

FOR INFORMATIONAL PURPOSES ONLY DUE TO LACK OF QUORUM AT MEETING

REPORT OF THE STRATEGIC ENGAGEMENT AND PLANNING COMMITTEE

The Strategic Engagement and Planning Committee (StEP) was scheduled to meet on Tuesday, November 20, 2018, 4:00 P.M. at the Cincinnati Public Schools Education Center in Conference Room 1-A. Due to lack of a quorum, an official meeting was not held; however members stayed for informational purposes.

ATTENDEES

StEP Committee Members

Board Members Eve Bolton; Ericka Copeland-Dansby, *absent*; Ryan Messer, *absent*

Olivia Ballard, Pamela Bowers, David Brenner, Marlena Brookfield, Virginia Corsini, Kent Friel, Kathryne Gardette, Carol Gibbs, David Hapner, Renee Hevia, Stacey Hill-Simmons, Kareem Moffett, Betsy Newman, Tyra Oldham, Mary Schlueter, Tim'm West, Susan Wilke

Administration/Staff

Laura Mitchell, Superintendent; Jennifer Wagner, Treasurer; Lauren Worley, Chief Strategic Communications Engagement Officer

Union Representation

Julie Sellers, President, CFT; Milbeth Allen, CFT

Ohio Report Card

Bill Myles, Assistant Superintendent

Mr. Myles updated and discussed with the Committee the Ohio School District's Report Card. He reported that elements of the current report card are full of inequities and is an unequal measure of how students should be assessed. He reported that legislators are working to change the report card and to make it more informational for parents.

[According to state school board members and education advocates](#), there is a push to eliminate all A-F letter grades and replace them with language like "meets standards" or "exceeds standards." There is also a recommendation to eliminate K-3 Literacy and "indicators met" as graded measures. Further study on the "value-added" system that the state uses to measure student and school growth is also being considered for review.

Mr. Myles reported that StEP Co-Chair Bolton, and Superintendent Mitchell met with State Representative Mike Duffey of the 21st District (Worthington, Columbus, OH), in the Spring of 2018. It was learned that students in the Twenty-First District were achieving at high levels, but a grade of "F" was reported on the Report Card.

State Representative Duffey's *Presentation to Greater Cincinnati School District Officials, Thursday, May 3, 2018* reported the following about the current Ohio School District Report Card:

99% of high poverty districts received a "D" or "F" on indicators met

Fordham: Ohio's value-add calculations are "notoriously complex," "not intuitive" and "... not accessible for independent inspection."

72% of Ohio schools received either an “A” or an “F” on value add in 2016-2017

- K-3 literacy passage can be 98.8% but get a “C”

The StEP Committee had extensive conversation about the current report card and expressed deep concern. They inquired as to how they could intervene as a Committee to assist the Board in State Representative Duffey’s House Bill 591 that would reform Ohio’s school district report card.

A copy of the full report is available by clicking on this link:

<https://www.cps-k12.org/sites/www.cps-k12.org/files/pdfs/boe-Rep-Duffey-Report-Card-Reform-CincinnatiSchools-5-3-18.pdf>

CPS Report Card

Laura Mitchell, Superintendent

Ms. Mitchell informed the group that the District’s focus is on the ACT. The purpose of the ACT test is to measure a high school student's readiness for college, and provide colleges with one common data point that can be used to compare all applicants, as stated by the Princeton Review.

She reported that students are being enabled to be successful on the ACT, beginning at the Pre-k through tenth-grade levels. This will help students be successful on the State Assessment.

English and language arts benchmarks have been put in place to advance students to the third grade, which in turn prepares them to grade levels four and five. Six grade would be a benchmark for transitioning to seventh and eighth grades, which transitions to the ninth grade.

Overall, the focus is to help students achieve on the ACT, move into career pathways, and be prepared for college.

Superintendent Score Card

Laura Mitchell, Superintendent

Superintendent Mitchell reviewed a draft of her scorecard with the Committee. She updated the group on her Measurers, Results and Goals for 2018-2019 that are focused around Board Goals and equity. Her measures are in the areas of Community, Instructional, Managerial, Strategic-Vision/Change and Talent Development.

Discussion of Boards External Priorities

Co-Chairperson Bolton informed the Committee about the Board’s following External Priorities for fiscal years 2019 and 2020. The priorities are a part of the Board’s Strategic Plan Key Components.

The Cincinnati Public Schools Board of Education External Priorities for Fiscal Years 2019 and 2020

The Board of Education will relentlessly pursue its Vision and Mission of academic excellence for the students in its care by adhering to the following six priorities:

Student-Centric Decision-Making

The Board of Education will ensure the proper funding & accountability is in place to promote robust teaching & learning that builds instructional capacity and improves academic & growth outcomes.

Strategic Planning

In August 2019, the CPS Board of Education, Administration, and Community will unveil a three-year strategic plan with an equity focus (as per Board Policy 2255, “Equity and Excellence in Education); paying special attention to a comprehensive examination of the effect of poverty on the District's capacity to pursue its Vision and Mission.

Growth

The CPS Board of Education is committed to being intentional & deliberate in its growth strategies; ensuring that its growth is implemented with an eye toward equity & integration, all while paying special attention to managing the District’s assets and keeping an eye on community development, enrollment diversification, demographic trends, neighborhood identity, and expanding its portfolio of choices.

Community Engagement and Influence

The CPS Board of Education, through existing District & community infrastructure and new communication strategies, is committed to creating environments & processes in which meaningful community engagement can occur, and, therefore, authentically influence its decision-making.

Creating Better Systems

The CPS Board of Education will adopt & oversee data-informed policies that provide accountability and promote effective programs, enrich educational environments, and expand extra-curricular & co-curricular activities.

Safety & Security

The CPS Board of Education is dedicated to the current and future health, safety and well-being of its students; to this end, it will continue to invest in providing safe and supportive learning environments for every student in the District

Standing Committee Discussion in Relation to the Board’s Strategic Plan: Key Components

Ms. Bolton updated the Committee about the Board’s Strategic Plan Key Components. She reported that workgroups will be formed to help develop criteria for the components and for StEP members to select a first, second and third choice of items to work on. The Work Groups were developed based on the Board’s Work Session delineation of the Strategic Plan Key Components. The work groups will be assigned an Administrator to assist and guide them in their work.

The work groups will be assigned to address the following components:

- Long-Range Financial Planning
- Curriculum and Programming Human Resources, IT
- Systems (transportation, facilities, etc.) IT, Human Resources
- Growth Planning
- Community Connectivity and Partnerships

The workgroups will be up and running by the end of January 2019.

Schedule of January 2019 Meeting on CLC's, ILT's, LSDMC's

The Committee will meet in January 2019 to discuss Community Learning Centers in depth, as well as some discussion on Instructional Leadership Teams, and Local School Decision Making Committees.

Scheduling February-May 2019 Meetings

StEP Committee meetings for February-May 2019 will be assigned at a future StEP meeting.

The discussion ended at 5:56 PM.