

NEWS RELEASE



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CPS In Continuous Improvement on State Report Card *District Attains Higher-Than-Expected Learning Growth*

Cincinnati Public Schools earned the Continuous Improvement rating on the 2008-09 State Report Card for the fifth consecutive year, according to results released today by the Ohio Department of Education.

“This is truly significant, because the state keeps raising the bar, and our district needs to continue to improve to keep this rating,” said Superintendent Mary Ronan. “We also were pleased that CPS attained more than a year’s worth of expected academic growth for our students under the state’s Value-Added Measure.”

The Valued-Added Measure reflects how much academic progress students achieved since the prior year.

For a second straight year, Kilgour School earned the Excellent with Distinction rating, the highest possible category.

Schools rated Excellent:

- College Hill Fundamental Academy
- Fairview-Clifton German Language School
- Schiel Primary School for Arts Enrichment
- Walnut Hills High School

Schools rated Effective:

- Clark Montessori High School
- Covedale School
- Dater Montessori School
- North Avondale Montessori School
- Sands Montessori School
- School for Creative and Performing Arts (SCPA)
- R. A. Taft Information Technology High School
- Withrow University High School
- Woodford Paideia Academy

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Schools moving up in the report card ratings were the Academy of Multilingual Immersion Studies (AMIS), Carson School, Silverton Paideia Academy, Winton Montessori School and Withrow International High School.

“I am extremely proud of our Excellent and Effective schools, as well as those that moved into higher categories,” Ronan said. “I’m also aware that progress was made at many schools that was not necessarily reflected in their ratings.”

At the same time, Ronan noted that there is “much more work to be done” to hasten academic gains at CPS, Southwest Ohio’s largest public-school system.

“We will not be content until our district and all of our schools are rated as Excellent or Effective,” she said. “That is why it is so important that we innovate — and not rely on status-quo strategies — to accelerate academic achievement.”

As part of Ronan’s Elementary Initiative, students at 13 underperforming elementary schools received an extra month of learning in June 2009 through the Fifth Quarter program, which provided instruction in math and language arts in the morning and enrichment activities in the afternoon.

Three elementary schools — Mt. Airy School, Rothenberg Preparatory Academy and South Avondale School — were redesigned for 2009-10 with mostly new staffs, curriculum improvements and cutting-edge professional development. The Redesign Schools started the school year on August 4, two weeks earlier than other CPS schools to give students additional instructional time.

Ronan also is creating an Office of Innovations to research and implement successful new school models, is enhancing Foreign Language offerings in the district, and added a Curriculum Team to ensure that the content being taught in all schools is rigorous.

The district achieved three fewer Report Card indicators and some schools slipped in the Report Card ratings this year, primarily because of a new federal decision impacting Alternate Assessment results for students with disabilities.

Alternate assessments are a collection of evidence used to assess performance for students with significant cognitive disabilities in lieu of the Ohio Achievement Test and the Ohio Graduation Test. This year, there was a 1 percent cap placed on the amount of Alternate Assessment results that could be applied to the state ratings; in previous years, a higher percentage was used. More than 20 percent of CPS’ enrollment — almost 7,000 students — have disabilities, with nearly 4 percent having substantial cognitive disabilities.

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