CINCINNATI PUBLIC SCHOOLS

PREPARING STUDENTS FOR LIFE

Through Academic Achievement · Personal Well-Being · Career Readiness

CINCINNATI PUBLIC SCHOOLS

Student-Centered Decision Making

Susan Bunte
Assistant Superintendent

Dr. Margaret Hall
Director of Student Services

Chrissy Reeves
Assistant Director of Student Services

Patty Fong
ESL Manager
CPS Strategic Plan
Board Priorities

1. Student-Centered Decision Making
2. Health and Safety
3. Community Engagement and Influence
4. Optimized Capabilities
5. Growth
MEASURE 1.C:

Decrease racial disparities in discipline rates, economic advantages, Students with Disabilities identification, Advanced Placement, gifted and enrichment services, athletics, arts, and extracurricular activities.
CPS Strategic Plan
Measurable Outcomes

MEASURE 1.D:
Reduce the learning gap in English-Language Arts for English Learners from 7.6 Performance Index (PI) points to 0, and for Students with Disabilities from 18.3 PI points to 0.

— 2019-20 School Year: 4 point decrease for English Learners; 6 point decrease for Students with Disabilities.
— 2020-21 School Year: 3.6 point decrease for English Learners; 6 point decrease for Students with Disabilities.
— 2021-22 School Year: English Learners maintain performance; 6.3 point decrease for Students with Disabilities.

MEASURE 1.E:
Reduce the learning gap in math for English Learners from 4.1 PI points to 0, and for Students with Disabilities from 14.4 PI points to 0.

— 2019-20 School Year: 4.1 point decrease for English Learners; 5 point decrease for Students with Disabilities.
— 2020-21 School Year: English Learners maintain performance; 5 point decrease for Students with Disabilities.
— 2021-22 School Year: English Learners maintain performance; 4.4 point decrease for Students with Disabilities.
Where Are Our Students Served?

- 4232 students
- 11% of total student body

Identified Gifted Learners

- 94% attend other schools
- 6% attend Gifted Academies
We put students first

Enrollment in Gifted Academies

Spencer Center
- 194 students with gifted identifications

Cheviot Gifted Academy
- 77 students with gifted identifications

1062 Single Subject and Whole Grade Course Accelerations (districtwide)
Highlights

Schools that met Gifted Performance Indicator (117 PI points or above)
- Pleasant Ridge Montessori
- Sands Montessori
- Hyde Park School

Gifted Value Added
A- Walnut Hills and Sands Montessori
B- SCPA
C- Cheviot, Clark Montessori, Covedale, Dater Montessori, Hartwell, JP Parker, Pleasant Ridge Montessori, Sayler Park, Westwood
## Highlights

<table>
<thead>
<tr>
<th>District Name</th>
<th>Gifted Indicator Status</th>
<th>Enrollment</th>
<th>Gifted Performance Index</th>
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<td>Akron City</td>
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<td>21,181</td>
<td>107.416</td>
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<tr>
<td>Canton City</td>
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<td>8,402</td>
<td>111.874</td>
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<td>Cincinnati Public Schools</td>
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<td>Cleveland Municipal</td>
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<tr>
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<td>Dayton City</td>
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<td>12,700</td>
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<td>Toledo City</td>
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<td>Youngstown City</td>
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<td>5,264</td>
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**Performance**
4212 students
11% of total student body
We put students first

Enrollment into Intensive Newcomer SLIFE (Students with Limited/Interrupted Formal Education) Sheltered Classes

Elementary
-AMIS
-AWL
-Roberts
-Roselawn

High Schools
-Aiken
-Gilbert A Dater
-Withrow
Better Prepared CPS Staff

Over 2200 CPS Staff Participated in PD Regarding Instructional Strategies for Working with Diverse Learners
Better Prepared CPS Staff
Over 110 CPS Staff Completed Graduate Courses in TESOL
Better Prepared CPS EL Students

Over 59% of EL Students Hit Their English Language Proficiency Growth Target

English Learners Annual Measurable Objective
2019 Ohio School Report Card

59.6
Ohio School Report Card 18-19

- English learners exceeded the ELA AMO
- English learners exceeded the graduation rate target by over 10 points

13 Schools Met ELA Gap Closing Targets
- Cheviot
- Hartwell
- Midway
- Walnut Hills
- Parker Woods
- AWL
- Western Hills
- Fairview
- Kilgour
- Roberts
- Westwood
- SCPA
- Carson

13 Schools Met Math Gap Closing Targets
- Dater
- Fairview
- Kilgour
- Roberts
- Westwood
- Carson
- Aiken
- Cheviot
- Hartwell
- Midway
- Walnut Hills
- AWL
- Withrow
Where Are Our Students Served?

Students with Disabilities

7384 students
20% of total student body
We put students first

Specialized Classrooms

Multiple Disabilities- 86
Autism- 35
STRIDES- 23
Camelot- 2
Hearing Impaired- 3
Preschool Disabilities- 18
### Highlights

#### 39 Schools Met ELA Gap Closing Targets

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<thead>
<tr>
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<td>College Hill</td>
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<td>JP Parker</td>
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<td>Oyler</td>
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<tr>
<td>Westwood</td>
<td>AMIS</td>
<td>Parker Woods</td>
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<tr>
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<td>AWL</td>
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<tr>
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#### 33 Schools Met Math Gap Closing Targets

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Highlights

Overall Gap Closing
Grade of A
Bond Hill
Dater Montessori
College Hill
Covedale
Fairview-Clifton
Hyde Park
Evanston
Spencer
Mt. Airy
Sands Montessori
Walnut Hills
Woodford Paideia

Students with Disabilities Subgroup
Value-Added Grade of A
Dater Montessori
Evanston
Mt. Airy
Carson
Highlights

2018-2019 Ohio Special Education Annual Rating
Based on 2017-2018 data

Cincinnati City School District
(043752)

2019 Rating: Meets Requirements
Required Actions: None

★ No Findings
★ Exceeded indicators for Reading and Math proficiency rates for students with disabilities
★ Over 10% increase from 2017-2018
Innovative Student-Centered Decision Making

- CPS was selected as a “Promising Practice District” for the Center on Inclusive Technology & Education Systems (CITES)
- CPS recognized as a leader in collaborative technology systems development
  - professional development and coaching
  - continuous improvement

CITES is a collaborative effort between the American Institutes for Research (AIR) and the Center for Applied Special Technology (CAST)