



October 19

2020

REPORT OF THE STUDENT ACHIEVEMENT COMMITTEE

The Student Achievement Committee (SAC) met on Friday, October 9, 2020, at 2:00 PM via the Blue Jeans Video Conferencing Tool.

VIRTUAL ATTENDEES

Student Achievement Committee Members

Chairperson Pamela Bowers, Mike Moroski, Ryan Messer

Administration/Staff

Tianay Amat, Deputy Superintendent; Susan Bunte, Assistant Superintendent; Emily Campbell, Director, Curriculum and Instruction; Margaret Hall, Director, Student Services; Kraig Hoover, Advance Placement; Justin Leach, Director, Test Administration; Shauna Murphy, Assistant Superintendent; Chrissy Reeves, Assistant Director of Student Services; Connie Solano, Director, Performance and Accountability

Follow-Up: Demographic Breakdown of Students Enrolled in AP Courses 2019-2020

Emily Campbell, Director, Curriculum; Kraig Hoover, Advanced Placement

An update on Advanced Placement (AP) enrollment was presented by Ms. Campbell and Mr. Hoover. The Committee discussed the AP test data for all schools, which went back three years—2018-19, 2019-20, and 2020-21.

Ms. Campbell reported that one of the biggest barriers to AP enrollment and outcome is credit deficiency.

Chairperson Bowers expressed concern regarding the low number of African American students, as well as our multiracial students who were enrolled in AP course last year (21% AA and 40% multiracial students) 2018-2019 (16% AA and 34% multiracial students). Though we have made progress, we are nowhere close to the Strategic Plan Goal Measure 1.A Advanced Placement – *Decrease the racial, economic, and gender disparities in Advanced Placement courses by increasing the percentage of African-American and multiracial students taking AP courses.* {AA 50% multiracial 70% 2019-2020}

Deputy Superintendent Amat stated that the way the goal is stated in the Strategic Plan is not the desired outcome. She went on to explain that the language in the Strategic Plan should be reflective of subgroups, versus the overall percentage of students. She plans to discuss this with the Superintendent.

Mr. Hoover reported that eligible students are in grades 10-12, but the Strategic Plan includes all students in grades K-12. Ms. Campbell stated that increasing all subgroups is the desired outcome.

Ms. Amat did recognize the gap, but stated they are up for the challenge. Building a strong foundation around a strong access to curriculum is a real solution.

Update- Gifted Testing and Students with Disabilities Assessments

Susan Bunte, Assistant Superintendent

Ms. Bunte, together with Margaret Hall, Director, and Chrissy Reeves, Assistant Director, presented an update to the Committee on assessment and identification of gifted students and students with disabilities.

Gifted assessment is used to screen students who perform or show potential for performing at high levels of accomplishment in the areas of superior cognitive ability, specific academic ability, creativity, and visual and/or performing arts. Board Member Bowers inquired about the Gifted assessment qualifying students for AP courses. Ms. Bunte noted that the Gifted assessment did not warrant qualification for AP, although AP courses, as well as CCP courses are used to provide accelerated coursework to meet the need of high schoolers who assess in the Gifted range.

In the fall of each year, all second and sixth grade CPS students are administered an assessment for superior cognitive ability and specific academic ability in reading, mathematics, science, and social studies.

- Second and sixth grade students will take these assessments at their school between October 1 - November 20, 2020.
- Students in other grades may be referred for gifted screening or re-screening during this window.
- An additional screening window for students in grades K-12 occurs in the winter during the dates of January 5 – 21, 2021.

The Committee discussed Equity in Gifted Identification:

Subgroup	% of total	gifted %
African-American	61.6%	27.5%
Asian	1.3%	2.8%
Hawaiian/PI	0.1%	0.1%
Multiracial	6.4%	7.8%
American Indian	0.1%	0.0%
White	21.7%	58.2%
Hispanic	8.5%	3.6%
Unknown	0.4%	0.1%
Total	100.0%	100.0%

Suggestions for improvement include the following:

- Increased opportunities for professional development for general education teachers
 - Virtual, in-person, synchronous, asynchronous
- Increased staffing of licensed gifted intervention specialists
 - Collaborate with local universities
- Increased AP course offerings
 - Across buildings
- Creative solutions to providing gifted enrichments to students across all schools

- Distance learning opportunities beyond Covid
- What have we learned?

Dr. Hall reported that because the fundamental right of students to receive services cannot be taken away, there are not any waivers for Individuals with Disabilities Education Act (IDEA). During the Spring COVID-related building closures, all state and federal timelines remained in effect for initial evaluations and three-year re-evaluations of students with disabilities.

In order to remain in compliance and still adhere to District and state safety mandates, Student Services made adjustments to the way these evaluations were completed.

In August, in-person evaluations resumed, with written procedures for maintaining health and safety for students, families, and staff.

The Department of Student Services has revised and updated districtwide Multi-Tiered System of Support processes by collaborating with Curriculum and Instruction and Positive School Culture in order to:

- Improve consistency across school teams;
- Adopt common language and procedures across buildings;
- Align with state recommendations; and
- Collaborate with Positive School Culture for consistency in behavioral interventions.

The goal of this process is to:

- Help Intervention Assistance Teams (IATs) to identify students at risk of falling behind and provide tiered interventions;
- Catch gaps in skills early and remediate quickly; and
- Use data to design targeted and explicit intervention that meets individual needs, rather than relying only on universal supports and accommodations.

Meeting the state risk ratio target is a minimum requirement, not the goal. CPS data will demonstrate:

- Lower overall identification of students with disabilities due to a solid MTSS process;
 - Numbers of students with disabilities more aligned to the state average; and
- Subgroup and demographic data will not only align to overall District numbers, but to individual building numbers.

Update – MAP Assessments during Remote Learning

Justin Leach, Director, Test Administration

Mr. Leach updated the Committee on the following assessments.

MAP Growth Reading and Mathematics Assessments

- Nationally normed achievement and student growth assessments
- Delivered three times a year (Fall, Winter, Spring)
 - Reading: Kindergarten through 8th Grade, English 9, English 10
 - Mathematics: Kindergarten through 8th Grade, Algebra I
- Assessment results used to inform instruction and support the [CPS Accelerated Learning Plan](#).
 - Reading K-3 results are also reported on the [Ohio State Report Card's "Improving At-Risk K-3 Readers Component"](#).

Fall 2020 Remote Testing

- Fall testing has been delivered remotely using Google Meet to assist in monitoring test sessions. As of October 8, 2020, 70 percent of all testing has been completed.
- Parent/guardian/caretaker support during testing sessions has been utilized wherever possible.
- Testing delivered remotely is not being utilized or reported as a Gifted assessment.

Fall 3rd Grade ELA Ohio State Test (OST)

- The 3rd Grade ELA Ohio State Test (OST) administered in both the Fall and Spring.
 - No other OST at Grades 3-8 is offered in the Fall.
 - The Fall 3rd Grade OST window is connected to a legislative requirement in [ORC 3301.0711](#) that states that *districts shall* administer the 3rd grade ELA OST “twice annually to all students in the third grade who have not attained the score designated for that assessment.”
 - 3rd Grade ELA OST is typically offered twice due to the retention and promotion provision of the Third Grade Reading Guarantee.
 - SB164, signed into law in June, adjusted provisions of Ohio’s Third Grade Reading Guarantee in 2020-2021 by prohibiting the use of State test scores in retaining students in the 3rd grade.
 - Remaining Ohio State Report Card connections for 3rd Grade ELA OST:
 - Achievement Component
 - Progress Component
 - Gap Closing
 - Improving At-Risk K-3 Readers
 - The highest of the Fall or Spring 3rd Grade ELA OST scores are used for a student for the above report card measures.
- Original State Window for Districts = Five consecutive school days between October 19-October 30.
 - ODE has recently extended some flexibility to the window = 5 consecutive days for each blended learning cohort between 10/19-11/6.
 - Modified schedule by Cohort
 - Cohort A= 10/20, 10/21, 10/27, 10/28, 11/4
 - First five days back in school
 - Cohort B= 10/23, 10/29, 10/30, 11/5, 11/6
 - Days two through six back in school.

Next Steps: Cincinnati Public Schools will proceed with the 3rd Grade ELA Ohio State Test within the recently released flexible administration dates:

- Cohort A= 10/20, 10/21, 10/27, 10/28, 11/4
- Cohort B= 10/23, 10/29, 10/30, 11/5, 11/6

Schools will be encouraged to schedule the test at the end of the five-day windows for each cohort. Students unable to be assessed in the Fall window will need to be assessed in the Spring window.

With the return to Blended Learning, the District is trying to reduce the time spent on assessments. Mr. Leach reported that removing the Fall window would not have an impact on the Report Card because students typically do better in the Spring window.

With both the Ohio Department of Education and the testing vendor, there is no flexibility for remote testing. CPS is working on a plan for Spring to enable students utilizing Distance Learning to schedule time to take the test in person.

Committee member Messer stated that it’s important for CPS to communicate the testing requirements broadly and make clear that it is a state requirement.

Kindergarten Readiness Assessment (KRA)

- First time Kindergarten students are typically assessed with Ohio's Kindergarten Readiness Assessment before the end of October.
- Remote use of the KRA has been prohibited by ODE except for the collection of observational evidence.
 - Challenge remains with remote option students.
- If CPS proceeds with the KRA, there would be six, in-person instructional days for each cohort in the blended learning model to complete the KRA between 10-13 and 10-30. Priority would be placed on completing the Language and Literacy items first.
- Alternative Option: CPS could utilize the Acadience/DIBELS reading diagnostic to assess students for the K-3 reading deadline of 10/30 and not assess with KRA in 2020-2021 due to limitations of the assessment and timing constraints.
 - Acadience/DIBELS can be administered in both in-person learning [and distance learning](#).
 - Allows for 15 instructional days to complete the Acadience/DIBELS assessment between 10/12 and 10/30 for first-time Kindergarten students.

Next Steps: Cincinnati Public Schools would proceed with completing the Acadience/DIBELS reading assessment with first-time Kindergarten students in order to complete the K-3 Reading Diagnostic requirement before the 10/30 deadline.

This would ensure flexibility to assess all Kindergarten students in both a blended or remote model. Students would also be assessed with the same measure.

Deputy Superintendent Amat and Ms. Campbell are researching the possibility of Literacy Summer School.

Graduation Data 2010-2020

Connie Solano, Director, Performance and Accountability

When the Every Student Succeeds Act (ESSA) replaced the No Child Left Behind Act (NCLB), the federal business rules for determining which students count as a graduate were adjusted. This change caused a difference in how the four-year graduation rate is calculated to meet state and federal requirements.

For the federal rate, if a student has a disability and the IEP allows the student to graduate without meeting a pathway required for regular education students, the student is removed from the number of graduates, but still remains in the cohort. However, the state considers all students as graduates if they meet any criteria that deems them eligible to earn a diploma. For example, students who chose the state test pathway for graduation but took the Alternate Assessment for Students with Significant Cognitive Disabilities (AASCD) would not meet the federal graduation requirements in FY 2018 and FY 2019 because they were not administered End-of-Course (EOC) exams. However, the state will use AASCD results to fulfill the minimum 18 points needed to graduate. As a result of the adjustment in the federal rate, the District and most of the high schools showed different four-year federal and state graduation rates for the Class of 2018 and Class of 2019.

The Ohio Department of Education (ODE) began to publish the federal graduation rate in 2018 on their website. Federal law requires the ODE to publish the federal rate no later than December 31 of each year. Currently, the report card reflects the state rate. However, in the near future the federal rate will replace the state rate on the report card in all components that use the graduation rate.

The four-year and five-year graduation cohorts are not necessarily the exact same group of students. If students transfer to another school in their fifth year of high school, they are reassigned to the new school's five-year cohort, but remain in their previous school's four-year rate. A student's graduation cohort is based on the last school where the student was enrolled.

The letter grades associated with graduation rates are included in the Table 1.

Table 1: Ohio Schools Report Card Letter Grades for Graduation Rates

2019 4-YEAR LETTER GRADE			2018 5-YEAR LETTER GRADE		
Scale	Min	Max	Scale	Min	Max
A	93.0%	100.0%	A	95.0%	100.0%
B	89.0%	92.9%	B	90.0%	94.9%
C	84.0%	88.9%	C	85.0%	89.9%
D	79.0%	83.9%	D	80.0%	84.9%
F	0.0%	78.9%	F	0.0%	79.9%

Graduation rates for Cincinnati Public Schools district and high schools are shown in Table 2.

Table 2: Cincinnati Public Schools Graduation Rates Class of 2010 through Class of 2019

Organization	State Four-Year Graduation Rate										2010 vs. 2019 Difference	State 4-Yr Trend
	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019		
Cincinnati Public Schools	60.2%	63.9%	66.0%	73.6%	71.2%	72.9%	72.8%	74.7%	77.9%	79.4%	19.2%	
Aiken New Tech High School	61.0%	56.8%	59.6%	67.2%	48.9%	53.8%	69.3%	67.6%	80.4%	86.5%	25.5%	
Clark Montessori High School	72.4%	79.5%	88.0%	88.0%	93.6%	90.9%	88.5%	93.4%	92.0%	96.8%	24.4%	
Gilbert A. Dater High School	64.4%	76.0%	75.0%	79.1%	81.0%	69.5%	77.5%	80.1%	79.4%	75.8%	11.4%	
Hughes STEM High School				70.7%	76.1%	74.5%	79.6%	78.6%	82.5%	84.0%	13.3%	
James N. Gamble Montessori High School		56.1%	71.8%	76.9%	85.0%	76.7%	86.8%	87.5%	95.1%	92.6%	36.5%	
Oyler School	19.5%	35.4%	27.4%	40.5%	48.7%	45.7%	55.2%	57.9%	67.7%	85.5%	66.0%	
Riverview East Academy	45.5%	50.8%	58.3%	68.3%	58.3%	66.7%	51.8%	60.0%	59.2%	70.0%	24.5%	
Robert A. Taft Information Technology High School	83.2%	82.1%	80.8%	77.7%	66.2%	72.9%	77.0%	68.4%	72.3%	66.7%	-16.5%	
School For Creative and Performing Arts	81.3%	87.2%	86.0%	96.6%	94.0%	94.9%	99.1%	99.2%	99.1%	99.1%	17.8%	
Shroder High School	74.8%	72.2%	77.3%	81.2%	76.4%	79.5%	78.0%	91.8%	85.6%	87.9%	13.1%	
Virtual High School	11.1%	10.6%	8.1%	30.1%	14.4%	18.8%	19.5%	20.2%	30.7%	40.5%	29.4%	
Walnut Hills High School	92.9%	98.1%	97.8%	97.6%	96.6%	98.7%	100.0%	98.9%	99.7%	99.1%	6.2%	
Western Hills University High School	51.6%	62.4%	66.2%	70.3%	57.0%	68.2%	72.8%	69.9%	73.4%	75.6%	24.0%	
Withrow University High School	89.9%	84.0%	89.5%	86.8%	81.7%	80.0%	72.2%	76.2%	87.4%	73.3%	-16.6%	
Woodward Career Technical High School	42.8%	54.3%	51.4%	59.1%	55.9%	54.2%	66.3%	60.9%	69.1%	67.4%	24.6%	

Table 2: Cincinnati Public Schools Graduation Rates Class of 2010 through Class of 2019

Organization	State Five-Year Graduation Rate									2010 vs. 2018 Difference	State 5-Yr Trend
	2010	2011	2012	2013	2014	2015	2016	2017	2018		
Cincinnati Public Schools	63.3%	68.0%	70.5%	77.9%	75.9%	78.5%	78.5%	79.4%	83.5%	20.2%	
Aiken New Tech High School	59.9%	60.4%	64.4%	74.4%	58.0%	67.1%	80.0%	79.0%	86.2%	26.3%	
Clark Montessori High School	79.2%	80.5%	92.1%	94.4%	97.4%	96.4%	100.0%	96.6%	93.2%	14.0%	
Gilbert A. Dater High School	67.7%	79.7%	79.8%	85.4%	84.3%	76.9%	82.7%	87.3%	84.0%	16.3%	
Hughes STEM High School				76.7%	80.9%	83.8%	87.6%	86.0%	87.4%	10.7%	
James N. Gamble Montessori High School		61.5%	80.6%	89.8%	92.3%	90.2%	91.9%	91.5%	97.5%	36.0%	
Oyler School	21.9%	38.9%	36.1%	45.8%	50.7%	48.5%	60.0%	63.6%	71.4%	49.5%	
Riverview East Academy	50.0%	56.9%	60.0%	70.7%	68.2%	76.1%	66.0%	69.6%	71.0%	21.0%	
Robert A. Taft Information Technology High School	84.7%	85.4%	80.6%	80.3%	73.6%	74.1%	81.4%	79.8%	78.1%	-6.6%	
School For Creative and Performing Arts	82.4%	87.9%	88.8%	97.5%	94.8%	95.9%	99.1%	99.2%	100.0%	17.6%	
Shroder High School	75.5%	77.6%	82.7%	83.8%	82.4%	95.7%	87.8%	96.3%	92.8%	17.3%	
Virtual High School	18.4%	16.8%	16.3%	38.5%	25.3%	29.3%	33.3%	27.4%	42.8%	24.4%	
Walnut Hills High School	94.3%	98.5%	97.8%	97.1%	96.8%	99.0%	100.0%	99.1%	99.7%	5.4%	
Western Hills University High School	57.3%	69.7%	73.6%	75.2%	66.2%	78.5%	77.2%	75.5%	81.8%	24.5%	
Withrow University High School	91.1%	88.2%	88.3%	89.9%	86.0%	84.0%	76.7%	81.1%	89.8%	-1.3%	
Woodward Career Technical High School	47.1%	62.2%	58.9%	65.4%	62.9%	69.2%	73.8%	71.7%	81.1%	34.0%	

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Table 2: Cincinnati Public Schools Graduation Rates Class of 2010 through Class of 2019

Organization	Federal Four-Year Graduation Rate		2018 vs. 2019 Difference	Federal 4-Yr Trend	Federal vs. State Difference Class of 2019 (4-Yr)	Federal vs. State Difference Class of 2018 (4-Yr)
	2018	2019				
Cincinnati Public Schools	73.9%	76.8%	2.9%		-2.6%	-4.0%
Aiken New Tech High School	77.6%	85.0%	7.5%		-1.5%	-2.8%
Clark Montessori High School	89.8%	95.8%	6.0%		-1.0%	-2.2%
Gilbert A. Dater High School	72.7%	71.6%	-1.1%		-4.2%	-6.7%
Hughes STEM High School	74.5%	83.3%	8.8%		-0.7%	-8.0%
James N. Gamble Montessori High School	85.4%	81.5%	-3.9%		-11.1%	-9.7%
Oyler School	67.7%	82.1%	14.4%		-3.4%	0.0%
Riverview East Academy	57.7%	65.7%	8.0%		-4.3%	-1.5%
Robert A. Taft Information Technology High School	63.0%	65.4%	2.4%		-1.3%	-9.3%
School For Creative and Performing Arts	98.3%	94.6%	-3.7%		-4.5%	-0.8%
Shroder High School	83.1%	84.4%	1.4%		-3.5%	-2.5%
Virtual High School	28.8%	38.8%	9.9%		-1.7%	-1.9%
Walnut Hills High School	99.5%	99.1%	-0.4%		0.0%	-0.2%
Western Hills University High School	67.1%	75.6%	8.4%		0.0%	-6.3%
Withrow University High School	79.9%	68.8%	-11.1%		-4.5%	-7.5%
Woodward Career Technical High School	66.3%	61.2%	-5.1%		-6.2%	-2.8%

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Chairperson Bowers stated she is eager to see the graduation rates from last year. Deputy Superintendent Amat reported that the graduation rates will not be available until the end of the month.

Hearing of the Public

Carri Schneider addressed the Committee regarding academic instruction during COVID-19.

The meeting adjourned at 3:49 pm.

Student Achievement Committee

Pamela Bowers, Chair

Ryan Messer

Mike Moroski

Staff Liaisons

Laura Mitchell, Superintendent, *absent*

Tianay Amat, Deputy Superintendent

Shauna Murphy, Assistant Superintendent