



**REPORT OF THE STUDENT ACHIEVEMENT
AND DISTRICT INSTRUCTIONAL PERFORMANCE COMMITTEE**

The Student Achievement and District Instructional Performance Committee met on Friday, June 4, 2021, at 2:00 PM in LaunchED Room 110 at the Mary A. Ronan Education Center.

The public viewed the meeting via Video Conference.

ATTENDEES

Student Achievement and District Instructional Performance Committee Members

Chairperson Pamela Bowers, Eve Bolton, Ben Lindy

Administrators

Tianay Amat, Deputy Superintendent; Susan Bunte, Assistant Superintendent; Alpacino Beauchamp, Principal, Roberts Academy; Emily Campbell, Director of Curriculum; Shauna Murphy, Assistant Superintendent; Danielle Reid-Filak, College Credit Plus Specialist; Dave Traubert, Social Studies Manager

Community Members/Parents

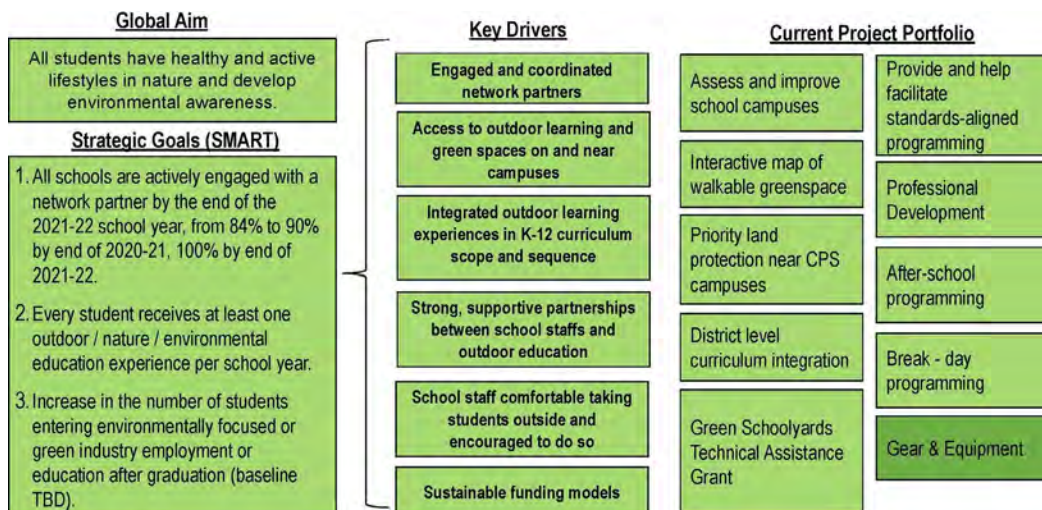
Ryan Mooney-Bullock, Green Umbrella

Outdoor Education

Mr. Traubert reported that work done around Outdoor Education is aligned to the District’s Strategic Plan Goals: (1) Student-Centered Decision Making, (2) Health and Safety, and (3) Community Engagement, as well as measures tied to each of those goals.

The Strategic Plan is available upon request and by clicking on this link, <https://www.cps-k12.org/about-cps/strategic-plan/strategic-plan-2019>) that is located on the CPS website: www.cps-k12.org

Mr. Traubert updated the Committee about the following areas outlined in the below chart.



Mr. Traubert reiterated the District’s following “*Outside*” Objectives.

1. All schools being actively engaged with a network partner;
2. A plan for every student in every grade to receive at least one outdoor nature /environmental education experience per school year, with an emphasis on increasing the frequency and depth of time outside;
3. Every school having on-site or walkable destinations for outdoor, nature-based learning and play; and
4. Increase in the number of students entering environmentally focused or green industry employment or education, OR participating in green career workforce development programs and curriculum, OR perception that green careers are a viable career option.

He updated the Committee about the following budget and funding requests for Fiscal Year 2022.

- Minor Capital Improvements and Equipment
- Every building has an outdoor learning environment
- Professional Development for teachers to build capacity
- Increase programming for all schools, including in-school and field trips connected to the curriculum
- Increase to after-school, break day and summer programming

Mr. Traubert communicated that there are many opportunities for co-funding through partners, grants, etc.

Mr. Traubert reported that the District won an opportunity to participate in the [Green Schoolyards Technical Assistance Cohort](#). The program is about [Cities Connecting Children to Nature](#).

A [Green Schoolyard](#) is a nature filled, multi-functional school ground designed for and by students, teachers, parents and community members that offer spaces to play, learn, explore and grow.

He also reported that 10 schools across the country are involved with the Cohort.



Ms. Ryan Mooney-Bullock of Green Umbrella reported that Green Schoolyards is focused on a district-wide, equity-based, open access to getting students into natural spaces.

She also stated equity-based Green Schoolyards eliminate institutional racism through actions such as:

- Selecting and prioritizing sites according to data on school, community and environmental needs and school ground quality, rather than interest-based or opt-in models.
- Creating inclusive schoolyards and community engagement opportunities in which ALL individuals feel welcomed, safe, valued, and empowered to participate fully.
- Recognizing, and including in schoolyard design, the diverse ways in which different individuals and cultures pursue nature connections.

Ms. Ryan Mooney-Bullock continued her update in the following areas:

After School and Break Day

- Recruited and supported network members to participate as program partners in Summer Scholars
- Developed innovative model for Roberts summer camp program in July
 - Imago, Community Learning Center Institute
- Planning for pilot break day programming for 2021-22 SY and increased outdoor after school offerings

Mr. Traubert updated the Committee on the following areas:

Professional Development

- Deliverables to date
 - Sharing PD opportunities, videos and 1-pagers with LaunchED and C&I to share with teachers
 - Recruited 7 CPS teachers into Cincinnati Nature Center's native gardening PD cohort, kicks off next month and runs through the school year
- Ongoing goals in progress:
 - Attract current or retired teachers to group to inform strategy.
 - Develop professional development opportunities which reflect the range of teacher experience with taking students outdoors.
 - Determine and offer the most appropriate incentives for teachers to attend professional offerings

Curriculum Integration

- Programming aligned to standards
- Access to quality, aligned programming for all students
- Working with Curriculum and Instruction content managers to design effective system for sharing data from partner organizations to incorporate into curriculum maps.
- Capacity challenges given number of partners.

Ms. Ryan Mooney-Bullock informed the Committee about the following next steps.

- Prioritize schools for greening based on data
- Open access policy for the District
- Board resolution in support of district wide green schoolyards
- Working groups define goals for 2021-22 SY and plan for action
- Continue site assessments and feed funding opps to Facilities and partners
- Ramp up network's capacity to move quickly via staffing
- Data collection: establish shared systems among partners, coordinate with CPS's systems

Committee member Bolton expressed support of the program. She stated dollars for the upcoming budget year will be available to conduct major capital improvements for Outside Learning.

She also recommended to have “cross dialogue” with the Student Achievement and District Instructional Performance Committee, the Career Group and Curriculum, because the later grades are when there is a Green commitment.

She also stated that she will be pushing for a significant amount of dollars for the “outdoor facilities.”

Committee member Lindy inquired as to how the Student Achievement and District Instructional Performance Committee could assist in the efforts.

Ms. Mooney-Bullock asked for support of budgetary items related to the work in the operating and capital budgets.

She also stated that she would like to discuss a district-wide open access policy for the schools, which is in line with how the Community Learning Centers operate in giving the Community access to the facility.

Interim Superintendent Amat reported that dollars have been allocated into the Curriculum budget for community access.

Committee Chair Bowers reported that Pleasant Hill Academy part of Vision 2020. She stated the school is an Environmental Science school and a deeper dive into the science program at the school needs to take place.

Ms. Amat reported that schools are being integrated with persistent curriculums at all schools.

Ms. Bowers expressed being in favor of the agriculture and agribusiness curriculums. [Agribusiness](#) relates to industries that are engaged in farming or that produce farm inputs.

Mrs. Bowers asked if data is available to measure social and emotional experiences for outdoor learning.

Mr. Traubert will follow-up on the availability of data.

ACTION: Ms. Bolton advised the Administration to draft a Board Resolution for recommendation of supporting District-Wide Green Schoolyards.

Accelerated Learning (2020-2021)

Emily Campbell, Director of Curriculum, updated and provided a wide perspective about Curriculum throughout the District. She informed the Committee about the following:

- History of Curriculum Adoptions for English Language Arts, Fine Arts, Mathematics, Science, Physical Education and Health and Social Studies for Fiscal Years 2018-2020.
- How Curriculum is defined in the District
- Key Drivers for Accelerated Learning (Document attached)
- Acceleration and Remediation (Document attached)
- History of Tutoring
 - Curriculum Budget
 - Professional Development offered for all paid and volunteer tutors

- Money Budgeted
- Reality
- Money left unspent
- Reading Specialists Yielding Results
- High Dosage Tutoring
 - Research suggests that High Dosage Tutoring (HDT) increased achievement by roughly an additional three to 15 months of learning across grade levels
 - One of the few school-based interventions with demonstrated large positive effects on both math and reading achievement
 - Most effective with three or more sessions (touch points) per week
 - Frequent assessments of learning allows tutors to personalize instruction based on students' needs and provide timely feedback
 - Successful programs have clear learning objectives and engage in rigorous evaluation to assess the effectiveness of the program
 - Program should target those students that most need personalized instruction
 - Using high quality instructional materials that are aligned with classroom content allows tutors to reinforce and support teachers' classroom instruction
- Ohio Urban District Grade 3 English Language Arts OST Proficiency Rates, SY 2016-2019 (Document Attached)
- Grade 3 English Language Arts Proficiency Rates QI (Quality Improvement) Schools, White and Black Children (Document Attached – Slide outline gaps that the District is working on closing)

Ms. Campbell informed the Committee about the benefits of Accelerated Learning and High Dosage Tutoring.

Accelerated Learning

Specialist will provide opportunities for all students to be world influencers by accelerating learning for ALL students, regardless of circumstances

High Dosage Tutoring

Specialist will intentionally, consistently and strategically support students through High Dosage Tutoring to directly impact access to Tier I and increase student outcomes

Mr. Lindy asked if goals can be set to determine where the District would like students to be academically for school year 2021-2022.

He also would like to get updates on what the numbers are during the year. Interim Superintendent reported that she will provide school-wide data.

Mr. Lindy would like to see data once a month. Chairperson Bowers recommended to see the data quarterly. Mr. Lindy advised that if numbers are on track to reaching goals, he would be in agreement with quarterly reports. If numbers are not on track, a more frequent review will need to happen.

Ms. Amat reported that Internal Auditor Lauren Roberts will be auditing curriculums work to ensure that the system and data is reliable, credible, accurate and strong.

Mr. Lindy reiterated Ms. Campbell's update on the history of tutoring. Interim Superintendent Amat reported that 45 additional specialist have been added for kindergarten and first grades.

Mr. Lindy asked if the District would be interested in hiring an organization to assist in building a high-end tutoring program.

Ms. Amat, reported that the District is always open to partners, and that it's key that CPS staff participate and have ownership of the process and are at the table in making decisions about CPS students.

Mr. Lindy informed the Committee that other States and school Districts are trying different approaches around tutoring. They are providing reports to parents that inform them about the academic status of their children. States and school Districts are also giving parents' checks in-order for them to spend on their preferred selected tutoring program.

Assistant Superintendent Bunte reported that the State provided the District with that model several years ago, and it was not effective for CPS families due to barriers.

Ms. Bolton advised the Administration to be prepared to address the K-12 Social Studies Curriculum and expressed how aggressive the District's Social Studies program is.

She also stated that Social Studies is becoming a political topic in Columbus, Ohio and throughout the country, and that Critical Race Theory is a controversial topic being discussed as well.

Ms. Bolton asked if statistics are available that demonstrate the District's third-grade reading gaps between Caucasian and non-Caucasian students. What is the gap in other urban school Districts? What is the State Gap? She would also like a comparison for male and female gaps.

Ms. Amat reported that the information is located in the Report Card.

Ms. Campbell will work with Connie Solano, Director of Performance and Accountability to compare CPS' demographic racial achievement gaps with the other Districts.

Chairperson Bowers agreed with Committee members Bolton and Lindy's comments. She also expressed concern about positive outcomes and achievements not getting out to the Community on a timelier basis.

Mrs. Bowers reiterated her preference to receive academic updates on a quarterly basis rather than monthly.

Summer Scholars: Early Childhood Students / Accessibility to Families

Mrs. Bowers inquired about enrollment numbers for Summer Scholars and if the program is specific to certain school buildings for early childhood.

Ms. Campbell reported that she will provide Mrs. Bowers with the enrollment data.

Mrs. Bowers also stated that many parents have reported that their children could not enroll into preschool at their school, and that they were not sure which school their child would attend.

Ms. Campbell reported that space and a teacher was not available when more families' expressed an interest for their child to attend. Upon learning about their interest, a facility and a teacher was provided in order to allow those children to attend.

Ms. Campbell also reported that there was additional interest after the initial enrollment and individual schools made accommodations for additional students. Ms. Campbell worked with the schools to fill the backlog of students that were interested in attending

International Baccalaureate (IB) Update

Dean Blasé, Director of School Leadership updated the Committee on her below written presentation.

What does International Baccalaureate look like at CPS?

IB programs have set the global standard for educational excellence for over 50 years. Roberts Academy and Gilbert A. Dater High School are currently offering the Middle Years Programme (MYP) in grades 6-8, with plans to expand to grade 9 at Dater HS next year.

**CPS/IB Learner Outcomes
Crosswalk**

CPS Strategic Plan Call to Action	International Baccalaureate Learner Profile
<u>CPS Students...</u>	<u>IB Graduates are...</u>
Are confident	Risk-takers
Communicate effectively	Communicators
Are intellectually curious	Inquirers
Think critically	Thinkers
Have integrity	Principled
Collaborate	Open-minded
Engage our community	Caring
Innovate	Knowledgeable
Have high expectations	Balanced
Are inspired	Reflective
Sense the urgency of our mission	

What is the Plan?

Starting in the Middle with MYP

To date, the Roberts Academy and Dater HS LSDMCs have set forth a vision to continue the MYP. Both schools have completed all essential tasks towards IB accreditation this year, including staff training and collaboration, curriculum alignment with IB, and the 8th grade Exhibition of Knowledge.

The Dater HS LSDMC plans to continue training MYP staff through grade 9 next year, and grade 10 the following year. Roberts Academy will continue to train MYP staff as they are onboarded in grades 6-9.

Branching Out

One future opportunity is to “Branch Out” by adding twin pathways for students at Dater HS so that students and families can continue their IB journey through graduation.

2 Pathways for Grades 11-12:

-Diploma Programme (Advanced level courses similar to AP)

-Career-related Programme (Blend of Advanced and Career-pathway courses)

Dater’s oldest IB Cohort will be in Grade 9 next year, so the Dater LSDMC will begin exploring the Diploma and Career-related Programmes through program visits, curriculum alignment, and staff training.

Rooting Down

A second future opportunity is to “Root Down” by adding the Primary Years Programme (PYP) at Roberts Academy in grades PreK-5. The Roberts Academy LSDMC is currently exploring this option

with several primary teachers voluntarily attending training this summer, planning school visits (pandemic-permitting), and continuing with staff education.

Learner Outcomes So Far:

- MAP results are still being tabulated, (and are complex in this Pandemic year), but Roberts Academy and Dater HS maintained achievement or saw growth in most areas, with some grade levels realizing significant gains.
- 8th graders completed the first annual Personal Project, exhibiting that they are effective communicators, inquirers, thinkers who are open-minded, knowledgeable, balanced, and reflective.

World Language Updates:

4.5 FTE teachers hired to expand WL offerings. Includes Heritage language offerings at all grade levels at LEAP, additional French/Spanish/Heritage offerings for all 7-8th grade at Western Hills HS

Timeline

Summer 2020

Completed MYP Application Process for Roberts 6-8 and Dater 7-10, trained teachers

2020-2021

All students at Roberts 6-8 and all Dater HS 7-8 taking IB-themed courses

Summer 2021

Teachers and Curriculum Department writing collaborative IB units/curriculum materials
Administrators taking IB courses

2021-2022

Continue above and add 9th grade at Dater HS; Explore PYP at Roberts

2022-2025

- All MYP grade levels (6-10) offered at both Roberts and Dater
- Train 11th-12th grade teachers in preparation for DP and CP programs
- Complete initial application process for CP/DP and (perhaps) PYP programs
- Host site visits for IB MYP and CP/DP accreditation

Costs

In FY22 Budget

- Teacher training (\$6000-\$9000 to fully train all MYP staff; \$700-\$900/ teacher thereafter)
- Application/Program fees (\$10,450 annually per program)
- 4.5 FTE for expanded World Language offerings, including Western Hills HS and LEAP

Anticipated for FY23 Budget

- DP/CP Coordinator at Dater HS (1.0FTE - can be combined with Assistant School Community Coordinator position)
- Application/Program fees (additional \$10K for CP and DP in FY23)
- PD for IB Diploma and Career Programmes - est. \$8-\$20K (@10 teachers x \$2000 for travel workshops/\$800 for virtual workshops)
- 1.0-2.0 FTE for continued advanced World Language courses at Dater HS

Alpacino Beauchamp, Principal for Roberts Academy, reported that ELA (English Language Arts) math scores on average, have increased 28 percent in the middle schools, or about a third of the students performing at 50 percent or higher.

Committee member Bolton reiterated to work towards offering IB at schools on the Eastside of town as well.

Mrs. Bowers asked if there is certification for the Public Safety Pathway program. Assistant Superintendent Murphy reported that there is a certification program for EMTs (Emergency Medical Technician) as well as firefighting.

Ms. Blasé reported that QI will assist her in measuring effectiveness of the IB program.

ACTION: Ms. Bolton advised General Council Hoying to meet with Michael Turner, Career Tech Manager to discuss cross reference/dual enrollment for all schools.

Other Business

College Credit Plus

Danielle Reid-Filak, CCP (College Credit Plus) Specialist, provided the Committee with a copy of the written report. The Committee agreed with the report. (Copy available upon request.)

Success Centers

Committee member Bolton asked about an update on how many Success Centers are being budgeted for the high schools. Assistant Superintendent Murphy will follow-up and report back to the Committee.

Reducing Employment Specialists

Committee member Bolton asked about the reduction in Employment Specialists. Assistant Superintendent Murphy reported that the ask was to have one specialist for all schools. The compromise was seven.

Ms. Bolton asked if specialists can cover more than one school. Ms. Murphy stated that best practice is to have one person focus on the type of employment that individual schools are looking for. Ms. Bolton recommended to possibly seek funding for the K-8 high schools.

Ms. Bowers inquired as to how Employment Specialists are determined. Mrs. Murphy stated that ideally there is one Specialist for each high school. She also stated that the Success Center was modeled after Walnut Hills Success Center and that there are three teachers and three content areas at the Center.

Budget – CDA

Ms. Bolton asked the Administration to address the budget by thinking more broadly on how to use the Cincinnati Digital Academy (CDA). This would cost less and help the burden at the school site.

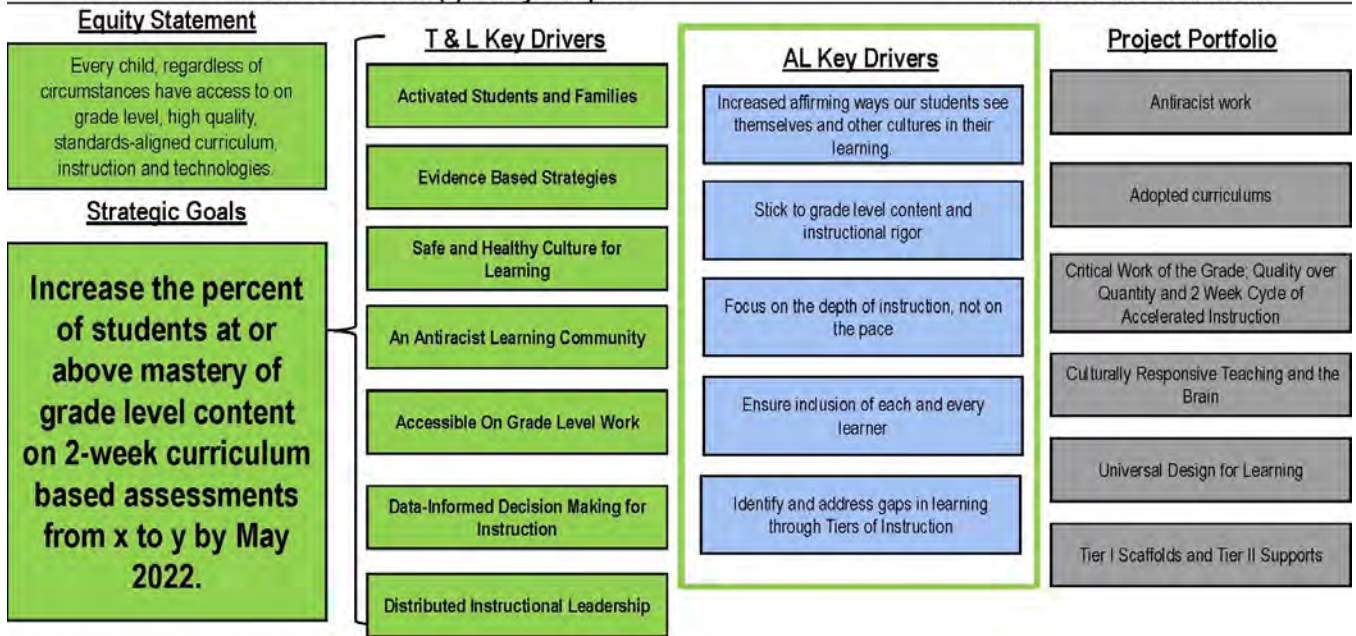
The meeting adjourned at 4:00 pm.

Student Achievement and District Instructional Performance Committee

Pamela Bowers, Chair
Eve Bolton
Ben Lindy

Staff Liaisons

Tianay Amat, Deputy Superintendent
Shauna Murphy, Assistant Superintendent



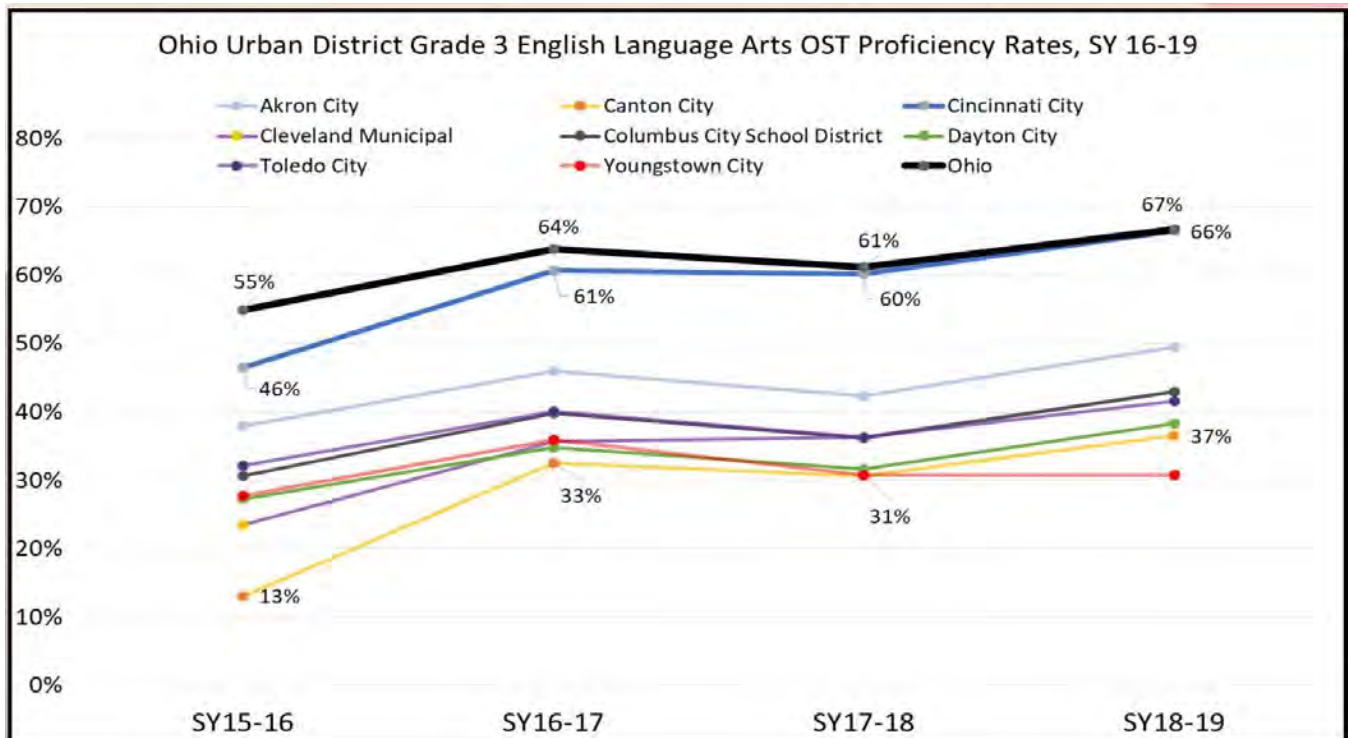
James M. Anderson Center for Health Systems Excellence

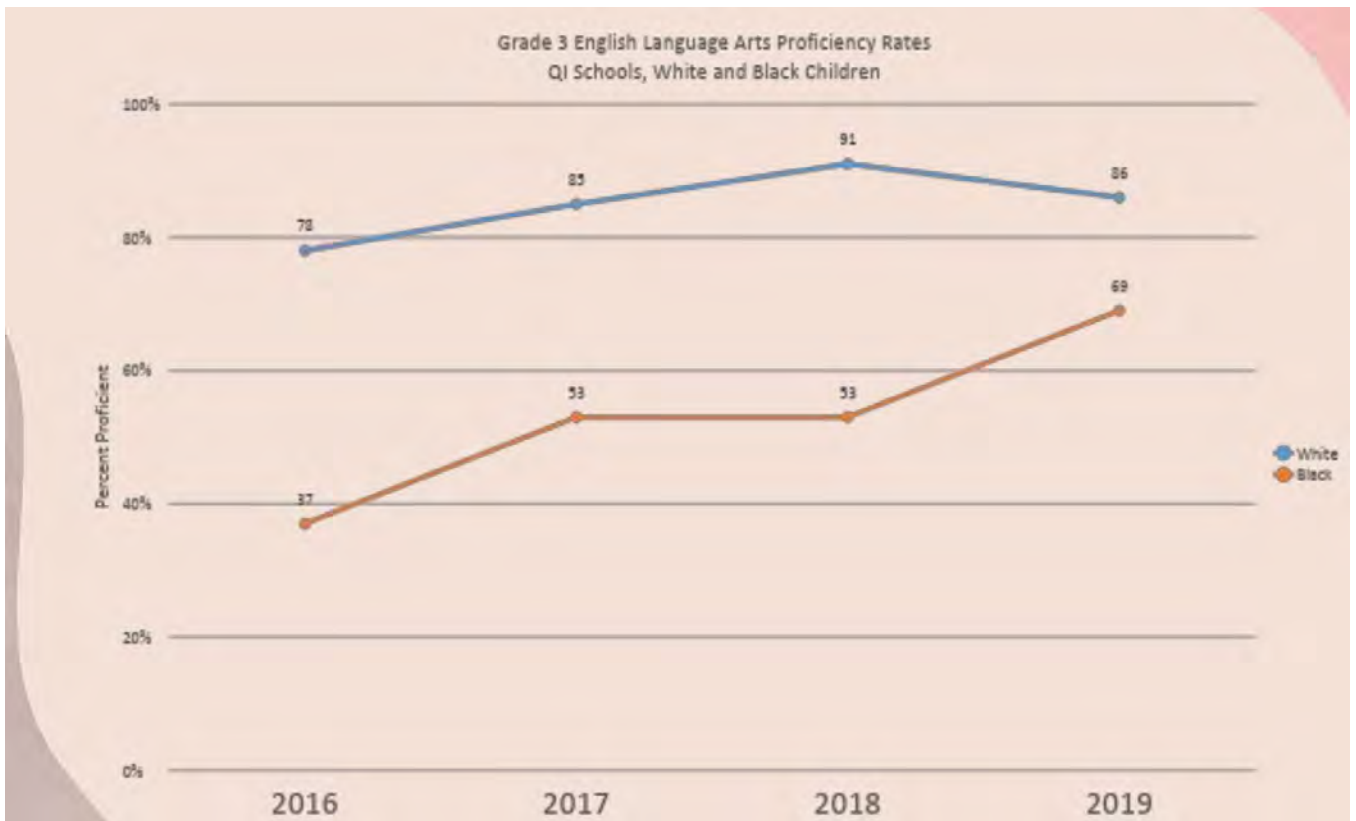
Note: The “from x to y” stated in the above Strategic Goals block represents base line data not being available.

“The key to accelerating rather than remediating is determining the critical skills and concepts that students are missing and providing scaffolds that will bridge gaps while teaching the missing skills with surgical precision and efficiency.”



	Acceleration	Remediation
Self-Efficacy	<ul style="list-style-type: none"> Self-confidence and engagement increases Academic progress is evidence 	<ul style="list-style-type: none"> Students perceive they're in the "slow class," and self-confidence and engagement decrease
Basic Skills	<ul style="list-style-type: none"> Skills are hand-picked just in time for new concepts Students apply skills immediately 	<ul style="list-style-type: none"> Instructions attempts to reteach every missing skill Skills are taught in isolation and not applied to current learning
Prior Knowledge	<ul style="list-style-type: none"> Key prior knowledge is provided ahead of time, enabling students to connect to new information 	<ul style="list-style-type: none"> Typically does not introduce prior knowledge that connects to new learning
Connection to Core Class	<ul style="list-style-type: none"> Instruction is connected to core class; ongoing collaboration is emphasized 	<ul style="list-style-type: none"> Instruction is typically isolated from core class
Pacing and Direction	<ul style="list-style-type: none"> Active, fast paced, hands on Forward movement; goal is for students to learn on time with peers 	<ul style="list-style-type: none"> Passive, with focus on worksheets or basic software programs Backward movement; goal is for students to "catch up" to their peers





Ms. Campbell reported that this diagram is centered on all CPS students' receiving high quality curriculum and instruction. This is also tied into the One Plan

