CPS Fall Student Learning Models

June 28, 2021
Student Learning Models for the Fall

• 5 days a week, in person
• Cincinnati Digital Academy (CDA)
• Concurrent
In Person
Student Model

Emily Campbell
Call to Action

“When children cannot find themselves reflected in the books they read, or when the images they see are distorted, negative, or laughable, they learn a powerful lesson about how they are devalued in the society of which they are a part.”
—DR. RUDINE SIMS BISHOP

1. Find new affirming ways students see themselves and other cultures in their learning
2. Spend the vast amount of instructional time mastering on grade level work
3. Address unfinished learning just in time, opposed to just in case
Access to High Quality Materials

- Social Studies and Fine Arts Curriculum (2018-2019)
- ELA, PE and Health Curriculum (2019-2020)
- Mathematics Curriculum (2020-2021)
- Adoption Committee (2021-2022)
  - Science
  - World Languages
Curriculum Enhancements

• Lessons addressing everyone’s perspectives, equity, representation and antiracism embedded in all Social Studies Units

• African American History at every high school

• Lessons addressing Social Emotional Learning, Social Justice and additional texts representative of our black and latinx families

1619 Project and the Enlightenment - This assignment uses the NYT Times Magazine’s 1619 Project to inform students about how even our enlightened revolution does not fully realize the ideals of that period, and excluded several groups (namely Black americans) from being a part of the enlightenment (https://www.youtube.com/watch?v=Hiv7MhNur4I)

Silk Factory workers BR U - tells the story of the Industrial Revolutions (benefits, negatives of industrialization) but from the perspective of young, Japanese women. Deals with gender inequality, male vs female expectations, and related issues as well.

Industrial Revolution - Industrial Revolution as a world event – asks students to analyze the industrial revolution not just as a British-European event, but as a world event, and how it affected populations around the world.
Schoology

- Updates from Teachers
  - What students are learning (learning outcomes)
- Materials
- Assignments
- Important due dates
Remote Student Model — Cincinnati Digital Academy

Eric Rozier
Cincinnati Digital Academy

Our Mission

• The mission of the Cincinnati Digital Academy (CDA) is to provide traditional and nontraditional students with an alternative, technology-based curriculum. CDA will prepare students with the opportunity to become self-motivated, life-long learners in order to become successful, active, and productive citizens in our society.
Cincinnati Digital Academy

Who We Are

• Online, technology-based learning option with curriculum provided by Edgenuity

• Learning outcomes are reinforced during teacher-led and student-led Google Meets

• Instructional platform allows for a flexible working schedule that promotes access that accommodates the student’s needs
Cincinnati Digital Academy

CDA K- 6 Classes

• Students can attend daily Google Meets for Math and English Language Arts
• Google Meets will be recorded and posted on teacher Clever pages
• 1:1 and small group Google Meets implemented to accelerate learning and meet student learning needs.
• Instructional Intervention Resources available (Epic, Learning A-Z, Orton- Gillingham, Fundations, Prodigy, iReady, etc.)
Cincinnati Digital Academy

CDA 7-12 Classes

• Increased emphasis on Google Meets to support individual student learning needs

• Additional electives for Middle School added (civics, health, and additional foreign languages)

• 22 additional High school electives and Math courses including African-American History added (classes focusing on business, careers, and technology)
Communication

• Each parent will have access to Edgenuity’s Parent Portal to monitor progress
• Weekly Edgenuity reports/teacher correspondences emailed to all parents
• Possip surveys administered to parents to determine program successes and growth opportunities
Concurrent Student Learning Model (Non-CDA)

Jeremy Gollihue
Concurrent Optioning Results

• Optioning was conducted of the 2600 Students Families in full remote at the end of SY20/21.
• (27.2% Family Response Rate)
  • 1.13% plan to attend CDA
  • 3.11% are Undecided
  • 83.7% return to In Person Learning
  • 11.3% enroll for Concurrent

*% of respondents as of 6/21/2021
# Classrooms Needed - Examples

<table>
<thead>
<tr>
<th>School</th>
<th># Concurrent</th>
<th># Classrooms</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rockdale Academy</td>
<td>23</td>
<td>7</td>
</tr>
<tr>
<td>Grade 1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Roselawn Condon</td>
<td>11</td>
<td>7</td>
</tr>
<tr>
<td>Grade 2</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>SCPA</td>
<td>7</td>
<td>16</td>
</tr>
<tr>
<td>Grade 4</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

*Estimated # of Classrooms

*300 - 630

($450,000 - $900,000)

*63% of Concurrent students will require a unique set of Classrooms
Remote Classroom Configuration

What it looks like:

• Class Rooms will have a fixed point camera and microphone.

• Teachers will utilize Google Meet to start a class utilizing this camera and mic so the remote student/s will be able to view and listen into the class.

• Remote students will only be able to engage with the teacher and in person students through the limitations of the teachers laptop, Google chat, and pre-existing classroom technology (such as the existing projector and or speakers).
Custom Engagement Space

**What it looks like:**

- 1 Custom Engagement Space per school (by end of SY21/22)
- ITM will work with each school to establish the appropriate room (CLC/Library/Media/Classroom)
- Can be used for full parent, community, partner, and student engagement
- Fully integrated room system:
  - Interactive Display
  - 360 degree PTZ Camera w/ tracking
  - Multipoint fixed room camera
  - Room-wide microphone and sound systems
  - Remote and In person interactive control platforms
Diverse Learners

Margaret Hall
Supports For Diverse Learners

100%
District buildings have special education support in the core

- General Education Teacher, Intervention Specialists and related service team to provide deliver instruction in the core

73%
District buildings provide additional pull out services supplementing the core as an intervention

- Rotating resource room skill based
- Pull out during core and outside of core during intervention as opposed to co-teaching

30%
District buildings provide resource room (pull out) classes that replace an inclusive core class.

- Half of these classes comprise of full day resource rooms, cross categorical
- Most serve students with significant modifications to core work

>53%
District buildings have specialized classrooms specific to populations (units)

- Full day programs
  - 53% Students with Multiple Disabilities
  - 19% Autism
  - 31% Students with Social Emotional and Behavioral Needs
Supports For Diverse Learners

1. Assistive Technology
2. Behavior Support
3. Research based interventions and supports
4. Access and participation in grade level curriculum
5. Curriculum Access Team: tools for educational access
6. Comprehensive, intensive instruction all summer long
7. IS, ESOL & related service provider supports at CDA
8. Saturday School for EL
9. Materials, assignments, important dates - Schoology
Closing

Interim Superintendent
Tianay Amat
Recommendation

Encourage all students to return to 5-days per week in-person learning with continued safety protocols in place

Rationale:

• **Best way for students to learn** and receive needed social-emotional supports is in classrooms with teachers and staff

• **Vaccines**: ~70% CPS staff vaccinated (higher than state and local average); Student vaccine availability will continue to increase

• Continued **strong safety protocols**

• **Very low transmission** in schools as demonstrated in spring
Recommendation
CDA as only distance option for 2021-2022 academic year

Rationale:
• Enhanced CDA instruction (more Google meets) and curriculum
• Feedback from the Walnut pilot teachers and the Remote Learning Committee: Teachers and Principals rated Concurrent learning (9 to 1) as the least effective and efficient learning model behind both CDA and Virtual instruction using dedicated remote teachers
• Concurrent learning results in increased teacher load and low student experience (learning and engagement)
• Cost: $450,000-$900,000 for relatively small population of students (estimate ~300)