



REPORT OF THE STUDENT ACHIEVEMENT COMMITTEE

The Student Achievement Committee (SAC) met on Thursday, December 19, 2019, at 1:30 PM at the Cincinnati Public Schools Education Center in the Board Office Conference Room.

ATTENDEES

Student Achievement Committee Members

Chairperson Eve Bolton, Mike Moroski

Board Members

Pamela Bowers, Carolyn Jones

Administration/Staff

Tianay Amat, Deputy Superintendent; Vera Brooks, Director, Early Childhood; Meg Burrows, School Social Worker, Customer Service Department; Susan Bunte, Assistant Superintendent; Emily Campbell, Director, Curriculum and Instruction; Patty Fong, ESL Manager, Student Services; Margaret Hall, Director, Student Services; Marie Kobayashi, ESL Manager, Student Services; Chrissy Reeves, Assistant Director of Student Services; Kayla Ritter Rickels, College Manager, Curriculum; Laura Sanregret, Teacher, Early Childhood; Michael Turner, Career Tech Curriculum Manager; Dawn Williams, Mathematics Manager, Curriculum

Cincinnati Federation of Teachers (CFT)

Kendra Phelps, Professional Issues

Community Members/Parents/Students

Kate Eisenpress, Ed Paff, Craig Rozen

Follow Up to the October Meeting Items

Workforce Development Council Charter Board Adoption

Vera Brooks, Director, Early Childhood, shared with the Committee the requested red-lined document showing the changes to the Workforce Development Council Charter. She reported it had also been approved by the Workforce Development Council and shared with the Superintendent.

Memorandum of Understanding with MedPace

Michael Turner, Career Tech Curriculum Manager, reported that in 2015, CPS entered into a ten-year Memorandum of Understanding (MOU) with MedPace. Mr. Turner provided the Committee the following highlights of the MOU and Pledge Agreement:

- Expires June 30, 2025
- Partnership Examples
 - Periodic on-site field trips to MedPace
 - Scientific demonstrations and lessons in schools from MedPace
 - Career-based distance learning to strengthen math/science curricula
 - Job shadowing and observations
- Donation Expectations
 - New athletic field at Shroder and/or Parker (soccer field at Parker – **complete**)
 - Greenhouse at Parker (**in process** – planning with architect presently)
 - Electronic sign at Red Bank/Madison(**complete**)

- Shroder Activities (see Exhibit A from MOU)
 - Registered to participate in Shroder October 2019-20 Career Expo
 - 360 field trips
 - Provided funds for Summer Bridge staff
 - Provided financial support by buying breakfast for speaker during annual Women On the Move Conference
 - Provide support to UC Early IT Classes Presentation
 - Job Shadowing through Chemistry classes
 - Participate in or host Quarterly Meetings
 - Facility tours
- John P Parker Activities (see Exhibit A from MOU)
 - Career expo at MedPace visits occurring
 - Field trips
 - Staff visits school
 - Service learning is being explored
- Summary
 - Financial aspects of MOU appear to be in place
 - Appendix A activities are being followed to a large degree
- Recommendations
 - Strengthen quarterly joint meetings with MedPace, Shroder, and John P. Parker staff
 - Appoint a point person to coordinate the effort to ensure that as many items as possible in Appendix A are brought to reality

The Committee discussed the need for more opportunities to focus on Shroder.

ACTION: The Administration will investigate opportunities for MedPace to work with Shroder students.

College Credit Plus

Committee Chairperson Bolton shared with the Committee that this presentation to the SAC should have been made before going to the Policy Committee to introduce the required changes to the policy that were voted on by the full Board in their December meeting.

Kayla Ritter Rickels, College Manager, Curriculum, presented the following information to the Committee regarding 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 this 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.

This can be delivered in the following methods:

1. On the college campus where the student is embedded within regular course and taught by the traditional college faculty member
2. Online with a high school proctor within a regular course taught by the traditional college faculty member
3. Online with a high school proctor within a CCP-specific course taught by the traditional college faculty member
4. Online with no proctor within a regular course taught by the traditional college faculty member
5. Within the high school day taught by the traditional college faculty member

6. Within the high school day, taught by a credentialed CPS teacher as a volunteer adjunct

Currently, CPS has two partners—University of Cincinnati and Cincinnati State. Next year, Sinclair College will be added.

Overall, CPS has an 89 percent credit completion rate regardless if it is taken at the college campus or at the high school.

DISTRICT PARTICIPATION SNAPSHOT

2018-2019:

- 1428 Classes (Summer 2018, Fall 2018, Spring 2019)
- 528 Unique Students
- Estimated \$178,385.76 in tuition dollars
- TOP Classes:
 - English Composition 1 & 2
 - Anatomy and Physiology 1 & 2
 - Intro to Psychology
 - Intro to Sociology

2019-2020:

- 658 Fall Classes
- 425 Unique students in Fall 2019

In-building options 2019-2020:

- Clark: Chemistry
- Hughes: English, Anatomy & Physiology, Environmental Science
- SCPA: US History
- Shroder: English
- Walnut Hills: Anatomy & Physiology, Calc 3, Engineering
- Withrow: English, Anatomy & Physiology, Financial Accounting
- Western Hills: English, EMT
- Woodward: English

Anticipated in-building options 2020-2021:

- Aiken: College Algebra, English
- Clark: Chemistry
- Gamble: (maybe a social science)
- Hughes: English, College Algebra, African American History, Anatomy & Physiology, Environmental Science
- SCPA: US History
- Shroder: English (maybe College Algebra)
- Taft: English, College Algebra
- Walnut Hills: Anatomy & Physiology, Calc 3, Engineering
- Withrow: English, Anatomy & Physiology, Financial Accounting
- Western Hills: English, EMT (maybe Anatomy & Physiology)
- Woodward: Technical Math

The Committee discussed the benefits and disadvantages of the College Credit Plus program. Committee members expressed some concerns about the exclusiveness in accepting applications and Administration relayed that the cost of College Credit Plus is significant.

Ms. Ritter Rickels concluded her report by sharing that two students from SCPA will be graduating this year with their high school diploma and with an Associate's Degree.

School Naming

Committee Chairperson Bolton reported that the issue of school naming will be discussed at the SAC meeting in January 2020.

SAC Annual Review of SAC WorkPlan

Committee member Moroski reported that the full Board, at its meeting on December 18, 2019, discussed the organization and responsibilities of all Board committees. Therefore, it is possible that SAC may have some responsibilities moved to a new committee—Health and Safety. The Committee members again expressed support for a fourth committee, but that the Whole Child Initiative and related topics remain with SAC.

Math Adoption Timeline

Emily Campbell, Director, Curriculum and Instruction, and Dawn Williams, Mathematics Manager, updated the Committee on the Math curriculum adoption process and shared the following information:

Must Haves

- All green on EdReports and EQUIP rubric aligned
- Continuity of curriculum in grades K-5, 6-8 and 9-12
- Curriculum is responsive to varied student learning needs
- Curriculum is structured enough for a novice teacher and flexible enough for an experienced teacher

Top two curriculum resources and materials by grade band with the highest rating as evidenced by the Equip rubric

- K - 5th grade
 - Bridges - Math Learning Center (publisher)
 - Ready - Curriculum Associates (publisher)
- 6th - 8th grade
 - Envision - Pearson (publisher)
 - Open Up Resources - Open Up (publisher)
- Algebra, Geometry & Algebra II
 - Reveal - McGraw Hill (publisher)
 - Envision - Pearson (publisher)
- Pre- Calculus, Probability & Statistics & Calculus
 - Sullivan - Prentice Hall (publisher)

Upcoming Events

- Top two curriculum resources by grade band on display at central office – December 20, 2019
- Request For Proposal (RFP) submitted to purchasing – December 30, 2019
- RFP Posted – January 6, 2020
- RFP Evaluation – January 20, 2020
- Final recommendation presented to the Board of Education – February 10, 2020

Communication and PD Plan for Educators

- Bi-weekly teacher update
- Curriculum Academy—professional learning opportunities – spring break, summer and early August

Ms. Campbell reported that the biggest change for this year's Math adoption is that the professional development/training will begin in the spring.

Committee Chairperson Bolton appreciated that the adoption will be expansive in nature—cross-District and cross-grades, but questioned how it would address access and equity. Ms. Campbell reported they have partnered and meet regularly through a grant with Strive and Children’s Hospital. Also, they have brought in Teaching Lab, as recommended by The New Teacher Project (TNTP) and have weekly progress monitoring. CFT Professional Issues Representative Kendra Phelps lauded the effort of Manager Williams’ inclusive process and distributive leadership approach.

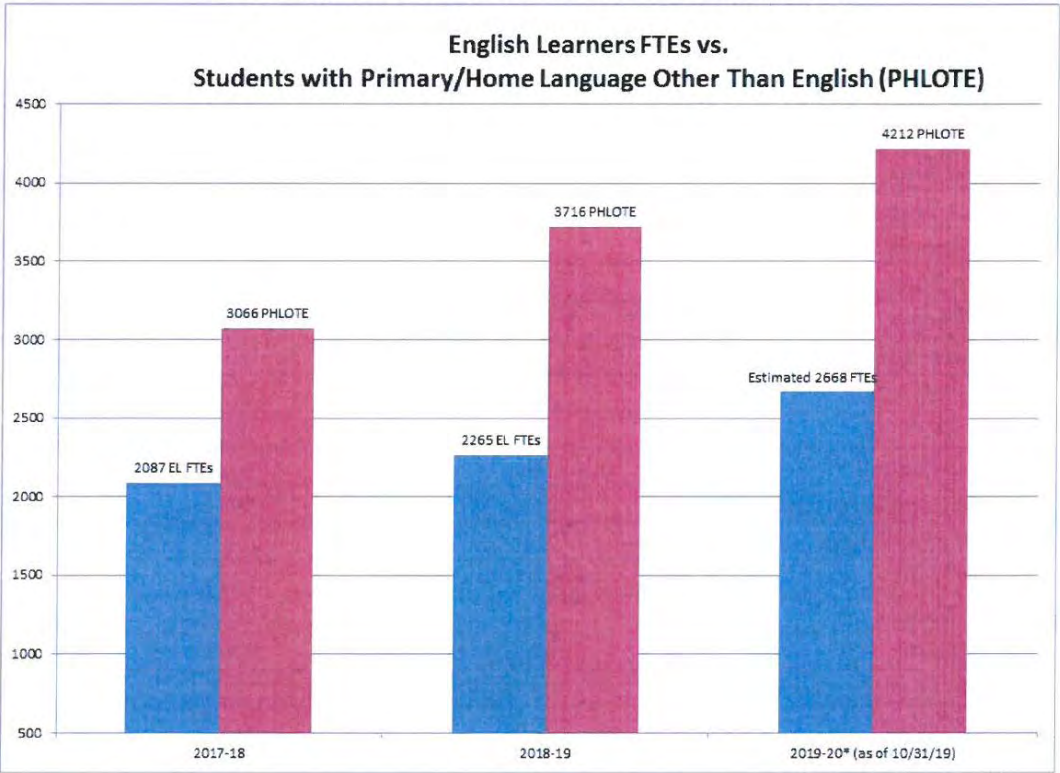
Student Services Topics

Identification, Referrals, IEPs, ELL

Patty Fong and Marie Kobayashi, ESL Managers, presented the following information regarding English Language Learners.

- ❑ If a student’s primary/home language is other than English (PHLOTE), as indicated by the enrollment packet, per federal and state law, the district must assess the student’s English language proficiency. The questions within the enrollment packet also determine language-assistance needs for parents/guardians as well as translation/interpretation supports the district is required to provide in order to ensure meaningful communication.
- ❑ The Ohio Department of Education requires districts to use the Ohio English Language Proficiency Screener (OELPS) in grades K-12 to assess the areas of listening, speaking, reading, and writing in English. Any PHLOTE student who scores below proficient in ANY of these English language domains must be provided English for Speakers of Other Languages (ESOL) supports and services. CPS creates an individualized Limited English Proficiency accommodation plan that summarizes what the district will provide.
- ❑ State and federal funding is based upon the number of English learners, not PHLOTE students.

CPS English Learner versus PHLOTE Enrollment



ESOL Supports to EL Students

- ❑ Types of ESL Services and Supports: All English learners have equal access to CPS’s neighborhood, Magnet, or High Schools regardless of cultural or linguistic background. Types and frequency of services are provided to EL students by either a building-based ESL Teacher or Itinerant ESL Specialist based on multiple data points including English proficiency level, literacy needs, and teacher recommendations. Services include direct pull-out service, push-in classroom support, sheltered content classes, co-teaching, and/or progress monitoring. Services are also provided to ELs indirectly through classroom teacher consultation and professional development. ELs typically receive English as a Second Language (ESL) instruction in addition to, not in place of, core instruction.
- ❑ Newcomer Students with limited or interrupted formal education (SLIFE) in their native language have the option to attend specialized programs designed to provide intensive English Language Development supports at designated schools at various regions of the city, including at AMIS, AWL, Roberts Paideia, and Roselawn Condon elementary schools or at Aiken, Dater or Withrow High Schools. Recommended amount of services and supports provided to EL students are outlined in the Service Delivery Framework located within the CPS Service Delivery Guide for English Learners.

2019 Report Card Highlights

- ❑ English learners exceeded the English Language Arts Performance Index
- ❑ English learners exceeded the graduation rate target by over 10 points
- ❑ EL Subgroup Gap Closing Targets:

Schools Met ELA Gap Closing Targets		Schools Met Math Gap Closing Targets	
Cheviot	Fairview	Dater	Cheviot
Hartwell	Kilgour	Fairview	Hartwell
Midway	Roberts	Kilgour	Midway
Walnut Hills	Westwood	Roberts	Walnut Hills
Parker Woods	SCPA	Westwood	AWL
AWL	Carson	Carson	Withrow
Western Hills		Aiken	

Committee member Moroski questioned the number of translators that are available. Ms. Bunte said translators are hired as outside service providers.

Other supports

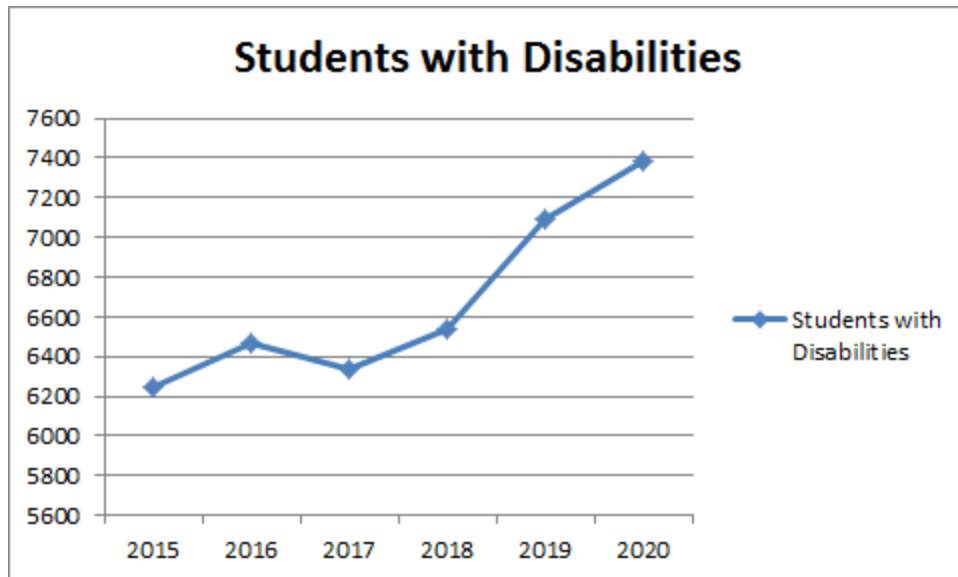
- ❑ Interpreting/Translation Supports for Families
 - ❑ District documents translated into Spanish, French and Arabic
 - ❑ Interpreter hotline allows telephonic access to over 100 languages within 5 minutes
- ❑ The Bilingual ESL School Social Worker as well as a Bilingual Communication Specialist within the Department of Student Services often reference outside partner resources and agencies to help families obtain access to services that reduce barriers and challenges they may face.

- ❑ Community Learning Centers, such as those at Roberts and AWL, provide culturally and linguistically-responsive medical, legal, English language and interpreter supports for students and their parents/guardians by collaborating with community partners such as CLCI, IRLC, Catholic Charities, Su Casa, Refugee Connect, UC mentors, LULAC, OCHLA, and Cincinnati COMPASS.

Students with Disabilities

Susan Bunte, Assistant Superintendent, and Chrissy Reeves, Assistant Director of Student Services, presented to the Committee the following update regarding CPS students with disabilities.

Year	Total SWD Population
2015	6245
2016	6470
2017	6337
2018	6540
2019	7096
2020	7384 (current PowerSchool numbers)
2021	7763 (projection based on the current trend from 2017 school year)



Committee member Moroski asked what the process for identifying students with disabilities.

Ms. Bunte responded that it is a team decision. Students may go through interventions first, then testing for evaluation. After the testing, it is determined if they qualify for services, or if they don't because they did not meet the criteria.

Mr. Moroski questioned what prevents CPS from doing that for every CPS student. Ms. Bunte responded that nothing prevents this; however, the level of paperwork and compliance would be overwhelming.

The Administration presented data that clearly indicated CPS is back in a leadership role in Special Services.

Follow-Up from November 2019 – Iowa Testing and Walnut Hills Results

Tianay Amat, Deputy Superintendent

The Committee discussed the communications and concerns of parents and community regarding students that did not pass the test.

Ms. Amat reported that the Iowa Tests were given in September/October to all 2nd and 6th-grade students to meet ODE’s requirement for whole-grade gifted screenings at two grades. The 6th-grade Reading and Math tests are used as a Special College Preparatory Program (SCPP) Entrance Exam.

The retesting results will continue to be monitored for further action.

Students are able to take the SCPP Exam twice in a school year. The first attempt typically takes place during the 6th-grade whole-grade screening. The second attempt, if needed, occurs at one of the three SCPP retest dates that take place in December, January, and February each year. It’s believed that a number of the students initially not meeting the requirements will in retest.

The Administration assured the Committee that the new test was used to refresh the cycle assessment.

Committee member Moroski brought up the percentages of students that didn’t pass the test last year versus this year. In the interest of equity, he questioned the different statistics for schools such as Kilgour, Fairview, or Hyde Park versus John P. Parker or Rockdale.

Deputy Superintendent Amat said this is the equity work, and it is the charge of the Administration, along with working to strengthen students’ core competencies.

Pedestrian Safety Subcommittee

Committee member Moroski announced that the Pedestrian Safety Subcommittee will meet on January 29, 2020 from 4 to 6 p.m. in the Board Conference Room.

Committee Member Davis

Committee Chairperson Bolton and Committee member Moroski shared that Committee member Davis was a gift to SAC. He will be missed as a Board member, but we will still count on him being a great supporter of CPS.

The meeting adjourned at 3:35 p.m.

Student Achievement Committee

Eve Bolton, Chair
Ozie Davis III, *absent*
Mike Moroski

Staff Liaisons

Tianay Amat, Deputy Superintendent
Susan Bunte, Assistant Superintendent