



October 11

2021

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

The Student Achievement and District Instructional Performance Committee (SAC) met on Friday, October 1, 2021, at 2:00 PM in the Rosa E. Blackwell Interactive Learning Center, 2651 Burnet Avenue, 45219.

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

Jonathan Brown, Interim Deputy Superintendent; Susan Bunte, Assistant Superintendent; Emily Campbell, Director of Curriculum; Kraig Hoover, Advanced Placement; Shauna Murphy, Assistant Superintendent; Sarah Morales, Manager, World Languages; Emily Moroney, College Manager; Christine Reeves, Assistant Director, Student Services; Candace Wang, Director of Talent Management; Dawn Williams, Manger, Mathematics

THE MEETING OPENED UP AT 2:00 PM FOR INFORMATION ONLY DUE TO THE LACK OF A QUORUM. A QUORUM WAS PRESENT AT 2:10PM

Students with Disabilities (SWD), English Language Learner (ELL) and Individualized Educational Plan Referrals

Ms. Reeves updated the Committee on the following topics that are contained in her extensive presentation about students with disabilities.

- Gifted Identification Process
- Current Gifted Enrollment
 - Cheviot School and Spencer Academy 252
 - Elementary School Buildings 1,491
 - High School Buildings 1,711
 - K-12 Buildings 319
- English Learner Identification Process
- Students with Limited or Interrupted Formal Education (SLIFE) Student Enrollment
 - SLIFE/Newcomer ELs in their first year of US Schooling
 - ELs (English Learner) in their 2nd year of US Schooling
 - ELs 3 years or more of US Schooling
 - ELs in Trial Mainstream Status
 - Former ELs in the 4 year monitoring process

- Identifying Students with Disabilities
 - IDEA (Individuals with Disabilities Education Act) requires that Districts identify, locate, and evaluate students living within their boundaries suspected of having a disability.
- State Monitoring Process

Chairperson Bowers inquired about the low number of students suspected of having disabilities at the alternative facilities, i.e. Partial Hospitalization Settings, etc. Ms. Reeves notes that the number is only inclusive of alternative facilities where CPS teachers are teaching.

A copy of the full report is available in the Board office and upon request.

Advanced Placement (AP) Update

Mr. Hoover updated the Committee on the current state of Advanced Placement course offerings and student outcomes in CPS, in alignment with Strategic Measure 1.A.

His report included information about learnings and outcomes prior to the 2020-21 school year and data for Spring 2021 in the areas of performance and enrollment. He also informed the Committee about AP expansion opportunities at the Cincinnati Digital Academy.

Ms. Morales updated the Committee on current AP opportunities for non-English speaking students. She also informed the Committee about recruitment and expansion of World Languages.

She also discussed program initiatives that are in place to strengthen support to students in preparation of taking High School AP courses, i.e., AP Boot Camp.

Chairperson Bowers inquired about additional supports being available for students in Intermediate and Middle schools, in an effort to support those students before high school.

Additionally, Chairperson Bowers inquired about efforts being made across the District to include increased academic rigor across all schools. Dr. Williams notes that Accelerated Learning focuses on increased rigor.

A copy of the report is attached.

Math Update

Dr. Dawn Williams updated the Committee on the following information contained in her presentation.

- K-12 Mathematics: Celebrations
- Accelerated Learning SY22
- K-12 Mathematics Website
- Social Emotional Learning
- K-12 Ready Classroom and Envision
- Two Week Cycle of Assessments
- Math Specialists

The Committee discussed if the District is identifying students who are good in math, gender bias in math, the possibility of having math summer camps, and how it's determined which schools are assigned math specialists.

Next steps for K-12 Mathematics are as follows:

- Monthly Unit Planning Professional Learning Community
- Equity Math Professional Learning Community begins in October
- Unpacking two-week cycle assessment and READY/MAP diagnostic data with educators
- Accelerated Learning: Ongoing professional development for instructional leaders and educators
- Continue to provide Education and Awareness around Accelerated Learning Model

Math Specialist Support Plan

- Support Plan
- 80 percent of the time supporting students
- 20 percent of the time supporting teachers
- Monthly Professional Learning
- Curricular based focused on student supports and accessing grade level work
- The Science of Quality Improvement
- Culturally Responsive Teaching Practices
- Weekly huddles to share their learnings and best practices

Schools supported by Math Specialists:

- Riverview, Woodward, Withrow and Western Hills
- Rees E. Price, AWL and Douglass
- College Hill, Ethel Taylor and Rothenberg
- South Avondale, Carson and JP Parker
- Midway, Pleasant Ridge and Roll Hill
- Roberts, Parker Woods and Oyler
- Woodford, Silverton, Taft and AMIS

Chairperson Bowers inquired about the process for which schools received support via Math Specialist.

ACTION: Dr. Williams will provide information to committee members about this process.

A copy of the presentation is available in the Board office and upon request.

Professional Development

Ms. Wang informed the Committee that professional learning will focus on increasing employee engagement in service of better outcomes.

She also informed the group that the following engagement metrics will be tracked.

- Employees feel that they have opportunities to learn and grow.
- Employees report that PD helped them do their jobs better.
- Employees report that PD helped them grow and advance their careers.
- People managers agree that PD helped their staff improve their performance.

A copy of the report is available in the Board office and upon request.

Other Business

Committee member Bolton inquired about the Montessori lottery enrollment sign up to ensure that families understand that the District is utilizing elementary schools as feeders, specifically to Gamble and Clark. Depending on the location of elementary Montessori schools, i.e., Parker Woods, Gamble and Dater Montessori, that are feeder schools to Gamble Montessori High School. Pleasant Ridge, Sands and North Avondale are feeder schools for Clark Montessori High School.

Committee member Bolton also reiterated the Board being in support of additional Montessori High School.

ACTION: Assistant Superintendent Murphy stated that she will provide the Committee with a timeline for School Year 2022/23.

Chairperson Bowers and Committee member Lindy advised the Administration to make sure that sibling enrollment is equitable.

Ms. Bowers expressed concern about the attendance counts and the status of staff changes (Teacher Allocation Committee).

ACTION: Ms. Murphy will follow-up with Assistant Superintendent Bunte regarding Teacher Allocation Committee (TAC) enrollment numbers. She will also follow-up with other school Districts to learn about their process for teacher allocations.

Hearing the Public

The following persons addressed the Board regarding the topic indicated:

- Nicolas Holland Comments will be submitted in writing regarding the Teacher Allocation
- Ozie Davis Concerned about recommendations from the Teacher Allocation Committee. Recommended preparing elementary schools students for Advanced Placement courses.
- Julie Sellers Talked about the Union’s side of the Teacher Allocation Committee.

The meeting adjourned at 3:53 pm.

Student Achievement and District Instructional Performance Committee

Pamela Bowers, Chair
Eve Bolton
Ben Lindy

Staff Liaisons

Jonathan Brown, Interim Deputy Superintendent
Shauna Murphy, Assistant Superintendent

Advanced Placement & AP Access Update

Purpose: To provide an update on the current state of Advanced Placement course offerings and student outcomes in CPS, in alignment with Strategic Measure 1.A

Results/Recurring Outcomes

- Review outcomes and learnings from 2020-2021
- Share current support structures Strategic Measure 1.A:
Decrease the racial, economic, and gender disparities in Advanced Placement courses by increasing the percentage of African-American and multiracial students taking AP courses.

Learnings and Outcomes

Prior to 20-21 School Year

- An 8+ percent increase in both performance and enrollment
- Supported efforts in student enrollment, teacher training and building support

Spring 2021 Data

- Decrease in performance of 9% (65% to 56%) with national scores decreasing 7%
 - *No Gatekeeping
 - *Virtual Instruction
- Enrollment 28% (currently 26%) from a high of 31% in 19/20 academic year

Current Opportunities

World Languages-

- Increased identification of AP-ready heritage and rising 7th/9th grade students through proficiency testing in spring 2021

95	Spanish
8	Arabic
5	French
2	Japanese
1	Korean

- Staffing: Working with HR to fill AP Access Spanish position

CDA/Virtual

- AP opportunities in the most widely taken courses

Supports and Next Steps

Targeted in-building supports

- Offerings/supports customized by building needs
- Ensuring access to adopted curriculum in prerequisite classes

World Languages recruitment and expansion

- Fill open AP Access Spanish position
- Add AP Access Arabic, French, additional Spanish for FY23

Other Programs and Initiatives

- AP BootCamp
- STEMPower Program/Cincinnati Woman's Club
- Dater Foundation Grants
- CLEP opportunities/University of Cincinnati
- AP African American History Pilot