



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

The Student Achievement and District Instructional Performance Committee (SAC) met on Friday, September 3, 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, Ben Lindy

Administrators

Vera Brooks, Director, Early Childhood; Emily Campbell, Director of Curriculum; Shauna Murphy, Assistant Superintendent; Sarah Morales, Manager, World Languages; Emily Moroney, College Manager; Lanisha Simmons, Manager, English Language Arts; Connie Solano, Director, Performance and Accountability

**Chart of Languages Offered in the District**

Sarah Morales, Manager, World Languages provided and updated the Committee on her following written report.

Current Offerings of World Languages Courses in CPS

Ms. Morales reported that 26 of 66 Cincinnati Public Schools offer World Languages programs. All CPS high schools offer at least 2 years of one language and that 12 of 48 CPS elementary schools offer some type of World Languages program.

Program Type Definitions

FLES: World Language for Elementary Schools, minimum 90 minutes 3 x week

FLEX: Exploratory World Language for Elementary Schools, weekly or biweekly

Heritage: Courses designed for students who speak the language at home or in their community

Immersion: Cross curricular content is taught through the language, in addition to language arts

**7-12: Credit granting courses in World Language**

School	Program Type, Language(s)
Aiken	1. 7-12 Spanish, Heritage Spanish, AP Spanish (Access) 2. 7-12 French, Heritage French
AMIS	1. K-6 Spanish Immersion 2. 7-12 Spanish, Heritage Spanish, AP Spanish (Access)

AWL	<ol style="list-style-type: none"> <li>1. FLES Arabic, 7-12 Arabic</li> <li>2. FLES Chinese, 7-12 Chinese</li> <li>3. FLES Japanese, 7-12 Japanese</li> <li>4. FLES Russian, 7-12 Russian</li> </ol>
Cheviot	<ol style="list-style-type: none"> <li>1. FLES Latin (3-6)</li> </ol>
Clark	<ol style="list-style-type: none"> <li>1. 7-12 Spanish</li> <li>2. 7-12 French</li> </ol>
Covedale	<ol style="list-style-type: none"> <li>1. Flex Spanish</li> </ol>
Fairview	<ol style="list-style-type: none"> <li>2. FLES German</li> </ol>
Gilbert A Dater HS	<ol style="list-style-type: none"> <li>1. 7-12 Spanish, Heritage, AP Spanish (Access)</li> <li>2. 7-12 French, Heritage</li> <li>3. 7-12 German</li> </ol>
Hughes	<ol style="list-style-type: none"> <li>1. Spanish 7-12</li> </ol>
Hyde Park	<ol style="list-style-type: none"> <li>1. FLEX Spanish</li> </ol>
Gamble Montessori HS	<ol style="list-style-type: none"> <li>1. 7-12 Spanish</li> <li>2. 7-12 Korean</li> <li>3. 7-12 American Sign Language</li> </ol>
Kilgour School	<ol style="list-style-type: none"> <li>1. FLEX Latin</li> </ol>
LEAP	<ol style="list-style-type: none"> <li>1. FLES Spanish, Heritage</li> </ol>
Mt. Washington	<ol style="list-style-type: none"> <li>1. FLEX Spanish</li> </ol>
Oyler	<ol style="list-style-type: none"> <li>1. FLEX Spanish</li> <li>2. 7-12 Spanish</li> </ol>
Riverview East	<ol style="list-style-type: none"> <li>1. 7-12 Spanish</li> </ol>
Taft IT HS	<ol style="list-style-type: none"> <li>1. 7-12 Spanish</li> <li>2. 7-12 Spanish</li> </ol>
Roberts	<ol style="list-style-type: none"> <li>1. FLEX Spanish K-5</li> <li>2. 6-12 Spanish, Heritage</li> </ol>
SCPA	<ol style="list-style-type: none"> <li>1. 7-12 Spanish</li> <li>2. 7-12 French</li> <li>3. 7-12 German</li> </ol>
Shroder	<ol style="list-style-type: none"> <li>1. 7-12 Spanish</li> <li>2. 7-12 ASL</li> </ol>
Spencer	<ol style="list-style-type: none"> <li>1. 7-12 Latin</li> <li>2. 7-12 Spanish</li> <li>3. FLEX Spanish</li> </ol>
Walnut Hills	<ol style="list-style-type: none"> <li>1. 7-12 Chinese, AP</li> <li>2. 7-12 French, AP</li> <li>3. 7-12 German, AP</li> <li>4. 7-12 Latin, AP</li> </ol>
	<ol style="list-style-type: none"> <li>5. 7-12 Russian</li> <li>6. 7-12 Spanish, AP</li> </ol>
Western Hills	<ol style="list-style-type: none"> <li>1. 7-12 Spanish, Heritage</li> <li>2. 7-12 French</li> </ol>

Withdraw	1. 7-12 Spanish, Heritage, AP (Access) 2. 7-12 French, Heritage
Woodward	1. 7-12 Spanish
Virtual/Digital	Everything available, students can access based on need/interest.

**Statement on the current distribution of World Languages programs in CPS:**

As there is not a state requirement for instructional minutes in world languages, nor a formula for allocating staff, elementary World Languages courses are offered based on local advocacy and decision making. Many of the longstanding elementary language programs (AWL, AMIS, Fairview) were created as magnet schools to maintain enrollment decades ago. Vision 2020 programmatic focus established world language programs at schools such as LEAP and Roberts. The language offered and the instructional time allotted (FLES v. FLEX) has also been a local decision.

In recent years, there has been growing interest and support for expanding world languages offerings in CPS, including the creation of curriculum manager dedicated to this content in 2018-2019, expansion of world languages offerings such as Heritage courses, IB Languages, and increased access for younger students in high school to reach AP level prior to graduation. Currently, expansion of K-6 offerings, particularly in neighborhood schools is needed. To begin building toward this we are piloting after school language programming in neighborhood elementaries.

**Kindergarten Readiness**

Vera Brooks, Director, Early Childhood, began her presentation by providing the Committee with the following memo about *Preparing Students for Life-Long Learning*.

**Mission:** The mission of Cincinnati Public Schools Early Childhood Education program is to provide high quality, comprehensive programs and collaborative services to support young students and families for lifelong learning.

**Program Philosophy:** The Cincinnati Public Schools (CPS) Early Childhood Education (ECE) Department offers families many choices throughout the Cincinnati community to help prepare their students for Kindergarten and life beyond. With preschool programs in forty-three different CPS buildings there are many options to meet student and family needs.

The ECE Department provides a set of philosophical beliefs to support staff as they individually meet the needs of the families and students being serviced. These beliefs are derived from the understanding that all students have the ability to learn and acquire knowledge when 5 main components are implemented.

The five components are:

- The Role of the Teacher
- The Role of the Family
- What Students Learn
- How Students Develop
- The Learning Environment

**ECE Core Priorities:**

- Safety
- Kindergarten Readiness – Teaching and Learning
- Social Emotional Learning – Teaching and Learning
- Compliance – Federal, State and Local
- Expansion – Recruitment, Registration and Enrollment

Ms. Brooks updated the Committee on her 2021-2022 Kindergarten Readiness Workplan. She reported that the plan contains the following items that are currently being addressed and items that have been started this year.

- |                                   |                             |
|-----------------------------------|-----------------------------|
| • Data Analysis                   | • CLASS Observations        |
| • Teaching Strategies Cloud       | • Social Emotional Learning |
| • Heggerty Phonological Awareness | • Family Engagement         |
| • Pilot STEM                      | • Health and Safety         |

Connie Solano, Director, Performance and Accountability, updated the Committee how data analysis can be used more effectively for instruction. She stated that she looked at how students performed on the Kindergarten Readiness Assessment.

Ms. Brooks reported that 1,473 preschoolers are enrolled and in place in schools. There are also 164 families who have appointments set to process students into a classroom. She stated that currently there are 1,634 students in the classroom, and 74.3 percent of preschool seats are reserved.

Ms. Brooks explained that an additional School Social Worker has been added to support Social Emotional Learning in Early Childhood Education.

Chariperson Bowers recommended that the Administration find a way to measure the effectiveness of the Imagination Library to use in obtaining additional dollars.

Chairperson Bowers advised the Administration to find out if students are exposed to lead after preschool and to provide education about lead exposure.

Committee member Lindy inquired as to how or what measure is used to demonstrate growth for kindergarten readiness.

Ms. Brooks reported that CPS uses the early learning assessment.

**ACTION:** Ms. Brooks will provide an update on Preschool Providers in January 2022.

A copy of the Kindergarten Readiness Workplan is available upon request and in the Board office.

**English Language Arts (ELA) Update – K-12**

Lanisha Simmons, Manager, English Language Arts, updated the Committee on the following information contained in the presentation

**K-12 ELA Celebrations!**

- The addition of K/1 Reading Specialists
- Entering the third year of ELA curriculum adoption

- Strategic planning accelerate learning in two week cycles inclusive of temperature checks data
- ELA II increase in student performance during SY21
- SuccessMaker Reading gains for students who consistently used the Platform
- Curriculum Enhancements
- Principal Refreshes and Assistant Principal Deep Dive this Fall

#### K-6 Reading Specialists

- Every elementary building with kindergarten and first grade now have a K/1 Specialist
- Follow the model developed by original Third Grade Specialist
  - 80% of the time with students
  - 20% of the time supporting teachers
- K-6 Reading Specialist Professional Development
  - Curricular-based experience Professional Development
  - The Science of Quality Improvement September 1, 2021
  - Weekly huddles with fellow Reading Specialists
  - Monthly Professional Development

#### K-12 ELA Next Steps

- Continue to offer monthly afterschool and personalized professional development options to support the skillful implementation of district adopted curriculum
- Convene a K-3 District Lottery Committee to ensure every child reads by the end of first grade
- Continue to provide education and awareness around our accelerated learning model
- Digging into baseline data to determine the necessary supports
- 7-12 ELA Virtual Mini-Conference on September 27, 2021 where our Keynote speaker will be Earnest Morrell, Professor and contributing author to My Perspectives

ACTION: Mr. Lindy expressed a desire to see the assessment information. Ms. Campbell will provide the information to the Board in the month of November 2021.

#### **College Credit Plus (CCP) School Districts with Decreased Gaps/Five-Year High School Program/Early College for Spencer Center**

Ms. Moroney, College Manager did a thorough update to the committee on CCP course enrollment comparison and contrasts with the cities across the state, as well as in a district in out of state.

She presented CPS' pipeline to college programs. Because of the 3.0 Grade Point Average and high school course completion prerequisite most students are not ready for CCP courses until their Junior year of high school, which is needed to become eligible to take CCP courses.

Ms. Moroney presented goals to increase CCP options for CPS students on the Westside. She notes that there are more teachers in our Westside high schools interested in being credentialed to teach CCP.

Ms. Moroney highlighted stipends for credentials under the Expanding Opportunities for Each Child (EOEC) grant program.

She expressed that Cincinnati State is our top CCP course provider, capitalizing on our established with Cincinnati State to expand our strong pre-existing pipeline with Cincinnati State to UC, Miami and NKU.

Another key aspect of Ms. Moroney's presentation was around Early College for eleven and eighth grade students at Spencer Center. Reportedly, parent feedback suggest that students staying on campus is preferred versus staying off college campuses.

There are multiple opportunities that could derive from the relationship with Miami University to address the need for CCP in the area of Math and Science, and opportunity to utilize EOEC grant to sponsor supplies for Science.

The reports are attached to these meeting minutes

**Interim Superintendent 90 Day Performance Review**

Chairperson Bowers informed the Committee that the Board decided to do a 90 day Performance Review of Interim Superintendent Amat and the Committee has drafted a qualitative way of assessing Ms. Amat.

ACTION: The Committee will submit their draft to the Board for review and their recommendations.

**Other Business**

No other business items were presented for discussion.

**Hearing the Public**

There were no speakers for Hearing of the Public.

The meeting adjourned at 3:48 pm.

**Student Achievement and Committee**

Pamela Bowers, Chair  
Eve Bolton, absent  
Ben Lindy

**Staff Liaisons**

Jonathan Brown, Interim Deputy Superintendent  
Shauna Murphy, Assistant Superintendent

# CPS K-12 ELA

September 3, 2021

Karen Clemons K-6  
&  
Lanisha Simmons 7-12  
Curriculum and Instruction



PREPARING STUDENTS  
**FOR LIFE**



**Student-Centered  
Decision Making**



**Health and  
Safety**



**Community  
Engagement  
and Influence**



**Optimized  
Capabilities**



**Growth**



PREPARING STUDENTS  
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THE FUTURE IS BRIGHT

2



## Accelerated Learning SY22



THE FUTURE IS BRIGHT

3







# K-12 ELA Updates



## K-12 ELA SEL/Social Justice Standards Alignment

- Teacher-led work to expand text sets and lessons in K-6 ELA for greater representation of student culture and experience
- Books are arriving in schools!
- Lessons were released this week





# 7-12 ELA



## MyPerspectives & SuccessMaker

Aligned Curriculum & Instruction  
(High quality materials, resources and instruction)

**Think CERCA**

- Analyze evidence
- Think critically
- Synthesize

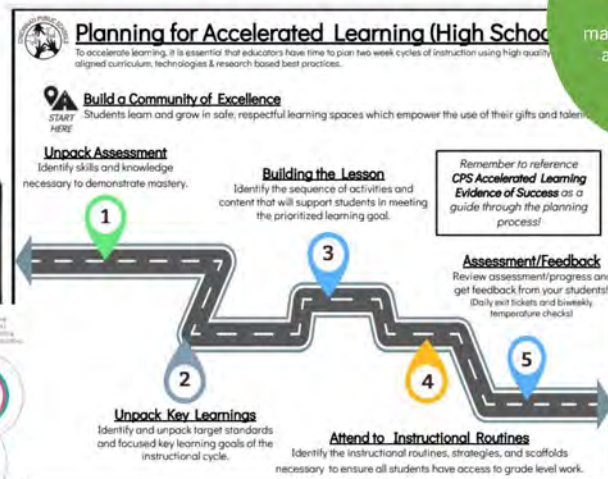
Building Research and Inquiry

Program Application and Critical Thinking

Research Practice

Engagement Practice

The Standards



THE FUTURE IS BRIGHT



# 7-12 ELA Temperature Checks

Progress Monitoring  
Two Week Cycles of Instruction

7th Grade	<b>Unit 1 Generations</b> EQ: What can one generation learn from another?  <b>Assessments</b> Beginning of the Year Realize Assessment (2 class periods) Selection Tests End of Unit Assessment (1 class period)  Writing Personal Narrative PBA	<b>Unit 3 Turning Points</b> EQ: What can cause sudden change in someone's life?  <b>Assessments</b> Selection Tests End of Unit Assessment (1 class period)  Explanatory Writing
	<b>Two Week Cycles</b> Quarter 1: Beginning of the Year Assessment, MAP (Aug 17-September 3), Standards-aligned Cold Read* (September 3-September 17), From Mom and Me and Mom (October 1), MyPerspectives Unit Assessment (Oct 15)	
	<b>Quarter 2 Dates</b> October 29 Standards-aligned Cold Read*, November 12 A Christmas Carol Act 1, November 23 Little Things Are Big, Dec 10 MyPerspectives Unit Assessment, BREAK!	



# Beginning of the Year Assessment

Progress Monitoring  
Two Week Cycles of Instruction

- **Almost 70%** of schools have begun administering the *My Perspectives BOY*
- Provides standards-aligned data to support teacher planning

Class results by assignment | **Class mastery by standard**

Program	Standard Library	Standards	Content Category	Assignment
enVisionMATH Te...	enVisionMATH Te...	All Standards	All Categories	All Assignments

Class mastery by standard

Showing 1-5 of 56 standards. See Proficiency Score Legend. Help me interpret this data. Export data

Mastery for this class (% of students mastered)	100%	100%	0%	0%	0%	
Name	% Mastered	NO.4.4C	NO.4.4D	AP.4.5A	NO.4.4H	NO.4.4F
Gray, Liam	25%	4/5	5/6	1/2	1/3	3/3

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Two Week  
Cycles of  
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Class results by assignment [Class mastery by standard](#)

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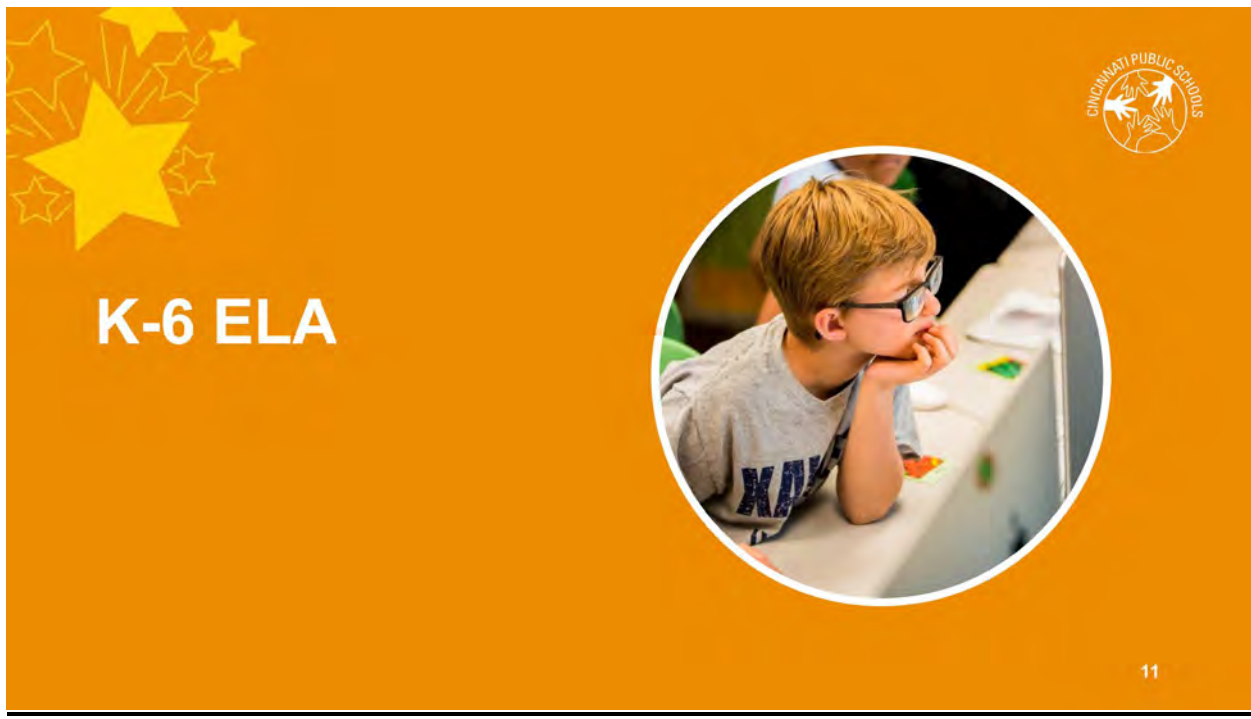
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# High School Reading Specialists!

- Aiken, Gamble HS, Taft HS, West, Withrow, Woodward
  - 80% of the time with students
  - 20% of the time supporting teachers
- Specialists have a vital role in student growth and supporting teachers with high-quality instructional practices
- 7-12 RS Professional Development
  - Curricular-based experience professional development
  - The Science of Quality Improvement September 2021
  - Weekly huddles with fellow Reading Specialists
  - Monthly PD





## Wit & Wisdom, K-3 Foundations

Aligned Curriculum & Instruction  
(High quality materials, resources and instruction)



(W&W)	How			
FQA1	FQA1: W			
FQA2	FQA2: How do people us			
FQA3	FQA3: How does CJ use hi			

**WIT & WISDOM** MODULE 4 GRADE 3

THEME: ARTISTS MAKING ART

BOOKS: 5

SS (Lesson 16) - Oct. 6th

K

Ee

**My Cat, Noodles**

My cat, Noodles, and I went for a hike one day  
 We walked near the creek and began to play  
 We saw a cute newt on a rock in the creek  
 We crept up slowly so we could take a peek  
 Noodles tried to catch it, but the newt was too fast!  
 It appeared again and I thought, "We'll capture it at last!"  
 But the newt was very sneaky and still snuck past

**THE FUTURE IS BRIGHT**

# k-6 ELA Temperature Checks

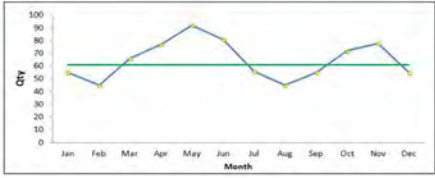
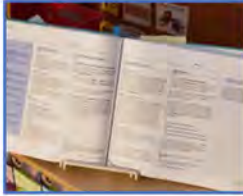
Progress Monitoring  
Two Week  
Cycles of  
Instruction



**Extension**  
Explain that when we close our eyes and imagine a scene, we create a picture in our mind. We might see things that are not real. We might see things that are not possible. We might see things that are not real. We might see things that are not possible. We might see things that are not real. We might see things that are not possible.

Students consider the painting for thirty seconds, hold up their hand and wonder about it. "What do you notice and wonder about it?"

**Scaffold**  
If students struggle to remain quiet and focused all day, provide a direct time extension by giving them a picture, and asking them to describe it.



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Decision Making



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Optimized  
Capabilities



Growth



PREPARING STUDENTS  
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