

REPORT OF THE STUDENT ACHIEVEMENT COMMITTEE

The Student Achievement Committee (SAC) met on Monday, March 20, 2017 at 11:30 AM at the Cincinnati Public Schools Education Center in the Board Office Conference Room.

ATTENDEES

Student Achievement Committee Members

Chairperson Eve Bolton, Elisa Hoffman, Daniel Minera

Administrators

Cheryl Broadnax, Assistant Superintendent, Early Childhood; Susan Bunte, Director of Student Services; John Davis, Director of Transportation; Gabriel Lofton, Assistant Superintendent; Bill Moerhing, Chief Operating Officer; Bill Myles, Assistant Superintendent; Kami Hill, Psychologist, Student Services; Sara Maurer, Psychologist, Student Services

Cincinnati Federation of Teachers (CFT)

Julie Sellers, President

Community

Howard Konicov, Director, Mr. K's Math Camp

Updates and Closeouts

Administration

Code of Conduct Publication

Mr. Myles reported that proposed changes discussed at the February 27, 2017 SAC meeting have been incorporated into the Code. He is also working with Dan Hoying, General Counsel, to incorporate appropriate language about bullying, making the language more positive than negative, and working with CFT for collaboration of a possible name change to the Code.

He informed the Committee that Susan Bunte, Director of Student Services, and her team are offering training on Positive Behavioral Intervention and Supports (PBIS) and that all schools are required to participate in the instruction.

Mr. Myles reported that the team will be participating in professional development in the area of Restorative Practices. The team will train CPS staff on the program in order to gear it towards the District's needs. Other models that already exist in the District and are working will also be used to manage student behavior.

Committee member Hoffman advised to include language about the District's current practice in addressing discipline at the various schools.

Mr. Myles and Dr. Futch did receive the follow-up memo sent by Chairperson Bolton.

ACTION: Mr. Myles asked the Board to include what the Board stands for in the Code, alongside the Superintendent's message. The message should include the Board's and the Superintendent's perspectives on the culture of the District, equity and how parent involvement is wanted and welcomed.

District Pilot Regarding Attendance/Absenteeism

State Senator Peggy Lehner

Mr. Myles reported that Senator Lehner will not be doing a pilot with the District on truancy.

Northwest School District

Mr. Myles reported that he and Mr. Hoying will be working with Northwest to learn how they operate their attendance court, as well as working with Juvenile Court to offer attendance courts at various 7-12 high schools. Mr. Myles reported that Northwest is very excited about the District's attendance court.

Attendance Court

Students who are assigned to the attendance court prevents them from becoming a part of the legal system. Advantages to the court include a quick process and immediate communication with parents.

Social Workers and Attendance Clerks

Mr. Myles reported that social workers are excited about what their involvement will be with the attendance court.

Ms. Bolton inquired about what costs would be involved in having social workers and attendance clerks as a part of the initiative. Mr. Myles reported that the attendance clerk position is included in the budget.

Modification of A2E/A2S and ISS

Mr. Myles reported that the usual attendance rate for Alternative to Expulsion/Alternative to Suspension is approximately 35 to 40 percent.

Expansion and Expulsion Status (PK-3, 4-6, 7-12)

Mr. Myles reported that the State Legislature is working towards no expulsions or suspensions for PreK through grade 6.

ACTION: The change in the State's policy would require an amendment to the District's policy. The issue will be forwarded to the Policy Committee for its review.

Assistant Superintendent Cheryl Broadnax reported that her department is looking at Social and Emotional Learning programs to avoid behaviors that would lead to expulsions and suspensions. Music is being used to help build social and emotional character strengths. She also reported that there is deeper examination into what the barriers are for grades K-3, what behaviors are occurring, and what is causing those behaviors.

She will be focusing on Professional Development to become more proactive in addressing the causes of behavior. She will be administering observable assessments to help supply family support.

Mrs. Broadnax will be looking into offering Mindfulness to determine the impact on students. Ms. Bunte reported that Mindfulness is being practiced at many of the schools.

Mr. Myles reiterated the need for more mental health programs in the schools.

ACTION: Ms. Bolton advised that a meeting take place with Susan Shelton to get a sense of how mental health services can be financially attainable for students. She also advised to follow up on what is being done to get a high percentage of consent forms completed by parents.

Ms. Bolton reiterated the importance of getting close to 100 percent of the consent forms in order to service students' needs. The consent forms are for parents to give approval to provide medical and mental health services to their children.

Mrs. Hoffman reiterated the complication of the forms and the need to get them streamlined. She also advised to assist families in filling out the forms.

ACTION: Mr. Myles advised that he will revisit the forms and work with Mr. Hoying about making them available electronically.

ACTION: Ms. Bolton recommended an improved communication plan be developed so parents and families are knowledgeable about all of the supports and services available, and that the Administration develop an overall/big picture or inventory of the whole child services the District provides for presentation to the Board. The Board wants to see the big picture instead of snapshots.

ACEs (Adverse Childhood Experiences)

Ms. Bunte reported that she has been working with Dr. Robert Shapiro, Director of the Child Abuse Team at Children's Hospital Medical Center and Director of the Child Abuse and Forensic Pediatrics Fellowship, around Cultural Competency through Positive Behavioral Interventions and Supports (PBIS).

She reported that 900 paraprofessionals have been trained on ACEs and all schools have been at the table. The next phase would be to introduce trauma sensitive and restorative practices.

PBIS is an evidence-based, data-driven framework proven to reduce disciplinary incidents, increase a school's sense of safety and support improved academic outcomes. ACEs (Adverse Childhood Experiences) are potentially traumatic events that can have negative, lasting effects on health and well-being.

Sandy Hook Promise

Ms. Bunte reported that there is a component in place to address critical incidents and stress management during a crisis. The program is research based and training has been provided at the school sites for social workers and counselors that respond to crisis intervention.

Mr. Minera expressed the need to empower students to help them identify issues before they happen.

ACTION: Mr. Minera advised the Administration to review Sandy Hook's approach in addressing gun violence in order to explore ways and tools that encourage CPS students to share their concerns about their classmates who appear to have behavior changes. Parents, staff, and adults should be included in the Cultural Competency work.

The Program not only addresses gun violence, but also creates a culture of opportunity for students to be empowered. Assessment and intervention planning is included in the program as well.

Sandy Hook Promise's approach is to build a national movement of parents, schools and community organizations engaged and empowered to deliver gun violence prevention programs and mobilize for the passage of sensible state and national policy. <http://www.sandyhookpromise.org/>

Communication with Elementary Schools Regarding Availability of Schedule E

Mr. Myles reported that Joshua Hardin, Director of Athletics, administered a survey to the schools.

Removal of Technology Coordinators and Testing from Schedule E

Mr. Myles reported that funding for Testing Coordinators and Technology Coordinators has been moved out of Schedule E.

ACTION: Mr. Myles will update the SAC on what the dollar amounts were and where those dollars will be absorbed.

Resource Coordinators' Access to PowerSchool and Data

Mr. Myles reported that Sarah Trimble Oliver, Chief Information Officer, is confident that the Resource Coordinators have the information needed to access PowerSchool. She is also willing to meet again if necessary to ensure that all information has been provided.

Ms. Bolton expressed concern about the possibility of the Partner's Dashboard not serving the needs of our partners. Ms. Doppler reported that Lead Agencies are meeting with a Research and Evaluation team to create a CPS Community Driven Impact Dashboard to determine appropriate reports that will be available from different sources and will be helpful to Resource Coordinators. A pilot of the plan will be conducted within the next few months with a group of Resource Coordinators.

Committee Work Plan

Committee Chair Bolton inquired about any additional items needing to be added to the work plan. Additional items have been forwarded to Ms. Bolton.

Please find attached a copy of the work plan.

ESSA Work Group

Ms. Bolton asked if there was an Administrative team working on finding ways to incorporate the District's needs. Ms. Bolton also reported that the Cross Boundary Leadership group has created a work group. She advised Ms. Doppler as the District's representative, along with Pat Neal-Miller, to ensure that CPS stays connected to what is happening in those meetings.

Start Times Change/Transportation

Dr. Lofton reported that he, Superintendent Ronan, Mr. Davis, Mr. Myles and representatives from Metro met to discuss the feasibility of changing bus routes to accommodate later start times for the high schools.

Metro provided Mr. Davis with a response to CPS' request to change high school start times to begin at 8:30 a.m. The change in time would increase the number of buses needed by 50 to 100. The cost of acquiring a new bus would be approximately \$500,000, and \$25 to \$50 million to purchase 50 to 100 buses.

There would also be a need for additional bus operators and an additional operating garage for added vehicles and bus drivers, as well as at least a two-year or more lead time to have all elements in place.

Mr. Davis provided the group with a summary on the extra bus service that Metro provides for the high schools. The summary included:

- Number of bus trips in the morning (155) and afternoon (155)
- Metro extra service operating statistics
- Afternoon extra service – public schools (linked to regular bus routes)
- Start time changes needing to be coordinated among all schools served

Mr. Davis reported that Metro does not have the capacity to add any additional bus service in the morning and only has two buses available in the afternoon.

Please find attached a copy of the *Metro Bus Service Summary Request for Later School Start Times* presentation.

Ms. Bolton mentioned that an alternative of adding additional bus vendors would be needed to accommodate the later start times.

Mrs. Hoffman talked about an alternative of changing elementary school start times to free up buses.

Mr. Davis reported that other school districts are removing extra bus services to accommodate for their later school start times and putting the students on Metro, unrestricted.

Mr. Minera informed the group that other cities have additional transportation services such as subways, monorails, and light rails to offer ideal school start times.

Mr. Davis reported that a possible solution would be using Metro for the AM routes and modified yellow bus service in the PM.

ACTION: Mrs. Hoffman reiterated the need for the Administration to attend the National Conference on Adolescent Sleep, Health, and School Start Times being held on April 27-28, 2017 in Washington, DC.

ACTION: Ms. Bolton would like a report on initiatives that may be in place to ensure students that walk a mile or more to school are safe. The report should also include crime statistics within those walking boundaries.

ACTION: The Committee advised the Administration to provide a cost analysis on the possibility of the District owning yellow buses.

A Pause and Open Discussion About Equity

The Committee had extensive dialogue and the following are highlights from the conversation.

Ms. Bolton asked the Administration about the role Student Achievement Committee could play once the Equity Plan is complete. Dr. Lofton advised that once the metrics have been determined for use in measuring the plan, the SAC would monitor progress of the Plan by working with the Administration to

help keep them on task and accountable to the work. The SAC and the Administration would talk about how to implement the Plan with fidelity and intensity.

Chairperson Bolton reported that the *Student Achievement Committee* would monitor curriculum and instruction, human resources and the Whole Child Initiative; the *Finance Committee* would monitor equitable distribution of resources; and the *Policy Committee* would monitor and write policy that is based on equity.

Ms. Bolton also highlighted that the Board wants to play a role in ensuring that rigor, writing, students being exposed to a college preparatory curriculum, and the diversification of curriculum are implemented. She also asked the question if the District's curriculum represents exposure to American Civics and a world view.

Chairperson Bolton would like to see statistics regarding who is assigned to what buildings, the veteran status, building by building, the advance degree status, and other entities used to measure the District's success.

Mrs. Hoffman advised that she would like information on how much students are learning, building by building. She also advised to build objectives around the mentioned ideas and other initiatives, to help build an equity focus to those items.

Committee member Hoffman would like race and socioeconomic breakdowns of students being sent home due to negative behaviors at the schools in the District.

Ms. Bolton talked about the need for more transparency from the Administration as equity is pursued.

Chairperson Bolton stated that equity requires incredible accountability from everyone, including Board members.

Appropriate data, monitoring, integration, public engagement and transparency are elements needed to help assess and ensure equity.

Mrs. Hoffman expressed the need for more integration within the schools and how to inform the community on what is actually currently happening in the school buildings.

Dr. Lofton reported that high schools need to be in the forefront with continued investment as families choose our District because of the High Schools of Choice opportunity. He also reported that CPS is the only urban school district in the Midwest where all of its high schools are on target to achieve AdvanceED classification.

Ms. Bolton stated that high schools need to be career campuses.

Mr. Minera reported that there is a need to speak the language of the parents, and the necessity for more parent engagement and interpreters.

He reported that many families are not engaged due to the language barrier, which makes it hard for students to explain to their parents about their schooling. There needs to be an understanding of language and poverty and the need to be able to speak the cultural language, per Mr. Minera.

Mrs. Broadnax reported that a pilot, *Parent Champions*, will be conducted in the summer to train parents from the community on languages represented in the District. The parents would work as interpreters in the schools.

Ms. Bolton informed the Committee about the following reports as a tool for the Equity Plan:

The Path Forward: Improving Opportunities for African-American Students report by the U.S. Chamber of Commerce Foundation.

<https://www.uschamber.com/report/the-path-forward-improving-opportunities-african-american-students>

2013-2014 Civil Rights Data Collection: A First Look

<https://www2.ed.gov/about/offices/list/ocr/docs/2013-14-first-look.pdf>

She also reported that the [Council of the Great City Schools](#) and the [National School Boards Association](#) has done work on equity.

Chairperson Bolton also reiterated the Administration's review of the Apple Seed report.

The meeting adjourned at 1:40 PM.

Student Achievement Committee

Eve Bolton, Chair

Elisa Hoffman

Daniel Minera

Staff Liaisons

Mary A. Ronan, Superintendent, *absent*

Laura Mitchell, Deputy Superintendent, *absent*

Cheryl Broadnax, Assistant Superintendent

Gabriel Lofton, Assistant Superintendent

Bill Myles, Assistant Superintendent