

Cincinnati Public Schools Community E&O Listening Session Synopsis

Overview

The Cincinnati Public Schools Board of Education held 25 community listening sessions.

Date	Group	Date	Group
10/11/2022	Faith Leaders - Session 1	10/29/2022	Student General Session
10/18/2022	Arts and Youth	10/31/2022	Union Partners
10/20/2022	Local Colleges	11/1/2022	Business Groups: Step Committee Business Advisory
10/20/2022	NAACP Education Committee	11/1/2022	CPS Staff - Session 2
10/21/2022	Superintendent's Cabinet	11/1/2022	CPS Alumni Groups
10/21/2022	Community Partners LULAC, CSO, and UWGC	11/1/2022	Labor Unions
10/21/2022	Political Leaders	11/1/2022	LSDMC's
10/25/2022	Faith Leaders 2	11/2/2022	Parent Town Hall
10/25/2022	Community Partners	11/3/2022	Community Council Leaders
10/25/2022	CPS Staff - Session 1	11/3/2022	Business Leaders
10/27/2022	Principals/School Leadership	11/3/2022	Community Learning Center Institute Leadership
10/27/2022	PTA/PTO Groups	11/3/2022	CPS Student Groups
10/28/2022	Community Partners		

Questions and Highest Frequency Topical Occurrences

The following questions were asked, both through listening sessions and via survey. (The survey will be reported separately.) Board members entered the results of 23 of their listening sessions themselves. The combined results were organized topically and then evaluated for frequency of occurrence.

- **Q1: What is Cincinnati Public Schools not yet doing that it should start doing?**
 - **Academics (Rigor)**
 - Review developmentally appropriate content
 - Clarity definition of rigor
 - Ensure academic rigor / content / expectations is clear/high at neighborhood schools / all schools (“Do not allow inequity to exist between magnets and neighborhood schools and East Side and West Side neighborhood schools”)
 - Equity and access are a problem-AP and CPP should be a culture and no matter where you live students should have access to rigor no matter the school attending.
 - **Community Partnerships**
 - Enhance and improve partnerships
 - Utilize partnerships for student benefit
 - **Career / Skills / Technical Skills / Personal Finance**
 - Increased job training and preparing kids for college and workforce development opportunities.
 - Life skills training for students, having students ready to be sustainable adults coming out of CPS
 - Helping high school students learn basic life/adult skills for living in the world
 - need to introduce to the kids at early ages about these careers and working with the programs so they have options
 - It’s important for kids to have someone who is willing to hire their students.
 - **Student Socioemotional Health / Relationships**
 - **Other:** Transportation; Communication / Transparency

- **Q2: What is Cincinnati Public Schools doing that is not working and that should be stopped?**
 - **Inequity**
 - assigning the most inexperienced educators in the lowest performing and/or more challenging schools
 - alignment of resources by school as an equity issue
 - Stop allocating resources to schools inequitably
 - Magnet vs Neighborhood schools- stop Magnet
 - Equal distribution of resources rather than equitable distribution of resources
 - **Employees / Staff**
 - Stop favoring one employee group over all the others
 - Create a better environment so employees stop leaving, too many people leaving
 - Full decentralization of decision-making is not working – stop site-based management (want site-based decision-making)
 - Professional learning plan does not get reviewed by the building leadership (principal) for input; teacher involvement is disjointed and misaligned in its implementation
 - **Current choice / magnet program**
 - Revisit / enhance choice program
 - **Other:**
 - Transportation
 - Role of police in schools

- **Q3: What is Cincinnati Public Schools doing that is working and we should keep doing?**
 - **Community Partnerships (strengthen / grow / enhance)**
 - Continue to reach out to community partners (it does take a village) and foster more assistance for things such as gathering books, getting additional funding, and creating a sense of something bigger
 - Strengthening partnerships
 - Community Learning center models and wrap around programs (CLCs mentioned numerous times)

- **Q4: What is one of the draft Goals policies that we've shared with you that it is most important for us to keep and why should we keep it?**
 - **Goal #1**
 - #1 is the most important because reading drives the education. If you do it right at third grade, then it should be ok for 6th grade
 - 1, critical for all the other things to happen
 - Note: Goal #2 ranked second; mentioned about half the times of #1

- **Q5: What is one of the draft Guardrails policies that we've shared with you that it is most important for us to keep and why should we keep it?**
 - **Guardrails 2 and 5 ranked equally**
 - Note: Clarity on guardrail formatting ("shall not" language) warrants greater communication