

REPORT OF THE STUDENT ACHIEVEMENT COMMITTEE

The Student Achievement Committee (SAC) met on Monday, May 21, 2018 at 1:15 PM at the Cincinnati Public Schools Education Center in the Conference Room 1-A.

ATTENDEES

Student Achievement Committee Members

Chairperson Eve Bolton, Mike Moroski

Administration/Staff

Laura Mitchell, Superintendent; Tianay Amat, Assistant Superintendent; Cheryl Broadnax, Assistant Superintendent; Emily Campbell, Curriculum; Evan Deacon, Teacher, Gamble Montessori; Kate Fischer, Teacher, Hyde Park; Carrie McCarthy, Teacher, Woodward; Mike McGowan, Teacher, Woodford Paideia; Bill Myles, Assistant Superintendent; Isidore Rudnick, Curriculum; Craig Rush, Teacher, Clark; Lauren Worley, Chief Strategic Communications Engagement Officer, Public Affairs

Community Members/Parents

Marlena Brookfield; Kate Eisenpress; Carol Gibbs, Craig Rozen

Cincinnati Federation of Teachers

Julie Sellers, President

CLC Zoning Report from the May Hearing - UPDATE

Carol Gibbs informed the Committee that the City of Cincinnati approved the CLC zoning code, which will allow CPS to continue to expand services at the school sites and allow for Pre-K expansion.

CFT Contract Committees (Special Ed and Positive School Culture) – UPDATE

Bill Myles, Assistant Superintendent

Assistant Superintendent Myles informed the Committee he did not have a report or a need for the committees to convene with the SAC at this time regarding the contractual requirements and SAC's responsibilities for a School Climate Committee and Special Education Committee.

Villedge – UPDATE

Bill Myles, Assistant Superintendent

Assistant Superintendent Myles reported that the Administration continues to meet to discuss the Villedge program, and is planning to include Project Connect.

Absorbing Preschool Enrollment Increases and Wait Lists – UPDATE

Cheryl Broadnax, Assistant Superintendent

Currently, CPS is at 85 percent preschool enrollment capacity, as reported by Assistant Superintendent Broadnax. August is usually the busiest month for enrollments, and when they start the waitlists;

therefore, the current signups indicate that there is a need for expansion. They will be expanding due to interest and the need to continue to increase availability of quality seats, according to Mrs. Broadnax.

Taft Elementary Swimming and Expansion at Taft and Other Elementary Schools – UPDATE

Because of the success of this program, they would like it to be expanded to grades K-3 at Taft Elementary. In order to continue and expand the program at Taft and to other downtown schools, such as Hays-Porter, Rothenberg, and perhaps others citywide, they are working in partnership with the Cincinnati Recreation Commission

Later High School Starts

Lauren Worley, Chief Strategic Communications Engagement Officer

Ms. Worley shared with the Committee that over 100 individuals attended a meeting held in March regarding high school start times. As a result, a Google docs drive has been created in order to enable everyone to share information.

Because the 2017 memo regarding Metro used only one start time, a new study has been requested for Metro to include two staggered start times. Without that follow-up report, it will not be feasible to anticipate the true cost of later starts.

Reporting Suggested Feedback on Proposed Revisions to Local School Decision Making Committee (LSDMC) Policy

Lauren Worley, Chief Strategic Communications Engagement Officer

Ms. Worley reported they are still working on the LSCMC policy, and have updated the Community Learning Centers (CLC) policy and the Parent and Family Engagement policy. The Policy Committee is still working on the Community Engagement policy. The intention, once these policies make their way through the approval process, is to update the LSDMC Manuals.

Public Affairs and Clifton Area Neighborhood School (CANS) and Clifton Cultural Arts Center (CCAC) – UPDATE

The District is anticipates an announcement in June regarding the Westside and Clifton properties.

Recommendation Regarding Proposed Fine Arts and Social Studies Curriculum and Instructional Materials and Textbook Adoption

Tianay Amat, Assistant Superintendent; Evan Deacon, Teacher, Gamble Montessori; Kate Fischer, Teacher, Hyde Park; Carrie McCarthy, Teacher, Woodward; Mike McGowan, Teacher, Woodford Paideia; Isidore Rudnick, Curriculum; and Craig Rush, Teacher, Clark

As reported at last month's meeting, Ms. Amat informed the Committee that she would like to discuss Fine Arts and Social Studies at the May meeting in order to recommend approval of curricular and instructional materials at the Board's next Regular Business meeting.

Social Studies Curricular and Instructional Materials

Assistant Superintendent Amat then introduced the following Social Studies Teachers who presented the 2018-2019 Social Studies Resource Recommendation: Mr. Deacon, Ms. Fischer, Ms. McCarthy, Mr. McGowan, and Mr. Rush.

A mixed group of teachers went through the RFP process for new curricular and instructional materials for Social Studies for grades K-12. Following is the timeline for the RFP:

- Established RFP Requirements – March 2018
- RFP posted to CPS website – March 23, 2018
- RFP responses due – April 3, 2018 at 12:00 p.m.

Throughout the search, they were guided by the Social Studies Mission Statement:

The K-12 Social Studies Curriculum Council subscribes to a strong multicultural approach to equipping students with the basic knowledge, attitudes, skills and values necessary to participate as active and effective problem-solving citizens in a global society and encourages all students to reach their potential. CPS graduates will be inquisitive historical thinkers empowered to take informed action as engaged global citizens in college, career, and civic life.

CPS received five responses from: DiscoveryEd, McGraw Hill, Pearson, Social Studies Weekly, and TCI Social Studies. These responses were reviewed and evaluated by the Steering Committee to determine finalists.

TCI Social Studies scored a 94 out of a possible 100. As the only vendor to score a 90 or above, TCI Social Studies was the only vendor moved forward to the finalist stage of the RFP process.

The group presented the following answers to the question: Why TCI Social Studies?:

- Alignment to Social Studies Mission
 - Higher Level Questioning/Inquiry-Driven Lessons
 - Student Discussion and Collaboration
 - Engaging, Interactive Lessons and Activities
- Classroom-Ready Materials
 - Data on Current CPS Grade 4-12 Teachers
 - 239 Grade 4-12 Social Studies Teachers
 - 19.2 Percent Did Not Work for CPS Prior to 2015-2016 or Are New to Teaching.
 - 10 Percent Switched Schools in Last 3 Years
 - 20.5 Percent Spent 1-2 Years of Last 3 Years Teaching another Subject than Current Assignment
 - 63.1 Percent of 239 Teachers Fall Under at Least One of the Above Categories.
- TCI Highlights and Embeds Critical Social Studies Skills
- Platform Features that Support Instruction
 - Customizable/Printable Options
 - Navigability
 - Built-in and Customizable Assessments
 - Trend Data from Assessments
 - ELA Connections
- Platform Features that Support Diverse Learners
 - Spanish Language (Person Translated/Spanish Audio)
 - Text Features (Audio, Main Ideas, Vocabulary)
 - Guide to Reading Notes
 - Interactive Student Notebooking
- Platform Features – Integration/Usability
 - Digital Access to Common Text
 - Integration with District resources

- Schoology
- PowerSchool
- Performance Matters
- Content Updated More Frequently than Traditional Physical Text

The proposed quote for the three-year contract is \$414,137 per year for TCI Social Studies. This cost includes:

- K-11 Teacher Accounts (*Grades 4-11 are Gratis, 80 K-3 Accounts are Gratis*)
- 4-11 Student Accounts
- 16 Days of Professional Development (*Gratis*)
- System Initialization and Setup Support (*Gratis*)
- Ability to Customize Texts in Coordination with TCI (*Gratis*)
- Rights to Most Current Versions of Each Text (*Gratis*)

Fine Arts Curricular and Instructional Materials

Dr. Rudnick shared with the Committee that CPS will use the new Fine Arts Graded Course of Study written by the BPS Fine Arts Curriculum Manager, the CPS Fine Arts Curriculum Council Steering Committee, and CPS Fine Arts teachers throughout the District. The new course of study stresses the importance of the Arts as part of the core curriculum and the role that artistic study plays in a well-rounded education for all students.

The Course of Study was a 2½-year process of working with the Steering Committee, involving teachers at every point in the process. This course of study features a rigorous, standards-based curriculum that:

1. Emphasizes the artistic application of the thirteen 21st century skills including accountability, adaptability, communication, collaboration, creativity, critical thinking and problem solving, information technology literacy, initiative and self-direction, innovation, interdisciplinary study, leadership and responsibility, media literacy and social and cross-cultural skills;
2. Addresses each one of the CPS Board Equity Focus Initiatives in Vision 20/20: My Tomorrow including *Diversity in Education, Equity in Education, Inclusion in Education* and *Excellence in Education*;
3. Provides a consistent breadth and scope of instruction across all four artistic disciplines including dance, music, theater and visual art;
4. Covers in depth, important curricular elements including the philosophical foundations and lifelong goals of studying the arts, core artistic processes, anchor standards, demonstrated competencies, discipline specific vocabulary, recommended repertoire, field study experience, cross-curricular connections, classroom materials, classroom resources and community outreach;
5. Organizes curricular topics from broad to specific so that each teacher starts with the big ideas but can work through content at a pace appropriate to the needs of the students in the classroom; and
6. Establishes basic materials, supplies and resources that every CPS school will have in place to equitably and inclusively support standards-based learning in the arts at all CPS schools.

The proposed quote is \$378,000 per year for Fine Arts.

ACTION: The Student Achievement Committee agrees with the Administration's recommendations for the Social Studies and Fine Arts curricular and instructional materials. The Committee recommends them for approval by the full Board through the Treasurer's Report at an upcoming Regular Business meeting of the Board.

New Superintendent Evaluation Tool Development

Laura Mitchell, Superintendent

The Student Achievement Committee is tasked to develop the evaluation tool for the Superintendent. The tool will then be recommended to the full Board for approval.

As the Board agreed and as requested by the Superintendent, the format will reflect evaluations for CEOs in education and other organizations. Committee Chairperson Bolton stated that the Board requested that the Superintendent’s and Treasurer’s evaluation formats to be similar.

Following are the evaluation categories:

Leadership Competency	Explanation
Results Orientation Predicted By: <ul style="list-style-type: none"> • Determination • Curiosity 	Transforms business model
Strategic Orientation Predicted By: <ul style="list-style-type: none"> • Insight • Curiosity 	Develops breakthrough corporate strategy
Collaboration and Influence Predicted By: <ul style="list-style-type: none"> • Engagement • Determination • Curiosity 	Forges transformational partnerships
Team Leadership Predicted By: <ul style="list-style-type: none"> • Engagement • Curiosity 	Builds high-performance culture
Developing Organizational Capabilities Predicted By: <ul style="list-style-type: none"> • Engagement • Insight • Curiosity 	Instills culture focused on talent management
Change Leadership Predicted By: <ul style="list-style-type: none"> • Engagement • Determination • Insight • Curiosity 	Embeds culture of change
Inclusiveness Predicted By: <ul style="list-style-type: none"> • Engagement • Insight • Curiosity 	Creates inclusive culture

ACTION: Superintendent Mitchell will reorganize and revise the proposed evaluation tool with the relevant items that can be measured and submit it to the Student Achievement Committee. Once reviewed and approved by the Committee, it will be forwarded to the full Board at the June 11, 2018 Board meeting.

Summer Learning Description and Purposes

Bill Myles, Assistant Superintendent

Mr. Myles reported to the Committee that CPS Summer Learning is designed to support 7th– through 12th–grade learners in the areas of ELA, Mathematics, Social Studies, Science, and Credit Recovery. Summer Learning will include:

Rising 7th–Grade Summer Learning

- June 4 – 29, 2018 at Title I high schools
- Students will participate in 2 hours of ELA and 2 hours of Mathematics daily
- Students will take a Pre-Assessment and Post-Assessment to measure growth
- Results of assessments will be communicated with teachers in the Fall 2018
- The purpose of this course is to ensure the foundations of Grade 7 ELA and Mathematics are learned prior to the 2018-2019 school year. ELA will focus on student discourse and organization of ideas. Mathematics will focus on proportional reasoning.

Rising 8th– and Possible Rising 9th–Grade Summer Learning

- June 4 – 29, 2018 at Title I high schools
- Students will participate in 2 hours of ELA and 2 hours of Mathematics daily
- Students will take a Pre-Assessment and Post-Assessment to measure growth
- Results of assessments will be communicated with teachers in the Fall 2018
- The purpose of this course is to ensure the foundations of Grade 8 and Possible 9th ELA and Mathematics are learned prior to the 2018-2019 school year. ELA will focus on student discourse in writing. Mathematics will focus on proportional reasoning and formalized high school topics such as Expressions and Equations; Functions and Geometry.

Graduating Class Cohorts 2019; 2020; and 2021

- June 4 – 29, 2018
- One Week July Blitz prior the administration of the AIR EOC Exam
- Credit Flex for Algebra I, Geometry, ELA I/II, and Biology
- For students who received a 1 on their AIR EOC exam and need remediation prior to July test
- Projected attendance will be determined based upon the number of students who do not have a proficient score on their AIR EOC exam

Summer Bridge

- August 2018
- Recommended for all Rising 7th Graders
- 2–day program that includes
 - a. Orientation
 - b. Content Specific Subjects, Organization Ideas, and Expectations
 - c. Introductions to Naviance and Procedures
 - d. Student 2018-2019 Schedules

Character and Support Handbook Discussion and Editing

Bill Myles, Assistant Superintendent

Mr. Myles reported that work is continuing on the handbook. Some of the items to be included are: Kudos, number of certified high schools, number of 4-star preschool units, enhanced bully button, magnet information, role of the LSDMC with a glossary, and graduation requirements.

Also discussed was the inclusion of a message from the Board regarding safety. Chairperson Bolton suggested including the quote from the Council of the Great City Schools regarding CPS' facilities being superior, and the fact that there are mental health services at every school provided by either MindPeace or CPS staff.

The Committee suggested changing the name to Student and Family Resource Handbook instead of the Character and Support Handbook.

ACTION: A draft of the handbook will be submitted to SAC as soon as possible.

PK-12 Assessment Inventory List

Tianay Amat, Assistant Superintendent

Ms. Amat distributed handouts detailing all of the assessments conducted throughout the District. There will be professional development provided for all, and then additional training will be provided as requested.

Chairperson Bolton questioned if there is now more or less testing, as so much instructional time is lost because of the number of assessments. Both the Board and the community would like to see how testing has been and will continue to be reduced.

ACTION: Curriculum will draft a memo demonstrating how the number of assessments administered has decreased in the last five years.

The meeting adjourned at 3:23 PM.

Student Achievement Committee

Eve Bolton, Chair
Mike Moroski

Staff Liaisons

Tianay Amat, Assistant Superintendent
Cheryl Broadnax, Assistant Superintendent
Bill Myles, Assistant Superintendent