

REPORT OF THE STUDENT ACHIEVEMENT COMMITTEE

The Student Achievement Committee (SAC) met on Monday, August 28, 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, Daniel Minera

Administrators

Laura Mitchell, Superintendent; Tianay Amat, Assistant Superintendent; Susan Bunte, Assistant Superintendent; Cheryl Broadnax, Assistant Superintendent, Early Childhood; Emily Campbell, Manager, Mathematics; Gabe Lofton, Assistant Superintendent; Bill Myles, Assistant Superintendent

Cincinnati Federation of Teachers

Kendra Phelps

Julie Sellars, President

Accelerate Great Schools

Brian Neal, Chief Executive Officer

Stacey Shells, CEO, ReGeneration Schools

Community Members/Board Candidates/Parents

Jacqueline Amos, David Brenner, Pete Dillon, Kate Eisenpress, Marcia Futel, Renee Hevia, Corkey Lehman, Kevin Marsh, Craig Rozen, Ann Sessler

Ohio State Representative – District 32

Honorable Catherine Ingram

Welcome New SAC Members and Recognition of Public

Student Achievement Committee Chairperson Bolton welcomed newly appointed Assistant Superintendent Tianay Amat and newly appointed Assistant Superintendent Susan Bunte to the Student Achievement Committee.

Updates

CPS Preschool Enrollment

Cheryl Broadnax, Assistant Superintendent

Mrs. Broadnax was not in attendance. Superintendent Mitchell reported on her behalf that there were approximately 400 new students: 149-153 three-year-olds and 310 four-year-olds. Enrollment will increase after Labor Day.

Seventh and Eighth Period Roll Out at High Schools and High School Accreditation

Gabriel Lofton, Assistant Superintendent

Ms. Bolton congratulated Dr. Lofton on his new position as Superintendent for the Xenia School District.

AdvancED

Dr. Lofton reiterated that all of CPS' high schools are AdvancED accredited except Clark and Gamble Montessori High Schools, and Aiken and Dater High Schools. Those schools will be going through the process during 2017-2018.

The Montessori High Schools will be going through National Montessori School Accreditation, which is very different than AdvancED accreditation process.

Dr. Lofton reported that CPS will be the only large urban district in Ohio and one of the few large urbans nationwide to have all of its high schools AdvancED accredited.

High School 7th Period Phase In

Dr. Lofton reiterated that a few of the high schools were lacking a seven- or eight-period day, which resulted in either less instructional time and/or less flexibility in its instructional time.

He reported that Gilbert A. Dater, Hughes STEM, Shroder, Robert A. Taft Information Technology and Woodward high schools are now operating on a seven-period day. All but one of the CPS high schools are either on a seven- or eight-period day schedule

Withrow University High School will be reviewed in year 2017-2018 for movement to a seven- or eight-day period day. The move was delayed due to the change in site administration.

The seven-period day has made it possible to add more academic elective courses to the high schools' schedules. Woodward now offers a course on Social Justice, a course on Modern Genocide is now offered at Hughes STEM, as well as more STEM and history courses at Taft.

Dr. Lofton was happy to report that during the last five years, the District was able to make great improvement in the high schools. He advised that scholarship awards increased, SAT scores increased and course offerings have expanded.

Community Conversation and Discussion Regarding High School Start Times

Eve Bolton, SAC Chairperson

Ms. Bolton reiterated the many conversations have already taken place with the District, the City and Metro regarding variables that will affect and/or play a part later high school start times.

She advised that the Board discussed a need to have a conversation with the community on high school start times. Chairperson Bolton advised that Rolonda Smith, Family and Civic Engagement Coordinator, has ideas on how to conduct the meetings.

Superintendent Mitchell reported that she is working on this Board assignment with Pat Neal-Miller and will conduct the event as soon as details are worked out and planned. The Chair added that the Board be involved in that planning.

Accelerator Next Steps and Proposal for Continued Partnership and Portfolio Expansion

Brian Neal, CEO, Accelerator

Stacey Shells, ReGeneration Schools

Mr. Neal reported that Accelerator is looking for partners that are committed to Cincinnati. He also advised that he is committed to addressing overcrowding in the Westside schools. Mr. Neal introduced the Committee to Stacey Shells, a Walnut Hills graduate and Founder and CEO of Regeneration (ReGen) schools, to update the Board about the non-profit ReGen school. He reported that this is an opportunity to expand high-quality schools within the CPS district.

Ms. Shells informed the Committee about the following information that Mr. Neal provided to the Committee:

In support of Cincinnati Public Schools' (CPS) Vision 2020, Accelerate Great Schools (Accelerate) is working to identify, vet, and support high-quality educational options for Cincinnati families, as well as help to reduce school overcrowding for west side students. Through these efforts Accelerate has identified non-profit school operator ReGeneration Schools (ReGen) as a strong potential partner. Founded in 2012, ReGen serves 1,600 students across three campuses in Chicago's South Side. Additional details around ReGen's solid educational model, proven track record of success, and commitment to serving Cincinnati students follow.

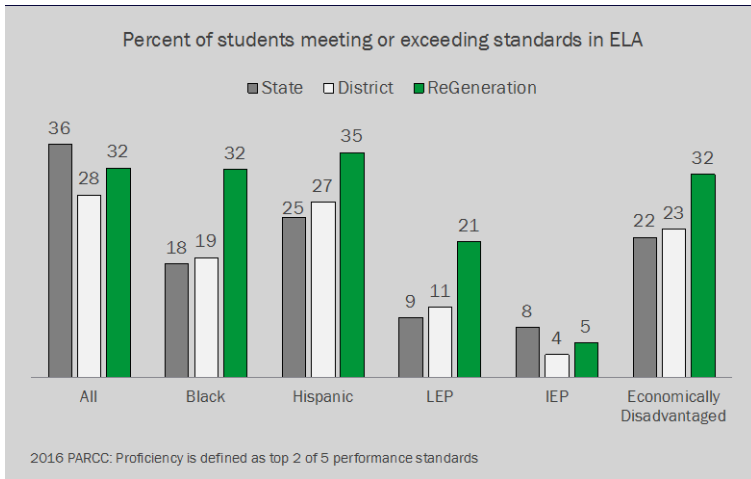
Founder and CEO, Stacey Shells grew up in Cincinnati and graduated from Walnut Hills. She has launched and led schools for over ten years; students at Rochester Prep, which she founded, ranked 6th in the state of New York in ELA in 2006. Stacey has had remarkable success in Chicago as well and is passionate about bringing her successful model home to Cincinnati.

By partnering with a high-quality, non-profit network like ReGen, CPS has the opportunity expand its offering of high-quality neighborhood schools while addressing overcrowding and ensuring the next school created in Cincinnati is one that is exemplary and is a collaborative partner.

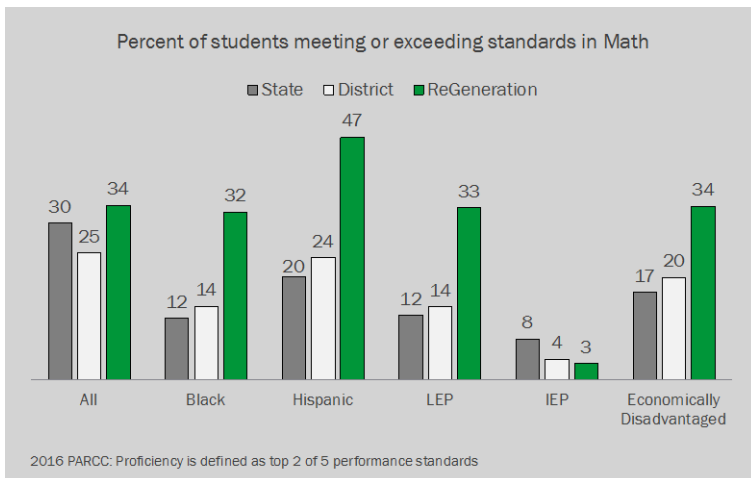
ReGeneration Schools exemplifies the vision CPS has developed for Cincinnati through its:

- Dedication to Equity –
 - Mirroring the neighborhoods in which they live, 90% of ReGen's students are eligible for free or reduced-price meals; 92% are African American, 6% are Hispanic, 10% have IEPs, and 4% are English Language Learners. ReGen is committed to serving similar neighborhoods and populations in Cincinnati.
 - ReGen's teaching staff is 74% people of color.
- Proven Results –
 - In three years, ReGen took three campuses in Chicago from the bottom 17% of schools in Illinois to outperforming 61% of schools in the state.
 - In 2015, all ReGen's campuses (Avalon, Basil, and Washington Park) performed in the top 5% of Illinois schools with similar demographics. Of those schools, Avalon ranked number one, Basil ranked number six, and Washington Park was number 12.
- Exceptional Programming –
 - ReGen has a standards-aligned, college preparatory framework that is consistent with CPS' vision and:
 - Is academically rigorous, builds character, and is infused with joy.
 - Places two teachers in each K-4 classroom.
 - Provides an extended school day and year.

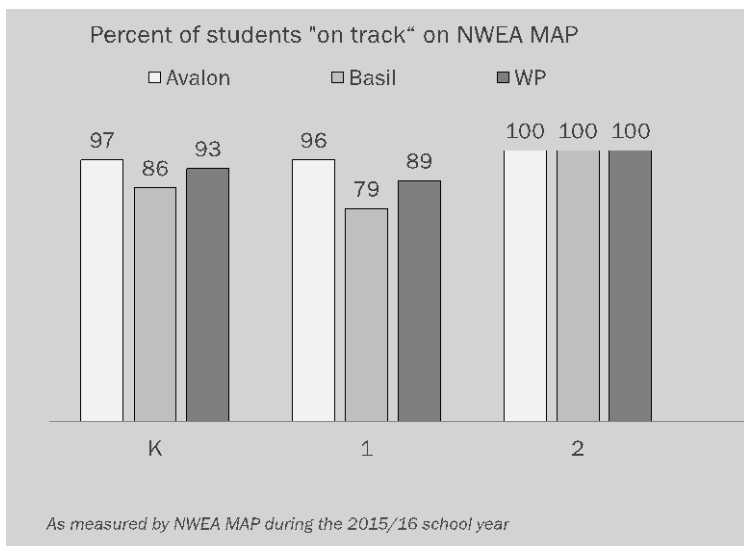
- Ensures a safe learning environment, including a restorative justice program.
- Incorporates regular, teacher-led enrichment.
- Uses data analysis within and across classrooms to improve daily instruction and design personalized student learning plans.



In ELA, all ReGeneration student subgroups outperformed their local peers, and four of five outperformed their state peers by double digits.



In mathematics, four of five subgroups of students outperformed their local and statewide peers by double digits.



Using Ohio's approved cutoff scores for the NWEA MAP, 100% of ReGeneration students are on track to attain Ohio's Third Grade Reading Guarantee. *

*ODE has approved the use of the NWEA MAP as an on-track reading assessment that is comparable to state assessments for the Third Grade Reading Guarantee. Using Ohio's approved cutoff scores for MAP, 100% of ReGeneration students are on track to attain Ohio's Third Grade Reading Guarantee.

Mr. Neal provided the Committee with a letter from Believing and Living One Christ (BLOC) Ministries. BLOC is located on the Westside of town. The document is in support of and partnering with ReGeneration Schools.

Mr. Neal will be meeting with the Administration and Board members about the initiative for a possible partnership to address the needs on the Westside of town.

Math Achievement Results

Tianay Amat, Assistant Superintendent

Emily Campbell, Mathematics Manager

Assistant Superintendent Amat updated the Committee on the below preliminary math data for grades three through eight. The initial data is preliminary due to the State not publishing any figures to date. The report also revealed that there was an increase in math scores at the Vision 2020 schools.



Percentage of Schools that Increased Math Passage Rate on AIR and Instructional Practice

Course	Percent of Schools that Increased Passage Rate	Instructional Practice
Grade 3	74%	<ul style="list-style-type: none"> • Year 2 of Engage New York • Daily Lesson Framework – fluency, problem solving, and conceptual development • Problem of the Day aligned to standards
Grade 4	69%	<ul style="list-style-type: none"> • Year 2 of Engage New York • Daily Lesson Framework – fluency, problem solving, and conceptual development • Problem of the Day aligned to standards
Grade 5	52%	<ul style="list-style-type: none"> • Year 2 of Engage New York • Daily Lesson Framework – fluency, problem solving, and conceptual development • Problem of the Day aligned to standards
Grade 6	43%	<ul style="list-style-type: none"> • Year 2 of Engage New York • Daily Lesson Framework – fluency, problem solving, and conceptual development • Problem of the Day aligned to standards
Grade 7	27%	<ul style="list-style-type: none"> • Year 2 of Springboard
Algebra 1	57%	<ul style="list-style-type: none"> • Year 2 of Springboard • Algebra 1 Collaborative – participating schools Aiken, Dater HS, Hughes, Oyler, Riverview, Taft, Shroder, and Withrow (quarterly meetings to assess student learning and plan lessons)
Geometry	21%	<ul style="list-style-type: none"> • Year 2 of Springboard

AIR OST Mathematics						
Schools that saw an increase in passage rates (Performance Level of 3 or Higher)						
Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Algebra 1	Geometry
AMIS	Bond Hill	AMIS	Bond Hill	AMIS	Dater HS	Shroder
AWL	Chase	AWL	Carson	Aiken	Hughes	Walnut
Bond Hill	Cheviot	Bond Hill	Chase	Dater HS	Oyler	Western Hills
Carson	College Hill	Carson	Cheviot	Riverview	Riverview	
Chase	Dater M	Cheviot	College Hill	Roberts	Taft HS	
Cheviot	Evanston	Dater M	Ethel Taylor	Sayler Park	Roselawn	
College Hill	Fairview	Ethel Taylor	Evanston	Walnut	Sayler Park	
Evanston	Hays-Porter	Evanston	Hays-Porter		Shroder	
Fairview	Hyde Park	Douglass	Hartwell		Walnut	
Douglass	JP Parker	Hays Porter	JP Parker		Western Hills	
Hays-Porter	Midway	JP Parker	Midway		Woodward	
Hartwell	Mt Airy	Kilgour	Pleasant Hill			
Hyde Park	Mt Washington	North Avondale	Pleasant Ridge			
JP Parker	North Avondale	Oyler	Rees E Price			
Kilgour	Oyler	Parker Woods	Riverview			
Midway	Parker Woods	Pleasant Ridge	Sands			
Mount Airy	Pleasant Hill	Riverview	SCPA			
Mt Washington	Rees E Price	Roberts	Taft STEM			
North Avondale	Riverview	Roll Hill	Winton Hills			
Oyler	Roll Hill	Silverton	Woodford			
Parker Woods	Rothenberg	Taft STEM				
Pleasant Hill	Sands	Winton Hills				
Roberts	Sayler Park					
Roll Hill	SCPA					
Roselawn	Westwood					
Sands	Woodford					
Silverton						
South Avondale						
Westwood						
Taft STEM						
Woodford						

Highlighted - Vision 2020 1.0 Schools

Ms. Campbell conducted a math exercise with the Committee. She had participants look at a picture and advised everyone to draw what they saw. The purpose of the exercise was to show an example of a predetermined answer that students must answer on exams without a pre-determined question. She informed the group that students either draw the exact picture, whole numbers or fractions.

Ms. Campbell advised that teachers use this type of learning to help explain and teach fractions to the students; which is used as the focus for instructional planning for teachers. This exercise is administered in the fifth-grade. Ms. Amat advised that the goal is to increase student achievement in learning fractions.

The Committee advised Ms. Amat to also focus on Algebra 1 for the eighth-grade and begin educating students at an earlier age to prepare them in advance.

Committee member Minera suggested to focus on mathematics at the same level of focus for reading.

Addressing Positive School Culture

Susan Bunte, Assistant Superintendent

Ms. Bunte updated the Committee on the following steps that the District is taking around bullying. She reported that CPS takes the bullying of any student seriously, and programs and procedures are in place to address the issue. When students are in an environment where they feel safe, their learning is maximized.

This school year, a district-level anti-bullying team comprised of community members, parents, principals, teachers, school psychologists, and central office staff will guide and support much of the work below:

- Parents, students, staff, and community members will have a new online tool to report bullying. This tool will provide a safe and secure way to share incidents with CPS staff and can be accessed through the CPS website, CPS mobile app, and our Good News channel, cps.org.
- A school social worker position will be added to the Customer Help Center to support families and school teams as bullying reports are addressed.
- The CPS website will also provide links to community resources for help and assistance for all students.
- Staff from each school will participate in four training dates that will continue our work in trauma-informed practices, bullying behavior, and the development of tiered behavioral supports.
- Our students at the high school level will develop campaigns around the theme “How We Care For One Another.” This campaign will serve as a year-long focus and will be braided with other social emotional initiatives.
- Advisory lessons with an emphasis anti-bullying have been added to our 3rd – 8th grade curriculum and will be implemented this year.

Superintendent Mitchell informed the Committee that she will be talking with principals, teachers and parents on defining bullying, what constitutes bullying, and what is and what is not bullying.

Other Business

Mr. Minera expressed concern about “twitter handler” communications. He asked if there was a way to make individuals who are associated with CPS and are tweeting aware that they are representing the District and communications should be in “good taste.”

ACTION: The Administration will check with legal counsel to determine if there are liabilities to the district around tweeting. They will also come up with ways to communicate the message that tweeting at any event associated with CPS is a representation of CPS.

The meeting adjourned at 1:05 PM.

Student Achievement Committee

Eve Bolton, Chair
Elisa Hoffman
Daniel Minera

Staff Liaisons

Cheryl Broadnax, Assistant Superintendent
Bill Myles, Assistant Superintendent