies considerably.

9. Coaching: APP graduates will receive facilitative, standards-based coaching throughout at least the first year of their principalship, to assist them in planning, executing and evaluating school improvement efforts. Coaches will be retired principals or superintendents. Each coach will complete NYCLA's Facilitative, Competency-Based (FCB) Coach Training prior to participation in the program. The coaches will help the new principals adjust to their new role and engage in critical reflection. With coach support, principals will work to build a high-functioning team, develop sound instructional practice based on data-driven analysis, delegate work, manage conflict and resistance, engage in difficult conversations, supervise staff and manage their time.

With technical assistance from NYCLA, CMSD will continually assess and redesign its APP curriculum based on participant learning needs, district needs, feedback and the current realities of the principalship. NYCLA designed the APP using problem-based methodology to bring to life the challenges of the principalship in high-need schools—participants learn to analyze and respond to various types of students-, classroom-, and school-level data under the types of time constraints and competing demands which principals, and particularly those in the most complex school environments, confront. APP participants learn to lead teams of colleagues in analyzing data and developing school improvement plans that include resource re-allocation, staff capacity building and organizational change.

Unlike pass-through programs in which everyone who enter graduates, APP ensures that participants understand there are high expectations to develop and hone their skills on an accelerated timeline. In some instances, candidates withdraw on their own after realizing that they do not truly aspire to become principals in high need schools or cannot get up to speed

quickly enough. In other cases, candidates are counseled to consider alternative professional options, including a less accelerated training or additional years of teaching to hone their craft.

c. Aspiring Principals Program—supported by a strong theory

Principals are the leaders with greatest influence on schools. It is well-documented that leadership is key to improving teaching and learning⁵ and crucial to making school reform succeed, especially in the most challenging situations.⁶ Effective principals are also key to retaining good teachers, because principals are responsible for recruiting high quality staff and establishing the high quality administrative support that is the top factor in their decisions to stay.⁷

The CMSD decided to create its principal pipeline based on the fundamental understanding that recruiting visionary, passionate leaders eager to assume principal roles, training them effectively, supporting them as they transition, and coaching them through their first year on the job, is a cost-efficient strategy to transform underperforming Cleveland schools and dramatically increase outcomes and opportunities for all CMSD students, families and schools, by investing in the leaders with the greatest impact on school outcomes.

In summary, the theory of action that supports creating the proposed principal pipeline is as follows: When urban school districts implement effective principal training programs to select and prepare talented, aspiring principals with the right pre-service training, on-the-job evaluation and support, the result is a pipeline of principals able to improve teaching quality and student

⁵ Leithwood, Kenneth, et.al. *How Leadership Influences Student Learning*. University of Minnesota, University of Toronto, 2004

⁶ Louis, et.al. *Learning from Leadership: Investigating the Links to Improved Student Learning*, 2010.

⁷ Darling-Hammond, Linda et. al. *Preparing School Leaders for a Changing World*, Stanford University, 2007.

achievement district-wide. Developing such pipelines include the following steps: adopting clear local leadership standards and competencies for principals, based on the needs of the district and particular schools; identifying characteristics of effective leaders; defining the actual demands of the job; setting state standards for program accreditation and principal accreditation; providing high-quality aspiring leader training programs, with emphasis on improving instruction and gaining hands-on experience; selectively recruiting candidates for training and hiring; and providing evaluation and on-the-job support in the form of coaching/mentoring and professional development, to help new principals succeed.

The CMSD chose to adapt NYCLA's Aspiring Principals Program to create its principal pipeline because it is a program of extremely high quality and caliber that achieves all of the above objectives. The locally-adopted competencies were developed using NYCLA's Leadership Performance Matrix, which is based on Interstate School Leaders Licensure Consortium (ISLSC) Standards⁸, and articulates leadership standards in terms of behaviors—what individuals exhibit when they are approaching or meeting a standard.

APP has an excellent reputation as a top-tier school leadership training program that is well worth the investment of time and resources—it is based on best practices; it is highly selective, rigorous and tailored to the challenges of high-needs urban schools; and most of all, it works. CMSD will take its APP implementation further, by working with NYCLA to build internal capacity so that the District can offer the program into the future without having to rely on external consultants to lead and implement it.

⁸ Educational Leadership Policy Standards. Council of Chief State School Officers. Washington, DC. 2008. www.ccsso.org/ISLLC2008Research.

The impact NYCLA-trained principals have on student achievement has been demonstrated through a rigorous and well-designed independent study conducted by researchers from the Institute for Education and Social Policy (IESP) at New York University. Using a quasi-experimental design, the study found that APP graduates demonstrated capacity to reverse the decline of low performing elementary and middle schools. It also found that schools led by APP graduates decreased the initial English Language Arts (ELA) performance gap between their schools and comparison schools in half. In math, the performance gap was virtually eliminated in years three and beyond.⁹

This study represented the first systematic comparison between student outcomes in schools led by APP graduates (treatment schools) after three years and those in New York City Department of Education schools led by other new principals (comparison schools). The study found strong evidence that APP graduates are strong leaders who are measurably improving outcomes for New York's critically underserved youth.

To confirm these initial findings, IESP researchers conducted a follow-up study applying the same methodology as the initial report, and adding a third cohort of APP graduates and an additional year of test results.¹⁰ Key findings concluded that APP graduates are: (1) better

⁹ As described below, the study meets the moderate evidence criteria as defined by the USDOE. In 2009, IESP published the results of its independent evaluation of the APP program, titled "The New York City Aspiring Principals Program: A School-Level Analysis." (See <http://steinhardt.nyu.edu/scmsAdmin/uploads/003/852/APP.pdf>)

¹⁰ IESP shared preliminary update findings with NYCLA in a February 2011 internal memo and in April 2012, published "Training Your Own: The Impact of New York City's Aspiring Principals Program on Student

equipped and more likely to lead the most challenging high-need schools, which serve more low-income Black and Hispanic students, have more inexperienced teachers and lower pre-existing achievement levels compared with schools led by other new principals not trained through the APP, and (2) more likely to reverse downward trends in achievement in high-need New York City public schools after their second year.

Specifically, the study's difference-in-difference regression models with flexible time trend analyses showed that the gap in ELA and math achievement between the "treatment" and "comparison" schools appeared to widen in the years leading up to the principal transition. Post-transition, however, APP schools improved at a pace that narrowed the gap in both subjects, but more so in ELA, cutting the initial ELA performance gap between their schools and comparison schools in half, and virtually eliminated the performance gap in math in years three and beyond. Based on NYCLA's highly successful track record in the New York City public school setting, which is even larger and more diverse than Cleveland's, CMSD has every reason to believe that this model will succeed in Cleveland too.

In conclusion, as evidenced by formal evaluation of the New York City Aspiring Principals Program, upon which the CMSD program is based, the best school leader preparation programs are successful at producing principals who are better-prepared, perform better in high-needs schools, are twice as likely to actually become principals, and improve low-performing

Achievement," a report that summarizes both studies and adds additional methods of analysis in a peer-reviewed journal.

schools' academic performance at higher rates than other new principals.¹¹ Effective programs are grounded in the following: research-based leader standards; a more selective process for choosing candidates based on district needs; training that prepares them to lead improved instruction, not just manage buildings; robust, paid internships; high-quality mentoring and professional development tailored to individual and district needs; and follow-up on the progress of graduates. Thus, the CMSD is confident that APP will prove to be a worthwhile investment in launching the principal pipeline that is vital to achieving the District's ambitious transformation goals.

d. Addressing the needs of traditionally underserved populations

NYCLA created the APP specifically to prepare principals to address the needs of traditionally underserved student populations, such as those attending CMSD's high-poverty under-performing schools, as well as students with the spectrum of special needs and those who are English learners. At 24%, CMSD has the largest rate of children requiring special education services of all school districts in Ohio. CMSD schools provide access to a full continuum of services for students with mild to moderate learning and behavioral issues, including such conditions as autism, hearing impairment and deafness, emotional disturbance, physical and health impairments and disabilities, traumatic brain injuries, visual impairments, and multiple combinations of these types of issues. However, as is commonly the case in under-resourced, struggling urban school districts, services can be often limited due to lack of funding, and many

¹¹ Twice as likely (60% vs. 20-30%) as teachers who go through lower quality programs with no intention of serving as principals, but rather to earn an additional professional credential that can increase their teaching salaries. *The New York City Aspiring Principals Program: A School-Level Evaluation*, New York University, 2011.

schools lack professionals with the ability and understanding to help special needs students access the support and assistance they need.

In addition, according to the U.S. Census Bureau, Cleveland is home to nearly 40,000 residents of Hispanic or Latino descent. Of those, 13% speak little or no English. Within the school district, nearly 14% of its students (5,500) are Hispanic or Latino, and more than 6% (nearly, 2,600) participate in multi-lingual services. It is important that school leaders, especially in the neighborhoods with a higher concentration of Hispanic or Latino families, have familiarity with the Spanish language and different cultures of their students.

To meet the specific needs of the District, CMSD will further tailor the aspiring principal recruitment and training around the specific profiles of its neediest SIG and SIG-eligible schools—which make up more than one-third of the CMSD—as well as the range of underserved students. During the principal pipeline recruitment process, CMSD will reach out to teachers with certification and experience in these traditionally underserved areas of need, including special needs and English language instruction, to encourage them to apply, with an eye toward ultimately placing such candidates in schools with the greatest needs and challenges in those areas.

e. Using data to inform professional development, retention and incentive decisions and f. identifying and using data to inform continuous improvement of the proposed leadership pipeline.

The District plans to identify and use data from its robust and extensive state evaluation process, the Ohio Principal Evaluation System (OPES), as the basis for professional development, retention and incentive decisions, as well as continuous improvement of its proposed leadership pipeline during the grant award period.

All CMSD principals are evaluated under the OPES, which was collaboratively developed by Ohio superintendents, school administrators, higher education faculty, and representatives from Ohio's administrator associations. It was designed to be research based, transparent, fair and adaptable to the specific contexts of Ohio's districts (rural, urban, suburban, large, and small).

OPES is a standards-based integrated model that is designed to foster the professional growth of principals in knowledge, skills and practice. The model provides tools for assessing and monitoring leadership performance consistently across all principals in the district. Principal evaluation is conducted by superintendents and/or designees who are trained and credentialed for this purpose. Evaluation is tailored to the duties and responsibilities of principals, using the Ohio Principal Performance Rating Rubric to determine ratings on each of the five Ohio Standards for Principals:

1. Principals help create a shared vision and clear goals for their schools and share continuous progress for achieving the goals.
2. Principals support the implementation of high quality standards based instruction that results in higher levels of achievement for all students.
3. Principals allocate resources and manage school operations in order to ensure a safe and productive learning environment.
4. Principals establish and sustain collaborative learning and shared leadership to promote learning and achievement of all students.
5. Principals engage parents and community members in the educational process and create an environment where community resources support student learning, achievement, and well-being.

Components of the OPES model include:

- Principal Performance on the Standards
- Professional Growth Plan including Goal-Setting or an Improvement Plan
- Formative Assessment of Principal Performance based on the Ohio Standards for Principals
- Student Growth Measures

The Final Summative Rating—Principals earn one of four ratings: ineffective, developing, skilled and accomplished. Evaluations are based on the collaborative relationship between the evaluator and the principal and provide a detailed view of performance, with a focus on specific strengths and areas for improvement.

The evaluation process requires the evaluator to use and record evidence gathered in multiple ways (professional growth/goal-setting, formative assessments, observations, conferences, professionalism) to determine a Final Summative Performance Rating. The Summative Rating is the key factor that informs assessments of how well the leadership pipeline is working, making recommendations for continuous improvements, and upon which all professional development, retention and incentive decisions are based.

This thorough assessment data will be combined with the effectiveness measures of the Turnaround Schools Leadership Pipeline Program, which include:

1. The number and percent of school leaders placed in SIG schools and/or SIG-eligible schools who have increased graduation rates and academic growth on State assessments in reading/language arts and in mathematics for the “all students” group.
2. The teacher attendance rate for each school for every year through the 2018–2019 school year for the SIG schools and/or SIG-eligible schools in which school leaders are placed and retained by the District.

3. The student attendance rate for each school for every year through the 2018–2019 school year for the SIG schools and/or SIG-eligible schools in which school leaders are placed and retained by the District.
4. The graduation rate, as applicable, for each school for every year through the 2018–2019 school year for the SIG schools and/or SIG-eligible schools in which school leaders are placed and retained by the District.
5. The number and percent of school leaders selected, from all applicants for the project, to begin professional development to prepare for placement in SIG schools and/or SIG-eligible schools.
6. The number and percent of school leaders that complete the preparation component of the pipeline for every year through the 2017–2018 school year.
7. The number and percent of school leaders placed in SIG schools and/or SIG-eligible schools for every year through the 2017–2018 school year.
8. The leadership pipeline cost per school leader who increased graduation rates and academic growth on State assessments in reading/language arts and in mathematics, by grade, for the “all students” group and for each subgroup served by the project.

Thus, the OPES and federal effectiveness measures will provide the District with the detailed, substantive data to inform professional development, retention and incentive decisions, as well as continuous improvement of the leadership pipeline. This robust evaluation data will indicate clearly the areas of greatest strength and weakness on which the District will base decisions about how best to take the pipeline program forward, continually strengthen it and maximize its success.

II. *Significance of the project*

The proposed principal pipeline program, as outlined above, is already based on best practices and lessons learned from implementation in the New York City Public Schools, where it has met with great success. The program, as adapted for CMSD, is highly likely to produce best practices and lessons learned that promote and support reforms in the turnaround field. The CMSD was long a cautionary tale of the failings of under-resourced, under-performing urban school districts suffering from population losses and the changing industrial and broader economic landscapes. However, in recent years, the District has increasingly become viewed with cautious optimism as an example of how strong leadership and key systemic changes can begin to turn an economically disadvantaged, long-suffering district into one that is beginning to show signs of improvement and hopes for a more promising future. Contracting with the NYCLA, which created this program and has now implemented it in several other cities beyond New York, to help develop a program that meets local needs and train CMSD staff to facilitate future cohorts of participants will enable the CMSD to contribute additional best practices and lessons learned from the unique experience of Cleveland, which can then inform other similar urban areas facing the same challenges.

III. *Capacity to implement the proposed project*

a. *Systems in Place to Determine Teacher and Principal Effectiveness*

As outlined above (see p. 20), the District recently began using the OPES, a robust statewide principal evaluation system that is so far working very well at providing useful, standardized evaluations and recommendations for continuous improvement.

CMUSD also has a similar, district-wide teacher evaluation system in place—Teacher Development and Evaluation System (TDES)¹²—which is based on the Charlotte Danielson Framework for Professional Practice, a research-based set of components of instruction and explained below. The TDES rates CMUSD’s teachers using performance and evidence-based rubrics. Jointly developed by teachers and administrators, these rubrics accurately capture the expectations for employee performance and are aligned with the Danielson framework. The rubrics break down into general categories of performance, called domains, and discrete examples of performance, called indicators. The four domains are: (1) planning and preparation; (2) the classroom/school environment, (2) instruction/instructional improvement, and (4) professional responsibilities.¹³

Faculty members undergo an evidence-based multi-event evaluation process during the school year that builds conversation, reflection and professional development into the entire year-long cycle. All professionals also have a final composite rating form that synthesized the attained and sustained performance at the end of the school year. The rating from the composite is combined with the data from student growth measures to give a final overall state level rating.

TDES transformed the District’s outdated employee evaluation check list into a comprehensive system based on self-reflection, observation, feedback and a plan for growth. The professional development focus of the TDES system provides opportunities for CMUSD professionals to engage within the District in meaningful learning experiences to benefit every

¹² As a recipient of Race to the Top federal funds, CMUSD complied with state and federal requirements for an updated teacher and principal evaluation system, which was piloted during the 2011-2012 and 2012-2013 school years and is now in its first year of district-wide use.

¹³ Framework for Teaching. The Danielson Group. <http://danielsongroup.org/framework/>.

child in Cleveland. With focused professional development offered at buildings and at locations throughout the district, CMSD teachers dig deep into the Framework for Professional Practice to enhance the effectiveness of their teaching.

This combination of the OPES, which measures principal effectiveness, and locally-designed TDES enables the district to determine teacher and leader effectiveness in a standardized, organized, detailed, meaningful way that guides annual planning and continuous improvement efforts.

b. Principal Autonomy within CMSD

The extension of autonomy to school principals is one of the fundamental premises of the Cleveland transformation plan. Beginning with the 2014-15 school year, CMSD will extend a significant degree of decision-making autonomy with regard to staffing, school schedules and budgeting, to all school leaders placed in CMSD schools, including SIG and/or SIG-eligible schools.

As outlined above, the main premise of the portfolio strategy for reinventing CMSD – and the main rationale for the principle pipeline – is that excellent schools, led by exemplary principals and staffed by talented teachers, should have autonomy over human and financial resources in exchange for high quality and accountability for performance. This approach will open the system to new ideas, talents, management philosophies and community assets so that CMSD students can make the kinds of performance breakthroughs necessary to thrive in the 21st century global economy.

CMSD schools that meet high performance and accountability standards can become Transformation Schools, but they must maintain high performance to keep this designation. Transformation Schools operated by the district will be given autonomy over school

budgets, staff selection and assignment, academic and student support programs, the school calendar and schedules, in exchange for high accountability standards. Schools meeting lower performance thresholds will accordingly be given lower degrees of autonomy.

Specific areas of autonomy, such as budgeting, staffing decisions and school schedules, are designed to enable principals to make strategic resource decisions that support their schools and classrooms, resulting in improved student outcomes. Student-based budgeting, a newly adopted core principle of The Cleveland Plan, allocates money to individual schools based on the number of students and specific needs, such as special education or instruction in English as a second language, two of the traditionally underserved areas discussed above. This concept dovetails with the underpinnings of the principle pipeline system by allowing principals to determine how they will spend 70% of the dollars assigned to the school, with the District controlling the other 30%. This strategy places the majority of funding in the hands of school leaders who know best which resources can help raise their children's achievement.

Similarly, with respect to school schedules, the traditional school year of less than six hours of instruction each day for just 180 days per year, is simply not enough time to close achievement gaps and build the knowledge, skills and attributes that position our students to be successful and competitive in the 21st century global economy. Learning time for students will be increased in all schools, and Transformation Schools will be given authority to alter the school calendar and classroom schedules to meet their individual demands. The District will invest in year-round options and flexible school start/end times, and will build in planning and reflection time for principals and teachers.

c. Coordination with and Commitment of Internal and External Partners

The proposed project will be coordinated with committed internal leadership and external partners, as evidenced by the attached Memoranda of Understanding, signed by the District's CEO, School Board President. Also attached is an outline of the work that will be performed by NYCLA, which is providing the core substantive principal training.

d. Solicitation of Feedback from Stakeholders

As CMSD developed the Cleveland Plan, it solicited extensive community input. It held community forums throughout the city to unveil the Plan and to allow the public to provide comments. These comments were considered as the Plan was finalized.

Prior to beginning work on its detailed work plan and project schedule, NYCLA met with stakeholders including principals, assistant principals, Cleveland Teachers Union representatives, superintendents and Cleveland State University professional development partners at the Center for Educational Leadership. In addition, CMSD kept the Cleveland Council of Administrators and Supervisors informed of the plan.

It is also important to note that, in the process of creating the conditions to support success, the Cleveland Metropolitan School District made a promise to be transparent to its stakeholders and the community with regard to its plan for transforming its schools. Therefore, the District will, on an ongoing basis, continue to engage stakeholders and the community in its decision-making processes around strategies and actions, and will report to the community the results of its implementation activity at the end of each quarter of the school year. Numerous stakeholders and individuals reviewed the first draft of the District's implementation plan, attended community meetings or completed online surveys to provide feedback, which CMSD analyzed and incorporated into the plan where appropriate.

IV. Sustainability

a. Plan to sustain the leadership pipeline

The District's plan to sustain the leadership pipeline it will advance as a result of the grant is built in to its design. CMSD has hired NYCLA to train CMSD staff members as facilitators. This will allow CMSD to offer future cohorts of the APP will less involvement from NYCLA, which in turn will lower the cost.

The District will train its facilitators and begin training the first cohort of aspiring principals in summer 2014. The program has a built-in evaluation, so the necessary data for assessing the program and building any needed improvements into future cohorts is already in place. The grant from the Turnaround School Leaders program will enable the District to run additional cohorts of approximately 10 aspiring principals in each of the next three years using fresh evaluation data from the first year to enhance the program and get the pipeline firmly established in the District.

By the end of the grant period, 40 principals will have the critical competencies needed to turn around its 37 SIG-eligible schools. But, CMSD will continue the program after the end of the grant period. CMSD estimates the APP program will accommodate approximately 10 participants per cohort and there are currently a total of 99 schools in the District. Over 10 years the program will continue to improve annually based on evaluation of the prior year, and will provide an entirely new cadre of highly trained principals who are well-positioned to lead high-performance transformation schools as principals or assistant principals (more on this below).

b. Identifying and aligning resources to sustain the leadership pipeline

As part of the Cleveland Plan, the District is fully committed to a principal pipeline program that will train 10 principals per year over the next 10 years and continuing it into the

future. With the District's current 10% principal turnover rate, this 10 year pipeline investment will yield enough newly trained principals to transform the entire District, while also reducing the turnover rate and yielding better retention rates, which improves the return on investment even further. Today, many District principals leave the District for more lucrative and easier jobs in other districts. However, among the benefits of the principal pipeline and the improved training it provides is that better trained and qualified principals who are better equipped to meet the demands of the job and begin to make headway are more likely to stay in their jobs longer and thus reduce the turnover rate.

V. *Management Plan*

The District, in collaboration with NYCLA, has developed a carefully thought out and evidence-based work plan to ensure that the proposed principal pipeline project achieves its objectives on time and within budget, with clearly defined responsibilities, articulated timelines and specified, measurable milestones for implementation. The work plan below will be used to train three cohorts in each of the next three years:

The NYC Leadership Academy (NYCLA) is eager to continue to support the Cleveland Metropolitan School District's (CMSD) efforts to design and implement a program to recruit, select, and prepare principals to effectively lead Cleveland schools, with an emphasis on SIG/SIG-eligible schools. The following provides a brief outline of how NYCLA could assist CMSD with its efforts to expand and build the impact and sustainability of its Aspiring Principals Program, by supporting CMSD with program implementation for cohorts 2, 3, and 4, with a focus on program and curriculum revision, assessment, and a train-the-trainer approach to developing the program team's capacity around curriculum design and delivery:

YEAR 1: October 2014 – September 2015

1. Project launch meeting and development of workplan and schedule

Timeframe: October/November 2014

Deliverable: NYCLA attends in-person meeting with CMSD team to review lessons learned from recruitment, selection, and summer intensive training of Cohort 1 and lay out a workplan for Cohort 2.

2. NYCLA assists with and supports marketing, admissions, and selection materials and processes for Cohort 2

Timeframe: January-April 2015

Deliverables:

- Revise selection criteria and process for selection of the second cohort of aspiring principals, including application, interview protocols, and assessment rubrics (remote)
- Assist with redesign of information sessions and supporting materials (remote)
- Hold information meeting for prospective attendees
- Accept applications
- Hold individual and group interviews and select invitees
- Observe and provide feedback on the selection process as needed (onsite)

3. Revise the Summer Intensive Curriculum for Aspiring Principals

Revision of the curriculum for the Summer Intensive for Aspiring Principals will involve both in-person and meetings held remotely between NYCLA and the core CMSD team.

Timeframe: January to May 2015; specific dates for visits by NYCLA to be determined.

Deliverables:

- NYCLA will lead review of the Scope & Sequence for the Summer Intensive Curriculum. This work will incorporate curriculum design training for the CMSD faculty who will continue to design and deliver the program. Integrated into this work will be the development of the Summer Intensive sessions for each day. The CMSD team and NYCLA staff will also adapt materials as deemed necessary by the CMSD, designing new activities and mini-lessons, and developing new Facilitators Guides to meet the learning needs of the participants within the local context and reform priorities.
- NYCLA will support CMSD in the refinement of a simulated school for their Aspiring Principals Program based on local context. This support will include assistance with the various elements of a simulated school, their purpose, how they work, and samples from NYCLA's Aspiring Principals Program.

4. Strengthening Residency Principal Mentor Program

Timeframe: March-April 2015; August 2015

Deliverables

- NYCLA will provide onsite facilitation support for a 1.5-day mentor/mentee retreat, which will provide an opportunity to deepen mentor skills and align approach across the program.
- 4.1. Mentor 1 Training for new mentors for Cohort 2 – 1-day training onsite.

5. Building Local Facilitation Capacity

Timeframe: Late April/ Early May-July 2015

Deliverables:

- Two or three members of the CMSD team will attend a NYCLA-sponsored 2.5-day facilitator training in New York City as part of a multi-district training that will deepen skills of those previously trained and/or enable new program faculty to be brought on board

seamlessly. The goal of the facilitator training is to provide opportunities to experience, understand, and practice what NYCLA means by facilitation. Participants will be introduced to NYCLA's philosophical and methodological framework and will learn from experience, reflection, and collaboration while moving between the roles of curriculum designer, facilitator, and student. Through these experiences, participants will become increasingly skilled in the following:

- Tailoring teaching strategies (ex. mini-lessons, simulations, role plays, coaching) to their diagnosis of individuals and groups
- Designing strategic, focused interventions in order to push the thinking; in provoking and containing anxiety in the service of learning
- Understanding the role of assessment of self and others as a teaching and learning tool.

By the end of the training, participants will have evaluated their own skill levels and begun a process of honing their ability to self-assess.

- NYCLA staff will provide up to 5 days of onsite support for the 2015 Summer Institute, observing and providing feedback to program facilitators, and co-facilitating as requested.

6. Hold Summer Intensive for Cohort 2

Timeframe: June-August 2015

Deliverable: Intensive using Standards-Based Curriculum Simulation

7. Revising/strengthening the residency/school-year curriculum for aspiring principals

Timeframe: August-September 2015

Deliverables:

- The CMSD program team and 2-3 mentor principals will be invited to participate in NYCLA's Residency Design Initiative. This program is intended to strengthen residency practice by helping local principal preparation teams focus on alignment of residency work to leadership standards and effective program structure. This 1.5-day working session will engage preparation program teams from various districts in idea sharing, problem solving, and facilitated planning. Location: New York City

8. NYCLA Technical Assistance

Deliverables: NYCLA will provide remote Technical Assistance as needed

YEAR 2: October 2015 - September 2016

1. Offer Residency for Cohort 2 Participants

Timeframe: September 2015-July 2016

Deliverables:

- Offer participants 11-month school-based residency, with a mentor principal.
- Offer weekly professional development sessions for participants while in residency.

2. NYCLA assists in onboarding and training new mentors and program staff

Timeframe: September 2015-May 2016

Deliverables:

- One-day, on-site Mentor 2 Training for Cohort 2 mentor principals in December 2015
- Strengthening facilitation: NYCLA will continue to support CMSD's APP facilitators' growth in facilitation skills, providing coaching and feedback through observation of the facilitators during the Cohort 2 residency year. Observation of facilitation will be coupled with a visit and support of residency site experience and residency curriculum design where possible.

- Facilitation training for new program faculty: NYCLA will assist in capacity building for new program staff by providing facilitation training, either through onsite support or a multi-district training in New York City.

2. NYCLA provides additional program assessment/evaluation support

Timeframe: January-April 2016

Deliverables:

- NYCLA will provide revisions of and support in administering participant satisfaction surveys and leadership self-assessment tools for use by CMSD (remote)
- Consultation/advice on development of CMSD's long-term plan for program evaluation (remote)

3. CMSD implements marketing strategies, admissions requirements, and selection materials and processes for Cohort 3

Timeframe: January-April 2016

Deliverables:

- Revise selection criteria and process for selection of the third cohort of aspiring principals, including application, interview protocols, and assessment rubrics
- Redesign information sessions and supporting materials as needed
- Hold information meeting for prospective attendees
- Accept applications
- Hold individual and group interviews and select invitees

4. Hold Summer Intensive for Cohort 3

Timeframe: June-August 2016

Deliverable: Intensive using Standards-Based Curriculum Simulation

5. Summer Transition to Principalship for Cohort 2

Timeframe: July-August 2016

Deliverables:

- Provide coaching sessions
- Provide monthly professional development sessions for participants.

6. NYCLA Provides Technical Assistance as Needed

Timeframe: October 2015-September 2016

Deliverable: Remote technical assistance, as needed

YEAR 3: October 2016 – September 2017

1. Offer Residency for Cohort 3 Participants

Timeframe: September 2016-July 2017

Deliverables:

- Offer participants 11-month school-based residency, with a mentor principal.
- Offer weekly professional development sessions for participants while in residency.

2. CMSD implements marketing strategies, admissions requirements, and selection materials and processes for Cohort 4

Timeframe: January-April 2017

Deliverables:

- Revise selection criteria and process for selection of the third cohort of aspiring principals, including application, interview protocols, and assessment rubrics
- Redesign information sessions and supporting materials as needed
- Hold information meeting for prospective attendees
- Accept applications

- Hold individual and group interviews and select invitees

3. Hold Summer Intensive for Cohort 4

Timeframe: June-August 2017

Deliverable: Intensive using Standards-Based Curriculum Simulation

4. Summer Transition to Principalship for Cohort 3 Participants

Timeframe: July-August 2017

Deliverables:

- Provide coaching sessions
- Provide monthly professional development sessions for participants.

5. NYCLA provides technical assistance as needed

Timeframe: October 2016-September 2017

During the final year of this work, NYCLA will be provide technical assistance as needed around training additional mentor principals, onboarding and training new program faculty, consulting on curriculum revisions, etc.

Deliverable: Remote technical Assistance, as needed

e. Time commitment and qualifications of the project director and key personnel

CMUSD will hire a qualified program director who will dedicate 100% of his/her time to the program. The director will be a collaborative leader who will implement and continuously improve the APP so that at the end of each year CMUSD has developed 10 extraordinary leaders ready to serve in CMUSD schools. The director will lead the five-week summer intensive, as well as the weekly resident principal professional development. In addition, the director will monitor progress and provide individualized support to 10 Aspiring Principal residents and their mentors and coaches working with first year principals. Using the knowledge from the APP, the director

will also lead a cross-functional design and implementation team to create and provide a comprehensive new principal on-boarding program.

Key responsibilities of the program director will include the following:

- Create and modify problem-based instructional units and select materials (texts, videos, etc.) to structure Resident learning experiences based on principles of adult learning
- Serve as the lead teacher/facilitator for the five-week summer intensive, provide written and verbal feedback on group and individual assignments
- Serve as lead teacher/facilitator for the weekly professional development sessions during the Residency year
- Visit, observe and debrief with each Aspiring Principal monthly in her/his Residency school
- Act as a liaison to mentor principals in structuring the Residency experience for participants
- Evaluate performance of Aspiring Principals based on standards, assess participant learning needs, and create support mechanisms to maximize growth during the Residency
- Participate in Aspiring Principal Program recruitment and selection
- Facilitate monthly first year principal meetings
- Coach 1-2 first year principals
- Support 1-2 other coaches providing support to first year principals
- Manage program budget
- Liaise with the academic department and other areas of human resources to provide support to Aspiring Principal Residents, first year principals, principal mentors and coaches

CMUSD will require the program director to demonstrate the following qualifications:

- Excellent teaching/facilitation and coaching skills
- Understanding of and experience with adult learning theory

Cleveland Municipal School District
Turnaround School Leaders Grant
Project Narrative

- Strong oral and written communication skills
- Experience with problem-based/action learning pedagogies and successful mentoring and coaching practices
- Experience co-designing and developing programs with colleagues
- Solution-oriented, positive, can-do attitude
- Experience teaching and or supervising using standards to measure performance and growth
- Urban public school experience
- Experience as a principal or principal supervisor preferred
- Unwavering belief that all students can learn
- Commitment to equitable practices, social justice, cultural competency
- Desire to solicit and act on feedback; able to reflect on own practice and programming.

Other Attachment File(s)

* **Mandatory Other Attachment Filename:**

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May 20, 2014

Ms. Janine Rudder
U.S. Department of Education
400 Maryland Avenue SW
Room 3W252
Washington, DC 20202

Dear Ms. Rudder:

Please accept this letter as my personal commitment to implement and sustain the Cleveland Municipal School District's (CMSD) *Principal Pipeline Program*, as proposed in the attached application for U. S. Department of Education funding from its Turnaround School Leaders grant program. In recent years, the CMSD and City of Cleveland have championed several interventions that have yielded critical improvements, including improving governance stability and reducing leadership turnover; adding social-emotional learning and early intervention protocols to minimize out-of-school suspensions; matching a bond issue with state funding to systematically replace and renovate outdated school buildings; focusing on standards-based data-driven instruction to begin improving student achievement, and creating a portfolio of innovative and charter schools.

With this funding, the CMSD proposes to adapt NYC Leadership Academy's (NYCLA) Aspiring Principals model to carefully select, effectively train, successfully place, and then retain school leaders in its 37 schools that have been designated as SIG or SIG-eligible. We are committed to implementing this program, evaluating it, and then sustaining it after the grant period. The "train the trainer" arrangement the District has with NYCLA will allow us to continue to offer the program in a locally-run and cost-effective manner.

We truly appreciate the opportunity to apply for this grant and are excited by the potential of this award to accelerate efforts to develop effective leaders who will lead turnaround efforts in our lowest performing schools.

On behalf of the Cleveland Metropolitan School District, I thank you for your consideration of this proposal.

Sincerely,

(b)(6)

Eric S. Gordon
Educator: Chief Executive Officer



Scope of Work: CMSD Turnaround Leaders Pipeline

The NYC Leadership Academy (NYCLA) is eager to continue to support the Cleveland Metropolitan School District's (CMSD) efforts to design and implement a program to recruit, select, and prepare principals to effectively lead Cleveland schools, with an emphasis on SIG/SIG-eligible schools. The following provides a brief outline of how NYCLA could assist CMSD with its efforts to expand and build the impact and sustainability of its Aspiring Principals Program, by supporting CMSD with program implementation for cohorts 2, 3, and 4, with a focus on program and curriculum revision, assessment, and a train-the-trainer approach to developing the program team's capacity around curriculum design and delivery:

YEAR 1: October 2015 – September 2015

- 1) Project launch meeting and development of workplan and schedule
- 2) Assisting with and supporting marketing, admissions, and selection materials and processes for Cohort 2
- 3) Revising summer intensive curriculum for aspiring principals based on summer 2014 feedback
- 4) Strengthening residency principal mentor program
- 5) Building local facilitation capacity
- 6) Revising/strengthening the residency/school-year curriculum for aspiring principals
- 7) Providing technical assistance

YEAR 2: October 2015 - September 2016

- 8) Onboarding and training for new mentors and program staff
- 9) Providing additional program assessment/evaluation support
- 10) Providing technical assistance

YEAR 3: October 2016 – September 2017

- 11) Providing technical assistance

1. Project launch meeting and development of workplan and schedule

Timeframe: October/November 2014

Deliverable: In-person meeting with CMSD team to review lessons learned from recruitment, selection, and summer intensive training of Cohort 1 and lay out workplan for Cohort 2.

2. Assisting with and supporting marketing, admissions, and selection materials and processes for Cohort 2

Timeframe: January - April 2015

The deliverables:

- 2.1. Revise selection criteria and process for selection of the second cohort of aspiring principals, including application, interview protocols, and assessment rubrics (remote)
- 2.2. Assist with redesign of information sessions and supporting materials (remote)
- 2.3. Observe and provide feedback on the selection process as needed (onsite)

3. Revise the Summer Intensive Curriculum for Aspiring Principals

Revision of the curriculum for the Summer Intensive for Aspiring Principals will involve both in-person and meetings held remotely with core CMSD team.

Timeframe: January to May 2015; specific in-person meeting dates to be mutually agreed on

The deliverables:

- 3.1. Lead review of the Scope & Sequence for the Summer Intensive Curriculum; this work will incorporate curriculum design training for CMSD faculty (those that will continue to design and deliver the program). Integrated into this work is the development of the Summer Intensive sessions for each day. CMSD team and NYCLA staff will also adapt materials as deemed necessary by the CMSD, designing new activities and mini-lessons and developing new Facilitators Guides to meet the learning needs of the participants within the local context and reform priorities. (Includes 2 days of NYCLA staff time onsite)
- 3.2. NYCLA will support CMSD in the refinement of a simulated school for their Aspiring Principals Program based on local context. This support will include assistance with the various elements of a simulated school, their purpose, how they work, and samples from NYCLA's Aspiring Principals Program (remote)

4. Strengthening Residency Principal Mentor Program

Timeframe: March-April 2015; August 2015

The deliverables:

- 4.1. NYCLA will provide facilitation support for a 1.5-day mentor/mentee retreat, which will provide an opportunity to deepen mentor skills and align approach across the program (onsite).
- 4.2. Mentor 1 Training for new mentors for Cohort 2 – 1-day training onsite.

5. Building Local Facilitation Capacity

Timeframe: Late April/ Early May - July 2015

The deliverables:

- 5.1. NYCLA will provide a 2.5-day facilitator training to 2-3 members from CMSD team in New York City as part of a multi-district training that will deepen skills of those previously trained and/or enable new program faculty to be brought on board seamlessly. The goal of the facilitator training is to provide opportunities to experience, understand and practice what NYCLA means by facilitation. Participants will be introduced to our philosophical and methodological framework and will learn from experience, reflection, and collaboration while moving between

the roles of curriculum designer, facilitator, and student. Through these experiences, participants will become increasingly skilled in tailoring teaching strategies (ex. mini-lessons, simulations, role plays, coaching) to their diagnosis of individuals and groups; in designing strategic, focused interventions in order to push the thinking; in provoking and containing anxiety in the service of learning; and in understanding the role of assessment of self and others as a teaching and learning tool. By the end of the training, participants will have evaluated their own skill levels and begun a process of honing their ability to self-assess.

- 5.2. NYCLA staff will provide up to 5 days of onsite support for the 2015 Summer Institute, observing and providing feedback to program facilitators, and co-facilitating as requested.

6. Revising/strengthening the residency/school-year curriculum for aspiring principals

Timeframe: August - September 2015

The deliverables:

- 6.1. The CMSD program team and 2-3 mentor principals will be invited to participate in NYCLA's Residency Design Initiative. Intended to strengthen residency practice through helping local principal preparation program teams focus on alignment of residency work to leadership standards and effective program structure, this 1.5-day working session will engage preparation program teams from various districts in idea sharing, problem solving, and facilitated planning.

Location: New York City

7. Providing Technical Assistance

The deliverables:

- 9.1 Technical Assistance as needed (remote)

YEAR 2:

8. Onboarding and training for new mentors and program staff

Timeframe: September 2015-May 2016

The deliverables:

- 8.1. Mentor 2 Training for cohort 2 mentor principals (1 day, December 2015, onsite)
- 8.2. Strengthening facilitation: NYCLA will continue to support the CMSD Aspiring Principal Program's facilitator's(s) growth in facilitation, providing coaching and feedback through observation of the facilitator(s) during the Cohort 2 residency year. Observation of facilitation will be coupled with a visit and support of residency site experience and residency curriculum design where possible
- 8.3. Facilitation training for new program faculty: NYCLA will assist in capacity building for new program staff by providing facilitation training, either through onsite support or a multi-district training in New York City.

9. Providing additional program assessment/evaluation support

Timeframe: January – April 2016

The deliverables:

- 9.1. NYCLA will provide revisions of and support in administering participant satisfaction surveys and leadership self-assessment tools for use by CMSD (remote)
- 9.2. Consultation/advice on development of CMSD’s long-term plan for program evaluation (remote)

10. Providing Technical Assistance

Timeframe: October 2015-September 2016

The deliverables:

- 10.1 Technical Assistance as needed (remote)

Year 3:

11. Technical Assistance – Cohort 4

Timeframe: October 2016 – September 2017

During the final year of this work, NYCLA will be provide technical assistance as needed around training additional mentor principals, onboarding and training new program faculty, consulting on curriculum revisions, etc.

The deliverables:

- 11.1 Technical Assistance as needed (remote)

Estimated Cost: \$320,000

Cost includes staff time, license to use all materials, and travel costs for NYCLA staff.

Year 1 (October 2014-September 2015)	\$ 125,000
Year 2 (October 2015-September 2016)	\$ 75,000
Year 3 (October 2016-September 2017)	\$ 45,000
Total	\$ 245,000

Fees quoted include NYC Leadership Academy staff’s time and travel expenses, licensing fees and materials necessary for delivery of this scope of work.

The district is responsible for:

- Space for working sessions in Cleveland
- Space for delivery of training sessions in Cleveland
- Food for participants for training sessions in Cleveland
- All travel expenses for CMSD Staff
- Personnel costs incurred for CMSD Staff involved in the design and delivery of this initiative
- Licensing to purchase any materials needed that are not NYCLA materials



Student Based Budgeting Handbook



CMSD Student Based Budgeting Handbook

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If you are not finding the flexibility your school needs, don't hesitate to call your network leader:

Farmer-Cole: 838-0165 – Howell-Curtis: 838-0103 – Johnson: 838-0105 –

Jolly: 838-0106 – Moxon: 838-0104 – Mosley: 574-8409

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Message from the CEO

Dear Principal Educator,

As you know, through *The Cleveland Plan* the Cleveland Metropolitan School District is investing in and implementing dynamic changes that research says, when done well, will improve student achievement. To do this, we must focus on three strategic levers that, together, will create the conditions for learning necessary for both teachers and students to succeed. Those three levers include: shaping our workforce, effectively executing the technical elements of *The Cleveland Plan*, and changing our culture into a student scholar centered culture that is accountable for results.

There are many in our community who believe the Cleveland Metropolitan School District cannot improve. But, with the passage of HB 525, the passage of Issue 107, and the ratification of our new collective bargaining agreement with the Cleveland Teachers union, we now have all of the foundational tools necessary for real reform in our district.

Some might believe that these tools, in and of themselves, will lead us to transformation but, they are really only the beginning. One core premise of *The Cleveland Plan* is that we must first create the conditions for change and then empower our Principals and building leaders to make good choices for our scholars trusting that our building leadership can do so, and only then, holding them accountable for the results they now more fully control. The bars to reach our collective mission have never been higher but now each of you, by using your resources in unique ways tailored to support each of your scholars, are now better positioned than ever to achieve the results that will ensure our ability to prepare our scholars for the competitive global economy, knowledge based society, and hyper-connected, digital age they will live in.

One of those new resources is Student Based Budgeting. Student Based Budgeting is our effort to devolve decision-making about time, treasure, and talent to you, our academic leaders. It is never easy to challenge existing habits or to challenge our traditional ways of doing business, but I believe that we have the right team in place, both in our principal leadership and in our central office support roles, that will use creativity and entrepreneurship to prepare our scholars for tomorrow.

This handbook was created as a tool to help you harness your creativity and entrepreneurial spirit as you implement Student Based Budgeting to close, what Arne Duncan calls, the “opportunity gap”, to increase social mobility and to break down the cycle of poverty. This handbook is one additional tool that should help you dedicate the right resources to the students who need them most to close their opportunity gap so they have prosperous futures.

You are already doing the hard, critically important work every day. And now I’m asking you to shift the way in which you lead. With Student Based Budgeting, you no longer will have to wait on what central office believes you should do. We will now support you and your decisions based on what you know about your school, your scholars, and your families. No matter what happens in our State, County, or Region, if we can’t move the needle right now, and going forward, we risk losing a precious gift, hope.

Thank you for your willingness to take on the immense responsibility of educating our children. Nothing is more important to our city’s future – to our neighborhoods—to our economy. I’m proud to call you my team and I look forward to learning, working, and achieving with you as you embark on using your new student based budgeting autonomies to shape some of the most progressive reform changes in education that our City has ever seen!

Sincerely,

Eric Gordon
EDUCATOR: Chief Executive Officer

If you are not finding the flexibility your school needs, don’t hesitate to call your network leader:

Farmer-Cole: 838-0165 – Howell-Curtis: 838-0103 – Johnson: 838-0105 –

Jolly: 838-0106 – Mosley: 838-0104 – Mosley: 574-8409

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What is this Handbook?

And how does it fit into the broader set of supports?

Student Based Budgeting is a powerful new opportunity for principals to orchestrate the resources in their buildings. It is also a new challenge. CMSD principals have spent years training for instructional leadership, but *strategic* leadership requires new knowledge and a new bag of tools to assist in school design decision-making. Network Leaders and School Design Coaches will support principals through a focused curriculum on academic goal-setting, strategic school design, and resource reallocation. This handbook is the reference guide to that instruction. If you miss a detail on how each school's budget allocation was created, this handbook will provide the answer. When you want to check what guidelines govern your autonomy over, say, staffing guidance counselors, this is the place to look. This handbook will not replace the expertise and problem-solving support offered by your Network Support Team and your leadership teams; instead, it will establish a common fact base upon which you and your team may craft a school plan and budget suited to the unique needs of your students. This handbook is closely linked to some of the other tools at your disposal. While the network workshops will introduce principles of strategic school design and the templates will display best practices from around the country and from CMSD, this handbook will provide the detailed information you need to implement those model designs in your own school.

This handbook will be interpreted and implemented consistent with any applicable collective bargaining agreements. Additional guidance is available from your Network Support Team.

In this handbook, you will find some policies and procedures that are new to CMSD. Where did they come from? The short story is that, starting in May 2013, Cleveland principals worked with district leadership to build a set of budgeting procedures and autonomy rules consistent with CMSD's portfolio mindset and the Cleveland Plan. A "Design Team" made up of nine principals and six central staff met once a month to discuss and draft almost every recommendation found in this guide. Some, though not all, of those principals also participated in a resource flexibility pilot during Summer 2013 and the '13-'14 school year, building budgets and plans according to a similar set of rules. Their experience—and CMSD's experience supporting such autonomous, diverse plans—proved invaluable to the process of drafting the updated guidance found here.

2014-15 School Based Planning Calendar

January 2014

- Jan 6-7 Network Support Team Kickoff
- Jan 14 Workshop #1 for Principals and NSTs
- Jan 14 Workshop #1 for SBB Cohort II
- Jan 16 Workshop #1 for all other Design Team members
- Jan 21 Budget Distribution
- Jan 21 Network Team check-ins (weekly, listed as Tuesdays for calendar purposes)
- Jan 28 Workshop #2, Farmer-Cole & Howell-Curtis Networks
- Jan 29 Workshop #2, Johnson & Jolly Networks
- Jan 30 Workshop #2, Mosley & Moxon Networks

February 2014

- Feb 4 Network Team check-ins
- Jan 21 Network Team check-in s
- Feb 11 Workshop #2 for SBB Cohort II
- Feb 11 Workshop #3, Farmer-Cole & Howell-Curtis Networks
- Feb 12 Workshop #3, Johnson & Jolly Networks
- Feb 13 Workshop #3, Mosley & Moxon Networks
- Feb 18 Network Team check-ins
- Feb 25 Network Team check-ins

March 2014

- Mar 1 All planning artifacts submitted (non-Cohort)
 - Academic plan
 - Budget
 - Staff Roster Assignments
 - Staffing Requests
 - Proposed structural changes to schedule
 - Community engagement plan
 - AAP waivers
- Mar 4 Network Team check-ins
- Mar 11 Training #3, SBB Cohort II
- Mar 11-25 Network Team check-ins
- Mar 31 All planning artifacts submitted (SBB Cohort II)

April 2014

- Apr 1 All planning artifacts approved
 - Academic plan
 - Budget
 - Staff Roster Assignments
 - Staffing Requests
 - Proposed structural changes to schedule
 - Community engagement plan
 - AAP waivers

May 2014

- May 13 SBB Cohort II Presentation of Redesign Plans

TBD in Summer/Fall

- Master schedule finalized (late summer)
- Academic plan revised based on release of test results (late summer)
- Actual enrollment assessed and allocation changes communicated to schools (mid-Sept)
- Changes to budget and staffing due (end of Sept)

Network of Support

School teams are not alone as they begin this work crafting budgets and academic plans. Each network of schools will enjoy access to a cross-functional support team with representatives from every major CMSD department. This Network Support Team (NST) will provide both strategic guidance (i.e. “what should my plan be?”) and implementation guidance (i.e. “how do I make my plan a reality?”). Recognizing that in the past, school leaders have struggled with hearing different answers from different people, the Network Support Team is configured to enable collaboration across central departments, all in pursuit of creating a student-centered solution.

In this section, we introduce you to the roles you’ll find on a Network Support Team, the people in those roles, and examples of how you might utilize their various areas of expertise. Principals should always feel free to reach out directly to any member of their Network Support Team. Each team will meet weekly, during which time members will discuss any school questions that require inter-departmental collaboration. If you want to ensure that your question is discussed during the weekly Network Support Team meeting, please ask your Network Leader.

Network Support Team Roles

	Role	What you might ask me...
Network Leader	Team leader and coordinator of network	<ul style="list-style-type: none"> “I need input on my proposal from both HR and Budget. Please make sure your team discusses at this week’s meeting.”
School Design Coach	Strategic thought partner; first point of contact for new ideas	<ul style="list-style-type: none"> “Third grade reading is my priority this year. Please give feedback on the strategy I’m considering to target support for those students.” “I want to create more collaborative teacher teams. Where do I start?”
Aligner	Second set of eyes to make sure budgets and academic plans are aligned	<ul style="list-style-type: none"> “Are my academic goals, staffing changes, and budget investments consistent with one another?”
HR Partner	Expert on all staffing and contractual implications of your plan	<ul style="list-style-type: none"> “I want to create a new position. Can you help me write the job description and set appropriate compensation?” “I don’t need two art teachers. If I reduce one FTE from my roster, what necessary transfer procedures will take effect?”

Budget Partner	Expert on all budgetary implications of your plan	<ul style="list-style-type: none"> • “Which resources are eligible to be bought with my Title I dollars and which with General Fund?” • “I want to add time to the school day. How do I calculate what it will cost and whether I can afford it?”
Special Education Partner	Expert on inclusive service delivery and compliance	<ul style="list-style-type: none"> • “I want to move one cross-categorical single class unit into inclusion. How do I do it, and will this increase or decrease my staffing need?”
SEL, Family Engagement, and Academics Reps	Subject-specific experts on various academic and SEL content areas	<ul style="list-style-type: none"> • “I want to add new CTE programming. What are my options?” • “I have an idea for sharing my academic plan with my school community. Can I get your input?”
Legal, Facilities, Technology, and Transportation Reps	Experts on operational implications of your plan	<ul style="list-style-type: none"> • “I’m trying to add new math intervention software. Do I need any extra technology investment to make this work?” • “I’m planning more after-school events next year. How do I calculate the cost in security and custodial overtime, and any implications on transportation?”

7 Components of a Portfolio Strategy

How SBB Works

In one sense, Student Based Budgeting is very simple: the money follows the student, period. But while this basic principle drives almost every aspect of our new school funding system, there are a handful of other details needed to fully understand how SBB works. In this chapter, you’ll find a complete explanation of how Student Based Budgeting works in Cleveland. With this information in hand, you should be able to explain exactly why your budget total is what it is, and where it came from.

Introduction

“Student-Based Budgeting” (SBB) is a funding model that allocates dollars (instead of staff) to schools based on the number of students enrolled. The model is weighted using objective, measurable facts about each individual student that drive education costs. In simplest terms, with SBB, dollars follow the student, based on each student’s need. These funding principles fit into the District’s portfolio mindset, in which all schools have an opportunity to build autonomous school designs—armed with an equitable distribution of resources. We believe that schools will work from similar starting points to build increasingly diverse and customized plans. The purpose of a school’s budget, then, is to support and reflect its academic plan.



The 7 Components of a Portfolio Strategy

The portfolio strategy is a continuous improvement model for districts that aims to dramatically affect student outcomes at scale. The portfolio strategy is built on 7 key components.

Good Options and Choices for All Families

School choice for all families

Equity and access to all schools for special education students and English language learners

Coordination of enrollment and school information for families across sectors

New schools opened based on family/student/neighborhood need

Aggressive recruitment of external operators for new district and charter schools

New schools opened with outside operators

Intentional development of new internal district or charter schools

School Autonomy

All schools control staff selection and dismissal, budget, pay, curriculum choice

Freedom to seek contractual waivers or exemptions

Pupil-Based Funding for All Schools

Student-based allocation (SBA) where specified funds follow students by type to educational options of their choice

High proportion of district funds being sent to schools

Common prices for facilities and central services across sectors

School-level flexibility to pay for new models of teaching and organization (e.g., blended learning models)

Plan in place for schools with a delivery model that cannot be sustained on SBA Funding

Talent-Seeking Strategy

Policies in place for using alternative pipelines to find/develop talent

Analysis that shows the best pipelines for recruiting effective teachers and leaders

Recruitment of new principals from proven pipelines

Recruitment of new teachers from proven pipelines

Intensive development of strong teachers and leaders from within the district

Performance-based evaluation system in place to reward or remove teachers and leaders

Schools free to offer performance-based teacher pay and factor performance into layoff decisions

Innovative ways to extend the reach of strong teachers and leaders

Sources of Support for Schools

Districts provide rich and timely information on student and school performance

Schools free to choose support from diverse independent providers

Procurement policies that enable schools to work with vendors, regardless of established district contracts

Strategies to intentionally attract and support diverse independent providers and to match providers to interested schools

Strategies to engage developers of new educational technologies

Performance-Based Accountability for Schools

Common performance framework in place

Performance framework uses multiple measures: student performance, student progress, student engagement, equity and access, long-term student outcomes

Performance framework used as a significant factor in: school expansion, intervention, closure

Publication of a school report card based on common performance framework

Extensive Public Engagement

Solicit ideas from families and communities about school and district decisions

Partnerships and coalitions with key stakeholders

Communication plan to convey information about reform strategy and progress (including need for school replacements or closures)

Feedback loop for families and community members to express concerns and receive response

Public criteria and schedule for school closings and openings—make new options clear to families affected by closure



7 COMPONENTS OF A PORTFOLIO STRATEGY

School Autonomy

In portfolio districts, the principal is the center of the reform. A portfolio district superintendent believes the most important figure in improving student achievement is the school leader, and that they should be given as much authority as possible to make the right decisions for their school—getting to choose who is part of their teaching and administrative team and having the budget and freedom to buy the curriculum and services they feel are right for the school. In exchange, principals need to work within their budget and be held accountable for results. Applying this freedom to all schools, not just charters or high-performing district schools, means that existing schools are strengthened, have a greater chance to do what they need to succeed with students, and can be held accountable for performance.

Autonomy is important for both principals and districts because it removes the district from the inherent conflict of telling people what to do and then faulting them when it doesn't go well. It also gives principals and teachers the freedom to do what they think is right for individual students, something that is very hard for the district to do well at the ground level.

There is a debate about whether districts should employ universal autonomy or earned autonomy, that is, giving freedom to higher-performing schools. Those who believe in the latter feel that they have too many schools with weak leaders and that autonomy would cause the school to fail. One solution might be piloting autonomy with strong leaders while shoring up the remaining schools, aggressively bringing in new leaders, and then moving to universal autonomy within three to five years.

It is an open question whether leaders with little or no autonomy can ever excel. In these schools, principals are expected to manage teaching staffs that they have not chosen, and they must make do when some teachers have conflicting visions or motivations. Principals are expected to be instructional leaders, and are told that the district will take care of the rest. However, most principals find that each school has different needs and that the central office's one-size-fits-all decisions rarely work in the best interests of their school and students. Without autonomy, principals are frustrated by federal, state, and district accountability systems that demand better results from them when they have almost no control over who teaches the students, what curriculum they are taught with, and how they can spend money in support of student achievement.

Fully Developed Portfolio Implementation on Autonomy:

- ✓ Common performance framework in place
- ✓ All schools control: staff selection and dismissal, pay, budget, curriculum choice
- ✓ Freedom to seek contractual waivers or exemptions

School-Level Autonomy in Three Districts

1. In early 2002, **New York City's** then-Chancellor Joel Klein started a pilot of school autonomy with a 60-school Empowerment Zone. Leading this small group of schools was a cohort of early adopting principals who were attracted to these ideas and ready to be held accountable for their work. Autonomy was eventually shared district-wide over the course of several years, which gave the district time to work with leaders who may not have had strong operational skills. It also gave some principals time to decide to leave.
2. In **New Orleans**, where the vast majority of schools are charters, these schools have great autonomy; however, the small and still declining number of remaining RSD-run schools do not.
3. In **Denver**, 30 innovation schools have waivers allowing them to control staff selection and dismissal, and when combined with charters, these schools make up nearly half of Denver's schools. Innovation schools are also able to control budget and pay, and Denver is considering more autonomy over curriculum for all schools. Currently, schools that apply for a waiver to use a different curriculum are almost always approved.

Metrics for Districts Implementing Portfolio Autonomy Strategy

Granting greater autonomy

- Increasing % of principals identified as autonomous
- Increasing % of school-level expenditures discretionary to school
- Declining number of new staff placements made by direct placement

Principals' use of autonomy

- % of schools that choose own instructional support organization(s)
- % of schools selecting a curriculum other than the district curriculum
- % of schools with alternative pay structures
- % of principals deviating from the contract day and/or number of students seen





7 COMPONENTS OF A PORTFOLIO STRATEGY

Pupil-Based Funding for All Schools

A portfolio strategy places several demands on a district’s school finance system. First, consistent with school autonomy, the strategy demands that school leaders have authority to use money flexibly, for example to extend school hours, vary class sizes according to student need and teacher ability, create their own mix of junior and senior teachers, and make tradeoffs between staff salaries and instructional technology or purchased services.

Second, the strategy demands that district leaders capture the funds formerly used by a closed school so these funds can be transferred to whatever schools its students next attend. Because school closing is often not instantaneous—loss of enrollment is one of many signals that a school is spiraling down and should be considered for closure—districts need to avoid paying full administrative and teaching staffs in schools that are losing students. This means that schools with declining enrollment must also lose staff continually, until such time as they are slated for closure and phase-out or are replaced.

Pupil-based funding, or ensuring that funds follow the student, means the vast majority of dollars flow to schools based on enrollment and can be used by schools to pay for salaries and other resources and to purchase assistance from the central office and independent providers. All schools should be responsible for paying rent, and charter schools should have fair access to school facilities. As few dollars as possible are held in the central office to pay for oversight functions and new schools development.

Evolving Portfolio Funding Strategies in Districts

In **New York City**, Former Chancellor Joel Klein created a wholly new system for allocating funds, from one based on programs and staffing tables to one based on student enrollment. He introduced the idea to the Empowerment Zone autonomy pilot, and applied it district-wide within five years. He also shrank the central office and its roles, so that school leaders could control the lion’s share (70%) of all funds. He was aiming to get that number closer to 85%.

The **Louisiana Recovery School District** has also moved rapidly in that direction. Currently 85% of its schools already possess direct control over finances since they are charter schools; per-pupil revenue is funneled directly to them by the district.

Denver also has a pupil-based funding system, though it is constrained by collective bargaining agreement provisions that allow senior (and more expensive) teachers to choose where they will work regardless of budgetary implications.

Fully Developed Portfolio Implementation on Funding

- ✓ Student-based allocation (SBA) where specified funds follow students by type to educational options of their choice
- ✓ High proportion of district funds being sent to schools
- ✓ Common pricing for facilities and central services across sectors
- ✓ School-level flexibility to pay for new models of teaching and organization (e.g., blended learning models)
- ✓ Plan in place for low-enrollment schools that cannot continue on SBA funding

Why Do Portfolio Districts Need a New Funding Model?

- Districts need flexibility of funds to close unproductive schools and open new ones
- Funds are tied up in central office programs, guaranteed jobs, and formal administrative structures and need to be released
- School leaders need to be able to use money flexibly to:
 - Extend hours the school is open
 - Vary class sizes according to student need and teacher ability
 - Create their own mixes of junior and senior teachers
 - Be free to make tradeoffs between staff salaries and instructional technology or purchased services

Metrics for Districts Implementing Portfolio Funding Strategy

More dollars in schools

- Declining share of district revenue managed and controlled by central departments
- Increasing equity in per student (or per student type) school funding between district and non-district portfolio schools

More dollars in schools

- Increasing equity in allocations per pupil type school resources
- Increasing positive correlation between enrollment and school-level expenditures
- Increasing % of total dollars spent in the building available to principals as discretionary

SBB Pool vs Non-SBB Pool

SBB is the District’s primary mechanism for allocating resources to schools, but it is not the only method. Each school will receive the majority of its dollars through Student Based Budgeting and will have discretion to spend those dollars within a set of boundaries. In addition, as in the past, each school will also receive a small set of non-instructional staff FTEs according to the District’s objectives and receive certain grant dollars according to the terms of the grant.

The total dollar sum that goes directly to schools through Student Based Budgeting is known as the **SBB Pool**. How big is the pool? It’s the sum total of all the resources that schools are responsible for budgeting. **For example, if schools were only responsible for budgeting for teachers, secretaries, and pencils, and the total cost of teacher compensation was \$150M, secretaries \$15M, and pencils \$100K, the size of the SBB Pool would be \$150M+\$15M+\$100K=\$165.1M.** Based on the set of resources that schools will control in SY 14-15, the size of the pool is \$230M. You’ll find more detail on which resources are allocated and managed by schools, and therefore make up this pool, in the section on Resource Autonomy.

As in previous years, schools will continue to receive some dollars from state and federal grants. These dollars are considered “outside of the pool” and do not “follow the student,” but schools often do have control over spending them, depending on the terms of the grant. Schools have the flexibility to seek additional grants.

Also as in previous years, schools will receive certain staff FTEs according to the District’s support plan. Those staff for whom schools are not responsible for budgeting will be allocated to buildings according to the decisions made by their department. Please note that even when central office departments choose *how many* staff positions will be placed in each building, schools will still have the ability to interview candidates and help determine *which individuals* are staffed consistent with any applicable collective bargaining agreement. Please find more detail on what flexibility applies to each individual position type in the section on Resource Autonomy.

Type of Resource	In the SBB Pool?	Follows the student?	School chooses how to spend?
SBB Pool Dollars	Yes	Yes	Yes
Grant Dollars	No	Depends on grant terms	Sometimes
Non-SBB Staff Positions	No	No	No

Weight Characteristics and Amounts

The dollars in the SBB Pool “follow the student.” At its most basic level, this would mean taking the \$275M in the SBB Pool, dividing by 38,000 students, and sending \$7,327 to each school for every single student on its roster. But a key piece of our strategy is the belief that it costs a different amount of money to provide an appropriate education for different types of students. Accordingly, we don’t allocate the same \$7,327 for every student; instead, we use objective, measurable criteria to target more resources for certain students who we know need more help to learn, and therefore to schools with the neediest populations. These dollars are assigned as “categorical weights.”

The money a school receives on behalf of each student is the sum of the “base weight”—an amount that each student receives—and all special categorical weights for which the student qualifies. As shown in Figure 1 below, both students receive the base weight, and each receives a different set of need weights according to their respective attributes.

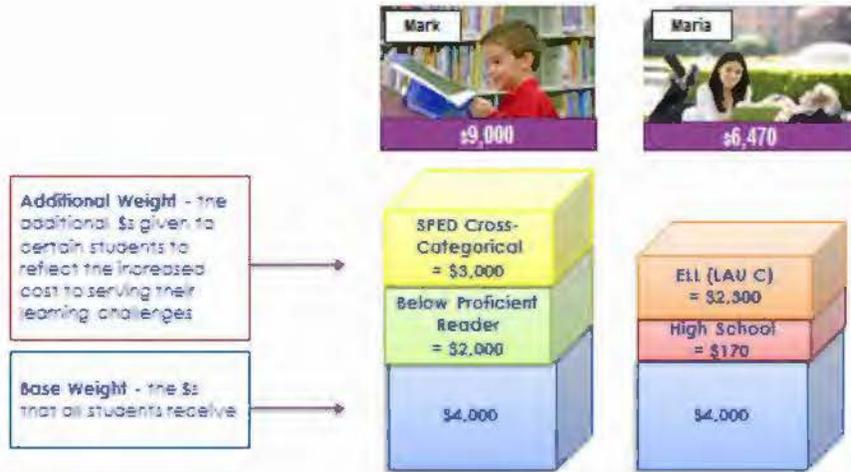


Figure 1: Example sets of student weights, NOT actual \$ amounts

Through investigating multiple years of student achievement data, the SBB Design Team recommended a set of student characteristics that the District should prioritize in directing extra resources to the highest need schools. The Design Team looked for characteristics that were:

- **Relevant:** The characteristic must represent a real student need that demands more resources to educate
- **Measurable:** The characteristic must be indisputably and objectively measurable, so we can all agree on which students qualify for it
- **Student-Based:** The characteristic must be linked to an individual student, not a school's decisions, such that any student will trigger the same funding level regardless of which school he or she attends. For this reason, the Design Team chose “incoming” student characteristics (e.g. 8th grade performance for HS students) when possible.

Here are the characteristics chosen for the District's SBB formula in 2014-15:

- Grade Level (K-3 and HS)
- Special Education (based on disability type and service model)
- ELL (based on LAU code)
- Reading proficiency (below proficient and above proficient)
- Single class gifted
- Low attendance and high mobility

Calculating the Special Education Weights

If you are not finding the flexibility your school needs, don't hesitate to call your network leader:
Farmer-Cole: 838-0165 – Howell-Curtis: 838-0103 – Johnson: 838-0105 –
Jolly: 838-0106 – Moxon: 838-0104 – Mosley: 574-8409

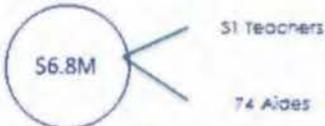
Characteristic	Service Model	\$ Weight	Enroll	Total \$	Cat Total
SPED CC R/I K8	12:1 SPED teacher ratio; gets a GenEd seat, too	\$8,460	2896	\$24.5M	\$40.9
SPED CC SC K8	12:1 SPED teacher ratio	\$4,834	546	\$2.6M	
SPED CC R/I HS	16:1 SPED teacher ratio; gets a GenEd seat, too	\$6,345	1962	\$12.4M	
SPED CC SC HS	16:1 SPED teacher ratio	\$2,719	483	\$1.3M	



Avg. Teacher Comp = \$101.5K + 12 students = Weight \$8,460 per student

A student's weight should be the additional cost of serving that student beyond the typical General Education cost. For example, for a student in Cross-Categorical Resource/Inclusion, which has a 12:1 SPED staffing ratio.

Calculating the ELL Weights

- Identified the ELL pie (i.e. the incremental \$'s spent on ELL students) as \$6.8M. 

- CMUSD determined that, when splitting up the ELL pie, the 3 different LAU categories (across the two school levels) should get extra resources according to the following ratios:

LAU A K8	LAU A HS	LAU B K8	LAU B HS	LAU C K8	LAU C HS
1.5	1.5	1.25	1.4	1	1.25

- With the ratios, the size of the ELL pie, and the student enrollment counts, one can calculate the resulting weights for each category.

	LAU A K8	LAU A HS	LAU B K8	LAU B HS	LAU C K8	LAU C HS	
Enrollment	345	130	601	218	971	481	
Ratios	1.5	1.5	1.25	1.4	1	1.25	
Weights	\$3,058	\$3,058	\$2,549	\$2,854	\$2,039	\$2,549	
Total \$	\$1.1M	\$0.4M	\$1.5M	\$0.6M	\$2.0M	\$1.2M	\$6.8M

Calculating the Grade Level Weights

Grade Specific Services (Unlocked)	Grades Impacted	Calculated \$PP Differences
Target Class Sizes	K-3 → 25:1 target 4-8 → 28:1 target 9-12 → 30:1 target	K-3 → \$895 4-8 → \$473 9-12 → \$0
Athletics - stipends	6-8 9-12	\$61 \$135
Additional Security	9-12	\$82
Student Attendance Support	9-12	\$10
Guidance Counselors	9-12	\$508



Grade Span	Total	Weight
Grade: K-3	\$1,005	\$483
Grade: 4-8	\$522	\$0
Grade: 9-12	\$654	\$132

By setting the 4-8 weight to \$0, the base weight implicitly becomes the weight for a GenEd grade 4-8 student

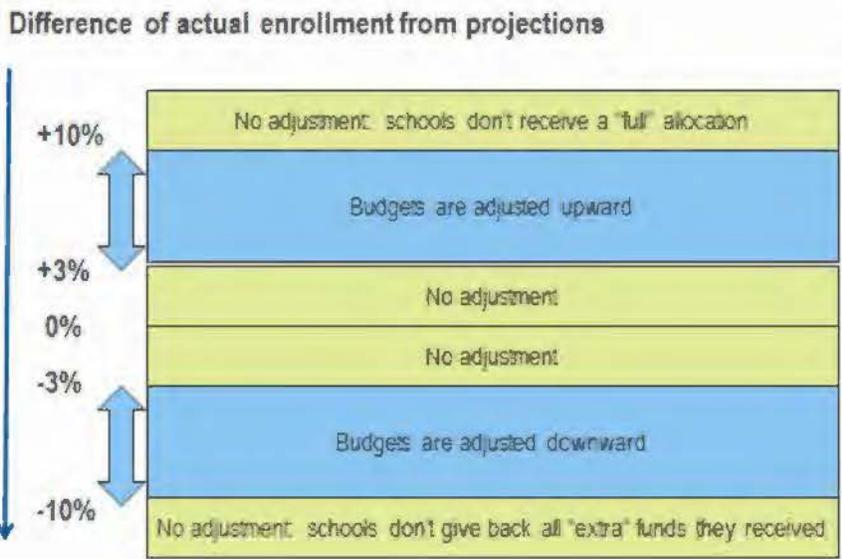
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Enrollment Projections and Fall Adjustments

Since school-by-school enrollment cannot be measured until the beginning of the school year but budget planning must begin the previous winter, we rely on *projected* enrollment figures to apply the aforementioned student weights and generate school budgets. The District puts a high premium on accurate projection numbers in order to give schools accurate preliminary budgets and enable targeted planning. But since it is nearly impossible to project school enrollments perfectly many months in advance, the District has also developed a policy for adjusting school budgets in September in a manner that balances equitable distribution of resources with minimal disruption to existing budgets.

- In November/December of the planning year (i.e. 2013-14), the District will calculate estimated enrollment for September of the following school year (i.e. 2014-15). Enrollment estimates will be provided for each school, both in total and for each student subgroup that corresponds to a weighted characteristic (e.g. total students, students by grade, students by Special Education code, etc.). The projection method used, known as ‘cohort survival’ analysis, calculates the year-to-year change in enrollment over the previous three school years and extrapolates the trend forward into the next year.
- This set of raw enrollment projections will be presented to each building principal for review and feedback over a period of 7-10 days. It is each principal’s responsibility to suggest revisions to the enrollment projections in order to better estimate the actual enrollment in September of the following year.
- If suggesting revisions, principals must provide justification and documentation for why enrollment will vary from the historical trend. The Academics Office will bear final responsibility for incorporating this feedback into final enrollment projections and ensuring that total projected enrollment is consistent with the District’s aggregate growth trajectory and independent third party estimates
- Once finalized, projected enrollment figures will be used to calculate each school’s preliminary budget allocation and will not be changed until September of the following school year.

- The following September, the District will generate an enrollment report to assess the actual number of students by school, both in total and for each subgroup included in the SBB formula. In pursuit of equity, schools that had been ‘over-projected’ (i.e. fewer students in seats than on paper) will have to reduce their budgets commensurately, which may entail releasing staff positions to necessary transfer on or before October 1.
 - Schools in this position will have the flexibility to choose which resources should be removed from the roster (using necessary transfer provisions for staff), pursuant to the autonomy rules outlined in this document. Schools that had been ‘under-projected’ (i.e. more students in seats than on paper) will be credited a supplemental budget total and will have the flexibility to choose which resources to purchase, pursuant to the autonomy rules outlined in this document.
- In pursuit of stability, however, school budgets will not necessarily be adjusted to the full extent implied by the difference between projected and actual enrollment. Rather, fall budget adjustments will be capped at 10% (gain or loss) of a school’s initial budget allocation. Likewise to provide stability, fall budget adjustments amounting to less than 3% of a school’s initial budget allocation will not occur.



Baseline Planning Resource Allocation and Baseline Supplement

Pursuant to the resource autonomy guidelines listed in this document, schools have significant flexibility over what resources they choose to purchase. Outside of the guidelines outlined below, the District will not instruct schools what to buy. Nonetheless, the District is committed to ensuring that, *should they choose*, schools have enough money to purchase a standard set of resources that has traditionally been present in most CMSD schools. We refer to that standard set of resources as “baseline planning resource allocation.” It is the minimum resource allocation that the SBB allocation will provide for all schools, regardless of their size and student characteristics. If a school’s initial SBB allocation (i.e. student enrollment multiplied by student weights) is not sufficient to pay for these services, the District will add money to the school’s allocation, bringing it up to the baseline. The Finance Department will hold a reserve from the SBB Pool sufficient to cover this “baseline supplement.” Very small schools are those most likely to fall short of being able to afford “baseline resource allocation” on their own, so the resources listed below should be

considered appropriate in the context of a small school (<300 students). Schools should take note that this “baseline planning resource allocation” supplement may be temporary, and that in successive year small schools will need to add enough students to afford baseline services. Resources that schools are not responsible for paying for are not included in “baseline planning resource allocation;” see resource autonomy section for more detail on which resources schools are responsible to pay for.

Baseline Planning Resource Allocation for K-8 Schools:

- 27:1 General Ed average class size
- 1.0 Principal
- 1.0 Principal Secretary
- 1.5 Special subjects teachers (Art/PE/Library)
- 1.0 Planning Center Instructional Aide
- \$1,700 per teacher for subs and class coverage
- \$145 per pupil for supplies, materials, and textbooks

Baseline Planning Resource Allocation for High Schools:

- 26:1 General Ed staffing ratio
- 1.0 Principal
- 1.0 Chief Secretary
- 1.0 Planning Center Instructional Aide
- \$1,825 per teacher for subs and class coverage
- \$160 per pupil for supplies, materials, and textbooks

Transition Policy: Soft Landing into SBB

Student Based Budgeting is a very different method of allocating resources than the staffing allocation-based method that CMSD used in prior years. Prior to SBB, there was significant unplanned variation among different schools’ per-pupil levels of funding. Small schools tended to receive more (per-pupil) than large schools; underutilized schools tended to receive more than those filled to capacity; and some schools simply received more because of years-old staffing decisions. Excluding temporary SIG grants, schools with higher student need did not necessarily receive more. Under SBB, the District’s array of school funding levels will experience regression to the mean. A more equitable distribution of resources will see all schools funded at a more similar level to one another (per-pupil), and remaining differences will be directly tied to student need.

This equitable distribution means, of course, that some schools will receive more than they did in prior years, while others will receive less. In the long term, the District is confident that this new method of apportioning resources will be effective and fair. In the short term, the District will take caution to ensure that schools don’t experience swings in funding so dramatic as to disrupt the learning environments that teachers and staff build upon each year. To this end, the first two school years of CMSD’s transition into SBB (SY ’14-’15 and SY ’15-’16) will include a **soft landing** policy by which no school can gain or lose more than 10% of its SY ’13-’14 per-pupil funding level each year. When dollars are allocated for the third year of SBB (SY ’16-’17), the transition policy will no longer apply and all schools will receive the exact allocation determined by the SBB formula.

If initial SBB allocation is...	In Year 1, school budget...	In Year 2, school budget...	In Year 3, school budget
33% more than pre-SBB allocation	Increases 10% from pre-SBB	Increases 10% more from pre-SBB	Increases 13% more from pre-SBB
23% less than pre-SBB allocation	Decreases 10% from pre-SBB	Decreases 10% more from pre-SBB	Decreases 3% more from pre-SBB
15% more than pre-SBB allocation	Increases 10% from pre-SBB	Increases 5% more from pre-SBB	No change
8% less than pre-SBB allocation	Decreases 8% from pre-SBB	No change	No change

Other Uses of SBB Pool

As described above, the vast majority of the dollars in the SBB Pool are allocated on a per-pupil basis based on each school’s enrollment and student need characteristics. The “baseline supplement” represented one exception to this rule, as some dollars are allocated to small schools *in spite of* their enrollment and student need characteristics. A few other small portions of the SBB Pool are reserved for distribution on a different basis. Those other uses of the SBB Pool are named here:

Specialty School Allocation:

Some schools in CMSD operate unique academic models that are fundamentally more resource-intensive than others. The Portfolio Office makes deliberate choices to offer a diverse array of academic options to all Cleveland students within the practical boundaries of cost and accessibility. A small set of schools will receive an allocation of dollars in addition to their SBB allocation to allow the maintenance of these higher-cost academic models, such as Career and Technical Education or Arts programs. For the ‘14-’15 school year, these schools are:

- Mc²STEM Academy
- Campus International Program @ CSU
- Jane Addams Business Careers School
- Max S. Hayes School
- Washington Park Environmental Studies Academy
- Martin Luther King Jr. Campus
- Cleveland School of the Arts

New School Transition Funding:

On a regular basis, the Portfolio Office introduces new school models to the District. New schools typically require a set of start-up costs different from the operating costs of other schools, such as leadership training, staff professional development, and technology infrastructure investments. To this end, the Finance Department will reserve some money based on the approved budgets submitted by each new school. New school transition funding typically spans three or four years, depending on the agreement between the District and the new school’s leadership team. The District expects that all new schools will be able to maintain their expenses sustainably on normal SBB dollars after four years of operation. In SY ‘14-’15, four new schools will open their doors and hence receive transition funding.

Introduction to Strategic School Design

This section will provide supplemental materials from each workshop. Those materials will be added to the web version of the handbook as they are finalized in January.

Resource Autonomy

A fundamental tenet of CMSD’s transition to Student Based Budgeting is that schools should have maximum flexibility over their resources. Let’s unpack that sentence. By “resources,” we mean staff positions, material supplies, vendor contracts, and even less tangible resources like the time in the school day. A resource is any piece of “time, talent, or treasure” that principals might arrange to design the ideal school. We tend to talk about “flexibility” or “autonomy” rather than “control” over these resources to convey the multiple degrees of freedom that may be appropriate (or not) for a given resource. There are four distinct types of flexibility that will be present, in various combinations, across the array of school resources in CMSD.

- Spending Flexibility
 - Can the school decide **how much** to spend on a given service?
- Service Model Flexibility
 - For any given program or service, can the school decide **how** to provide it?
 - Can the school decide **what mix** of people and supplies will make up a program (e.g. Planning Center or Credit Recovery)?
- Service Provider Flexibility
 - Can the school decide **who/what** is used to provide the service?
 - E.g. hire a staff member vs. take a centrally hired person?
- Scheduling Flexibility
 - Can the school decide how to structure **student and staff time**?

For each school resource, the Design Team of principals worked with central office experts to recommend which of these flexibilities would be feasible to enact for the ‘14-’15 year. In general, the group’s mantra was to establish as much flexibility for principals as possible. In some cases, of course, the principals felt that their peers would not *want* to control a particular resource—such as utility bills, which most principals are happy to let the Operations Division budget and manage, or One-to-One Aides and Physical Therapists, whose highly specialized assignments are best managed by the staff in the Special Education Division. For most resources, the principals recommended that CMSD assign as much responsibility as possible to the schools. “As possible” is an important concept here, since labor agreements and state and federal compliance rules do set outer limits on flexibility over certain resources. In writing the guidelines that follow, the district’s goal was to respect all legally established limits on resource use while erecting no additional barriers to principal autonomy. The set of flexibilities below represents a work in progress, not a final answer. The Design Team and the broader District leadership fully intend to create even broader flexibility for schools in subsequent years.

After schools submit their design proposals, the network support teams will conduct a review to ensure that each plan is consistent with the autonomy guidelines below and compliant with all laws and relevant labor agreements.

If you are not finding the flexibility your school needs, don’t hesitate to call your network leader:
Farmer-Cole: 838-0165 – Howell-Curtis: 838-0103 – Johnson: 838-0105 –
Jolly: 838-0106 – Moxon: 838-0104 – Mosley: 574-8409

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Summary Table of Autonomies

Resource Type	Schools Responsible for Budgeting?
General Ed Teachers	Yes
Special Education Teachers	Yes for those serving high-incidence disability students in cross-categorical settings; No to others
PreK Teachers	No
Special Education Related Service Providers	No
Special Education Paraprofessionals	No
ELL Teachers	Yes
Gifted Intervention Specialists	No
Extended Academic Time	Yes
Guidance Counselors	Yes
Principals	Yes
Assistant Principals; Campus Coordinators	Yes
Secretarial and Clerical Staff	Yes
Professional Development Resources	Yes
Action Team Coaches	No
SEL Staff (PCIA, Social Worker)	Yes
Security Officers	No
Cleaners	No
Custodians	No
Assistant Custodians	Yes
Substitute Staff	Yes
Textbooks	Yes, except Common Core textbooks (e.g. Springboard)
School Athletics	Yes for coaching stipends; No for equipment, transportation, officiating
Academic Intervention Programs	No to district-sponsored programs; Yes to others

Instructional Staff

Flexibility over “How Much”

- Principals have the flexibility to propose to the Network Team a combination of full and part-time General Education instructional staff that will best meet the needs of their students, which may include opening positions and/or eliminating existing budgeted FTE’s within the school. Schools will be responsible for paying for these planned teaching positions out of their budgets.
- All schools must consider contracted class size goals in relation to teacher assignment and account for any class size overages in their respective budgets.
- Schools have the flexibility to eliminate budgeted FTE instructional positions in order to align resources with their students’ needs, provided that the decision to eliminate budgeted FTE instructional positions is not rooted in an individual employee’s performance. The budget process will not be used as a means to exit low-performers from a school. Principals are required to document the performance of ineffective teachers through TDES as a means of terminating for poor performance (*see Article 13 in the CTU/CMSD contract*). The Network Support Team will initiate a conversation around all reduction requests to understand the rationale and any performance implications.
- If a school chooses to eliminate an existing budgeted FTE instructional position, the Necessary Transfer process is engaged consistent with Article 12 of the CTU agreement.

*****Caseload and instructional maximums ratios differ from class size goals, so refer to Article 10, Section 3 of the CTU agreement.**

o Grade level	o Class size goal	o Overage payment
o K-3	o 25	o \$5 per additional student per day in self contained classrooms; \$1 per additional student per instructional period in departmentalized classrooms including ESP
o 4-8	o 28	o \$5 per additional student per day in self contained classrooms; \$1 per additional student per instructional period in departmentalized classrooms including ESP
o 9-12	o 30	o \$1 per additional student per instructional period for all classrooms except Phys Ed; overage ratio for Phys Ed starts after 33:1

- Schools are required to consult the Human Resources team to determine the appropriate pay range for a new position to ensure it is consistent with all relevant collective bargaining agreements, salary matrices, and fair market wages.
- It is yet to be determined whether schools will have the flexibility to create new stipend-based roles outside of the Differentiated Compensation process. Please check the online version of this handbook for updates.

Flexibility over “How”

- Principals have the flexibility to design and budget for new instructional position types and school roles that are designed to meet students’ or school needs.
- All schools must document how the configuration of their instructional staff is rooted in students’ needs in its School Design Plan (format TBD).
- All schools are required to configure a staffing plan that allows students to meet graduation requirements, unless post-secondary options off-campus are made available, and to ensure all instructional staff are assigned within their certification/licensure area(s).
- All schools are also required to submit detail on the required scope of work for any new position types, and to submit to CMSD within the required timeline for hiring decisions. Relatedly, schools are required to follow compensation guidelines from CMSD for any new position types.
- In accordance with the CTU agreement, schools have the flexibility to allow job-share positions within their building to allow 2 teachers to work part-time to create 1.0 FTE. Schools also have the flexibility to find teachers with dual certification, or to find other schools to partner with to share a full-time teacher.
- Schools are required to ensure staffing configurations meet building fire/safety codes regarding number of students per room.de
- Schools are required to ensure that instructional staffing configurations allow for the course offerings needed for students to complete graduation requirements unless a documented post-secondary option outside the school is made available.
- When proposing a new position or role, principals must submit a theory of action connecting the position to the school's academic plan along with an expected return on investment (e.g. hours spent with working with students, curricular materials created, OAA gains) from the role. This information will be documented in the school’s School Design Plan.
- Schools are required to submit the following information on any new position types to HR in the form of a job description:
 - Desired share of FTE for the position type
 - Essential functions of the position
 - Any specific knowledge, skills or attributes that high-potential candidates should possess
 - Licensures required
- Schools are required to submit the following documentation for any new partial FTE positions (less than 1.0):
 - Specific responsibilities or duties required of the role
 - Desired hours or days per week

Flexibility over “Who”

- Principals have the authority to recommend candidates for instructional positions as part of building-level interview teams.
- The HR Department will support schools in the hiring process through active recruitment of external candidates for positions when no qualified internal candidates are available or selected, and through pre-screening all candidates and communicating that information to schools.
- Schools are encouraged to structure interview processes that support the selection of candidates who are the best fit for their students’ needs and the school’s instructional model. HR will provide hiring training, tools, and support.
- Schools have the flexibility to select teachers (defined as certificated and/or licensed teaching personnel under continuing or limited contract on the teacher’s salary schedule in the District) and paraprofessionals who are most likely to meet students’ needs to fill vacancies. A vacancy may be either a new position or an open position, namely an established position without a permanent teacher assigned. In selecting teachers and paraprofessionals, schools have the flexibility to structure an interview process that is designed to assess candidate fit for the particular needs of their building. If a candidate does not meet minimum pre-screening standards, a principal may still continue with the decision to hire if he/she has the support of the building-level interview team and approval from his/her Network Leader.
- In interviewing candidates for open positions, schools are required to adhere to the selection process outlined Article 12, Section 1 of the CTU/CMSD contract.
- In selecting candidates for open positions, schools are required to interview currently-employed teachers who have been selected by the Personnel Selection Committee via the Interest to Interview Form for vacancies they seek to fill. If a school does not select from available, currently-employed candidates, the CEO reserves the right to assign teachers (see Article 12 Section 1 B 9 of the CTU/CMSD contract).
- Schools are also required to select teachers who hold appropriate instructional credentials/licensure.

Flexibility over “When”

Vacancy, Posting, & Hiring Process

When any position in a school becomes open (licensed or classified) the following procedures apply:

1. A Selection Manager is responsible for budgets and staffing . Principals are the Selection Managers for most academic school based positions (within the CTU bargaining unit and administrative positions) assigned primarily to their building.
2. The Selection Manager completes ERF, attaches the Job Description and sends to the appropriate Academic Superintendent/Administrator. *ERFs are not required to replace allocated teachers/paraprofessionals*



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Processing of ERF (should take place in weekly network team meeting)

- a. Academic Superintendent/Administrator signs off and sends to Human Resources (HR Partner).
- b. HR Partner will assign a number to track the ERF and sends to Compensation for salary/rate to be set or verified.
- c. From Compensation, the ERF goes to Budgets.
- d. Budgets signs and returns to Human Resources.
- e. Chief /Deputy Chief of HR reviews/signs ERF.
- f. Human Resources forwards the ERF to the CEO.
- g. CEO makes final determination and returns ERF to Human Resources.



If Approved by CEO:

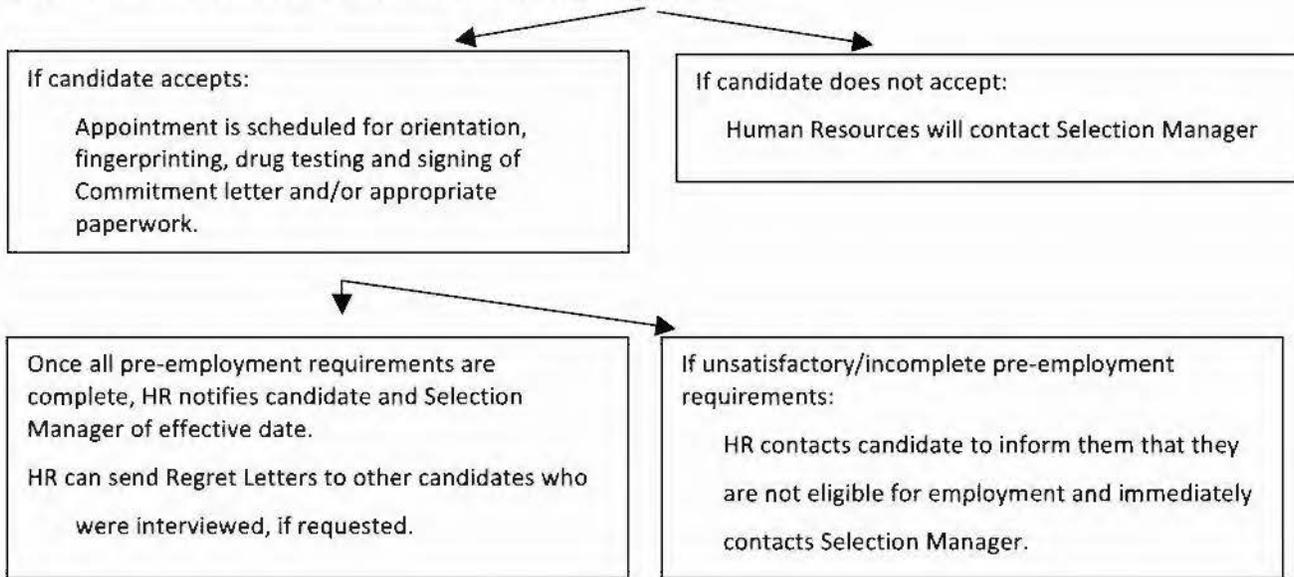
- a. ERF is posted by HR within 24 hours.
(Union positions: length of time determined by union agreement; At Will: Length of time determined by Selection Manager)
- b. Once posting closes, approved applicants will be sent electronically to the Selection Manager.

If Not Approved - HR will contact Selection Manager.



3. The Selection Manager convenes the personnel selection team consistent with any applicable collective bargaining agreement.
 - For selected candidates, verify from application or with Human Resources that they passed the screening for the position, if required
 - Contact selected candidates to schedule interview
 - c) After interviews, team selects top candidate(s)
 - d) Reference Survey of top candidates with the help of HR if requested
 - f) Completes Recommendation to Hire Form, Reference Survey, and Interview Rating Forms
4. Selection Manager sends Recommendation to Hire Form, Interview Rating Forms, Telephone Reference Forms or Reference Survey, and approval from Academic Superintendent (note formal approval is not required for members of SBB Cohort II or the Transformation Network).

5. Human Resources contacts top candidate to offer position.



Special Education

Flexibility over "How Much"

- Schools will have the flexibility to purchase a discretionary number of intervention specialists devoted to serving students with high-incidence disabilities who are served in cross-categorical settings. Within this flexibility, schools will be required to staff for special education in accordance with ODE caseload limits.
 - Schools will be responsible for paying for these positions out of their budgets.
- Schools will have the flexibility to purchase their choice of instructional materials for educating their students with disabilities. Schools will be responsible for paying for these resources out of their budgets.
- Schools will not have the flexibility to choose how many intervention specialists they staff in low-incidence disability classrooms, and will not be responsible for budgeting for these positions. Compliance mandates would leave schools no real flexibility to meet the needs of these more severely disabled students.
- Schools will not have the flexibility to choose whether their staff roster should include a school psychologist, speech/language pathologist, occupational therapist, physical therapist, or transition coordinator, and will not be responsible for budgeting for these positions. IEP requirements leave little flexibility for staffing these positions, and the need to distribute these staff across multiple schools requires a central vision from the Special Education Office.
- Schools will not have the flexibility to choose how many intervention specialists they staff in Gifted single classrooms, and will not be responsible for budgeting for these positions. The District's current strategy involves clustering single class Gifted settings into a small subset of schools.
- Schools will not be responsible for paying for transportation for high-incidence special education

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students, though the District intends to move this expense onto school budgets in future years. A special education partner must be consulted if the IEP team determines that a student with a disability qualifies for transportation services.

Flexibility over “How”

The following are subject to any requirements of federal and state laws governing the education of students with disabilities:

- Schools will have the flexibility to open new specialized single classrooms within their buildings when the need arises (ED, MD, AU, VI, HI, medically fragile) and to recruit and serve students from other buildings within these classrooms.
- Schools that currently house specialized single classrooms for low incidence disabilities (ED, MD/AU, HI, VI, medically fragile, OH) will be required to maintain these classrooms. The District will continue to enroll/transfer students from other buildings into these classrooms when the need arises.
- Schools are also required to consult with District staff when considering a change of placement that would require the student to be transferred to another school within OR outside of the District. This includes expulsions or long-term suspensions, which are considered changes in placement under IDEA.
- Schools will have the flexibility to consult with expert special education service delivery staff, who will be equipped to deliver PD, coaching, and technical support to principals and teachers. They will also have the flexibility to choose PD from outside providers that are vetted by the District.
- Schools will have the flexibility to manage their time and schedules for the benefit of all students, as long as IEP services are being met.
- Schools will be required to use the services of District-employed school psychologists and related service providers.
- Schools will have the flexibility to partner with other CMSD schools to problem-solve around special education service delivery. For example, schools have the flexibility to allow job-share positions within their building to allow 2 cross-categorical intervention specialists or paraprofessionals to work part-time to create 1.0 FTE.
- Schools will be subject to frequent compliance and service delivery audits to ensure two things: that all students have access to a free appropriate public education in accordance with their IEPs, and that all students with disabilities have access to the same curriculum and activities as their nondisabled peers.
- Schools will be required to use common assessments for students with disabilities, including those with low-incidence disabilities, unless otherwise precluded by the student’s IEP. These will be selected for implementation in 2014.
- Schools will be required to continue to use the district's systems for maintenance of records.
- Schools are required to consult the District if the IEP team determines a need for any of the following district-controlled resources for students with special needs: transportation, one-on-one paraprofessional, home instruction, and/or assistive technology.

Flexibility over “Wha”

- Schools will have the flexibility to select their own intervention specialists and paraprofessionals, using the same process as for hiring general education teachers. They may have the flexibility to add related service positions, including social workers or behavioral specialists. Schools will also be able

to leverage the role of the intervention specialist so that they can work strategically with nondisabled students consistent with federal and state laws governing the education of students with disabilities.

- As soon as the Joint (CTU/CMSD) Special Education Committee develops an appropriate process, schools will have some flexibility to compete for and select from a District-managed pool of school psychologists, speech/language pathologists, sign language interpreters, occupational therapists, physical therapists, and transition coordinators. The District will continue to maintain the right to assign these employees to schools as needed.

Flexibility over “When”

Schools will be required to maintain systems and tools that support the successful implementation of special education services. These systems and tools will include but not be limited to:

- Master schedule
- Case management rosters for intervention specialists
- IEP and ETR review dates
- Clearly identified interventions for students with disabilities

Suggestions for Strategic Decision-Making:

Schools are encouraged to consider how they will leverage their entire school culture as well as the SST process to avoid misidentification of disabilities.

Principals are encouraged to consider how special education is “special” in their buildings (not “lower and slower”) and how all students with IEPs will be engaged with the whole school program to the greatest extent possible. Schools are encouraged to market their special education services to families in order to attract new students.

School IEP teams are encouraged to include central office representation if they intend to consider one of the following District-controlled resources for students with special needs: transportation, one-on-one paraprofessional, home instruction, and/or assistive technology. The Special Education department will support schools in making decisions about the provision of these resources through providing consistent guidance about which types of needs require different types of services.

The compliance team at the District level will be vigilant in their internal auditing. If a legal complaint (from a parent) arises due to procedural or FAPE issues, the District will intervene, but the school will be responsible for rectifying the issue and will be subject to higher scrutiny around compliance.

Academic Time

Flexibility over “How Much”

Flexibility over “How”

Flexibility over “Who/What”

Flexibility over “When”

- Principals have flexibility over academic time provided that changes are approved through the AAP waiver process and are consistent with all legal and contractual requirements. This includes flexibility to change:
 - length of school day
 - length of school year
 - duration of activities within the school day
- All schools are required to build schedules that allow students to meet graduation requirements, unless specific post-secondary options are made available. Schools are also responsible for covering any additional instructional and non-instructional staffing costs incurred by building extra time into the schedule.

Schools are required to take into account the following when configuring academic time:

- State and federal guidelines on use of academic time:
 - State calendar and Guidance attached
 - Graduation requirements –current district adopted requirements
 - For schools offering post-secondary options:
- Requirements
- New assessments towards graduation and PSEO still pending
- Ohio House Bill 525
- Collective bargaining agreements: the master schedule must be consistent with contractual requirements, or the school must seek a waiver from the CTU contract through the AAP process. See Article 9 of the CTU/CMSD contract for contractual provisions on use of academic time ([link](#)).
- Impact on students’ opportunity to participate in co-curricular, extracurricular, and interscholastic athletic events consistent with OHSAA guidelines.
- Impact on student transportation resulting from a modified master schedule
- Interaction with Food services: any new use of academic time or master schedule must meet the following USDA and CMSD requirements relative to Food and Child Nutrition Services:
 - USDA Federal Regulations 7 CFR 210.10
- Schools must offer lunches between 10am and 2pm
 - Food and Nutrition Services encourages schools to provide sufficient lunch periods that are long enough to give all students enough time to be served and to eat their lunches.
 - CMSD Wellness Policy, Section C.2.a.2 states:
- Principals will ensure that students have a minimum of 30 minutes for breakfast. Principals will ensure that students have a minimum of 30 minutes for lunch with at least 20 minutes to consume meals.
 - Principals should also note the following in relation to scheduling time for food services and academic time:
- Most lunch service in K-8 schools range from between 2.25 to 2.50 hours. The majority of Secondary Schools range from 2 to 2.25 hours.

- K-8 School Satellite Cooks and Assistant Satellite Cooks and Secondary School Assistant Managers work one hour after lunch service. Secondary School Cashiers and General Preps work forty-five minutes after lunch period.
- If a school chooses to extend their current lunch serving time, additional labor cost would be incurred for that site. As an example, if a school’s lunch serving time currently concludes at 12:20pm and an additional 40 minute lunch period is added, lunch service would end at 1:00pm, thereby increasing staff work hours.
- To receive any Federal reimbursement for meals served on Saturdays, the school will need to consult with the Office for Child Nutrition and associated Budget Analyst.
- Impact on budget. Increasing or decreasing time may have an impact on the following aspects of a school’s budget, which the school is required to cover in its budget:
 - Additional pay for teaching staff
 - Overtime for non-certificated staff (security, custodial)
 - Substitute budget

Guidance Counselors

Flexibility over “How Much”

Principals at all school levels have the flexibility to decide on the appropriate staffing level for Guidance Counselors in their buildings.

Schools have the flexibility to request a greater presence from the College Now advising service and pay for this service out of their budget. This non-profit provides support specifically around the college application process. Schools do not have the flexibility to reallocate any pre-existing College Now contract.

Flexibility over “How”

Schools have the flexibility to refine a Guidance Counselor’s role to meet the unique needs of the school. This role traditionally includes technical expertise in college & career advising and social-emotional support, and can be tailored to support specific college/career readiness or social-emotional learning initiatives that the school adopts. Schools similarly have the flexibility to target a Guidance Counselor’s role around a specific component of the role, e.g. role entirely focused around overseeing college placement.

CMUSD recommends that High Schools provide Guidance Counselors and allow them to maintain 4-year relationships with students, which will help build continuity for students as they access counseling support.

Flexibility over “Who/What”

Flexibility over “When”

Suggestions for Strategic Decision-Making:

CMUSD suggests that school leaders take advantage of the following resources to improve their working relationships with Guidance Counselors:

- CollegeBoard:
 - “A Closer Look at the Principal-Counselor Relationship”
http://advocacy.collegeboard.org/sites/default/files/a-closer-look_2.pdf
 - “Enhancing the Principal-School Counselor Relationship”
https://advocacy.collegeboard.org/sites/default/files/PCT_FINAL_10b_1507_PC_Toolkit_WEB_111018.pdf

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- “Principal Counselor Relationships Critical to Student Success”
<http://advocacy.collegeboard.org/college-preparation-access/national-office-school-counselor-advocacy-nosca/news/principal-counselor->
- American School Counselors’ Association:
 - “ASCA Sample Principal Counselor Agreement” http://www.pscaweb.org/New_Folder/PA%20Companion%20Guide/ASCA%20Sample%20Counselor%20Administrator%20Agreement.pdf
- Monthly professional learning communities for Guidance Counselors offered through CMSD

Administrators

{Note: Employees on administrative contracts issued under ORC 3319.02 are generally subject to statutory requirements related to employment. “At-will” administrators generally are those who are not performing administrative assignments primarily in one building, per ORC 3311.72}.

Flexibility over “How Much”

Schools should have the flexibility to organize administrative teams to meet their needs of their students and teachers. This includes the flexibility to decide the staffing level of the following positions, which schools will pay for out of their budgets:

- Assistant Principals
- Campus Coordinators
- Deans of Culture
- Barrier Breakers
- Recruitment Specialists

Schools are not responsible for budgeting for Action Team Coaches, who serve in specific schools based on decisions made by Network Leaders.

Schools can staff at-will administrative positions at less than a 1.0 FTE level, provided they meet the requirements outlined below:

Schools that seek to hire Campus Coordinators, Assistant Principals or Deans of Culture are required to employ increments of .5 FTE to encourage on-site stability and increase the likelihood that staff employed in these positions will be more successful in their roles.

Schools that seek to hire additional time from Action Team Coaches and Barrier Breakers are required to employ in increments of .1, which would play out as a minimum of one half-day at a given site.

Schools also have the flexibility to assign pay to all at-will positions within the pay range prescribed by CMSD for that position type. Compensation for Assistant Principals will be determined by the Board.

Flexibility over “How”

Schools have the flexibility to re-define the specific responsibilities for at-will positions to meet the needs of their buildings.

Schools have the flexibility to create new types of administrative roles to meet their needs. If schools seek to do so, they are required to first consult their assigned HR partner in order to determine an appropriate scope of responsibilities, exemption status and pay range for the role.

Flexibility over “Who/What”

Schools have the flexibility to select specific candidates for the following administrative positions that meet the needs of their buildings, provided these candidates meet background and credentialing requirements for their respective roles:

- Assistant Principal
- Campus Coordinator
- Dean of Culture

Schools also have the flexibility to provide input on the selection of Curriculum & Instruction Specialists, but the CAO will retain final selection rights for that position. Likewise, FACE will retain selection rights for Recruitment Specialists but will include the principal in the interview process. Principals retain the right to choose which network-specific candidates, among those selected, are staffed to their buildings.

Flexibility over “When”

Schools have the flexibility to reduce or expand the traditional contract length for at-will position types for their schools, with the exception of Assistant Principals (per current Board policy). The same benefits rates will apply regardless of contract length. The pay range for each position type will be pro-rated accordingly. Schools also have the flexibility to renew these contracts as part of the annual school budgeting process.

Suggestions for Strategic Decision-Making:

CMSD recommends that the composition of a school’s administrative team be driven by the specific types of services that school needs. For example:

- In a Turnaround environment, a Dean of Culture may be a more critical admin position in Year 1 than a Curriculum & Instruction Specialist.
- In a school with teachers who require intense coaching, an Assistant Principal and/or Curriculum & Instruction Specialist with more time on-site may be the most appropriate investment.

CMSD recommends that principals put in place a rigorous selection process for candidates for their administrative team to ensure a good match between the building’s needs and the individual’s skills. Input from teachers and other staff may also be helpful during the selection process, particularly for roles that will interface regularly with teachers.

CMSD also recommends that principals actively serve on the selection teams for administrative positions in their schools. This includes position types such as Action Team Coaches who provide services to the school but technically report to the relevant Network Leader.

Finally, CMSD recommends that contract lengths for at-will employees be one year in duration. This does not prevent this type of employee from being terminated mid-year for performance reasons, but does provide for a more competitive compensation package that will help attract more highly qualified candidates.

Secretaries and Clerical Staff

Flexibility over “How much?”

- Schools have the flexibility to choose the number of secretaries, provided that they meet the appropriate minimum below. Schools are responsible for paying for these positions out of their budgets. Minimums:
 - High School: one Chief Secretary
 - All other schools: one Principal Secretary
- If a school chooses to reduce the number of secretaries on its roster, “Seniority based on length of service as a legally and permanently appointed employee and meritorious service shall be the basis for transfers, promotions, or filling of vacancies within the service” (Article XXI of the 1199 contract).

Flexibility over “Who?”

- This flexibility will be dependent on the outcome of negotiations with the 1199 bargaining unit. Please check the online version of this handbook for up-to-date detail.

Social/Emotional Programming (Humanware)

Flexibility over “How much?”

- Schools must operate a Planning Center in the manner consistent with the CTU collective bargaining agreement unless replaced in favor of an alternative through the AAP waiver process. The Planning Center is designed as an intervention place for our students to help them make positive choices when faced with challenges. It is a place where students can de-escalate and seek the advocacy of a trained Planning Center employee as they strive to build a toolkit of responses that can be used during daily routines.
- If a school does not wish to share its Planning Center with other schools (carrying separate IRN numbers) located on the same campus, it may request a separate Planning Center by completing a contractual waiver and providing a rationale to the Humanware Small Group Committee.
- Schools must provide social emotional instruction, including the following mandatory programs. Schools will not be responsible for paying stipends to support these programs.
 - PATHS in grades PreK-5
 - Student Support Teams (SSTs) designed to create intervention plans
 - Class Meetings
 - Not on Our Watch (anti-bullying)

Flexibility over “How?”

- Schools have the flexibility to add a social worker in addition to the Planning Center Instructional Aide (PCIA) to staff the Planning Center. Schools have the responsibility to pay for the additional positions out of their budgets.
- Schools may use the AAP waiver process to opt out of N.O.W. anti-bullying, class meetings, or the Planning Center structure, as long as the school provides an alternative proposal intended to accomplish the same fundamental SEL learning goals. An alternative to the Planning Center would need to provide the same type of functionality and have at its foundation the five core competencies of SEL.

Flexibility over “Who/What”

- If a school chooses to staff its Planning Center with a social worker, the recall list of social workers must be exhausted before schools may hire external candidates.

Flexibility over “When”

School Security Officers

Flexibility over “How much”

- Schools do not have the flexibility to reduce their allocation of security officers below a baseline minimum resource allocation established by the Safety & Security team for that budget year. Schools will not be responsible for paying for these mandatory officers.
- Schools will have the flexibility to purchase the services of additional officers in addition to the baseline allocation. Schools will be asked to demonstrate how the additional officers will align with the school’s overall plan to increase academic performance.
 - Schools will be responsible for paying the cost of these additional officers.
- Schools may not change the security hardware that the district Safety & Security team implements in any given building. All schools must use an access control regimen, which typically front door hardware, CCTV, x-ray and metal detectors.

Flexibility over “How”

- When proposing a deviation from the District’s security plan, principals must submit a theory of action that supports the foundational principles of the District’s safety plan. The plan must demonstrate an understanding of the four emergency management phases and use an “all-hazards” response. The plan must demonstrate that it does not increase risk to or decrease the safety of students or staff. The plan must show compliance with rules and regulations and all applicable laws.
- Such plans must address:
 - Mitigation
 - Preparation
 - Response
 - Recovery
- And must support the strategy of the 3Ds:
 - Deter
 - Detect
 - Delay

Flexibility over “Who/What”

- When a school seeks to add an officer to the staff (either to fill a vacancy or to increase FTE), the school has the flexibility to interview candidates and select from a list of eligible employees consistent with the Teamsters Local 436 contract.
- Schools will have the opportunity to provide feedback to help inform the Safety & Security Department’s staffing decisions.
- If the allocation of Security Officers needs to be adjusted, then the procedure shall be as follows: 1.) shall ask for volunteers to be utilized first, 2.) if there are no volunteers, 3.) then the employee with

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the least amount of building seniority shall be re-allocated to another building. This procedure shall occur no more than once per semester unless the parties agree otherwise.

Flexibility over “When”

- Schools have the flexibility to select hours of operation for their school building (see Academic Time). Officers work an 8-hour day, so schools are required to pay for the difference between the 8-hour day and extended days, extended school years, and special events. (Planning should include the 2013-2014- hourly rate for officers is \$13.21/hour for part-time officers and \$22.79/hour for full-time officers).

Cleaners, Custodians, and Assistant Custodians

Flexibility over “How much”

- Schools will be assigned a contractually mandated minimum number of cleaners (at least two) and custodians (at least one). Schools do not have the flexibility to reduce this minimum, nor are schools responsible for paying for these positions. The District’s current allotment of custodians and cleaners represents a significant decrease from prior years and a bare minimum allocation needed to maintain an acceptable standard of cleanliness across the District’s footprint.
- Principals will have the option to increase the cleaning staff assigned to their building. Schools are responsible for paying for such an increase. Options for additional cleaning staff include:
 - Overtime work for pre-existing building cleaning crew
 - An additional half-time cleaner
 - Additional full-time cleaner(s)
- Schools have the flexibility to determine the number of assistant custodians, if any, that they will employ consistent with the Laborers Local 860 contract. Schools are responsible for paying for these positions. If a school has previously and traditionally used an assistant custodian but wishes to reduce that FTE, the Operations Division must approve the request on the grounds of the school’s ability to maintain basic cleanliness standards—both in the building and on its grounds—with the proposed staff.
 - If a school had multiple assistant custodians and wished to reduce FTE, District seniority would indicate the assistant custodian subject to the Laborers Local 860 contract

Flexibility over “How”

Flexibility over “Who/What”

- Schools will have the opportunity to provide feedback to help inform the Operations Division’s staffing decisions for custodians, assistant custodians, and cleaners.

Flexibility over “When”

Substitutes

Flexibility over “How Much”

- Schools are responsible for paying for a portion of the days served by substitute employees in their buildings. This portion is defined as *only the first three consecutive school days* of an employee’s absence, regardless of whether the same substitute covers each of those days. When an employee returns to work, the absence counter resets to zero and the first three days of a subsequent absence stint are once again covered by the school. The District is responsible for paying for all days served by substitutes corresponding to employee absences in excess of the third consecutive school day. Both schools and the District will pay substitute employees at the contracted rate for a given job type.
- School principals and their administrative teams are responsible for correctly charging substitute payroll to the correct account—school or district—based on the criteria above. Substitutes incurred over the first three days of an employee’s absence should be charged to cost center 0248, while all other substitutes should be charged to cost center 0351.
- Schools have the flexibility to budget a discretionary amount of money for substitutes, provided that it does not fall below 90% of the amount the school spent on the equivalent “first three days” of substitutes in the prior school year.
 - The Budget Office will provide all schools with data from the prior year’s substitute expenditures to inform budget-setting
- If, mid-year, a school is on track to spend less than 90% of the previous year’s “first three days” substitute expenditures, the Budget Office will allow the school to reallocate dollars to other accounts.

Flexibility over “How”

Flexibility over “Who/What”

- Principals may encourage employees to specify a particular substitute to fill an absence.

Flexibility over “When”

Textbooks and Curricular Materials

Flexibility over “How Much”

- Schools have the flexibility to select and purchase any textbooks, e-textbooks, workbooks, and other curricular materials from the Board-adopted textbook list. Schools are responsible for purchasing these materials out of their budgets.
- Schools are not responsible for selecting and purchasing the Common Core-aligned materials for K-5 Math and 6-12 ELA and Math (Springboard), which the District has selected.
- Schools have the flexibility to purchase texts not found on the Board-adopted list, but to do so they must provide research from an independent (non-vendor) research source as to the efficacy of the resource and a clear plan for how the resources will be utilized to support the school’s academic plan. The Department of Curriculum & Instruction will review such proposals.

Flexibility over “How”

- Each school must designate a person or persons responsible for the ordering and distribution of textbooks. This staff member should receive a stipend based upon the CMSD and CTU-negotiated terms.

Flexibility over “Who/What”

Flexibility over “When”

- Schools must begin processing purchase orders for their selected books and materials by July 2nd before each school year in order to ensure that the materials arrive by the start of school.

Interscholastic Athletics & Extracurricular Activities

Flexibility over “How Much”

- Schools have the flexibility to decide which athletic programs and extracurricular activities they will offer to meet the needs and interests of their students. Schools are responsible for budgeting the mandatory differential for the employee serving as coach or advisor for each sport or activity the school chooses to offer. The dollar amounts for these differentials are contractually agreed upon and can be found in the Appendix.
- If a school proposes to eliminate an athletics program or programs, it must review the proposal with the CMSD Legal Department to ensure gender-based equity and Title IX compliance and other related legal obligations.
- Each school receives an allocation of funds to pay for non-differential costs associated with interscholastic athletics: officials, equipment repair, supplies, and equipment. Schools have the flexibility to redistribute the amounts within these four accounts and can do so by preparing an SBM-1 form and sending it to the Budget Office. Schools may not transfer funds from any of these four accounts to other school accounts.
 - Any negative balances in these accounts must be settled first by transfers between these accounts and only second by transfers from other school accounts. Transfers from other school accounts are only allowable to eliminate negative balances.
- A budget report on the expenditures within these four athletic accounts should be submitted to the Athletics Office at the end of the 1st, 2nd, and 3rd grade card periods. This report should come from the athletic director and bear the principal’s signature.

Flexibility over “How”

Flexibility over “Who/What”

- Flexibility to determine who may serve as coaches or advisors and under what conditions is governed by Article 22, Section 21 of the CMSD-CTU collective bargaining agreement and state law.

Flexibility over “When”

Professional Development Resources

Flexibility over “How Much”

- Due to grant restrictions, funding tied to existing PD resources must continue to be directed towards some form of professional development. The specific form, however, can and should vary based on the needs of a particular building.

Flexibility over “How”

- All schools outside of SI-A status will have the flexibility use PD funds for the following purposes:
 - Assigning CMSD staff in the form of Peer Coaches and/or Curriculum & Instruction Specialist. These positions act as less than 1.0 FTE, but must be at least 0.2 (or one day per week) in the school building. All schools have the flexibility to interview and select the individuals who serve in these roles in their buildings.
 - Contracting with approved vendors to provide professional development in or outside of the school building.
 - Creating school roles for teachers who can provide professional development support. Schools will need to ensure the nature of the role and the associated stipend level are approved by the school’s HR Partner.
 - Sending school staff to external conferences, trainings or other professional development aimed at meeting their teachers’ needs.
 - Leveraging the district’s Peer Review process to provide professional development to teachers who have been rated Ineffective. This program matches a teacher with this rating to an exemplary teacher in the district who is responsible for his/her development and evaluation over the course of the following school year. If the teacher does not improve over the course of the year under Peer Review, he or she may be dismissed.
- All teachers are required to attend mandatory professional development for district-wide initiatives, e.g. Student Learning Objectives, TDES, Common Core. CMSD will use its staff of Flexperts to support these required initiatives. All schools will be required to set aside a designated portion of Teacher stipends pay to compensate for the associated costs of teacher attendance.

Flexibility over “Who/What”

Flexibility over “When”

Academic Intervention Programs

“Academic intervention programs” are here defined as supplemental academic instructional materials designed to increase the academic achievement of Cleveland’s students. These programs are not Board-adopted textbooks, but rather resources to address intervention and enrichment needs on top of (and consistent with) the everyday curriculum.

Flexibility over “How Much”

Flexibility over “How”

Flexibility over “Who/What”

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- Schools have the flexibility to choose academic programs based on students’ needs, provided that these choices are research-based and data-driven.
- Some academic programs are mandatory for all or a subset of schools.
- Some academic programs are district-approved and already paid for, and are listed on a menu of programs found in the Appendix. Schools have the flexibility to utilize or ignore these “menu programs.”
- Schools have the flexibility to choose academic programs not listed on this menu if they submit the Academics Department’s rubric justifying the research basis and the program’s role in the school’s academic strategy. Schools are responsible for paying for these programs out of their budgets.

Flexibility over “When”

How To Budget and Purchase Resources

Policies for Budgeting

As in previous years, the Finance Department has put forth a set of rules that will help schools spend their discretionary budgets in an effective, responsible, and legally compliant manner. The major difference between this and previous years is that schools now have much larger discretionary budgets—encompassing both General Fund and Title-funded resources—such that the budgeting endeavor has significantly grow in impact and complexity. School leaders and their administrative teams must familiarize themselves with the following guidelines in order to maintain responsibility for autonomous budgeting. Each school’s budget partner (see “network of support”) will be the primary point of contact for helping schools navigate the rules and guidelines that follow.

Guidelines for Budgeting Grant Resources

Title I: Improving The Academic Achievement Of The Disadvantaged

A school’s Title I allocation comes in two pieces: the building allocation and the Parent Involvement allocation. Both pieces are familiar to school leaders from previous years, with the notable exception that the compensation for Title-funded teachers is now included in a school’s building allocation.

The Title I building allocation may only be spent on a select set of resources:

- Employee salaries and benefits — Are fundable for the time devoted and identified specifically to the performance of the Part A program, if granted under approved CCIPs and the costs are always distributed equitably to the Part A grant and to other activities.
- Professional development — Is fundable if specifically related to the Part A program, designed to meet the specific educational needs of Part A participants, and supplements rather than supplants, state and local training. Teachers whose professional development is paid by Title I, Targeted Assistance, must have Title I-served participants in their classroom.
- Supplies and educational materials — Are fundable if reasonable, necessary, and consumed specifically for the purpose of the Title I-Part A program. The recommended limit on supplies and equipment (combined) is 10 percent of the Title I LEA allocation.
- Equipment — Is fundable if 1) the equipment is necessary to effectively operate Title I-Part A programs, 2) existing equipment will not be sufficient, and 3) the costs of the equipment are

reasonable. The recommended limit on supplies and equipment (combined) is 10 percent of the Title I LEA allocation.

- Travel and conference costs — Are fundable if specifically related to the Title I-Part A program and not to the general needs of the LEA or school, and are reasonable, necessary, and are in keeping with the LEA's policies on travel and conference costs.
- Maintenance/operation costs — Are fundable if reasonable, necessary for the success of the Title I-Part A program, and distributed on an equitable basis (such as janitorial and utility costs) to the extent that costs are not otherwise included in rent or other charges for space.

According to federal law, Title I dollars must be used to supplement rather than supplant resources provided by state and local dollars. For schools, the crucial consequence of this rule is that any resources that a school moves from Title I to the General Fund *cannot be returned to Title I* in future years. This provision is most relevant with respect to teaching staff. Many school rosters currently include one or more teaching positions that have been paid out of Title I; the Budget Office strongly recommends that schools not decrease the number of teaching FTEs paid by Title I so as not to limit their ability to afford a full roster of teachers in subsequent years. Schools must document their plan for spending all Title I dollars as a part of the budget and academic plan submission process. All Title I dollars allocated for the '14-'15 school year must be encumbered by June 15th, 2015, and approved by June 30th, 2015.

The Parent Involvement Allocation

Family Engagement is what we do to involve parents and caregivers in their student's education and success. All schools receiving Title I Parent Involvement funds are required to complete the following:

- Annual Title I meeting
- School/Parent Compact
- Parent Involvement Policy
- Title I Parent Involvement Action Plans for events

The Parent Involvement allocation may only be spent on a select set of resources.

Allowable Expenditures (Suggestions):

1. Supplies/Supplemental materials
2. Contacting outside organizations to provide multi-week programs for parents that focus on READING and/or MATH.
3. Create a strong parent program focusing on parenting skills and how to help their children experience success in school.
4. LITERACY and MATH NIGHTS
5. Parent Resource libraries.
6. Create "Parent Resource Centers" where parents can visit during the school day and borrow materials to use with their children at home.

Most Frequently Used Budget Accounts:

- **Professional Services: 572.7105.3290.419.000000.OPU.00.000** Includes: Consultants, performance contracts, field experience registration, non-CMSD in-service training specialists and/or organizations, etc.
- **Postage: 572.7105.3290.443.000000.OPU.00.000** Expenditures for stamps, postage, meter slips, etc.

- **Printing: 572.7105.3290.461.000000.OPU.00.000** Printing and Binding expenditures
- **Contracted Food Services: 572.7105.3290.462.000000.OPU.00.000** Food preparation and/or service contracted with an outside organization
- **Classroom Supplies: 572.7105.3290.511.000000.OPU.00.000** Consumable/disposable instructional supplies, including: copy paper, pencils, markers, folders, ink cartridges, batteries, any supplies that are consumed during use.
- **General Supplies: 572.7105.3290.519.000000.OPU.00.000** Non-consumable supplies that can be used throughout the school year, including: calculators, electronic pencil sharpeners, cabinets, shelving, files, 3-hole punches, other materials costing less than \$300 each.
- **Supplemental Books: 572.7105.3290.529.000000.OPU.00.000** Classroom and parent involvement libraries
- **Awards, Prizes, Incentives: 572.7105.3290.889.000000.OPU.00.000** Includes: Small items to be used for rewards, such as ribbons, certificates, trophies, t-shirts. This account should NOT be used for food or event tickets. Purchase orders using this account must indicate nature/purpose of the incentive.

The deadline for encumbering Parent Involvement funds is March 1, 2015. All orders not approved by June 30, 2015 will be closed, and all unspent funds will be returned to the Ohio Department of Education. The Building Principal must review and approve all purchase orders before they are reviewed for final approval by the Title I Funded Programs Office. All Title 1 purchases must follow District, State and Federal procurement policies and laws.

For information and assistance navigating the Parent Involvement allocation, please contact your network's FACE Coordinator.

Title II-A: Preparing, Training, and Recruiting High Quality Teachers and Principals

In CMSD, Title II-A dollars are spent on teacher compensation for teachers with HQT qualifications. Schools that currently have a Highly Qualified Teacher on the roster should be sure to keep an employee (not necessarily the same employee) with that qualification and spend any allocation from the Title II-A grant on that employee's compensation.

Local Grants

Some schools receive grant funding from local institutions including philanthropic foundations, businesses, and non-profits. Schools are often required to submit grant budgets to these organizations on a different timeline than the main budgeting process. The Budget Office will provide schools with a copy of their active grant budgets to help clarify which resources have already been provided for and therefore should not be duplicated in the SBB budget.

Guidelines for Budgeting All Resources

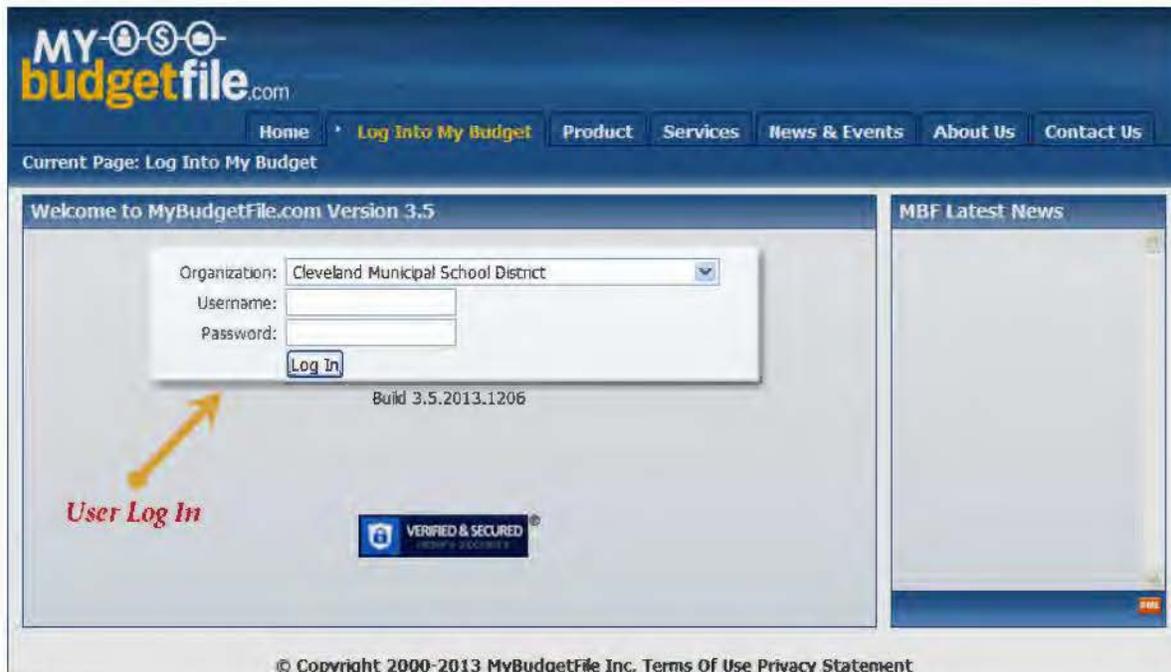
- Schools are responsible for paying for class coverage payments and class size overage payments. In the initial budget proposal, schools may not budget less than 90% of the amount spent on either of these resources in the prior school year (the Budget Office will provide data to enable this comparison).

- If, mid-year, a school is on track to spend less than 90% of the previous year’s expenditure in either of these categories, the Budget Office will allow the school to reallocate dollars to other accounts.
- During the school year, schools have the flexibility to reallocate unused dollars to other eligible accounts. Schools should contact their budget partner to initiate a transfer request. When these requests are submitted, the budget partners will work with the other members of the school’s Network Support Team to ensure that the proposed use of funds is still consistent with the school’s original academic plan.
 - The money budgeted for a position that remains vacant
- At the end of the school year, all unused General Fund dollars will be returned to the District’s balance. At this time, schools may not “roll over” dollars from one year to the next.
- When schools choose to host events outside the hours of the school day, they are responsible for obtaining security and custodial permits from the Operations Division, and for paying the associated overtime expenses for security and custodial staff. Schools are not responsible for paying these expenses for events that are mandated by the District. When submitting a permit, the school should specify whether the expenses are meant to be billed to the school or to some other account. Please find the full permit form in the appendix.

Using My Budget File to Submit a Budget

Getting Started

1. Browse to www.mybudgetfile.com
2. Click on MY LOG IN
3. Select your organization
4. Type in your username and password
5. Click the Log In button



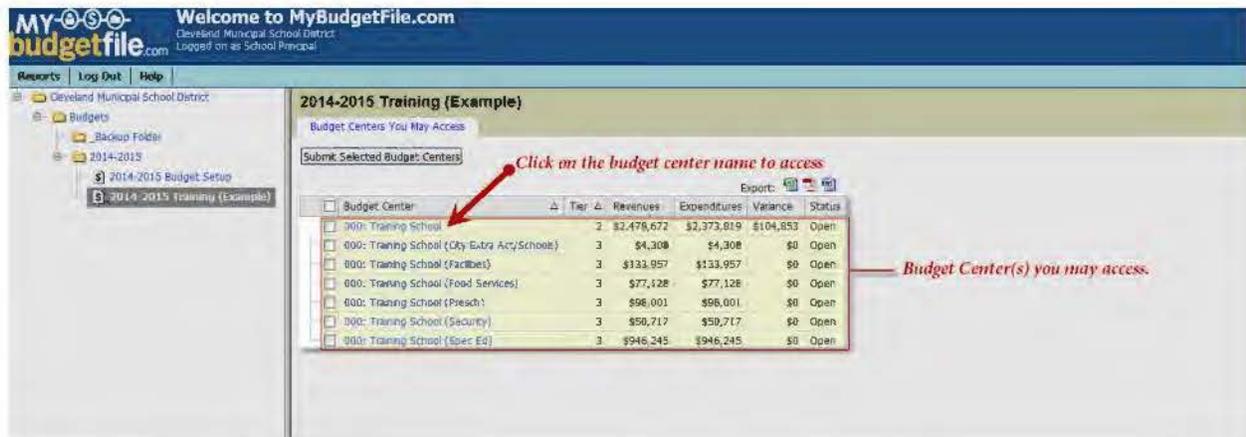
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Jolly: 838-0106 – Moxon: 838-0104 – Mosley: 574-8409

Browser Requirements:

- Windows Internet Explorer 7.0 or higher
- Windows with Mozilla Firefox 2.0 or higher
- Windows with Safari 3.0 or higher
- Macintosh with Internet Firefox 2.0 or higher
- Macintosh with Safari 3.0 or higher

The Main Menu

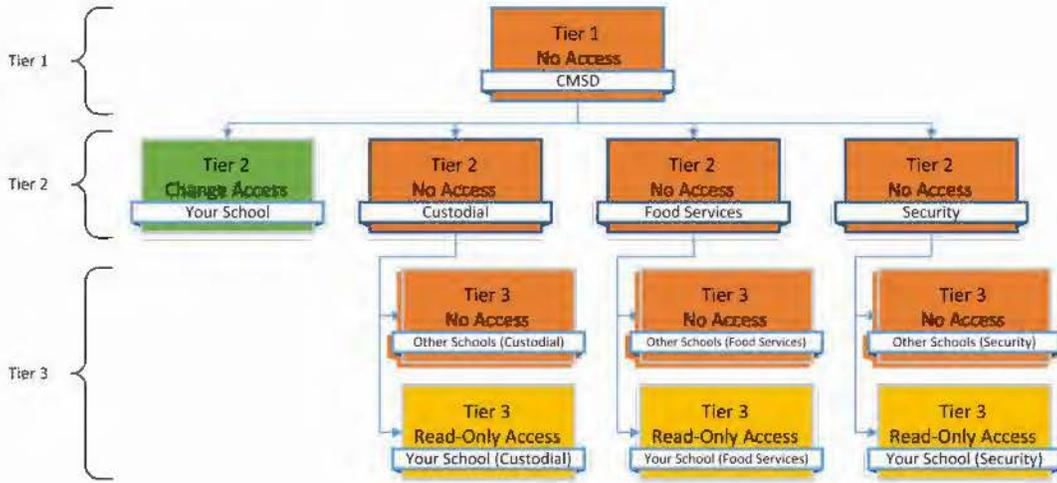
When you have successfully logged into the application, you will arrive at the main menu. In the right-hand pane, you will see a list of budget center(s) that you have been granted access to. You will see a screen similar screen to the one shown below. To access a budget center, click directly on the budget center name (blue hyperlink).



What are Budget Centers?

Think of a budget center as a distinct part of the organization for which someone is given the responsibility to ensure that the budget balances.

You may see several budget centers on MyBudgetFile.com’s main menu. The primary one you will work with is named for your school with nothing following in parentheses. Even though several other budget centers you may see have names containing your school’s name, you may not be able to edit the information them. These budget centers contain non-SBB resources for things like security, special education, food services, and custodial. They are smaller parts of the overall security, special education, food services, or custodial department budgets. Because they take place at your school, you have been given read-only access to them.



Exploring the Budget Center Workspace

Each budget center workspace has some common elements that you will want to become familiar with. Each element is highlighted and a brief description is provided below.



- Menu Bar** – provides access to the Main Menu, Log Out, Reports, Print, and Help documentation.
- Budget Ticker** – displays the budget center’s total revenues/allocations and total expenditure budget.
- Navigation Tabs** – provides access to key content areas within a budget center.
- Quick Reports**- exports data as shown on screen into excel, pdf, and word.

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Category- grouping of line items for which there is a sub-total.

Line Item- provides the details within a category; line items can be manual entries or calculated.

 **Locked/Unlocked Icons** – a locked icon indicates a line item or staff assignment can NOT be changed.

 **Notepad** – a notepad icon indicates that there is text comment added to the line item or staff assignment.

Review the Resources You Have Been Allocated

Revenues and Allocations Tab

The information displayed on the “Revenues and Allocations” tab represents the total dollars that have been allocated to a budget center. You don’t need to provide any inputs on this screen. However, you will want to review the information provided on this screen and verify the enrollment projections. Your total allocation is represented at the bottom of the screen and will match the total revenues showing in the budget ticker located in the top right hand corner. See the screen shot below.

Name	Account	2014-2015 Training (Example)
Base Weights		
GenEd Base Weight		\$1,470,404
GenEd Base Weight		\$4,350,3967
Total K-12 Enrollment (Excluding Self-Contained)	330 Students	
Single Class Base Weight		\$47,090
Single Class Base Rate	\$724.5094	
Total Base Weights: Percent of Revenue And Allocations To Budget Center: \$1,517,496 61.1%		
Grade Level Allocations		
Grades K-3 Allocation		\$83,720
Grades K-3 Rate	\$455	
Total K-3 Enrollment	184 Students	
Total Grade Level Allocations: Percent of Revenue And Allocations To Budget Center: \$83,720 3.4%		
Special Ed Allocations		
Cross-Categorical Resource/Inclusion KB		\$465,312
Cross-Categorical Resource/Inclusion KB Enrollment	55 Students	
Cross-Categorical Resource/Inclusion KB Rate	\$8,460.2147	
Cross-Categorical Single Class KB		\$48,944
Cross-Categorical Single Class KB Enrollment	10 Students	
Cross-Categorical Single Class KB Rate	\$4,834.4084	
Total Special Ed Allocations: Percent of Revenue And Allocations To Budget Center: \$513,606 21.1%		
ELL Allocations		
LAU A KB		\$0
Total Revenue And Allocations To Budget Center: \$2,478,672		

Planning Staff FTEs

Staffing Tabs and Staff Assignments

Each staffing tab in the budget center workspace shows a list of staffing assignments in a particular employee group. A staff assignment is defined as a particular employee or vacancy, in a particular position, with a particular FTE. Each row you see in the table on the staffing tabs is a staff assignment.

There are three key functions you need to perform on each staffing tab. You can add a staff assignment, remove a staff assignment, or edit an existing staff assignment. The basic steps to adding, removing, editing a staff assignment is described below.

MY-budgetfile.com 000: Training School
 Status: Open
 2014-2015 Training (Example)
 Logged on as School Principal

Main Menu | Log Out | Reports | Print | Help

Revenues and Allocations to Budget: Expenditures **CERTIFICATED** CLASSIFIED DIFFERENTIAL Allocations From Budget: Factors Affecting Budget

Lock Selected | Unlock Selected | Remove Selected | **Add Assignment...** | Move Selected Staff Assignments To: (select a budget center)

Expand All | Collapse All | Field Chooser... | Reset Grid | Assignment View | GL View

Drag a column header here to group by that column

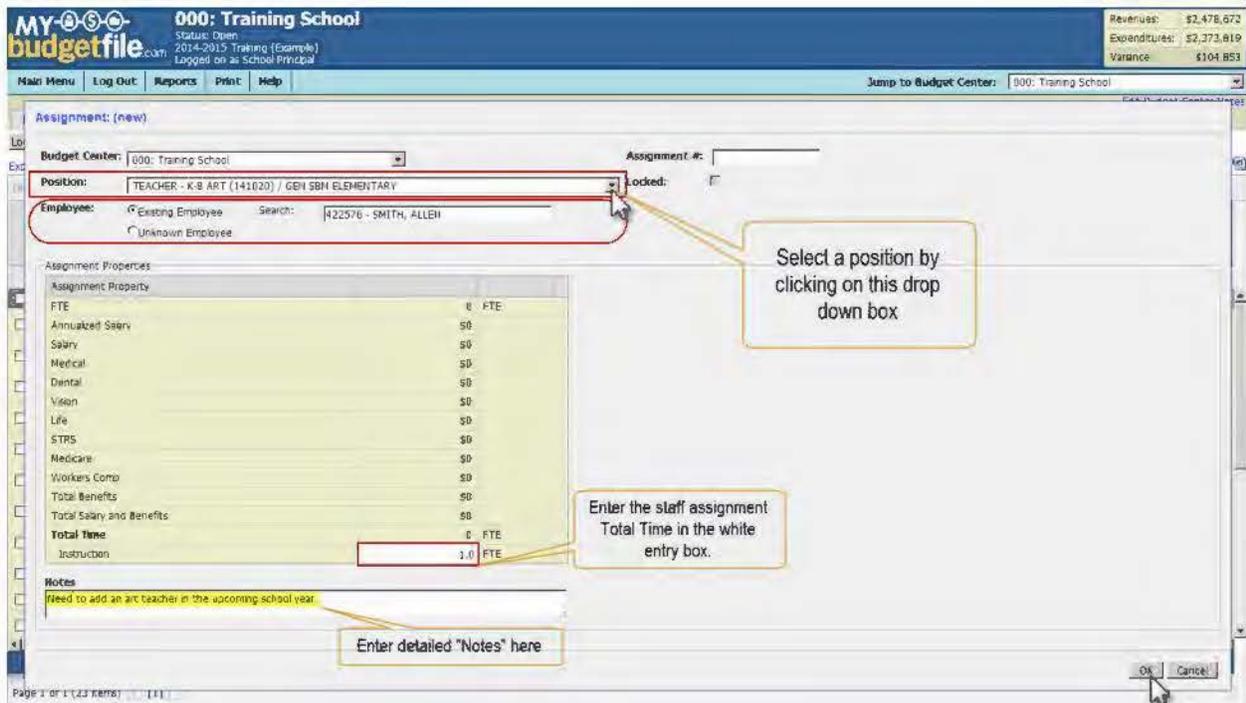
		Emp #	Last Name	First Name	Budget Center	Position	FTE (FTE)	Salary (\$)	Me
<input type="checkbox"/>	Edit	429390	Prince	Nicole	000: Training School	PRINCIPAL	1.000	\$91,994	
<input type="checkbox"/>	Edit	424558	Tams	Steph	000: Training School	TEACHER	1.000	\$71,624	
<input type="checkbox"/>	Edit	463018	Cobb	Lisa	000: Training School	TEACHER	1.000	\$71,624	
<input type="checkbox"/>	Edit	420298	Centre	Cassy	000: Training School	TEACHER	1.000	\$71,624	
<input type="checkbox"/>	Edit	423204	Munch	Linda	000: Training School	TEACHER	1.000	\$71,624	
<input type="checkbox"/>	Edit	419334	Bruner	Amy	000: Training School	TEACHER	1.000	\$71,624	
<input type="checkbox"/>	Edit	429050	Cook	John	000: Training School	TEACHER	1.000	\$71,624	
<input type="checkbox"/>	Edit	421177	Marr	Cheryl	000: Training School	TEACHER	1.000	\$71,624	
<input type="checkbox"/>	Edit	(unknown)	VACANT	VACANT	000: Training School	TEACHER	1.000	\$71,624	
<input type="checkbox"/>	Edit	436572	Freezin	Mark	000: Training School	TEACHER	0.500	\$35,812	
<input type="checkbox"/>	Edit	463261	Kenny	Laura	000: Training School	TEACHER	1.000	\$71,624	

If you are not finding the flexibility your school needs, don't hesitate to call your network leader:
 Farmer-Cole: 838-0165 – Howell-Curtis: 838-0103 – Johnson: 838-0105 –
 Jolly: 838-0106 – Moxon: 838-0104 – Mosley: 574-8409

Adding a Staff Assignment

Use these steps to add a known employee to your staff list or to create a vacancy in a particular position.

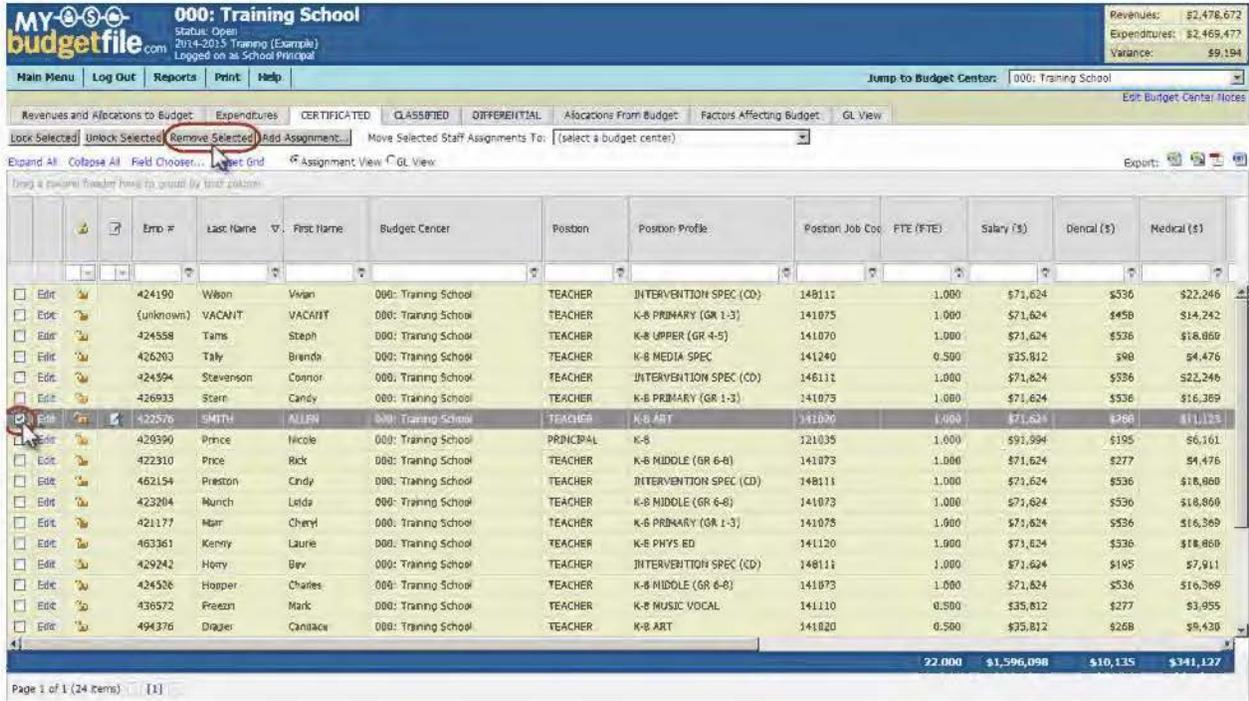
1. Click on the staffing category tab (Certificated, Classified, or Differential).
2. Click on the **Add Assignment...** button (the add staff assignment screen will pop up).
3. Select the position from the drop down box.
4. To put a known employee in this assignment, select **Existing Employee** and search for them using their first name, last name or employee number. To create a vacancy, select **Unknown Employee**, and type something descriptive in the first and last name fields, like “Vacancy”, “Math Teacher”.
5. Fill out the required information for the assignment in the white boxes provided. For example, enter “1.0” FTE in the white box under total time.
6. Enter any detailed notes you want to provide about the staff assignment, especially in the case of vacancies, so that HR can refer to these notes.
7. Click the **OK** button.



Removing a Staff Assignment

Use these steps to remove a known employee or vacancy from your staff list.

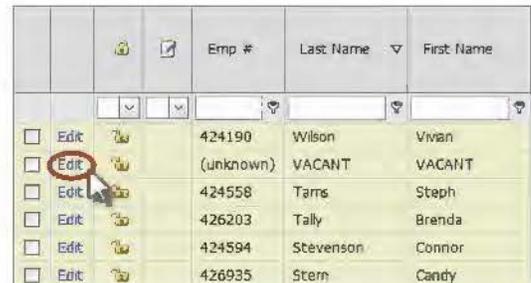
1. Click on the staffing category tab (Certificated, Classified, or Differential).
2. Select a staff assignment by checking the box.
3. Click the **Remove Selected** button.
4. An Alert box will appear with this message: Are you sure you wish to remove the selected assignment(s)?
5. Click the **OK** button.



Editing a Staff Assignment

Use these steps to change the details about a known employee or vacancy on your staff list.

1. Click on the staffing category tab (Certificated, Classified, or Differential).
2. Click **Edit** next to the staff assignment you want to edit.
3. Edit the information as needed, in the same fashion you do when adding a new staff assignment.
4. Click the **OK** button.

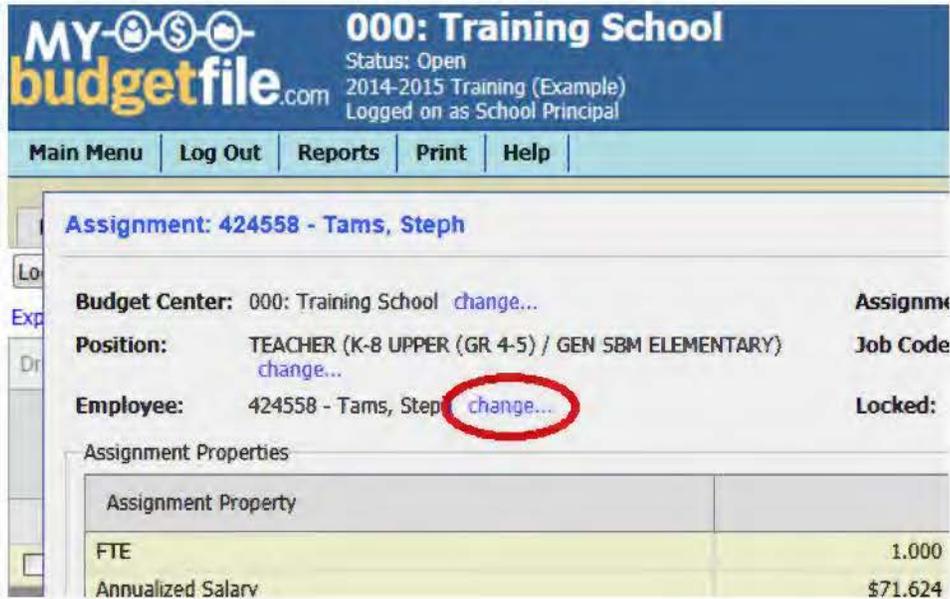


If you are not finding the flexibility your school needs, don't hesitate to call your network leader:
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 Jolly: 838-0106 – Moxon: 838-0104 – Mosley: 574-8409

Create a Vacancy When an Employee Leaves

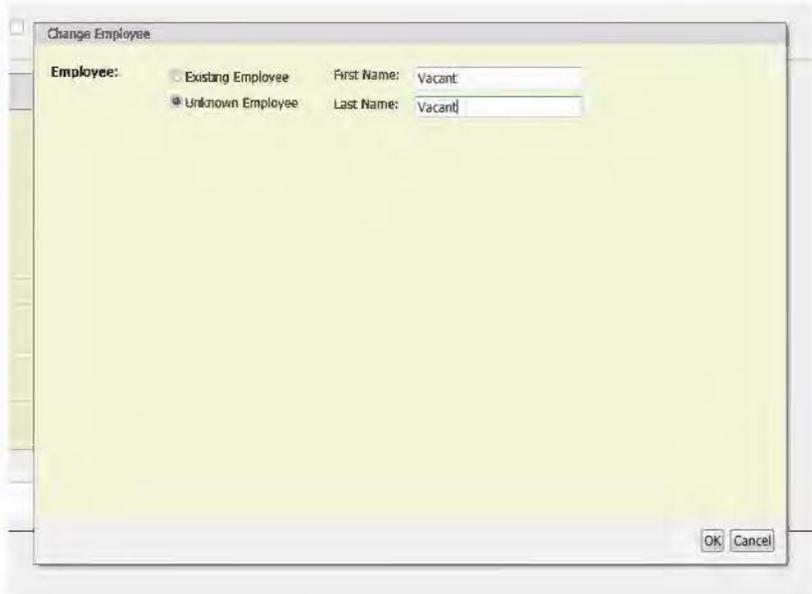
Use these steps to change an existing staff assignment from one that refers to a known employee into one that represents a vacancy needing to be filled. You may do this in the cases of retirement or dismissal, for example, where the employee is leaving but the position remains.

1. Click on the staffing category tab (Certificated, Classified, or Differential).
2. Click **Edit** next to the staff assignment you want to edit.
3. Next to the employee name at the top of the assignment edit screen, click the **change...** link.



4. On the window that appears, select **Unknown Employee** and type something descriptive for first and last names that will help you recognize the purpose of the vacancy.

5. Click the **OK** button.



Budget for Non-Personnel Amounts

Expenditures Tab

The information displayed on the “Expenditures” tab represents the planned expenditures at a budget center. Your total planned expenditure amount is displayed at the bottom of this screen and will match the total showing in the budget ticker located in the top right hand corner of your screen. See the screen shot below.

MY-SCHOOL budgetfile.com 000: Training School
 Status: Open
 2014-2015 Training (Example)
 Logged on as School Principal

Revenues: \$2,478,672
 Expenditures: \$2,473,027
 Variance: \$5,644

Jump to Budget Center: 000: Training School

Revenues and Allocations to Budget: **Expenditures** CERTIFICATED CLASSIFIED DIFFERENTIAL Allocations From Budget Factors Affecting Budget DL View

Save Changes

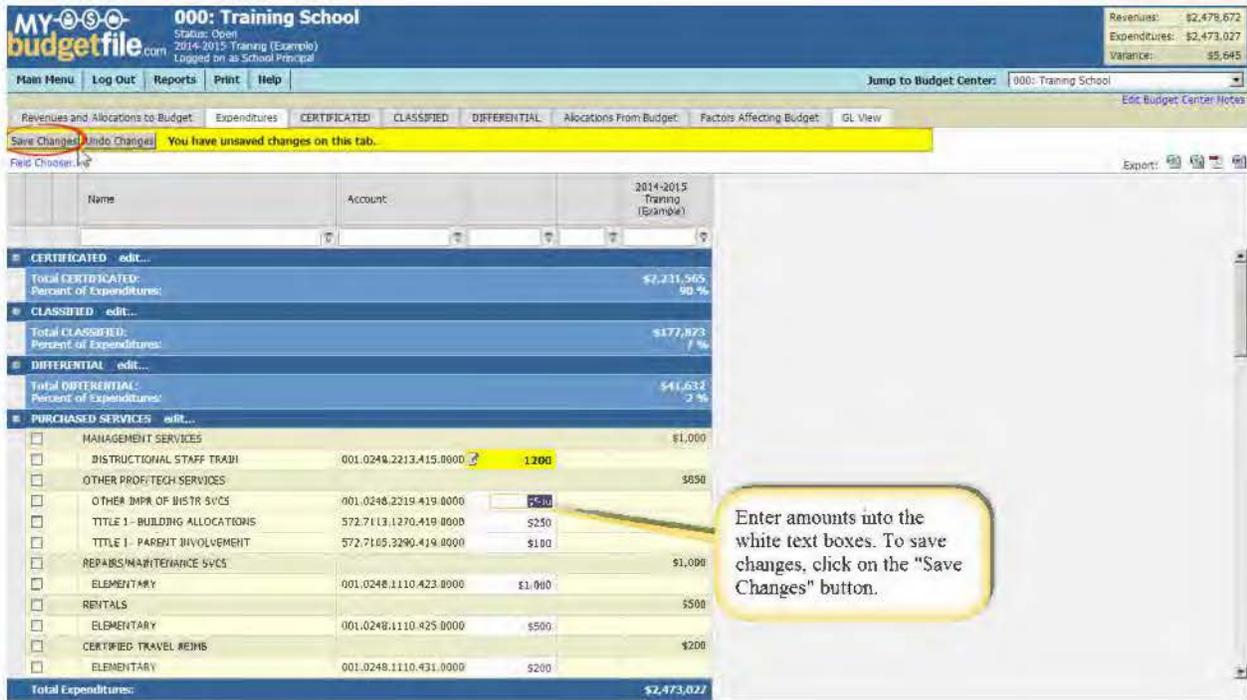
Field Chooser...

Name	Account	2014-2015 Training (Example)
CERTIFICATED edit...		
Total CERTIFICATED:		\$2,231,585
Percent of Expenditures:		91 %
CLASSIFIED edit...		
Total CLASSIFIED:		\$177,873
Percent of Expenditures:		7 %
DIFFERENTIAL edit...		
Total DIFFERENTIAL:		\$41,632
Percent of Expenditures:		2 %
PURCHASED SERVICES edit...		
<input type="checkbox"/> MANAGEMENT SERVICES		\$1,000
<input type="checkbox"/> INSTRUCTIONAL STAFF TRAIN	001.0248.2213.415.000000.004.00.000	\$1,000
<input type="checkbox"/> OTHER PROF/TECH SERVICES		\$650
<input type="checkbox"/> OTHER IMPR OF INST SVCS	001.0248.2219.419.000000.004.00.000	\$500
<input type="checkbox"/> TITLE I - BUILDING ALLOCATIONS	572.7113.1270.419.000000.004.00.000	\$250
<input type="checkbox"/> TITLE I - PARENT INVOLVEMENT	572.7105.3290.419.000000.004.00.000	\$100
<input type="checkbox"/> REPAIRS/MAINTENANCE SVCS		\$1,000
<input type="checkbox"/> ELEMENTARY	001.0248.1110.423.000000.004.00.000	\$1,000
<input type="checkbox"/> RENTALS		\$500
<input type="checkbox"/> ELEMENTARY	001.0248.1110.425.000000.004.00.000	\$500
<input type="checkbox"/> CERTIFIED TRAVEL REIMS		\$200
<input type="checkbox"/> ELEMENTARY	001.0248.1110.431.000000.004.00.000	\$200
Total Expenditures:		\$2,473,027

If you are not finding the flexibility your school needs, don't hesitate to call your network leader:
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 Jolly: 838-0106 – Moxon: 838-0104 – Mosley: 574-8409

Entering Non-Salary Amounts

It is on the expenditures tab where you will plan for non-staffing expenditure items such as subs, class coverage, overage, purchased services, supplies and materials, etc... The basic steps to edit an entry are illustrated in the screen shot below.



Editing an expenditure amount

1. Click on the "Expenditures" tab
2. Enter an amount into the white entry box
3. Click **Save Changes**

Note: If you select another tab or navigate away from the page without clicking the save changes button your changes will be lost and remain at the value from the last save.

Adding an Itemized List

You have the option of itemizing any line item or distribution that you have permission to edit. Itemizing a non-salary amount in your budget helps you plan purposefully for each account and ensure that all items and activities are accounted for in your plan.

	Name				
<input type="checkbox"/>	INSTRUCTIONAL SUPPLIES				\$10,171
<input checked="" type="checkbox"/>	ELEMNTARY		001.0248.1110.511.0000	\$9,994	
<input type="checkbox"/>	K-6 OTHER HAND		001.0248.1239.511.0000	\$0	
<input type="checkbox"/>	OTHER IMPR OF		001.0248.2219.511.0000	\$0	
<input type="checkbox"/>	SCHOOL LIBRARY SERVICES		001.0248.2222.511.0000	\$177	
<input type="checkbox"/>	TITLE I - BUILDING ALLOCATIONS		572.7113.1270.511.0000	\$0	
<input type="checkbox"/>	TITLE I - PARENT INVOLVEMENT		572.7105.3290.511.0000	\$0	

Creating an Item...

1. Click **Create Item...**
2. Enter a Description and Value
3. Click **Update**
4. Click **Close** button to close window

Editing an Item...

1. Click **Edit**
2. Edit the information
3. Click **Update**
4. Click **Close** button to close window

Deleting an Item...

1. Click **Edit**
2. Edit the information
3. Click **Update**
4. Click **Close** button to close window

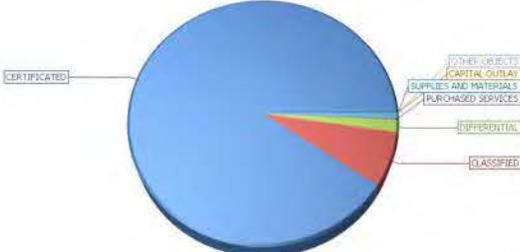
Category Amounts Pie Chart	Budget Report
<ol style="list-style-type: none"> 1. Click Reports from the menu bar 2. Choose Category Amounts Pie Chart 3. Choose your SBB budget center 4. Click Next 5. Choose Expenditures 6. Click Next 7. Click Preview Report 	<ol style="list-style-type: none"> 1. Click Reports from the menu bar 2. Choose Budget Report 3. Choose your SBB budget center 4. Click Next 5. Click Preview Report
	

Previewing/Exporting Reports

Select a format Adobe Acrobat (PDF) Click Save to Disk

Back to Parameters | Page 1 of 2 | Save as: Adobe Acrobat (PDF)

Expenditures Category Pie Chart
 Cleveland Municipal School District
 2014-2015 Training (Example)
 000: Training School



Category	Amount	Percentage
CERTIFICATED	\$2 231 565	90%
CLASSIFIED	\$177 873	7%
DIFFERENTIAL	\$41 632	2%
PURCHASED SERVICES	\$4 749	0%
SUPPLIES AND MATERIALS	\$16 561	1%
CAPITAL OUTLAY	\$767	0%

Expenditures Category Pie Chart | Monday, December 22, 2014 9:02 AM

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 Farmer-Cole: 838-0165 – Howell-Curtis: 838-0103 – Johnson: 838-0105 –
 Jolly: 838-0106 – Moxon: 838-0104 – Mosley: 574-8409

Submitting Your Budget for Review

Once your budget is balanced, you must submit it. The steps to submit a budget center are described below.



These Steps begin at the Main Menu...

1. Select the Budget Center by selecting the checkbox
2. Click the **Submit Selected Budgets Button**...

Note: When a budget center status has been changed to “submitted” the information will become read-only. You will be able to access, view, report on the information but NOT permitted to change it in any way.

Purchasing and Contracting Policies

When Seeking to Purchase Academic Services

Principals may purchase academic services to meet the learning needs of students and professional development of staff. The District’s Academic team has developed a comprehensive Vendor Support Services Directory (Vendor Directory) that consists of approved academic service vendors and highlights the services offered by each vendor. The Vendor Directory is attached in the Appendix.

Principal Actions

Principals may engage the services of any of the approved vendors identified in the Vendor Directory. To engage services, Principals must complete the following steps:

1. Identify the need for additional academic services to serve students and/or staff
2. Select an academic service vendor from the Vendor Directory

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Jolly: 838-0106 – Moxon: 838-0104 – Mosley: 574-8409

3. Contact the chosen vendor to request a scope of work for the identified need
4. Contact Academic Resources to obtain the Contract information and Resolution number that correspond with the chosen vendor (Contract information and Resolution number may be available on the Academic Resources web page)
5. Create a Purchase Order that includes:
 - Vendor name and number
 - Resolution number obtained from Academic Resources
 - Detailed scope of work based on vendor’s proposal
 - Appropriate budget account number
6. Approve Purchase Order (Central Office approval may be necessary depending on the budget account used for the purchase)
7. Engage vendor once certified Purchase Order has been issued to vendor

Central Office Actions

Central Office will be responsible for preparing vendor contracts (term agreements) and resolutions for the approved vendors. If a resolution is pending, a Purchase Order cannot be approved and processed until the resolution has been finalized and a resolution number assigned to the vendor.

The Vendor Directory is compiled and maintained by Academic Resources, Purchasing and the Academics Departments. The Vendor Directory will be published by Central Office on an annual basis. Additional vendors and services may be necessary to add the vendor when a gap in services and/or programs has been identified by Academics/Academics Resources Departments. A competitive Request for Proposal (RFP) process may be completed by Central Office. Academics Resources will coordinate the RFP process with the Purchasing Department if an RFP is necessary.

Vendors Not in the Vendor Directory

Principals may request the services of a vendor not identified in the Vendor Directory by submitting a written request to the Academic Resources team by emailing Jackie Cox at Jacqueline.Cox@clevelandmetroschools.org, or initiating the request by calling (216)838-0125. The request should contain:

- articulation of need for the services being provided by the vendor
- written proposal from the vendor, including qualifications, scope of service and pricing
- statement as to how the vendor was solicited for the services

Central Office will review the request to ensure that the vendor is eligible for use. Vendors are ineligible to provide services if there is a conflict of interest or if the individual is a current District employee or was an employee in the past 12 months.

If the vendor is eligible for use, Principals will be responsible for preparing the vendor contract, resolution (if amount of vendor contract is \$6,000 or greater), and purchase order.

When Seeking to Purchase Academic Materials and/or Supplies

Principals have a great deal of discretion in determining and selecting products from which their school will receive the greatest benefit in an educational and economical way. Preparation and knowledge of the

District’s purchasing guidelines are key to helping Principals get the supplies needed to get the school year off to an excellent start and to maintain efficiency throughout the school year.

Principal Actions

Purchase of tangible products (e.g. office and school supplies) may be made in adherence to the following purchasing procedures:

Small Purchases Less than \$250: pricing may be obtained for these small purchases through in store, mail, internet (Purchasing Card or Direct Pay only), telephone and/or fax orders. Once pricing is obtained, Principals must use one of the methods for processing payment:

- Purchasing Card (see Appendix on Purchasing Card procedures for use of P-Card)
- Direct Pay Form
- Purchase Order (as necessary)

Purchases between \$250 and \$2,500: pricing must be based on a minimum of three (3) telephone/verbal quotes. Pricing may also be based on catalogue quotes, faxed quotes, or email quotes. Principals must document these quotes and keep the documents on file for audit purposes. Once a determination is made on pricing, Principals must obtain an approved, certified purchase order (PO) prior to placing the order with the vendor.

Purchases between \$2,500 and \$50,000: pricing must be based on a minimum of three (3) **written formal** price quotes (RFQ). Principals that need assistance with an RFQ may contact the Purchasing Department at (216)838-0410 to request a template of an RFQ document or for any questions about the process.

Once a determination is made on pricing, Principals must obtain an approved, certified PO prior to placing the order with the vendor. If the cost exceeds \$6,000, an approved resolution must be adopted by District administration. A resolution may be processed at the school level, or Central Office, depending on the item(s) being purchased. Please contact one of the following Central Office Departments if there are questions about the resolution process:

Purchasing Department - (216)838-0410

Academic Resources Department - (216)838-0125

Finance Department - (216)838-0382

Central Office Actions

Purchases more than \$50,000: pricing must be based on a formal competitive Bid or RFP, which will be facilitated by the Purchasing Department. Principals that identify a need for supplies costing more than \$50,000 should contact the Purchasing Department at (216)838-0410.

Please note: the monetary thresholds for competitive bidding requirements are determined District-wide per individual vendor, not on a school by school basis. The Financial Partner assigned to each school will assist in tracking vendor expenditures District-wide and identifying when a formal competitive bidding and resolution process may be required for continued purchases from vendors that exceed the thresholds described above.

Certified POs:

District policy and Ohio law prohibit the procurement of goods and services exceeding \$250.00 without first obtaining an approved, certified PO. Once a PO has been entered at the school level, and approved by the Principal (and any other approvers depending on the fund identified on the PO), the Purchasing Department will print and send the PO to the vendor. If price adjustments or changes are necessary for an order after the PO has been printed, please contact the Purchasing Department to make those changes. Please keep in mind, if the PO is issued to the incorrect vendor, the PO cannot be changed, but instead closed and the PO must be re-created at the school level to the correct vendor. School initiators may make changes to the PO any point prior to the PO being printed. Please refer to the FMS Training Guide for detailed instructions on how to enter, approve and receive on POs.

Appendix

Purchasing Card Regulations

**Cleveland Metropolitan School District
Purchasing Card Pilot Program Administrative Regulations
2013-2014**

1. Purchasing Card (P-Card) will be used exclusively by the person to whom the card is issued (P-Card Holder).
2. All P-Card Holders must have an understanding of Ohio purchasing laws and Cleveland Metropolitan School District (District) purchasing policies and procedures.
3. All P-Card Holders must be familiar with Ohio laws and guidelines regarding Public Employee Code of Ethics and Conflicts of Interest.
4. P-Card Holder may use the P-Card at any vendor or service provider that accepts MasterCard. P-Card may be used for in store purchases, mail, internet, telephone and/or Fax orders.
5. Card will not be used to purchase anything except what is designated as an approved purchase by the (District).
6. Card shall not be used to purchase prohibited services or items. Prohibited services and/or items include, but are not limited, to the following:
 - a. Personal items or services
 - b. Alcoholic beverages
 - c. Tobacco products
 - d. Cash advances
 - e. Gift cards
 - f. Fuel
 - g. To make gifts and/or donations
 - h. Illegal products

All other prohibited purchase not identified above will be unapproved and will be blocked from purchase by the issuer of the P-card (Fifth-Third Card Services).

7. The District is a tax-exempt public entity. Sales tax shall not be charged to the P-Card. P-Card Holder shall reimburse the District for any sales tax charged to the P-Card.
8. P-Card will not be used to replace the conventional vendor purchasing process (Paying vendor through District check).

9. Approving District Administrator must authorize the individual to use the card and **a purchase order must be obtained before the card is used.**
 - a. If a blanket PO is allowed by the Treasurer's Office the PO must not extend past a fiscal year end.
 - b. Amounts encumbered to pay purchasing card bills will not be available to cover other purchases.
 - c. Purchase Order must use correct account codes for card purchases.
 - d. P-Card shall not be used as a way to split purchases to circumvent current District Purchasing Policy.
10. P-Card must obtain a detailed, itemized receipt for each P-Card purchase.
11. P-Card Holder must maintain a Monthly Purchase Summary report for P-Card purchases. Monthly Purchase Summary report shall include:
 - a. Item Number (assign a number in the column and write the number on the receipt for the corresponding purchase)
 - b. Date of purchase
 - c. Description of Purchase
 - d. Vendor Name
 - e. Total Amount of Purchase
 - f. Delivery date or purchase received
 - g. Purchase Order Number
 - h. Receiving Order Number
 - i. Funding Source (General Fund, Student Activity, Title I or other grant)
12. P-Card will have monthly balance limit of \$2,500.00 and a maximum single transaction limit of \$250.00. P-Card Holder may contact Fifth-Third Card Services for any purchases that are denied.
13. Monthly card statements will be distributed to the P-Card Holder by the Treasurer's Office. P-Card Holder must review the Monthly statement, attach original receipts to the monthly statement, sign the Monthly Purchase Summary Report and return all of the documents to Dennis Kubick, Deputy Chief Financial Officer/Controller. P-Card Holder must designate the Purchase Order and electronic receiving number on which each receipts is to be paid.
14. P-Card Holder is responsible for contacting the bank (Fifth Third) on questionable items or disputable items which appear on the bank statement. Questionable or disputed items include, but are not limited to, merchandise not received, unauthorized purchases, duplicate processing, multiple billings, merchandise returns, and/or unrecognized charges. Fifth-Third Card Services may be contacted by calling: 1-800-375-1747.
15. Card Holder is responsible for the security of the Purchasing Card.
16. P-Card Holder must report immediately any lost, stolen, damaged or fraudulent use of the P-Card to Fifth-Third Card Services by calling 1-800-375-1747. P-Card holder must also report the fraud or loss to the Approving Administrator of the District.
17. P-Card will be returned to the Treasurer's Office when the cardholder separates employment with the District or when so directed by the Treasurer's Office.
18. District Administration will audit all monthly card transactions and will revoke P-Card Holder privileges if there are any policy and/or procedural violations.
19. P-Card holder must sign acknowledgement receipt and agreement with P- Card Policy before receiving of P-Card.

Consequences of Policy Violation:

If no receipt(s):

1. All attempts should be made to obtain a receipt from the vendor if your copy is lost or misplaced. **If no receipt is obtainable, card holder must pay the amount of missing receipt(s).**
2. First Instance – Warning and Card Holder must pay the amount of the missing receipt(s).
3. Second Instance – Card Holder must pay the amount of the missing receipt(s) and surrender purchasing card.

Using Purchasing Card for prohibited purchases and/or unauthorized purchases by non-card holder:

1. Individual will reimburse the District for prohibited and/or unauthorized items purchased.
2. First Instance – Warning
3. Second Instance – Card Holder will surrender purchasing card and be subject to any other disciplinary action deemed necessary, up to and including termination of employment.

I acknowledge receipt of and agree to the Cleveland Metropolitan School District 2013-2014 Purchasing Card Policy

Name (Printed)

Signature

Date

Credit Card Number

Application for Extension Use of School Facilities

Academic Intervention Program Menu

PROGRAM	DESCRIPTION
Accelerated Reader	The strategy is to determine a student's independent reading level via one of the following: Recorded Voice Early Star Assessment for K-3 students; Star Literacy Assessment for grades 4-12 students or English in a Flash for students for where English is not their primary language. A student's vocabulary, comprehension and literacy skills progress is monitored on a daily basis. Parents may be informed of this progress via the Home Connect tool, which sends this information to parents through email. Various reports are available to empower the teacher to identify goals, focus upon specific vocabulary, comprehension and literary skills strengthens and weakness of the individual and the class. Professional development is available on site, through interactive webinars and recorded voice on demand sessions. A Renaissance Learning program manager supports this effort.

First In Math	<i>First In Math</i> provides is an engaging online tool that provides activities that increase students' automaticity and fact mastery with whole numbers, as well as with fractions, decimals and integers in just minutes a day. In addition to developing fluency, <i>First In Math</i> also provides students with an opportunity to solve problems that are found on standardized tests. These questions align to national math standards.
Imagine Learning	Imagine Learning Plus is an award-winning language and literacy software program designed to help English learners, struggling readers, students with disabilities, and early childhood education students in Pre-K through eighth grade master essential reading and speaking skills. Through one-on-one instruction, differentiated curriculum, and hundreds of engaging activities, students learn essential reading and speaking skills, including academic vocabulary. Progress is tracked through real-time, easy-to-read reports.
Learning Together	Learning Together for Peer Tutoring is a unique after school program that will provide free curriculum based tutoring to third and fourth grade students at our school under the supervision of classroom teachers. What makes this program unique is the use of seventh and eighth grade students as peer tutors. Peer tutoring programs are proven successful because both parties the tutor and tutee, are receiving literacy enrichment. The tutoring and preparation sessions are 45 minutes each day, Monday through Thursday of each week.
Read 180	The <i>READ 180</i> Instructional Model provides a simple and clear organization for instruction and classroom activity. Studies have conclusively shown that when schools implement and follow the Instructional Model, significant gains can be expected after one or two years of program participation. Respectful and engaging for struggling readers of all ages, <i>READ 180</i> provides strategic reading intervention in three Stages, each with unique, age-appropriate content for students in grades 4–12+.
Reading Recovery	Reading Recovery is a highly effective short-term intervention of one-to-one tutoring for low-achieving students. The intervention is most effective when it is available to all students who need it and is used as a supplement to good classroom teaching. Individual students receive a half-hour lesson each school day for 12 to 20 weeks with a specially trained Reading Recovery teacher. As soon as students can meet grade-level expectations and demonstrate that they can continue to work independently in the classroom, their lessons are discontinued, and new students begin individual instruction.
STAR Reading Assessment	<p>STAR Reading Assessment is a reliable, valid and efficient progress-monitoring assessment of general reading achievement and reading comprehension. STAR Reading provides accurate, norm-referenced reading scores for grades 1-12, criterion-referenced measures of students' instructional reading levels, and a way for teachers to track student growth throughout the year. The STAR assessment use computer-adaptive technology to tailor each students test based on responses to previous items. Students' reading abilities are assessed in 10 minutes or less.</p> <p>The STAR Early Literacy assessment should be used in place of STAR Reading for primary grade students who do not yet know 100 sight words.</p>

<p>Successful Reader</p>	<p>Successful Reader is a powerful intervention for struggling readers in grades 4–12 that combines student reading of authentic literature (Book Club) with instruction on comprehension and vocabulary, the skills experts agree are key to reading achievement. Struggling students typically do not improve their reading skills by sitting at a computer to receive instruction. Success is achieved by developing a relationship between a small group of students, the teacher, and great literature. Once established, students can then learn to read for purpose, apply comprehension strategies, and build their vocabularies through the teacher-led instruction that is based on the literature they are expected to do together.</p>
<p>Study Island</p>	<p>Study Island is a web-based instructional system that helps K-12 students master grade-level academic standards in a fun and engaging manner. Study Island is built directly from state standards and the new Common Core State Standards, with crosswalks between the two. It also includes inventive practice activities, formative assessments, and reporting tools to help improve performance. For educators, Study Island also offers a parent notification system to simplify communications with parents as well as professional development tools such as standards-based lesson plans, lessons, online professional development videos, workshops and webinars, and other instructional resources.</p>
<p>Visual Thesaurus</p>	<p>The Visual Thesaurus is a 3D interactive reference tool, powered by Thinkmap that gets students of all ages excited about words. Using visualization technology, the Visual Thesaurus takes a unique approach to presenting the results of a word lookup. The Visual Thesaurus creates an animated display of words and meanings — a visual representation of the English language. The Thinkmap visualization places a word in the center of the display, connected to related words and meanings. User may then click on the word or meanings to explore further.</p>

Rubric for “Off-Menu” Academic Intervention Programs

**Cleveland Metropolitan School District
Academic Program**

Initial Screening Instrument

Program Level: Grades K – 5 Grades 6 – 8 Grades 9 – 12

Program Name: _____

Your Name: _____

School: _____

Rate the program on each criterion by placing an X in the appropriate box (P = poor; F = fair; G = good; E = excellent).

CONTENT

Criteria	P	F	G	E
1. The program is well-sequenced (i.e. the order makes sense and includes opportunities for using previously learned concepts and skills across grade levels). Materials are consistent with the progressions in the new learning standards.				
2. The program is comprehensive and includes the academic content and processes emphasized in Ohio’s New Learning Standards.				
3. The program includes activities that allow for the in-depth exploration of academic concepts.				
4. The program contains an appropriate balance of skill building, conceptual understanding, and application.				
5. The program provides computation/ calculation practice and review to adequately develop students’ computational fluency .				
6. The program builds students’ understanding of academic vocabulary that is consistent with Ohio’s New Learning Standards.				
7. The program addresses the levels of cognitive demand identified in Ohio’s New Learning Standards.				
8. The program provides a cross-curricular connection.				
Comments:				

PEDAGOGY (Instructional Approach)

Criteria	P	F	G	E
1. The program promotes students as active learners through the use of manipulative , meaningful investigations, visual models, and written applications.				
2. The program fosters communication and interaction. Materials address grammar and language conventions specified by the language standards at each grade level and provide a mirror of real-world activities for student practice with natural language (e.g. mock interviews, presentations)				

If you are not finding the flexibility your school needs, don’t hesitate to call your network leader:
 Farmer-Cole: 838-0165 – Howell-Curtis: 838-0103 – Johnson: 838-0105 –
 Jolly: 838-0106 – Moxon: 838-0104 – Mosley: 574-8409

3.	The program helps students learn through a variety of instructional strategies and approaches.			
4.	The program fosters learning of skills and concepts that is based in a problem-solving approach. Materials build in frequent opportunities for discussion and, through directions and modeling, encourage students to use academic language.			
5.	Texts for each grade band align with the complexity requirements-outlined in the new learning standards. Rare exceptions (in which the qualitative measure has trumped the quantitative measure and placed the text outside the grade band) are usually reserved for literary texts in the upper grades, with clear explanation offered.			
Comments:				

ASSESSMENTS

Criteria	P	F	G	E
1.	The program offers multiple means of assessment that enable teachers to understand students’ progress from a variety of perspectives.			
2.	The program includes assessments with multiple purposes (i.e. formative, summative, and diagnostic) that enable teachers to understand students’ progress and achievement from a variety of perspectives.			
Comments:				

TEACHER UTILITY AND SUPPORT

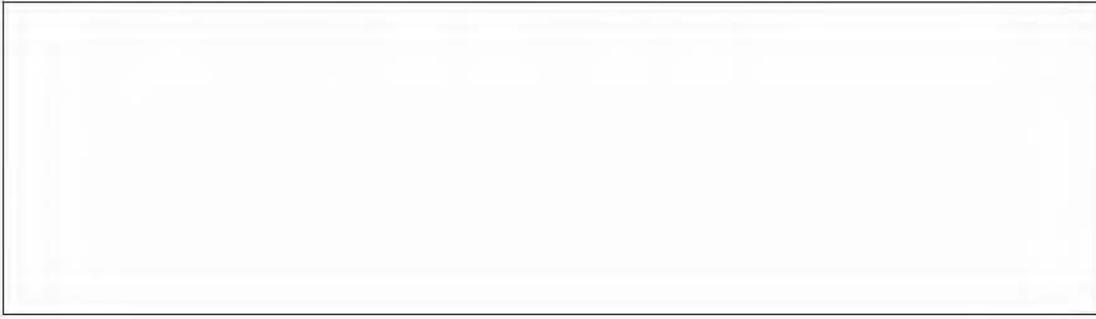
Criteria	P	F	G	E
1. The program provides ongoing professional development for teachers.				
2. The teacher resources are user-friendly with accessible layout and easy to understand instructions.				
Comments:				

MEETING STUDENTS' NEEDS

Criteria	P	F	G	E
1. The program is accessible by and supports learning for all students , regardless of their ability, learning style or socio-economic level. Do student resources include ample review and practice with resources, clear directions and explanations, and correct labeling of reference aides (e.g. visuals, maps, etc.)?				
2. The program is relevant to all students. Are there suggestions and materials for adapting instruction for varying student needs? (e.g. alternative teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties, remediation strategies)				
3. Can the teacher and student reasonably complete the content presented within a regular school year and does the pacing of the content allow for maximize student understanding? Do the materials provide clear guidance to teachers about the amount of time the lesson might reasonable take?				
4. The student materials are accessible by and appropriate for parents/guardians/families.				
5. The program fosters students' application of their learning at home.				
Comments:				

Hardware and Software

Criteria	
1.	The program software is compatible with CMSD network. _____ Yes _____ No
2.	Is the software pushed onto the network or locally installed? _____ Pushed Out on Network _____ Local Installment
3.	Who will host the data? _____ CMSD _____ Vendor
4.	Was someone from the Department of Technology consulted? If yes, who? What was the outcome?
5.	What additional equipment is needed to support the program implementation? For example, servers, additional memory for desktop computers, scanners, etc.
Comments:	



Department of Academic Superintendent Review and Approval

Department of Curriculum and Instruction Review and Approval

Department of Technology Review and Approval

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Ex Officio Members
Dr. Ronald M. Berkman
Dr. Jerry Sue Thornton

TO: Omega Brown
FROM: Russell Brown
DATE: 08/30/2010
RE: Closing the Achievement Gap Evaluation

The attached document provides an evaluation of the first three cohorts of the Closing the Achievement Gap (CTAG) program in Cleveland Metropolitan Schools. The evaluation targets five broad target areas for the program including rates of: (1) promotion, (2) attendance, (3) suspension, (4) behaviors leading to expulsion, and (5) proficiency on the Ohio Graduation Tests in reading and mathematics.

Highlights of the evaluation are as follows:

- Students from the first two cohorts of the CTAG program were much more likely than their Cleveland peers to remain in school and advance to their expected grade level than their cohort counterparts who had not participated in the program.
- The first two cohorts of CTAG students had a slight gap in attendance in comparison to their Cleveland peers. The third cohort completed closed the attendance gap and eventually exceeded the attendance rate of all prior comparison groups.
- The CTAG program appeared to be very effective at reducing the disparity in suspension patterns. By the end of the third cohort year, the suspension patterns were significantly lower than those observed in prior years with a clear and consistent decline in the average length of suspension during the program years.
- Serious behaviors that led to expulsion also decreased steadily after the first year of the program. The last cohort (2009-2010) had the absolute lowest number of expulsions and the lowest number of days expelled in comparison to the baseline and prior program years.
- Gaps in achievement between students who participated in the CTAG program were cut in half at the end of the junior year of the program participants.

Metric #1: Promotion status of each of the Closing The Achievement Gap Cohorts

For purposes of a baseline comparison, data was included for the freshman class of 2006-2007. As you can see, nearly 25% of this cohort failed to return in the 2007-2008 academic year, and only 48.52% of this cohort was at or above the expected grade level (sophomore) in the 2007-2008 academic year.

		9th Grade Population	Did not Return	Grade Level 2007-2008				At or Above Expected Grade
				9th Grade	10th Grade	11th Grade	12th Grade	
2006-2007	Whole Group	4151	1024	1113	1958	48	8	2014
			24.67%	26.81%	47.17%	1.16%	0.19%	48.52%

The first Closing The Achievement Gap cohort began in the 2007-2008 academic year. The freshman cohort for this year was comprised of 4280 male students. All subsequent comparisons are based only on the male population for each academic year, and cohort membership has been tracked forward into each subsequent academic year. End of year data has been used for all comparisons to ensure that the comparisons account for the complete academic year and are representative of the summative data provided to the State as part of the reporting of academic accountability. Modeling of promotion status requires a complete second year of data to model accurately; therefore, there is a one year lag in the modeling of the program impact. As such, it is only possible to make complete comparisons of the 2007-2008 and 2008-2009 cohorts. A full representation of the impact of the 2009-2010 cohort can be made available at the conclusion of the 2010-2011 academic year.

The original cohort for the program had 1250 students who had been identified as being at risk of academic failure. The original criteria for selection included: (1) poor academic performance, (2) poor attendance, (3) behavior challenges/suspensions, and (4) being overage for the given grade level. The remaining male students (3030) from the 2007-2008 class acted as the comparison for the first cohort of the Closing The Achievement Gap (CTAG) program.

		9th Grade Population	Did not Return	Grade Level 2008-2009				At or Above Expected Grade	
				9th Grade	10th Grade	11th Grade	12th Grade		
2007-2008 Cohort	CTAG 1	1250	115	360	768	7	775		
			9.20%	28.80%	61.44%	0.56%	0.00%	62.00%	
	Non-CTAG	3030	1173	551	1230	72	4	1306	
			38.71%	18.18%	40.59%	2.38%	0.13%	43.10%	
			9th Grade Population	Did not Return	Grade Level 2009-2010				At or Above Expected Grade
					9th Grade	10th Grade	11th Grade	12th Grade	
	CTAG 1	1250	346	93	279	518	14	811	
			27.68%	7.44%	22.32%	41.44%	1.12%	64.88%	
Non-CTAG	3030	1633	146	330	806	115	1251		
		53.89%	4.82%	10.89%	26.60%	3.80%	41.29%		

As a whole, the freshman class of 2007-2008 advanced at a rate that was comparable to that of the 2006-2007 cohort. In 2007-2008, 48.52% of the 9th grade class of 2006-2007 was at or above sophomore status. In 2008-2009, 48.62% of the 2007-2008 cohort was at or above sophomore status. On the surface, it would appear that advancement remained quite stable and low across these years. Disaggregation of the data paints a substantially different picture of the outcome of the 2007-2008 academic year.

Students in the CTAG program were significantly more likely to be both enrolled and at or above the expected grade level in the 2008-2009 academic year. Sixty-two percent (62%) of the CTAG students had advanced one or more grade levels while only 43% of their counterparts had advanced.

In addition, students in the CTAG program were much more likely to have continued in school. Only 9.1% of the first CTAG cohort did not return in the 2008-2009 year. On the other hand, nearly 4 in 10 of the non-CTAG students failed to return for the 2008-2009 academic year.

This pattern carried forward to the 2009-2010 year as well. At the end of the 2009-2010, 811 of the original 1250 (64.88%) first cohort CTAG students were at or above their expected grade level. On the other hand, only 41.29% of the remaining male students in this cohort were on track. Likewise, CTAG students were simply much more likely to still be in school with 72.3% continuing their enrollment in Cleveland Metropolitan Schools. Only 46.11% of the remaining male students from this cohort remained enrolled during the 2009-2010 academic year.

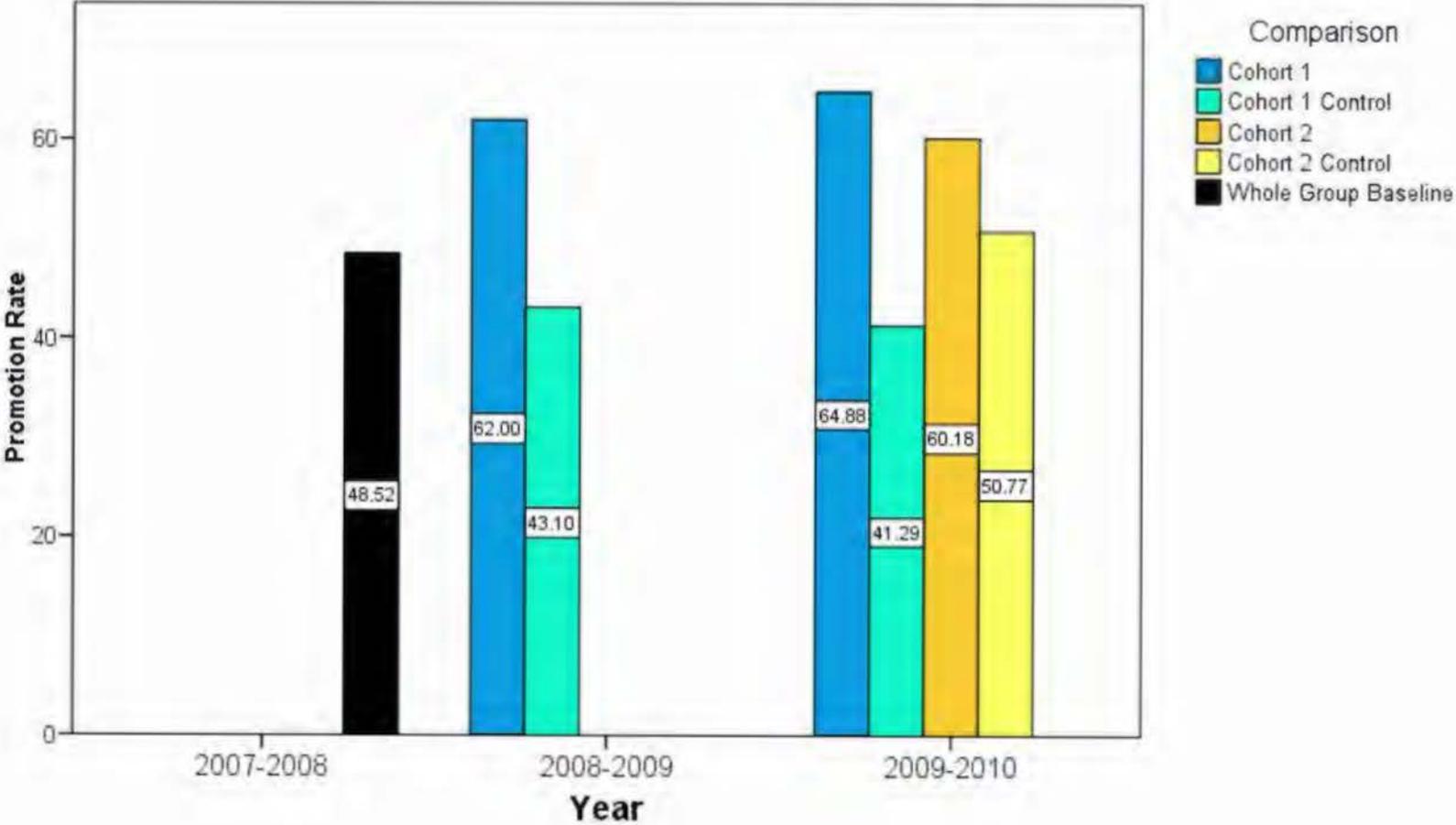
In the 2008-2009 academic year, the second cohort of Closing The Achievement Gap program entered 9th grade. As with the first cohort, these students were selected based on risk factors including: (1) poor academic performance, (2) poor attendance, (3) behavior challenges/suspensions, and (4) being overage for the given grade level. This freshman cohort was comprised of 3744 male students, and the CTAG group represented 1085 of these students. As with their predecessors, the second cohort of the CTAG program outperformed the remaining male students in their cohort.

		9th Grade Population	Did not Return	Grade Level 2009-2010				At or Above Expected Grade
				9th Grade	10th Grade	11th Grade	12th Grade	
2008-2009 Cohort	CTAG 2	1085	167	265	649	4	0	653
			15.39%	24.42%	59.82%	0.37%	0.00%	60.18%
	Non-CTAG	2659	848	461	1315	31	4	1350
			31.89%	17.34%	49.45%	1.17%	0.15%	50.77%

In 2009-2010, 53.5% of the 9th grade class of 2007-2008 was at or above sophomore status. Students in the CTAG program continued to be significantly more likely to be both enrolled and at or above the expected grade level. Sixty percent (actually 60.18%) of the CTAG students had advanced one or more grade levels while only 50.77% of their counterparts had advanced.

In addition, students in the CTAG program were much more likely to have continued in school. Only 15.39% of the second CTAG cohort did not return in the 2009-2010 year. While 31.89% of the non-CTAG students failed to return for the 2009-2010 academic year.

Promotion Rates by Cohort over Time



The stated goal of this program was, at minimum, to close the gap between this at risk population and the population as a whole. For the first 2 cohorts, the CTAG program has not only closed the promotion and retention gap but has, instead, substantially outperformed the comparison student cohorts as well as the baseline data from the 2006-2007 cohort. The CTAG students who had been identified, in part, due to poor patterns of promotion and retention were, at the conclusion of the 2009-2010, simply much more likely to be enrolled and at grade level than comparison male peers who had not had the opportunity to participate in CTAG.

Metric #2: Attendance patterns of each of the Closing The Achievement Gap Cohorts

The second metric was directly tied to one of the identifying characteristics of the students who were selected to participate in the CTAG program. Attendance patterns have consistently proven to be correlated to academic success in the Cleveland Metropolitan School District. The CTAG students were identified based on poor patterns of attendance and were clearly at risk of continued attendance problems, non-achievement, and dropping out.

Attendance patterns for 9th grade males are problematic for the State as a whole. The State target for attendance is 93%. The State did not meet this benchmark in the baseline year prior to the CTAG program or in any subsequent year.

State Attendance Patterns for 9th Grade Males			
2006-2007	2007-2008	2008-2009	2009-2010
91.40%	91.40%	91.70%	92.00%

In the 2006-2007 academic year, the attendance rate for all 9th grade male students who were enrolled in Cleveland Metropolitan Schools at any point during the academic year was 81.69%. In the following year, the attendance rate for 9th grade males was 79.49%. There was no practically significant difference in attendance between the first cohort of CTAG participants and their matched counterparts who did not receive program services. The first cohort of CTAG students had effectively closed the attendance gap with their peers.

Year	Comparison	Days Enrolled	Days Attended	Proportion of Days Attended
2006-2007	Baseline Data	543892	444316	81.69%
2007-2008	CTAG 1	202632	161002	79.46%
	Cohort 1 Comparison	324605	258102	79.51%

In the subsequent year, the sophomore CTAG students improved upon their attendance as did their comparison counterparts. At the conclusion of the year, the gap in attendance between CTAG students and their counterparts had grown by 2.41%.

Year	Comparison	Days Enrolled	Days Attended	Proportion of Days Attended
2008-2009	CTAG 1	123514	103679	83.94%
	Cohort 1 Comparison	183174	158163	86.35%
2009-2010	CTAG 1	72846	62249	85.45%
	Cohort 1 Comparison	110018	96696	87.89%

As juniors, the cohort continued to improve upon their attendance. The gap in attendance between first cohort of CTAG students and their comparison counterparts remained relatively stable through this academic year.

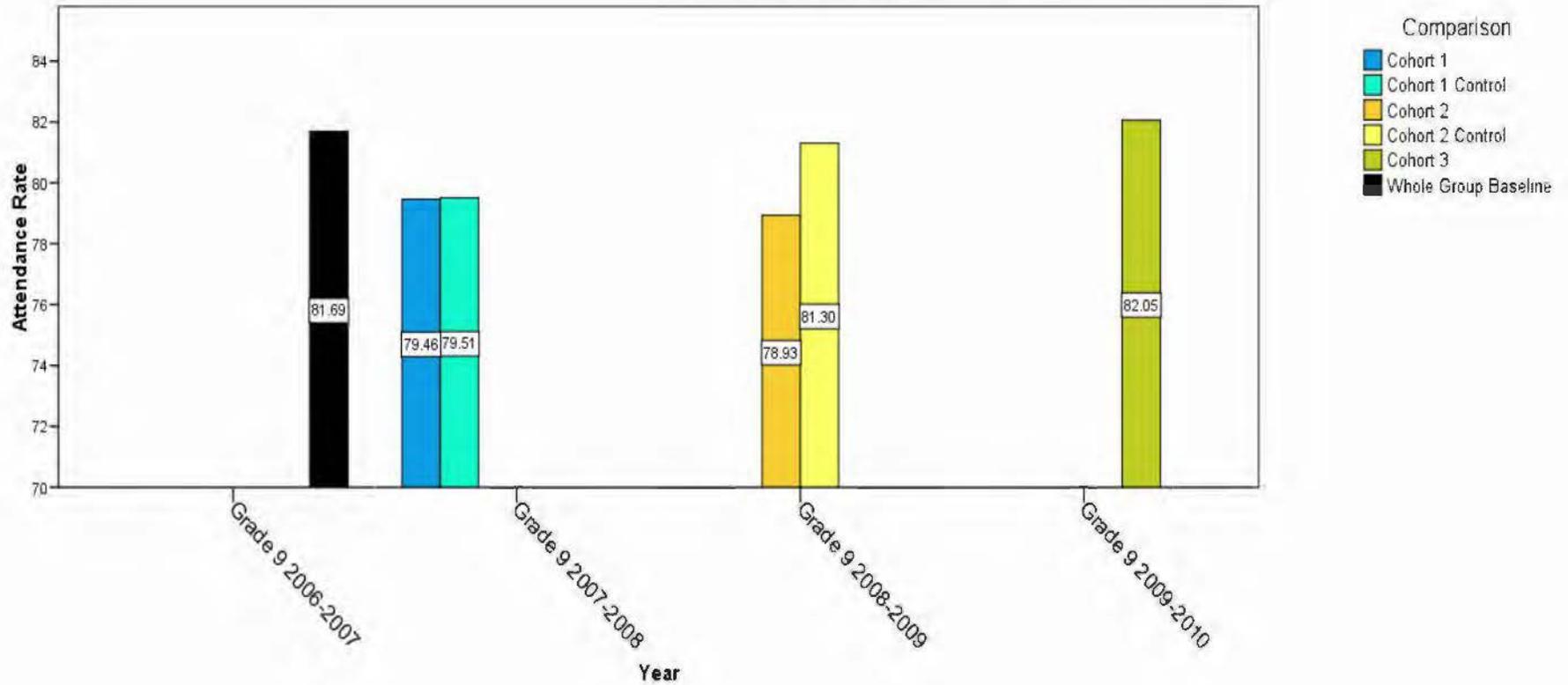
Year	Comparison	Days Enrolled	Days Attended	Proportion of Days Attended
2006-2007	Baseline Data	543892	444316	81.69%
2007-2008	Whole Group	527237	419104	79.49%
	CTAG 1	202632	161002	79.46%
2009-2010	CTAG 2	170466	134546	78.93%
	Cohort 2 Comparison	318058	258593	81.30%
2009-2010	CTAG 2	87012	73886	84.91%
	Cohort 2 Comparison	173223	151588	87.51%

The second cohort of CTAG students had a very similar pattern of attendance. As with the first cohort, the CTAG students of the second cohort largely closed the attendance gap with their peers and maintained this into their sophomore year. At the conclusion of the sophomore year, the CTAG students had a cumulative attendance rate that was 2.6% lower than their peers. This translates to approximately 5 days of additional non-attendance, on average, for each of the CTAG students in comparison to their peers who did not participate in the program.

While the first two cohorts of the CTAG program targeted at risk students, the third cohort targeted the entire male population of the incoming freshman class of 2009-2010. This cohort of students demonstrated the highest attendance rate for 9th grade male students from the baseline year to the present with 82.05% cumulative attendance for the 2009-2010 academic year. This cohort has closed

the gap between Cleveland Metropolitan School District and the State, as a whole, by nearly 1.3% in one year. This would translate to an average improvement of attendance of approximately 2 days per male student in 9th grade for Cleveland Metropolitan School District.

Attendance Rates by Cohort



Metric #3: Suspension patterns of each of the Closing The Achievement Gap Cohorts

The CTAG program began during the year of Success Tech High School Shooting. Following this event, there was a strong upward swing in suspensions across the District. In the 2006-2007 academic year, there were 1673 suspensions of 9th grade males students. This translates to 1.79 days of suspension per every 9th grade male student in the 2006-2007 academic year.

In 2007-2008, the proportion of days suspended per 9th grade male student increased to 2.99 with a total of 2995 suspensions on record. A large number of the CTAG students were suspended (1419) during this year with an average of 2.95 days of suspension for each student in the CTAG program. The length of a suspension is proportional to the infraction with more egregious infractions commanding longer periods of suspension. Students in the comparison group were suspended for significantly longer periods of time in the 2007-2008 academic year than their CTAG counterparts. As sophomores and juniors, the groups achieved parity in the length of the average suspension with the overall number of suspensions decreasing substantially for both the CTAG and comparison groups over time.

	Year	Comparison	Count	Days	Days per Suspension	Days per Student
Grade 9	2006-2007	Baseline Data	1673	7426	4.44	1.79
Grade 9	2007-2008	CTAG 1	1419	3682	2.59	2.95
	2007-2008	Cohort 1 Comparison	1576	6590	4.18	2.17
Grade 10	2008-2009	CTAG 1	647	2780	4.30	3.62
	2008-2009	Cohort 1 Comparison	625	2626	4.20	2.13
Grade 11	2009-2010	CTAG 1	201	820	4.08	1.58
	2009-2010	Cohort 1 Comparison	180	789	4.38	0.98

The second cohort of CTAG students had an initially higher rate of suspension than their peers in the first cohort. In 9th grade, the second cohort students were suspended for a total of 1603 days in comparison to 1419 days for their first year counterparts. While there was an increase in the rate of suspension, the average length of suspension was similar to the previous year and was similar to that observed in the comparison groups for both years.

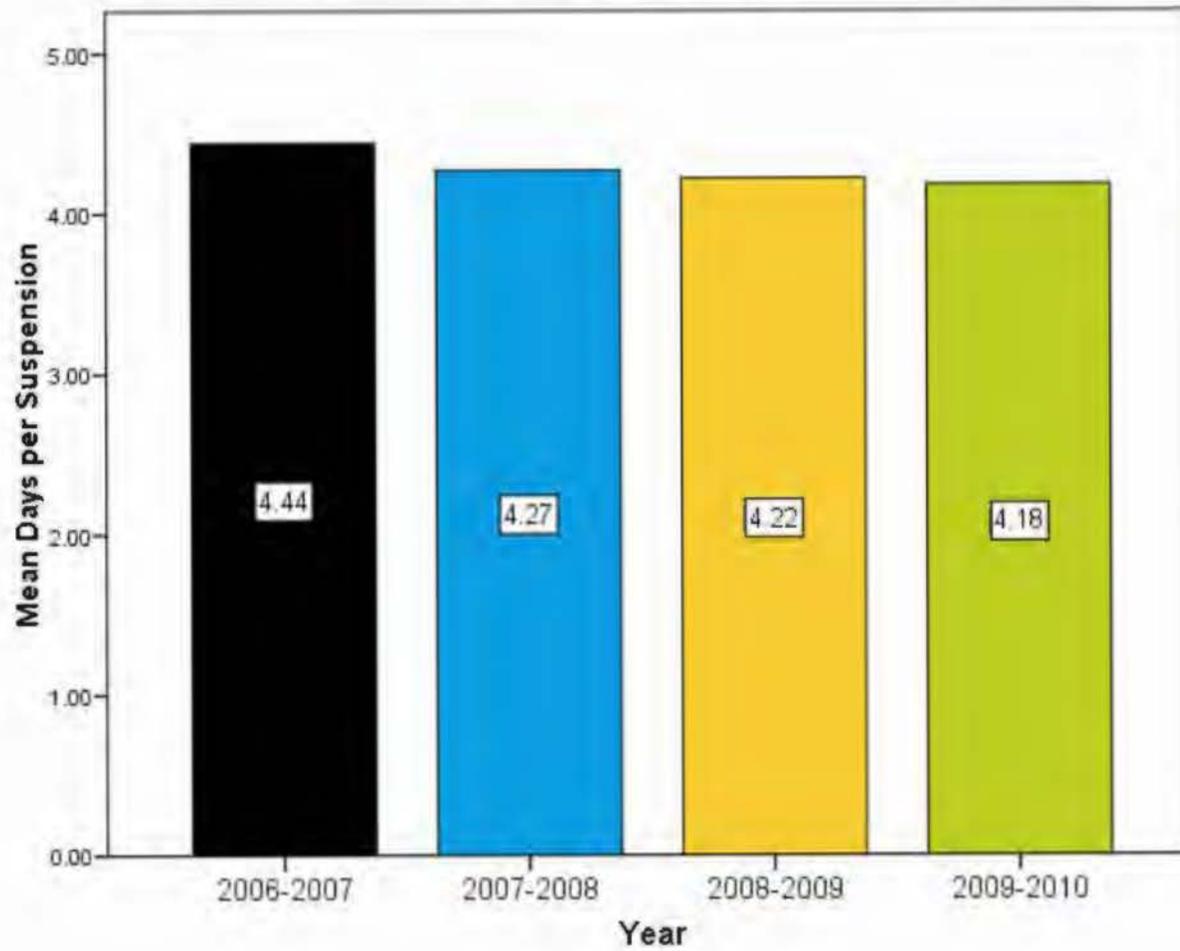
In their sophomore year, the second cohort students showed a substantial improvement in behavior having lower rates of suspension than either their comparison group or the original CTAG population as sophomores.

	Year	Comparison	Count	Days	Days per Suspension	Days per Student
Grade 9	2006-2007	Baseline Data	1673	7426	4.44	1.79
Grade 9	2007-2008	CTAG 1	1419	3682	2.59	2.95
Grade 9	2008-2009	CTAG 2	1603	6604	4.12	6.09
	2008-2009	Cohort 2 Comparison	2127	9149	4.30	3.44
Grade 10	2009-2010	CTAG 2	382	1799	4.71	2.77
	2009-2010	Cohort 2 Comparison	423	1910	4.52	1.45

The third cohort of the CTAG program encompassed the entire male 9th grade population in the 2009-2010 year. Despite reaching a larger group, the rates of suspension actually decreased substantially in the 2009-2010 academic year. The overall number of suspensions (1641) was lower than any of the previous years in the comparison and, perhaps more importantly, average days of suspension per student enrolled was significantly lower than each of the prior cohort years and approached parity with the baseline year of 2006-2007. Over the period of the CTAG program, there was a steady decrease in the average length of a suspension which would suggest that the egregiousness of the offenses also declined over time.

	Year	Comparison	Count	Days	Days per Suspension	Days per Student
Grade 9	2006-2007	Baseline Data	1673	7426	4.44	1.79
Grade 9	2007-2008	Whole Group	2995	12791	4.27	2.99
Grade 9	2008-2009	Whole Group	3730	15753	4.22	4.21
Grade 9	2009-2010	Whole Group	1641	6864	4.18	2.02

Average Length of Suspension for 9th Grade Students by Cohort



Metric #4: Behavior patterns (serious behavior incidents leading to expulsion) of each of the Closing The Achievement Gap Cohorts

Again, it is worth noting that the CTAG program began during the year of Success Tech High School Shooting. In the 2007-2008 academic year, the number of expulsions in the District nearly doubled from the prior year going from 66 to 111 expulsions. Despite the risk factors that were used for the selection of the first cohort of the CTAG program, the first cohort of CTAG students were not over-represented among the students suspended. Instead, there was virtual parity between the CTAG students and their matched cohort in the proportional number of serious behavior incidents leading to expulsions in the 2007-2008 academic year. In their sophomore year, the CTAG cohort actually had a lower rate of expulsion in comparison to their peers who had not participated in the program. As juniors, the first cohort of the CTAG program continued to near parity with their first cohort peers who had not participated in the program. For both groups, the rates of expulsion steadily dropped as the students moved forward academically.

	Year	Comparison	Count	Days	Enrollment	Proportion of Students Expelled
Grade 9	2006-2007	Baseline Data	66	5105	4151	1.59%
Grade 9	2007-2008	CTAG 1	34	3682	1250	2.72%
	2007-2008	Cohort 1 Comparison	77	6590	3030	2.54%
Grade 10	2008-2009	CTAG 1	3	91	768	0.39%
	2008-2009	Cohort 1 Comparison	19	1532	1230	1.54%
Grade 11	2009-2010	CTAG 1	6	440	518	1.16%
	2009-2010	Cohort 1 Comparison	8	430	806	0.99%

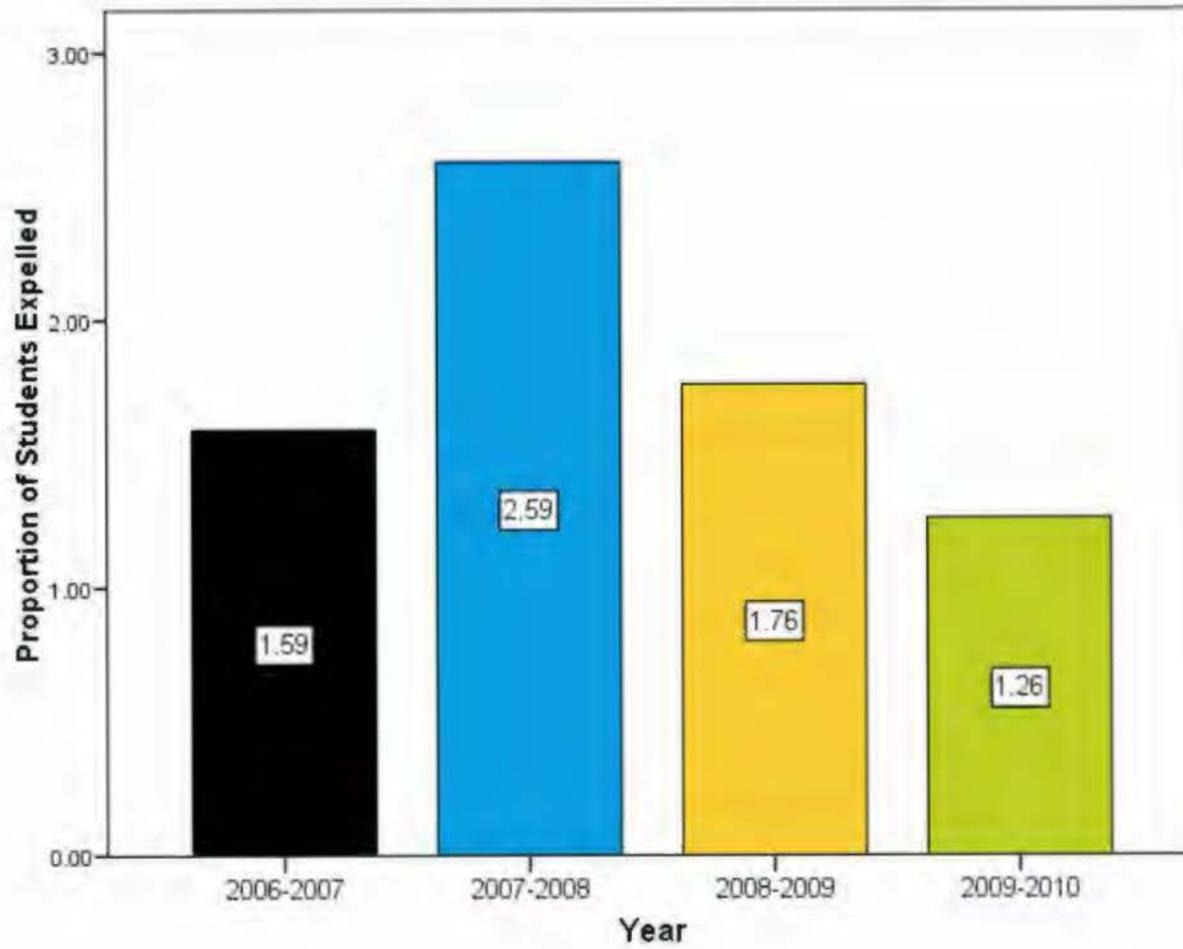
The second cohort of CTAG students began with a lower rate of behaviors that led to expulsion in comparison to the first cohort of the CTAG program. As freshman, only 2% of the students in the CTAG program were expelled. As with the previous cohort, serious behaviors that led to expulsion decreased as the second cohort of CTAG students moved from 9th to 10th grade. As sophomores, the second cohort CTAG students actually had an overall lower rate of expulsion than their peers. Expulsion rates were also lower for their matched peers.

	Year	Comparison	Count	Days	Enrollment	Proportion of the Students Expelled
Grade 9	2006-2007	Baseline Data	66	5105	4151	1.59%
Grade 9	2007-2008	Whole Group	111	10272	4280	2.59%
Grade 9	2008-2009	CTAG 2	22	1440	1085	2.03%
	2008-2009	Cohort 2 Comparison	44	4392	2659	1.65%
Grade 10	2009-2010	CTAG 2	9	650	649	1.39%
	2009-2010	Cohort 2 Comparison	25	1780	1315	1.90%

There was a steady pattern in the decline of the rate of serious incidents that led to expulsion following the 2007-2008 academic year. In the third year of the CTAG program, the final cohort demonstrated the absolute lowest rate of serious incidents leading to expulsion both in number of incidents and number of incidents per student enrolled.

	Year	Comparison	Count	Days	Enrollment	Proportion of the Students Expelled
Grade 9	2006-2007	Baseline Data	66	5105	4151	1.59%
Grade 9	2007-2008	Whole Group	111	10272	4280	2.59%
Grade 9	2008-2009	Whole Group	66	5832	3744	1.76%
Grade 9	2009-2010	Whole Group	43	2797	3405	1.26%

Expulsion Rates by Whole Cohort over Time



Metric #5: Academic success as measured by performance on the Ohio Graduation Tests for Closing the Achievement Gap program participants.

The Ohio Graduation Tests are administered to students at the end of their sophomore year. As one of the components necessary for graduation, passage of these tests is a core indicator of progress toward graduation. The first cohort of the CTAG program sat for the Ohio Graduation tests in the spring of the 2008-2009 academic year. Again, it is worth noting that the students for this program were selected, in part, to poor historical academic performance. The following provides a trend of the proficiency rates of this cohort as they moved forward into their junior year. A similar comparison will be made as each cohort progresses through their academic career. The Ohio Graduation Test results are returned in five performance levels which are listed below in descending order of achievement:

1. Advanced
2. Accelerated
3. Proficient
4. Basic
5. Limited

Students in the top three performance levels are considered to be proficient in the subject area measured and have thereby met the testing requirements for graduation in that subject area.

		Reading Proficiency Levels for Sophomores in 2008-2009											
		Advanced		Accelerated		Proficient		Basic		Limited		Untested	
	Proficiency Rate	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
CTAG 1	53.87%	12	1.75	91	13.28	266	38.83	144	21.02	159	23.21	13	1.90
Matched Cohort	64.02%	74	7.52	175	17.78	381	38.72	153	15.55	187	19.00	14	1.42
Total	59.86%	86	5.15	266	15.94	647	38.77	297	17.80	346	20.73	27	1.62

As can be seen above, the CTAG students began with an achievement gap in reading at the end of the 2008-2009 academic year relative to their male peers who had not participated in the program.

		Mathematics Proficiency Levels for Sophomores in 2008-2009											
		Advanced		Accelerated		Proficient		Basic		Limited		Untested	
Proficiency Rate		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
CTAG 1	51.09%	55	8.03	101	14.74	194	28.32	121	17.66	202	29.49	12	1.75
Matched Cohort	59.15%	158	16.06	188	19.11	236	23.98	145	14.74	246	25.00	11	1.12
Total	55.84%	213	12.76	289	17.32	430	25.76	266	15.94	448	26.84	23	1.38

A similar pattern emerged with mathematics as well. An achievement gap was observed in mathematics at the end of the 2008-2009 academic year between the CTAG cohort and their matched peers.

As can be seen below, the gaps between the CTAG cohort and their matched peers in the District closed substantially as the students moved forward into their junior year of high school. This was true for both reading and mathematics. In both subject areas, the CTAG students cut the achievement gap in half as they moved ahead academically.

		Reading Proficiency Levels for Juniors in 2009-2010											
		Advanced		Accelerated		Proficient		Basic		Limited		Untested	
Proficiency Rate		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
CTAG 1	65.80%	13	1.88	91	13.13	352	50.79	120	17.32	108	15.58	9	1.30
Matched Cohort	71.47%	75	7.40	181	17.87	468	46.20	125	12.34	146	14.41	18	1.78
Total	69.17%	88	5.16	272	15.94	820	48.07	245	14.36	254	14.89	27	1.58

		Mathematics Proficiency Levels for Juniors in 2009-2010											
		Advanced		Accelerated		Proficient		Basic		Limited		Untested	
Proficiency Rate		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
CTAG 1	60.17%	55	7.94	108	15.58	254	36.65	112	16.16	155	22.37	9	1.30
Matched Cohort	64.26%	161	15.89	192	18.95	298	29.42	145	14.31	206	20.34	11	1.09
Total	62.60%	216	12.66	300	17.58	552	32.36	257	15.06	361	21.16	20	1.17

Openings as of 5/23/2014

Director of Aspiring Principal Program

JobID: 362

Position Type:

Aspiring Administrators

Closing Date:

04/11/2014

Date Posted:

3/6/2014

Location:

District Wide

Date Available:

06/01/2014

Cleveland Metropolitan School District Job Description

TITLE: Director of Aspiring Principal Program**FUNCTION:**

The Cleveland Metropolitan School District has adopted a **portfolio schools strategy** – an emerging national model with demonstrated results that profoundly changes the way central office and schools have traditionally been organized. CMSD's portfolio schools are made up of diverse school models, including Investment, Innovative, STEM and others. Ultimately, excellent schools led by exemplary principals and staffed by talented teachers will have autonomy over human and financial resources in exchange for high quality and accountability for performance. The portfolio system defines the role of central office as a flatter, more nimble, and more strategic professional organization that drives resources to the school building. The success of this model hinges on system-wide accountability for student success, and requires a fundamental shift in roles, responsibilities, capacity, mindset and behavior across the organization.

Transforming school leadership is one of CMSD's key reform strategies. Strong instructional leaders in every school will help deliver on our mission to prepare every child for college and a career. The Aspiring Principal Program is a high leverage strategy for building capacity of school-level leaders charged with significantly improving consistently underperforming, high poverty schools.

The Aspiring Principal Program is a three-tiered, standards based program designed in collaboration with the New York City Leadership Academy (NYCLA) with input from District principals and central office administrators. The three phases include an intensive five-week summer program, a year-long Residency in a CMSD school with a mentor principal and weekly professional development, and coaching support during the first year as a sitting principal in a CMSD school.

We are looking for a collaborative leader that will design, implement and continuously improve the Aspiring Principal Program so that at the end of each year we have developed ten extraordinary leaders ready to serve as a school leader in CMSD. The Director of the program will lead the five-week summer intensive, as well as the weekly Resident principal professional development. In addition, the Director will monitor progress and provide individualized support to ten Aspiring

Principal Residents and their mentors and coaches working with first year principals. Using the knowledge from the Aspiring Principal Program, the Director will also lead a cross-functional design and implementation team to create and provide a comprehensive new principal on-boarding program.

In addition, based on learnings from the Aspiring Principal Program, this person will create an onboarding plan for all new principals in CMSD.

The Aspiring Principal Program Director is a passionate leader committed to educational equity and changing student achievement and outcomes in the Cleveland Metropolitan School District. The Director plays a central role in training and preparing the Aspiring Principals as well as supporting new principals to develop the knowledge and skills necessary to successfully lead schools in CMSD as well as developing the support that all of our school leaders need in their first year in the role.

KEY RESPONSIBILITIES:

- Create and modify problem-based instructional units and select materials (texts, videos, etc.) to structure Resident learning experiences based on principles of adult learning
- Serve as the lead teacher/facilitator for the five-week summer intensive, provide written and verbal feedback on group and individual assignments
- Serve as lead teacher/facilitator for the weekly professional development sessions during the Residency year
- Visit, observe and debrief with each Aspiring Principal monthly in her/his Residency school
- Act as a liaison to mentor principals in structuring the Residency experience for participants
- Evaluate performance of Aspiring Principals based on standards, assess participant learning needs, and create support mechanisms to maximize growth during the Residency
- Participate in Aspiring Principal Program recruitment and selection
- Facilitate monthly first year principal meetings
- Coach 1-2 first year principals
- Support 1-2 other coaches providing support to first year principals
- Manage program budget
- Liaise with the academic department and other areas of human resources to provide support to Aspiring Principal Residents, first year principals, principal mentors and coaches

QUALIFICATIONS:

- Excellent teaching/facilitation and coaching skills
- Understanding of and experience with adult learning theory
- Strong oral and written communication skills
- Experience with problem-based/action learning pedagogies and successful mentoring and coaching practices
- Experience co-designing and developing programs with colleagues
- Solution-oriented, positive, can-do attitude
- Experience teaching and/or supervising using standards to measure performance and growth
- Urban public school experience
- Experience as a principal or principal supervisor preferred
- Unwavering belief that all students can learn
- Commitment to equitable practices, social justice, cultural competency

- Desire to solicit and act on feedback; able to reflect on own practice and programming

INFORMATION:

To Apply:

- 1) Please submit an online employment application.
- 2) Selected candidate must have the ability to attend a training workshop with the New York Leadership Academy in NYC May 6-9, 2014.

Salary range:
\$75,000- 80,000

Ohio House Bill 190 requires criminal record checks of job applicants under final consideration for positions. This records check is through the Ohio Bureau of criminal Identification and/or the Federal Bureau of Investigation. The records check is performed at the applicant's expense and any employment offer is contingent upon the satisfactory completion of the check.

All new employees are required to undergo a physical examination as a condition of employment. Examinations which have been performed within ninety days prior to date of employment are acceptable. Any employment offer is contingent upon the satisfactory completion of this exam.

The Cleveland Metropolitan School district is an Affirmative Action/Equal Opportunity Employer. Additionally, the Cleveland Metropolitan School District values language diversity among its students and employees. Persons who are bilingual are encouraged to apply for employment opportunities.

FMLA regulations require all employers to post the [updated FMLA notice](#).

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Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

[Delete Mandatory Budget Narrative](#)

[View Mandatory Budget Narrative](#)

To add more Budget Narrative attachments, please use the attachment buttons below.

[Add Optional Budget Narrative](#)

[Delete Optional Budget Narrative](#)

[View Optional Budget Narrative](#)

Personnel

- Director, Aspiring Principals Program (to be hired) will be a collaborative leader who will implement and continuously improve the APP so that at the end of each year CMSD has developed 10 extraordinary leaders ready to serve in CMSD schools. The director will lead the five-week summer intensive, as well as the weekly resident principal professional development. In addition, the director will monitor progress and provide individualized support to 10 Aspiring Principal residents and their mentors and coaches working with first year principals. Using the knowledge from the APP, the director will also lead a cross-functional design and implementation team to create and provide a comprehensive new principal on-boarding program. (See attached job description.) The Director will be paid \$95,000 in the first year of the grant, and 3% raise is being requested for each of years 2 and 3.

Fringe Benefits

- Based on CMSD policy, fringe benefits on the project coordinator and solutions specialist positions are calculated at 40% of salaries and include Retirement, Hospitalization, Life Insurance, Vision, Workers Comp, Unemployment Insurance.

Travel

Travel to New York City for 3 project team members to attend NYCLA’s multi-district training

Airfare	\$350		x 3 persons	\$1,050
Hotel	\$276/night	x 2 nights	x 3 persons	\$1,602
Per Diem	\$71/day	x 2 days	x 3 persons	\$ 426
Ground trans.	\$50		x 3 persons	\$ 150

Travel to New York City for 3 project team members and 3 mentor principals for NYCLA’s Residency Design Initiative

Airfare	\$350		x 6 persons	\$2,100
Hotel	\$267/night	x 1 nights	x 6 persons	\$1,602
Per Diem	\$71/day	x 1.5 days	x 6 persons	\$ 639
Ground trans.	\$50		x 6 persons	\$ 300

Local mileage related to project	\$0.555/mi	x 50 mi/wk	x 50 weeks	\$2,081
Parking fees				\$ 500

• **Supplies**

General program supplies for participants, calculated at \$500 per participant per year.

• **Contractual**

NYC Leadership Academy – See attached proposal for work

Other – CMSD will hire local consultants to provide professional development services for program participants. The District will follow its procedure of collecting bids from at least three providers. Cost estimate is based on the District’s experiences with local providers.

Other Costs

- Personal Incentives for Principals: Principals who graduate from the program will be offered \$1,000 to use for items that would assist in their new positions. Examples could be a laptop computer or additional professional development.
- School Incentives for Principals: Once graduates are placed in SIG or SIG-eligible schools, they will be offered \$5,000 each year they are in that school which can be used for any supplemental item(s) that will assist them in developing an effective school.

**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 04/30/2014

Name of Institution/Organization

Cleveland Municipal School District

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	95,000.00	97,850.00	100,785.00			293,635.00
2. Fringe Benefits	38,000.00	39,140.00	40,314.00			117,454.00
3. Travel	9,756.00	1,887.00	1,887.00			13,530.00
4. Equipment	0.00	0.00	0.00			0.00
5. Supplies	5,000.00	5,000.00	5,000.00			15,000.00
6. Contractual	160,000.00	110,000.00	80,000.00			350,000.00
7. Construction	0.00	0.00	0.00			0.00
8. Other	10,000.00	70,000.00	130,000.00			210,000.00
9. Total Direct Costs (lines 1-8)	317,756.00	323,877.00	357,986.00			999,619.00
10. Indirect Costs*	1,702.00	1,637.00	1,637.00			4,976.00
11. Training Stipends						
12. Total Costs (lines 9-11)	319,458.00	325,514.00	359,623.00			1,004,595.00

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2013 To: 06/30/2014 (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify): Ohio Department of Education

The Indirect Cost Rate is 1.17 %.

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? or, Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 1.17 %.

Name of Institution/Organization Cleveland Municipal School District	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
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**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

SECTION C - BUDGET NARRATIVE (see instructions)

U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424

OMB Number: 1894-0007
Expiration Date: 07/31/2014

1. Project Director:

Prefix: Dr.	First Name: Michelle	Middle Name:	Last Name: Pierre-Farid	Suffix:
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Address:

Street1:	1111 Superior Ave.
Street2:	
City:	Cleveland
County:	
State:	OH: Ohio
Zip Code:	44114
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
216-838-0102	

Email Address:
Michelle.Pierre-Farid@clevelandmetroschools.org

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

Yes No Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed project Period?

Yes No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #:

No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

<input type="text"/>	Add Attachment	Delete Attachment	View Attachment
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