



May 23

2022

REPORT OF THE STUDENT ACHIEVEMENT AND DISTRICT INSTRUCTIONAL PERFORMANCE COMMITTEE

The Student Achievement and District Instructional Performance Committee met on Friday, May 6, 2022, 2:00 PM at the Cincinnati Public Schools Education Center, 2651 Burnet Avenue, 45219 in the Rosa E. Blackwell Interactive Learning Center.

ATTENDEES

Virtual Attendees: 13

Student Achievement and District Instructional Performance Committee Members

Carolyn Jones, Chair; Brandon Craig; Mary Wineberg

Administration

Emily Campbell, Director of Curriculum and Instruction; Brandi Foster, Science Coach, Curriculum; Paul McDole, Labor Relations Manager; Shauna Murphy, Assistant Superintendent; Christine Reeves, Assistant Director, Student Services

Science Curriculum Update

Ms. Foster updated the Committee on the following information contained in her presentation (attached).

- Science Department Strategic Plan
- Supporting Resources for Teachers

Next Steps

- Continue writing curriculum maps and share with teachers through Curriculum Council for feedback
- High School RFP for lab equipment and materials - posted and vendor(s) found
- Plan August PD and PD Scope and Sequence for the 22-23 School Year as the PD
- Enter contracts in June/July for processing
- Collaborate with Facilities for Summer Deliveries - Schools Closed in July
- Create Learning Walk/School In-Person Support Plan for the First 30, 60, and 90 Days of the 22-23 School Year
- Monitor Impact on Literacy - Science is a background knowledge building subject. We know from the Science of Reading that students are more likely to be able to read on grade level with quality, consistent instruction in knowledge building classes.
 - Emphasis on Writing
 - Emphasis on Citing Evidence from the Text to Support a Claim or Theory
 - Focus on Nonfiction

A copy of the full report is available upon request and in the Board office.

RECOMMENDATION: As the Science Curriculum was presented in SAC in October and subsequently approved by the full board in February, 2022, recommendation is that the committee review data related to outcome measures of the implementation success and/or gaps, at a future SAC meeting, date to be determined.

Student Services with Disabilities

Ms. Reeves updated the Committee on the following information contained in the presentation (attached).

English Learners

- English Learner Supports (Attached)
- Current Enrollment
- Ohio English Language Proficiency Screener 21/22

Students with Disabilities

The Individuals with Disabilities Education Act (IDEA) requires that districts identify, locate, and evaluate students living within their boundaries suspected of having a disability.

Evaluations in 2021-2022

| | Number of eligible IETRs reported to ODE | Number of IETRs in which students were found to be not eligible |
|-------------|--|---|
| FY16 | 1,276 | 72 |
| FY17 | 1,290 | 44 |
| FY18 | 1,207 | 59 |
| FY19 | 1,250 | 71 |
| FY20 | 972 | 75 |
| FY21 | 868 | 41 |
| FY22 | 977 | 33 |

Current Enrollment of Students with Disabilities

| | |
|--|--------------|
| Elementary Buildings | 3,287 |
| High School Buildings | 2,385 |
| K-12 Buildings | 724 |
| CPS Satellite Locations and Separate Facilities | 447 |
| Total | 6,843 |

ACTION: The Administration will provide the Committee with an update on the disproportionality of students with disabilities at a future Committee meeting. Data will include demographics for boys, girls, ethnicity, etc.

A copy of the full Students with Disabilities Presentation is available upon request and in the Board Office.

College Credit Plus

College Credit Plus is Ohio's dual enrollment program that provides students in grades 7-12 the opportunity to earn college and high school credits at the same time by taking courses from Ohio colleges or universities.

The purpose of the program is to enhance students' career readiness and postsecondary success, while providing a wide variety of options to college-ready students, at no or limited costs to students and families.

Emily Moroney, College Manager, updated the Committee on the following information contained in the presentation (attached).

- Problems working to be solved with College Credit Plus (CCP)
- Impact of Dual Enrollment Programs
- Participation Snap Shop
- Intervention Strategies
- Impact Learnings
- CCP Involvement
- Demographics
- What's Next

The Committee advised the Administration to make it more clear to parents as to where they can find information about the Dual Enrollment/College Credit Plus program, as well as making it more accessible, transparent and easier to locate the website.

ACTION: The Administration will provide the Committee with baseline data on variables that result in gaps and where there are areas of growth within CCP.

A copy of the full report is available upon request and in the Board office.

Anti-Racism and Equity Policy Implementation Update

Assistant Superintendent Murphy updated the Committee on the work that former Diversity Manager Michelle Tam completed while she was with the District.

She reported that Dr. Tam created a District-Wide Diversity Equity and Inclusion Committee. The group's focus is on the Anti-Racism and Equity policies.

Dr. Tam also began work in making sure that a statement on Anti-Racism is posted at all school buildings. The task is currently in motion. Dr. Tam did a presentation to the Local Decision Making Committees (LSDMC) about the Diversity Committee, which will be a sub-committee of the LSDMC as outlined in the Anti-Racism policy.

Anti-Racism training is also being conducted with principals, teachers, directors and district employees.

Dr. Tam dedicated \$1,000 from her budget to purchase diversity and equity materials for all schools in the District.

ACTION: The Administration will provide an update on the Anti-Racism and Equity program in approximately six months.

School Calendars

Mr. McDole updated the Committee on the final drafts of calendars for school years: 2022-2023, 2023-2024 and 2024-2025.

ACTION: The Committee agreed with the draft calendars and will recommend them to the Board for approval at the Regular Business meeting on May 23, 2022.

School Board School Pitch Night

Ms. Murphy updated the Committee on the DARE Tool, which was a result of the School Board School Pitch Night.

Please find attached: *Districts Advancing Racial Equity (DARE) Tool* that is being used by the District.

Other Business

There were no other business items.

Hearing the Public

Kendra Phelps of the Cincinnati Federation of Teachers commented on the helpful information that was presented during the committee meeting. She also provided kudos to the managers and directors for the work that they are doing in curriculum.

The meeting adjourned at 3:29 PM.

Student Achievement Committee

Carolyn Jones, Chair
Brandon Craig
Mary Wineberg

Staff Liaisons

Jonathan Brown, Interim Assistant Superintendent
Shauna Murphy, Assistant Superintendent

CPS Supporting Resources for Teachers

- **Curriculum Maps** - Highlighting free and/or reduced cost field trips and outreach programs provided by our partners that align with the correct standards and learning within each unit.

PREPARING STUDENTS FOR LIFE
Through Academic Achievement · Personal Well-Being · Career Readiness

Science Curriculum Map
Kindergarten
2022-2023

Unit 1 - Needs of Plants and Animals
Unit Question - What do living things need to live and grow?
Quarter 1 and First Half of 2nd Quarter

Aligned CPS Community Partner Enrichment Opportunities:
All Field Trips &/or Outreach Programs Below are Free or at a Reduced Cost, Please Click Each Partner's Name to Go Directly to Their Website

Cincinnati Museum Center:

- Coral: A Colorful Community
- Dino Dig
- From the Backyard to the Barnyard
- How Does Your Garden Grow?
- Rainforest Adventure
- Snug as a Bug

Green Acres:

- Living and Nonliving in Nature
- All About Birds
- Maple Syrup
- Nature Exploration
- Survival: Shelter or Fire or Food

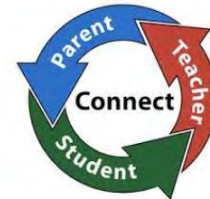
WAVE Foundation at Newport Aquarium:

- Scales and Tales Outreach Program

Cincinnati Zoo: Close Encounter Programs

- Adaptations
- Fur, Feathers, and Scales

English Learner Supports



Current Enrollment

| | |
|--|----------------------|
| SLIFE/Newcomer ELs in their first year of US Schooling | 804 (315 are Kdg) |
| ELs in their 2nd year of US Schooling | 428 |
| ELs 3 years or more of US Schooling | 1970 |
| ELs in Trial Mainstream Status | 89 |
| Former ELs in the 4 year monitoring process | 633 |
| Multilingual Learners not EL | 802 |
| Total | 4726 |

Problems we are trying to solve with CCP

26% **Degree Attainment**
6 year graduation rate for urban core students
(Data from National Student Clearinghouse)

3 **Opportunity Gaps**
High Schools in our district that do not offer CCP/DE coursework



Enroll Intentions Vs. Enroll Actual
23%
Gap in intentions vs. enrollment
(Data from 3 E Survey vs. NSCH)

Participation Gaps
3
Key gaps in ethnicity, gender, and SES identities

CCP Involvement

| | AY 19/20 | AY 20/21 | AY 21/22 |
|-----------|----------|----------|----------|
| Alken* | 0 | 18 | 37 |
| Clark* | 6 | 30 | 13 |
| Dater | 6 | 9 | 11 |
| Gamble* | 1 | 0 | 5 |
| Hughes* | 41 | 41 | 35 |
| Oyler | 2 | 0 | 8 |
| Riverview | 3 | 2 | 1 |
| SCPA* | 38 | 40 | 44 |



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7



CCP Involvement

| | AY 19/20 | AY 20/21 | AY 21/22 |
|-----------|----------|----------|----------|
| Shroder* | 9 | 50 | 59 |
| Spencer | 1 | 4 | 14 |
| Taft* | 3 | 16 | 9 |
| CDA | 6 | 6 | 3 |
| Walnut* | 258 | 332 | 223 |
| Western* | 31 | 30 | 26 |
| Withrow* | 39 | 32 | 28 |
| Woodward* | 18 | 12 | 12 |

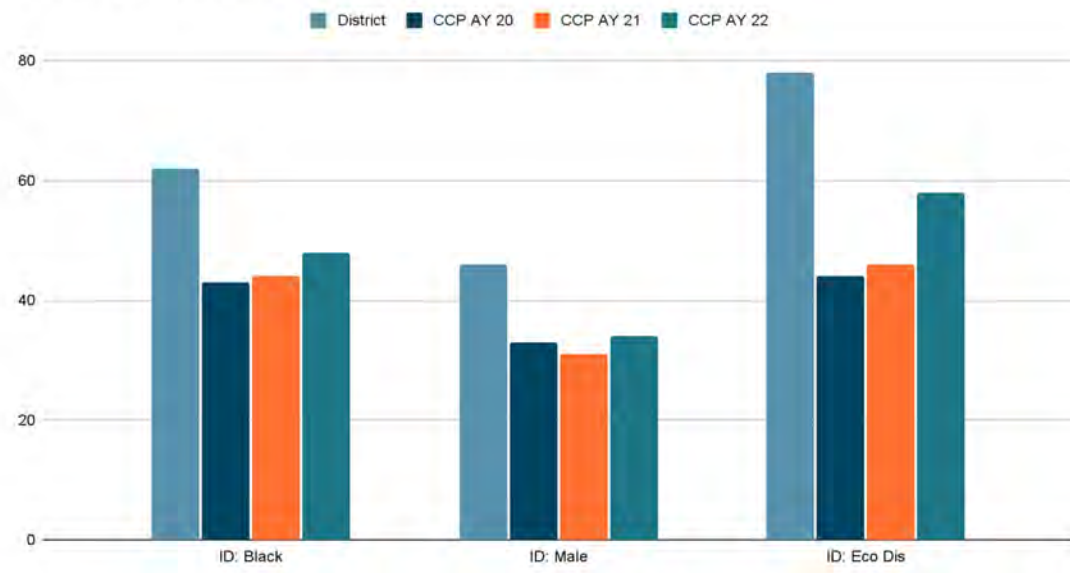


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ID: Black, ID: Male and ID: Eco Dis



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Districts Advancing Racial Equity (DARE) Tool

“Offered by the [Learning Policy Institute](#), the Districts Advancing Racial Equity (DARE) tool brings together—in a uniquely broad and practical way—what is known about district actions that can support racial equity. This tool captures research-informed, high-leverage aspects of schooling that leaders must address in order to create systems that build on the strengths of and respond to the needs of students of color. The tool offers a framework for district leaders and staff to understand the complex ecosystem of policies and practices they design and enact. The tool also contains a set of qualitative and quantitative indicators to support data-informed decision-making and track progress toward greater racial equity. This tool helps conceptualize and organize systems-level equity work and provides a guide for district leaders to interrogate their systems, set equity-oriented goals, and track progress over time.”

(<https://edpreplab.org/resource-library/districts-advancing-racial-equity-dare-tool>)

- 1) The DARE Tool was created by
 - a) The **Southern Education Foundation**, in partnership with the **Learning Policy Institute and the National Equity Project**, launched the **Racial Equity Leadership Network (RELN)**, a fellowship that brings together superintendents and other cabinet-level leaders to strengthen their capacity to advance racial equity in their school systems. The DARE tool was developed to support the work of the fellows and staff from other districts interested in leading this work. It is based on a systematic review of literature and existing instruments for advancing systems-level equity. In its final form, the DARE tool was peer-reviewed by leading academic scholars and practitioner-experts.
- 2) Racial Equity Leadership Network - **Opportunity for Superintendent and/or Assistant Superintendent(s)**:
<https://www.southerneducation.org/what-we-do/leadership-development/reln/>
 - a) The Racial Equity Leadership Network is an 18-Month fellowship program for Executive Leaders in districts who are committed to addressing persistent disparities in their systems and ensuring that race and class are no longer the most reliable predictors of student success. Each cohort of the Racial Equity Leadership Network (RELN) will be comprised of up to twelve (12) executive leaders from school districts in the South. RELN Fellows will attend five two and a half day in-person convenings focused on essential levers for equity-centered leadership and system transformation. The fellows and their districts will also receive customized coaching to support the planning and implementation of a co-created action plan addressing their unique equity challenge. Fellows will be asked to create in-district design teams, a 5-7 member workgroup of district colleagues committed to addressing racial disparities within their school system. The workgroup participants must also have the desire, influence, and capacity to support the Fellow in their efforts to forge change.
- 3) [The Southern Education Foundation](#) is a 501(c)(3) nonprofit organization supported by partners and donors committed to advancing equitable education policies and practices that elevate learning for Black students, other students of color, and students from low-income families in the southern states. We develop and disseminate research-based solutions for policymakers and grow the capacity of education leaders and influencers to create systemic change.
 - a) **We believe education equity is essential to achieve quality and fairness in the public education system.** Equity exists when race and income are no longer the most reliable predictors of student success and systems work to ensure that each child receives what they need when they need it, to develop to their full academic and social potential. We envision a world where every student, regardless of background, enjoys an education that propels them toward the opportunity-rich life they deserve.

- 4) **Watch the 1 hour engaging video in the link below.** The two superintendents (are both RELN graduates) utilize the DARE tool and addressed some huge needs that, per our district data and action items, we have structure/ideas for DEI, partnerships, areas of concern (biased discipline, lack of parent/guardian engagement & representation, learning loss, etc.).[Webinar—Accelerating Learning: Equity-Centered Strategies to Support Students](#)
 - a) Recommended books from the webinar - [Case Studies on Diversity and Social Justice Education \(2nd edition\)](#); [Grading for Equity](#)
- 5) **Other Diversity, Equity and Inclusion Resources Found:**
 - a) **Institutional Practices and Tools** - <https://www.racialequitytools.org/resources/plan/issues/education>

BRD 2/4/2022

Cincinnati Public Schools' Science Department's Strategic Plan

Accountable Leader: Liz Wolf

Revision Date: 10.5.21 (v2)

Global Aim

Every child, regardless of circumstances has access to grade level, high quality, standards-aligned curriculum, instruction and technologies prepared to graduate into a college, career, or enlisted pathway.

Strategic Goals

The Science Department will:

- Increase the amount of students scoring proficient or higher on the 5th grade OST from 29% to 80% by May 2026.*
 - a. Increase from 29% to 39% on OST by May 2022.
- Increase the amount of students scoring proficient or higher on the 8th grade OST from 33% to 80% by May 2026.*
 - a. Increase from 33% to 43% on OST by May 2022.
- Increase the amount of students scoring proficient or higher on the Biology EOC from 41% to 80% by May 2026.*
 - a. Increase from 41% to 51% on EOC by May 2022.
- Increase the amount of students choosing a STEAM college, career, or enlisted pathway from unknown to 25% by May 2026.

Key Drivers

Accelerated Learning Implemented Across CPS

Adopted Curriculum Implement with Fidelity

Culturally Responsive Classrooms

Consistent Student Exposure to Hands-on Science through Adopted Curriculum

Student Background Knowledge through Field Experiences & Programs

STEM Student Internship Opportunities

Consistent Student Exposure to Best Practices in Science

Portfolio of Projects

Implementation of Accelerated Learning
*Science Department
PAT
Teachers*

Implementation of an Adopted Curriculum
*Science Department
School Administrators
Teachers*

Increase the Amount of Culturally Responsive Classrooms
*C&I Department
Science Department
School Administrators
Teachers*

Consistent Student Exposure to Hands-on Science through Adopted Curriculum
*Science Department
Teachers*

Build Student Background Knowledge through Field Experiences & Programs
*Science Department
Treasurer's
Department/Grants
Community Partners*

Increase the STEM Student Internship Opportunities
*Science Department
College & Career Dept.
Community Partners*

Increase Best Practices in Science
*Science Department
School Administrators
Teachers*

Current Project
 Future Project

*Scores for x in the x to y data were from Spring 2021 state exam scores.
James M. Anderson Center for Health Systems Excellence