



RISING *to the* CHALLENGE



2013 REPORT TO THE COMMUNITY



Dear Friends of the Higher Education Compact:

I am pleased to share with you *Rising to the Challenge*, the Higher Education Compact of Greater Cleveland's College Success Dashboard report. This report presents the second year of data on the state of college readiness, college access, and college persistence for Cleveland Metropolitan School District students. It measures our progress against our larger goal of increasing college attainment among Cleveland students.

The data shows that while we have seen gains in some areas, there has been little movement in other areas. We are not yet where we want to

be; but we will continue to work towards our goal. This is a long-term initiative and a long-term challenge. The partners of the Higher Education Compact are *rising to the challenge* and holding themselves accountable for the outcomes we seek to achieve.

What the data does not show, however, is the tremendous amount of work being done in the Cleveland schools, in community organizations, and on college campuses to significantly change outcomes for graduates of Cleveland schools. This work is not easy, but our partners are building the infrastructure that will help more students be prepared for, have access

to, and complete college or whatever postsecondary path they choose.

It is my hope that you will be encouraged by the incremental success we have achieved and that you will join us as we continue to do this important work on behalf of Cleveland's students.

Thank you for your support.

Sincerely,

Mayor Frank G. Jackson
City of Cleveland



Rising to the Challenge

EXECUTIVE SUMMARY

The Higher Education Compact of Greater Cleveland 2013 Report to the Community, *Rising to the Challenge*, shows a year of mixed results. We have made progress in some areas and remain challenged in others.

Key Takeaways from the Report

COLLEGE READINESS

On the positive side, college readiness indicators are improving. As the data show, we have experienced gains in five of the seven indicators, including the percentage of students on-track to graduate and the percentage of students participating in the Postsecondary Enrollment Options Program (PSEOP). Several recent

initiatives undertaken by the CMSD are helping to drive these positive outcomes, including the adoption of the Cleveland Plan for Transforming Schools and the implementation of the Common Core curriculum, focused on increasing college and career readiness among Cleveland students.

COLLEGE ACCESS

College access indicators largely remained flat from 2012 to 2013. Two bright spots include increases in the percentage of students completing at least one college application and the average number of applications per student (of those who completed at least one). For the 2013-14 school year, the CMSD introduced Naviance, the web-based college access tool being used in high schools, to middle

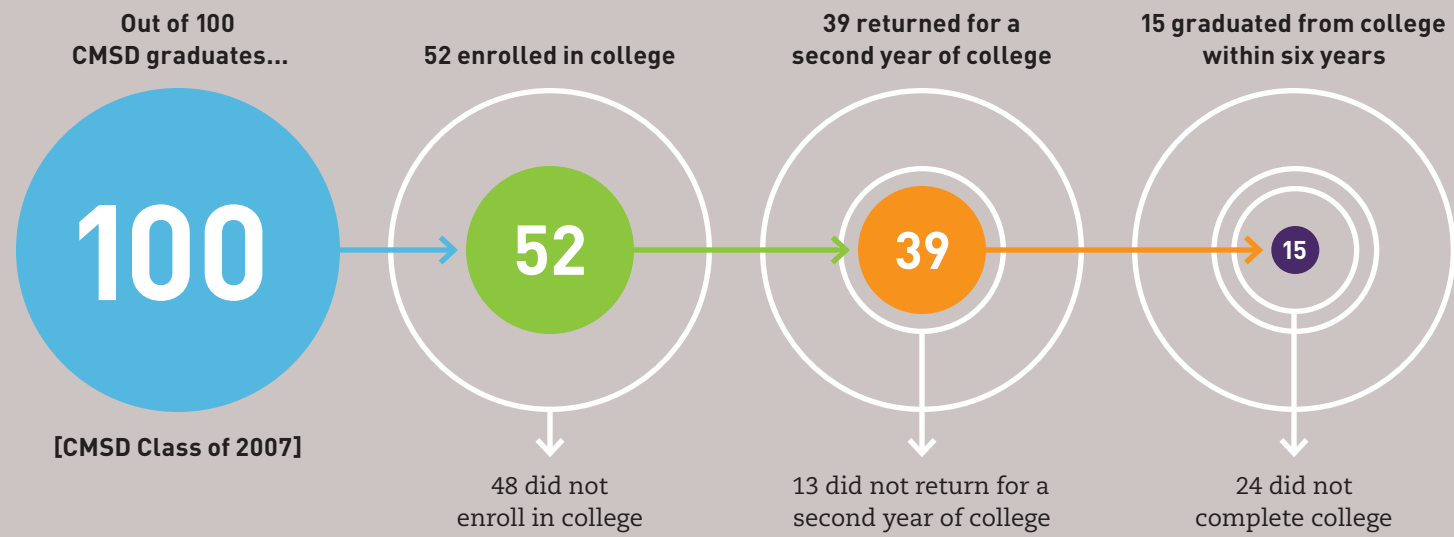
school students. This will allow students, their families, teachers, and guidance counselors to begin having conversations about postsecondary education earlier with a focus on planning and preparation. We hope this will increase the college-going culture within the District and help move these access indicators forward.

COLLEGE PERSISTENCE

College persistence indicators declined this year, which was not entirely unexpected. Given that the Compact is only two years old, many of the students in the cohorts being measured did not have the benefit of the persistence-focused interventions recently initiated by Compact higher education partners. To further support these efforts, a new, performance-

based state funding system is requiring public universities and colleges to develop and implement college completion plans, which aligns to their Compact work.

When the Compact began in 2011, we set ambitious educational attainment goals. At that time, we recognized that the kind of progress we were seeking would require a long-term view and game-changing practice. Not surprisingly, the 2013 data presented in this report are both promising and disappointing, demonstrating that the significant change we seek is a work in progress, requiring a focused, multi-year commitment.



THE COLLEGE ATTAINMENT PROBLEM IN CLEVELAND

We are just a few years away from 2018, when the Center for Education and the Workforce at Georgetown University projects that nearly two-thirds of Ohio's jobs will require some type of postsecondary education. Yet, according to 2011 Census data, only a little over one-third (35.5 percent) of Ohio's 6.1 million working-age adults (25-64 years old) have attained a two- or four-year college degree. In Cleveland, the picture is significantly worse; only 13.8 percent of adults 25 and over have a bachelor's or associate's degree. There is much ground to cover if we are going to meet the future demands for a skilled, educated workforce.

As a community, we recognize that, if we are to succeed, we must fill the 60 percent of jobs that will require education beyond high school. We know that college graduates earn substantially more than a high school graduate, 65 percent or \$1 million more over the course of a career.¹ Those increased earnings translate to lower crime rates, better community services, and a larger tax base. In addition, individuals with a college degree tend to lead healthier lives than those with only a high school diploma. They also are less likely to rely on government social services and are more likely to participate in civic activities, such as volunteering and voting.²

Cleveland is at a critical juncture. Collectively, we can choose to stay on the path we have been taking for the last few decades, resulting in slow growth rates in higher education attainment and high unemployment rates. Or, we can choose to propel ourselves forward and become a highly-educated community and put Cleveland on the map as a major player in the 21st century global economy.

We're rising to the challenge. We realize that we have no choice but to exponentially grow the number of skilled, educated individuals who are trained to meet the needs of the companies that are investing in the region and betting on Cleveland to help them succeed. And that is why, in 2010, Mayor Jackson approved the formation of the Compact, a convening of the County Executive, the CEO of the Cleveland Metropolitan School District, the leaders of 15 colleges and universities where the majority of CMSD graduates enroll as well as area foundations and community organizations to come together to remove the barriers that prevent students from going to and succeeding in college. The Compact is an unprecedented community-wide effort to set goals, align work, develop metrics, and report annually on progress toward significantly increasing the number of students that graduate with degrees.

¹Education Pays 2013; ²Education Pays 2013.
³Source: Ohio Higher Education Funding Commission.

Putting the Policy Pieces in Place

In the last year, the policy context around the challenge of increasing educational attainment has significantly and positively changed in ways that support the goals of the Compact. At the state level, Ohio is one of 16 states that is implementing a performance-based funding system in which a majority of state funding for universities is based on their ability to successfully produce graduates rather than being based only on enrollment. Previously, 20 percent of state funding in Ohio was tied to completion; moving forward, 50 percent of state funding will be tied to universities' graduation rates.³

At the local level, the CMSD has adopted the Cleveland Plan for Transforming Schools and passed Issue 107, a 15-mill levy, which allows CEO Eric Gordon and the CMSD to make the groundbreaking changes necessary to ensure that all students have the opportunity to attend excellent schools. Additionally, the CMSD implemented the Common Core Standards a full year earlier than the state mandate of state-wide implementation of the system by 2014-15. The Common Core sets college and career readiness standards that ensure higher accountability on the part of our schools.

Collaborating for Change

Last year, the Compact committed to four main educational attainment outcomes:

	2017 GOAL	BASELINE (Based on 2012 Report)
CMSD high school four-year graduation rate	71%	56%
CMSD graduate college enrollment	66%	61%
CMSD graduate college completion rate:		
Four-year institutions	47%	28%
Two-year institutions	7%	2%

To measure and report progress on these outcomes, Compact partners adopted a College Success Dashboard, which provides an annual snapshot of student and community successes and challenges. The dashboard includes a number of indicators that allow us to measure progress related to college readiness, access, and persistence. Compact partners agreed to align their work to these indicators.

The following pages present a detailed analysis of the 2013 dashboard data for college readiness, access, and success. In addition, it unpacks some of the individual metrics to explain more fully what is being measured and why.

READINESS INDICATORS

- Percent students on-track to graduate
- Percent students graduating with a 3.0 GPA or higher
- Percent graduates with a score of 21 or higher on the ACT
- Percent students participating in Advanced Placement testing
- Percent students earning a score of 3, 4, or 5 on Advanced Placement Exams
- Percent high school students participating in Post Secondary Enrollment Options Program (PSEOP)
- Percent high school graduates needing remediation in math or English

ACCESS INDICATORS

- Percent students using Naviance
- Average number of times students take the ACT
- Percent students completing at least one college application
- Average number of completed college applications per student (of those that completed one)
- Approved Free Application for Federal Student Aid (FAFSA) Rate



PERSISTENCE INDICATORS

- Percent CMSD graduates retained in all Compact institutions from year one to year two
- Percent CMSD graduates earning degrees from four-year Compact institutions
- Percent CMSD graduates earning degrees from the two-year Compact institution
- Percent of students transferring from two-year to four-year institutions
- First-time remedial course completion rate
- Percent students completing at least 24 college-level credits within one year of enrollment



COLLEGE READINESS

Students having the content knowledge, critical thinking, research skills, and academic habits to successfully complete college without remediation.

Our overall educational attainment readiness outcome goal is to increase the four-year high school graduation rate among CMSD students from 56 percent to 71 percent by 2017. In addition, the Compact identified seven metrics to assess whether we are on the path to meeting this goal.

The 2013 data is promising. The overall high school graduation rate is up; 59 percent of CMSD students graduated in four years in 2012, an increase of three percentage points over 2011. The data also shows that we are making incremental progress in five of the seven college readiness indicators. The on-track to graduate metric increased two percentage points from 65 percent to 67 percent. This number is a summary calculation of multiple

factors affecting student's progress toward graduation, including passage of the Ohio Graduation Test (OGT) and sufficient course credits earned.

The percentage of students with a 3.0 GPA or higher rose three percentage points from 23 percent to 26 percent along with a one point increase in the percentage of students earning a 21 or higher on the ACT. A score of 21 is nationally recognized as the level at which a student will likely be successful in college level coursework.

In Advanced Placement metrics, we saw a slight decrease, from 5 percent to 3.7 percent, of those participating in AP testing; however we saw a significant increase, from 5.8 percent to 10.6 percent, in students scoring a 3, 4, or 5 on AP tests among those that took one.

We saw a slight increase in the percentage of CMSD students participating in Post-Secondary Enrollment Options (PSEOP), from 4.2 percent to 4.7 percent, but a flat remediation rate of 76 percent for CMSD students once enrolled in higher education institutions.⁴

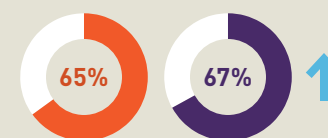
And while the responsibility for producing well-prepared students is largely that of the CMSD, the Compact's community partners have aligned themselves to the goals of the CMSD with the purpose of reinforcing the work being done in schools to make sure students are ready for college. The CMSD and Compact partners entered into a data sharing agreement, aligning them to the work of the District through the use of college access tool, Naviance.

Educational Attainment Outcomes

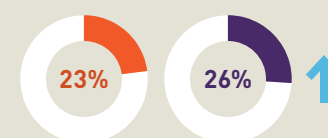
	GOAL	2012 BASELINE (Measuring Class of 2011)	2013 (Measuring Class of 2012)
CMSD high school four-year graduation rate	71%	56%	59%

Readiness Indicators 2012 (Measuring Class of 2011) | 2013 (Measuring Class of 2012)

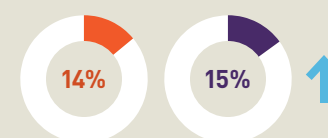
Percent students on-track to graduate
(Measuring classes of 2013 and 2014); error rate for both cohorts +/- 2%



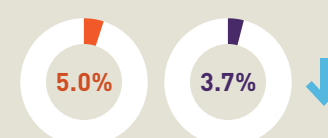
Percent students graduating with a 3.0 GPA or higher



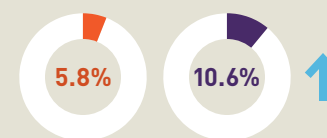
Percent graduates with a score of 21 or higher on the ACT



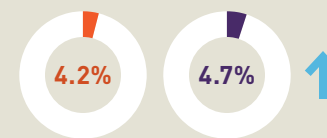
Percent students participating in Advanced Placement testing



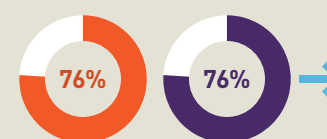
Percent students earning a score of 3, 4, or 5 on Advanced Placement exams



Percent high school students participating in Post Secondary Enrollment Options Program (PSEOP)



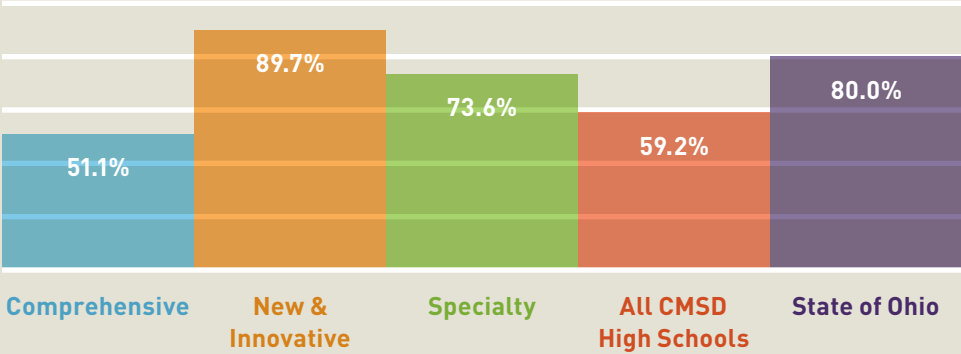
Percent high school graduates needing remediation in math or English



⁴Remediation rate: the number of students required to take preparatory classes in college because their placement exams did not qualify them for college-level coursework. Also called developmental education.

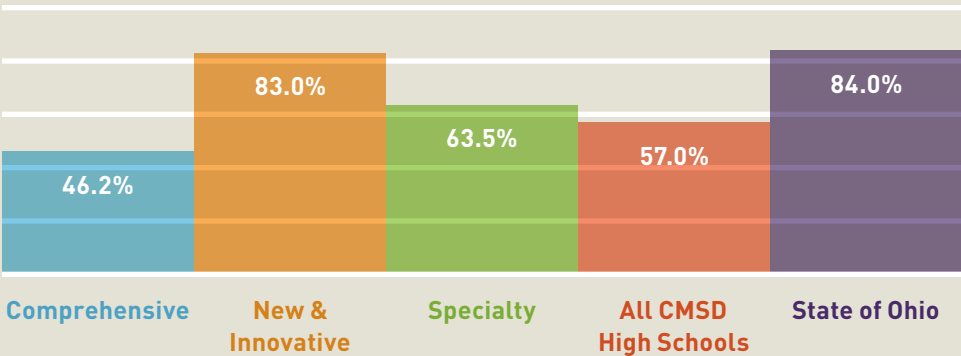
A CLOSER LOOK AT COLLEGE READINESS

On-Time (Four-Year) Graduation Rates for CMSD High Schools by School Type (Class of 2012)



Source: Ohio Department of Education

College Enrollment Rates (within One Year of Graduation) for CMSD High Schools by School Type (Class of 2012)



Source: National Student Clearinghouse and Complete College America

An analysis of building-level data illustrates that performance across CMSD schools varies considerably. In fact, the District’s set of new and innovative schools exceeds the State of Ohio’s graduation rate, and graduates from these schools enroll in college at a rate similar to the state average.

Comprehensive high schools include: Collinwood High School; East Technical High School; Glenville High School; James Ford Rhodes High School; John Adams High School; John F. Kennedy High School; John Marshall High School; Lincoln-West High School.

New & Innovative Schools include: Design Lab@ Health Careers; Ginn Academy; John Hay Early College High School; John Hay School of Architecture & Design; John Hay School of Science & Medicine; MC2STEM High School.

Specialty schools include: Cleveland School of the Arts; Garrett Morgan School of Science; Health Careers Center High School; Jane Addams Business Careers High School; Law & Municipal Careers at Martin Luther King; Max S. Hayes High School; SuccessTech Academy; The School of One; Washington Park Environmental Studies; Whitney M. Young Leadership Academy.



COLLEGE ACCESS

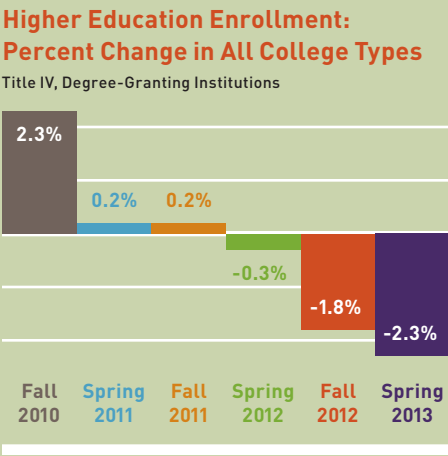
Students having the awareness, opportunity, support, and financing necessary to select and attend a college that is the “right fit.”



⁵National Student Clearinghouse Research Center: <http://bit.ly/1jGfp28>

Our overall educational attainment access outcome goal is to increase college enrollment among CMSD graduates from 61 percent to 66 percent by 2017. The Compact identified five college access indicators that measure how engaged students are in college access activities.

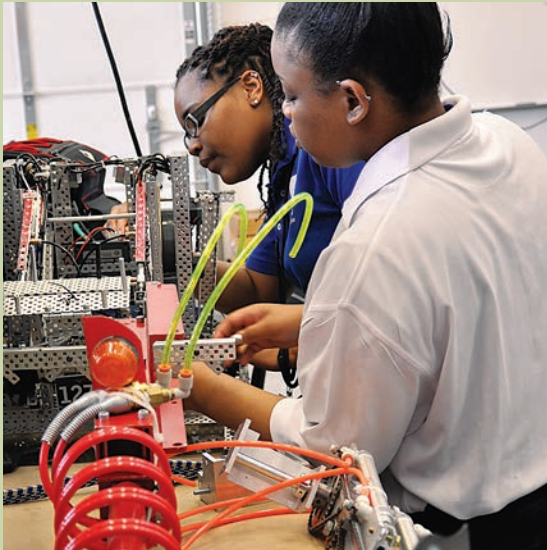
The 2013 college access data show mixed results. Overall, the percentage of the CMSD Class of 2012 who enrolled in college within one year decreased from 61 percent to 57 percent. As the chart above right indicates, this local decline reflects the national trend. The National Student Clearinghouse Research Center reports that overall higher education enrollment rates in the U.S. have decreased by two percent over the past three years.⁵



The college access indicator data remained mostly flat from 2012 to 2013. On the positive side, the percentage of students who completed college applications increased from 50 percent to 53 percent, and the average number of completed applications per student increased from four to five. On the negative side, both the average number of times students take the ACT decreased

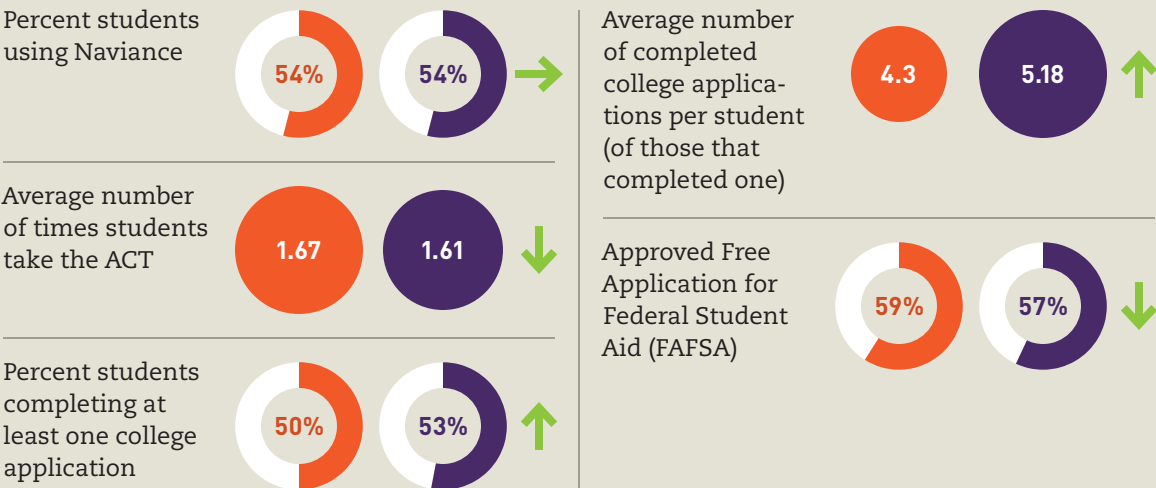
from 1.67 to 1.61, and the Free Application for Federal Student Aid (FAFSA) completion rate decreased from 59 percent to 57 percent.

The percentage of students using Naviance has stayed steady at 54 percent. However, the class breakdown of Naviance usage (see chart on page 13) demonstrates that 11th and 12th graders’ activity and engagement with the tool is increasing.



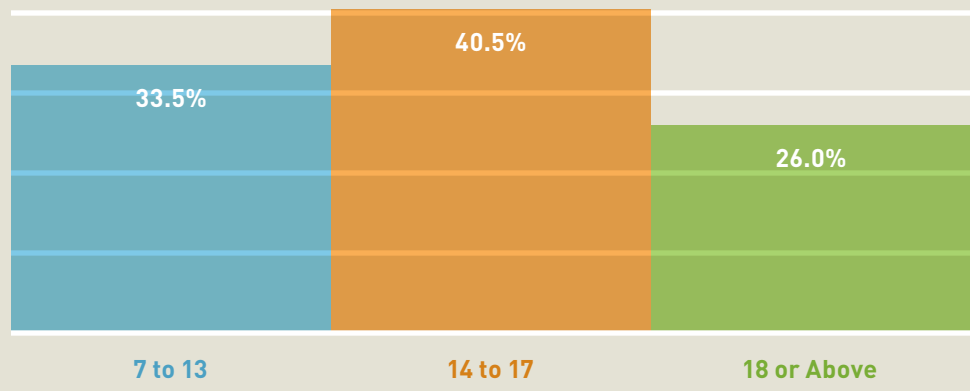
Educational Attainment Outcomes	GOAL	2012 BASELINE (Measuring Class of 2011)	2013 (Measuring Class of 2012)
CMSD graduate college enrollment within one year	66%	61%	57%

Access Indicators 2012 (Measuring Class of 2012) | 2013 (Measuring Class of 2013)



A CLOSER LOOK AT COLLEGE ACCESS

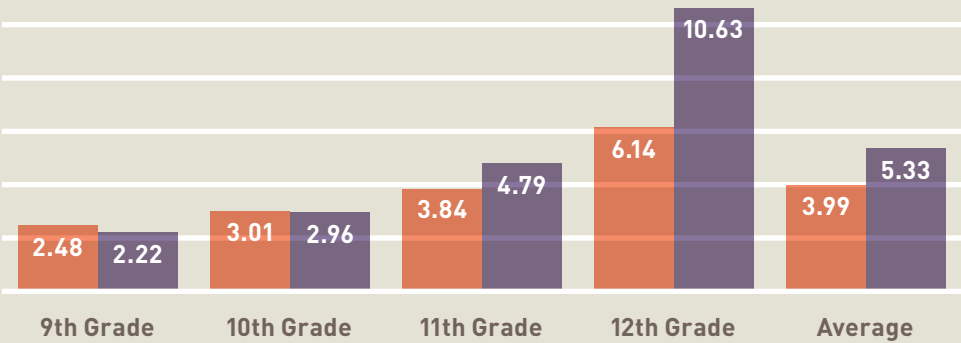
Distribution of ACT Composite Scores for CMSD 11th Grade Students in 2013



College access is so much more than just applying to and enrolling in college. It is about setting the expectation early on that students will go to college and that they will succeed. According to ACT, students with a 21 or higher on the test are considered to be college-ready. However, we find that with the right kinds of intervention and support services, students with an 18, 19, or 20 can also access and be successful in college. College Now scholarship criteria is an 18 and 2.5 GPA with annual persistence rates of 90 percent and 61 percent completion, well above the national average of 58 percent and 11 percent respectively, for students from low-income backgrounds.



Naviance Logins per Student by Grade Level 2012 | 2013



Naviance usage among CMSD upperclassmen is growing, but there is opportunity to improve usage among underclassmen. To help increase awareness and familiarity with the tool, the CMSD is introducing Naviance to 7th and 8th graders this school year. The goal of presenting Naviance in middle school is to get students thinking about plans beyond high school earlier so that they enter high school armed with the knowledge of what it will take and a plan to achieve their postsecondary goals.





COLLEGE PERSISTENCE

Students having the academic and self-management skills, resilience, resources, and institutional support to successfully navigate and persevere through college.

Our educational attainment persistence outcomes include separate goals for four- and two-year institutions. Our goal for four-year institutions is to increase the six-year completion rate from 28 percent to 47 percent by 2017. For two-year institutions, the goal is to increase the three-year completion rate from two percent to seven percent by 2017. The Compact identified five college persistence indicators. Data is currently available for two of these. New data sharing agreements will make data available for the remaining three indicators beginning in 2014.

Overall, the college persistence data are disappointing. The 2013 six-year completion rate for CMSD graduates attending Compact four-year institutions is 30 percent, down from 32 percent in 2012. The completion rate for the two-year institution remained stable, with two percent of CMSD graduates finishing within three years. However, this year, we are moving to show a breakdown of the numbers of students that attend Cuyahoga Community College full time and part time. With this additional breakdown of the data, we see a slight increase in the three-year completion rates of full-time students to 4 percent.

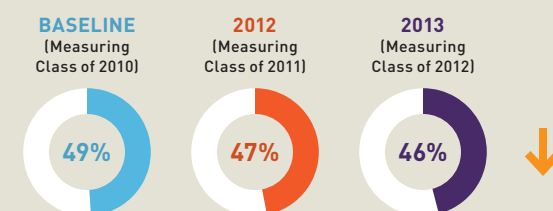


Educational Attainment Outcomes

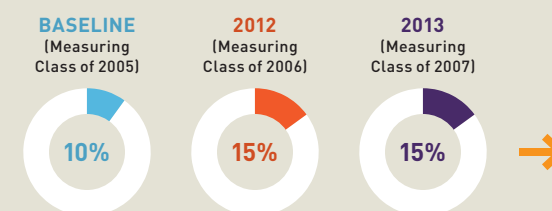
	GOAL	BASELINE (Measuring Class of 2005)	2012 (Measuring Class of 2006)	2013 (Measuring Class of 2007)
CMSD graduate six-year college completion rate from four-year institutions	47%	28%	32%	30%
CMSD graduate three-year college completion rate from two-year institutions	7%	2%	Full-Time 4% Part-Time 3%	Full-Time 3% Part-Time 2%

Persistence Indicators 2011 | 2012 | 2013

Percent CMSD graduates retained in all Compact institutions from year one to year two



Percent CMSD graduates earning degrees from four-year Compact institutions (four-year rate)



Percent of students transferring from two-year to four-year institutions NA

First-time remedial course completion rate NA

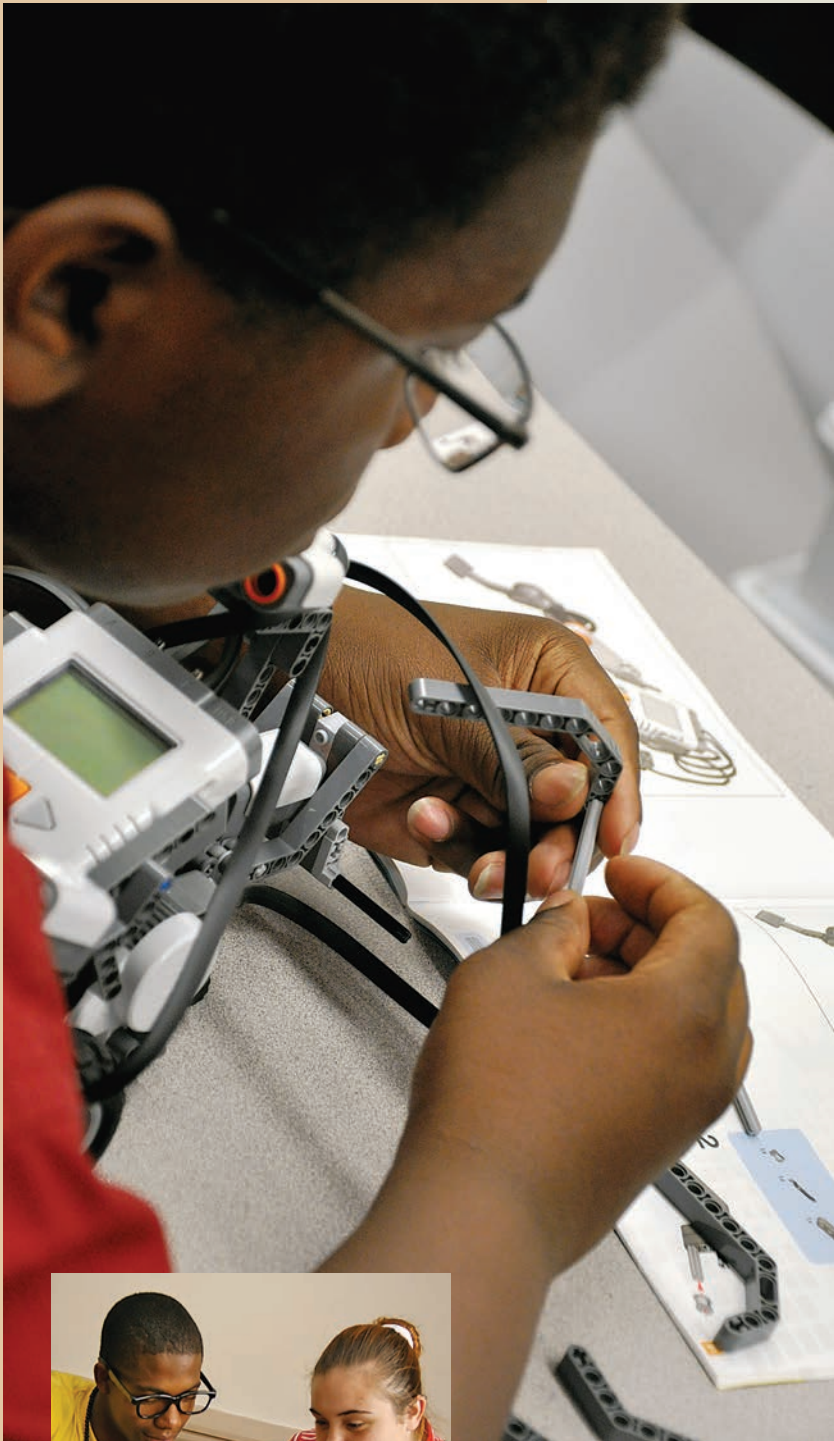
Percent students completing at least 24 college-level credits within one year of enrollment NA

The year one to year two retention rates declined from 47 percent to 46 percent. However, the four-year graduation rate held steady at 15 percent this year. College persistence indicators and college completion rates are not where we want or need them to be, but in order to increase college completion, we must first focus on college persistence, how students progress through the college experience. If persistence numbers don't improve over time and as a result of proactive interventions, completion numbers will remain stagnant.

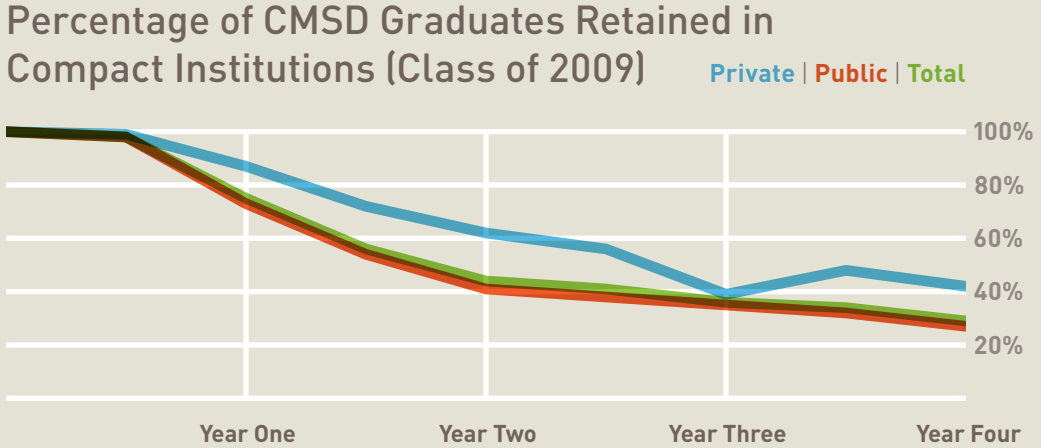
The Compact higher education partners are working diligently to move these numbers in a positive direction. For example:

- Cuyahoga Community College has implemented mandatory placement test preparation for all incoming CMSD students that has yielded dramatic results and reduced the number of students requiring developmental coursework. In just two years' time, placement of students into developmental education English courses has decreased from 65 percent to 27 percent as result of this policy change.
- Compact four-year institutions partnered with Cuyahoga Community College on a reverse transfer initiative, in which former Tri-C students were offered the opportunity to have their transcripts reviewed and possibly be awarded an associate's degree retroactively. More than 300 students took advantage of the opportunity, which resulted in 119 associate's degrees being conferred, increasing the community's college attainment rate.

- Cleveland State University now requires its students to register for the entire year. This policy encourages students to plan ahead for courses they will take for the whole year, rather than just a semester. In addition, Cleveland State now allows students to register for more than 15 credit hours per semester if they so choose but caps tuition at the 15 credit hour cost.
 - John Carroll University has implemented a number of programs to improve student outcomes on campus including cohort advising, which provides students with a sense of connection and helps them transition to college; the CARE Team, a group of representatives from across university departments who meet weekly to identify students in danger of being at-risk and develop interventions to help them; and the learning commons, which provides students with academic support through study skills workshops, tutoring services, and wellness programs.
- All of the Compact institutions are implementing these and other strategies for all of their students to increase persistence and completion. Each of these initiatives works toward the larger Compact goal of increasing college attainment among CMSD graduates and can also act as a blueprint for the higher education partners as they develop the college completion plans that will be required of them in order to receive state funding moving forward.



A CLOSER LOOK AT COLLEGE PERSISTENCE



Persistence is the key indicator to moving completion numbers but most commonly measured is first-year to second-year retention. As this graph indicates, students leave Compact institutions every year, and more needs to be done to understand their reasons for leaving, be it in their first year or their third year.



COMPACT PARTNERS

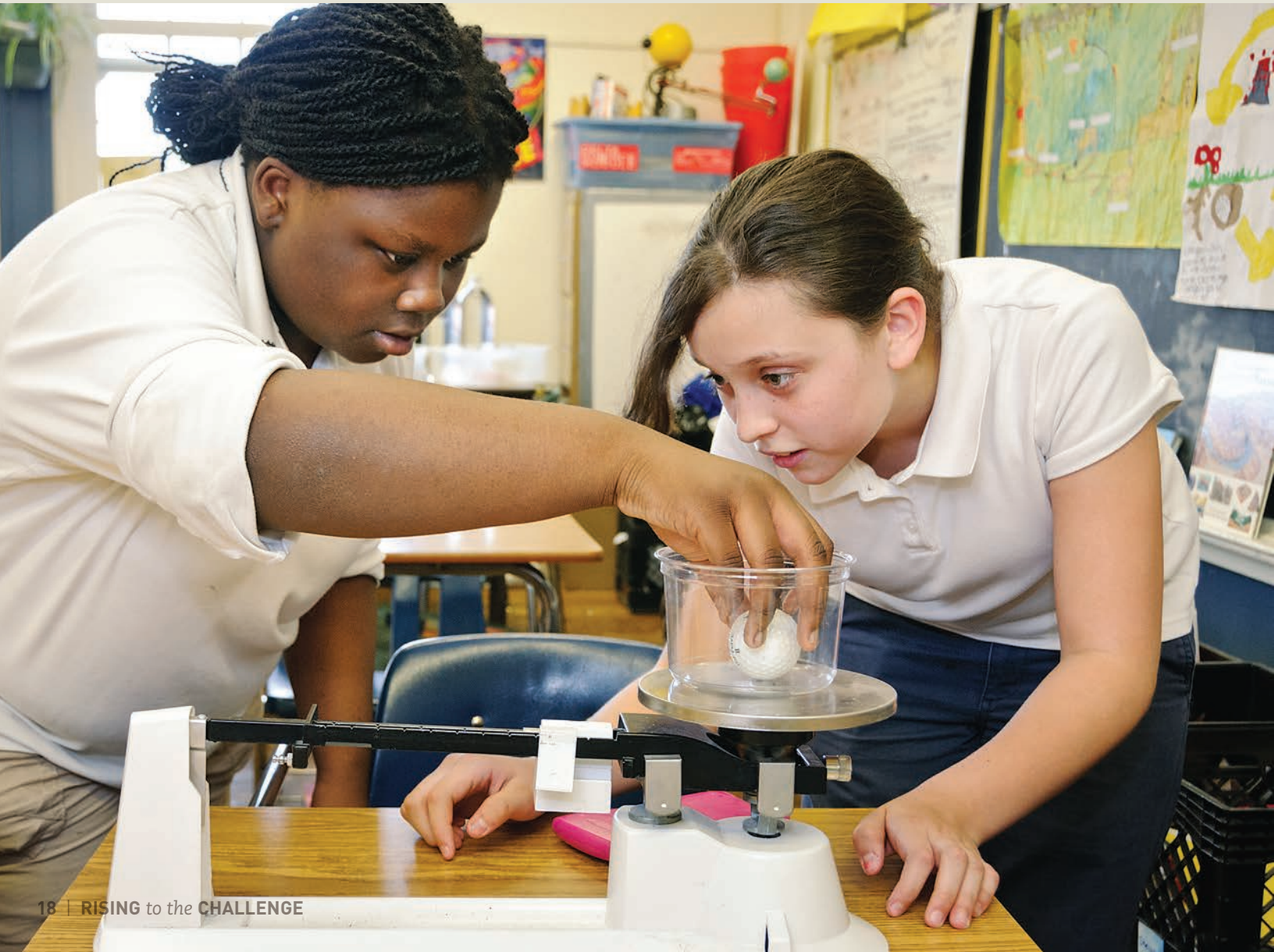
Education Partners

Baldwin Wallace University	Cleveland State University	Ohio Board of Regents
Bowling Green State University	Cuyahoga Community College	Ohio University
Case Western Reserve University	Eastern Michigan University	The Ohio State University
Central State University	Hiram College	The University of Akron
Cleveland Metropolitan School District	John Carroll University	The University of Toledo
	Kent State University	Ursuline College
	Notre Dame College	Walsh University
	Oberlin College	



Community Partners

ACE Mentor Program of Cleveland	Dream On Foundation	Policy Bridge
America SCORES	Eaton Corporation Foundation	RPM International, Inc.
Aspire Program at Hathaway Brown	Educational Services Center of Cuyahoga County	Saint Luke's Foundation
Big Brothers/Big Sisters	Employment Connection	Saint Martin de Porres High School
Boys & Girls Club of Cleveland	Esperanza, Inc.	Sisters of Charity Foundation
Breakthrough Charter Schools	Facing History and Ourselves	The Business of Good Foundation
Broadway/Slavic Village P-16 Project	Federal Reserve Bank of Cleveland	The Diversity Center of Northeast Ohio
CEOs for Cities	Friendly Inn Settlement	The George Gund Foundation
City of Cleveland	Greater Cleveland Partnership	The Literacy Cooperative
City Year	Greater Cleveland YMCA	The Presidents' Council Foundation
Cleveland Clinic – Civic Education Initiatives	Ideastream	Third Federal Foundation
Cleveland Foundation	Junior Achievement	Urban Community School
Cleveland Public Library	KeyBank Foundation	Urban League of Greater Cleveland
College Board	Martha Holden Jennings Foundation	WIRE-Net
College Now Greater Cleveland	Minds Matter	Young Audiences of Northeast Ohio
Cuyahoga County	NewBridge	Youth Opportunities Unlimited
	Northeast Ohio Council on Higher Education	
	Northeast Ohio Medical University	





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