ODE Chronic Absenteeism and Performance Data

Tianay Amat, Interim Superintendent
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Education is our core business

Vision:
Cincinnati Public Schools will be a community that ensures equitable access to a world-class education, unleashing the potential of every student.

Mission:
We educate all students with rigor and care in a culture of excellence to develop engaged citizens who are prepared for life.
What’s Happening?

• Later this week, ODE plans to release information on the pandemic’s impact on students
  • Will include information about chronic absenteeism and student participation and performance on state assessments
  • Will highlight that urban schools were disproportionately impacted

• Goals:
  • Help policymakers, community organizations, educators and other members of the public understand the pandemic’s significant impact on students
  • Encourage policymakers and educators to use all resources available to address the challenges
Chronic Absenteeism

CPS 2018-2019 School Year (last complete pre-pandemic year) | CPS 2020-2021 | Urban 8 Average 2020-2021
--- | --- | ---
37% | 46.4% (9 percentage point increase) | 63%

• Chronic absenteeism includes only enrolled students
• Chronic absenteeism: defined by ODE as the percentage of students in a school or district with an individual absence rate at least 10%
  • Excused or unexcused
  • Equates to 18 school days
• 14 day quarantine last school year
  • Automatically missing 10 school days
• CPS increase slightly above state average and better than Urban 8
  • State overall saw a 7 percentage point increase from 16.7% to 24%
  • CPS 9 percentage point increase from 37% to 46.4%
Chronic Absenteeism: What CPS is Doing

Updated Quarantine Policy:

• Last year required quarantine at home
• This year, mirrors updated guidance
  • Allows asymptomatic school-related close contacts to quarantine in the classroom and attend school

Ongoing Focus on Attendance:

• 71.5 School Social Workers (SSW)
  • SSWs write attendance plans (AIPs), meet with families, conduct home visits, and make referrals to help families reduce barriers
• 19 Attendance Support Specialists are trained and support attendance at schools
  • Attendance Support Specialists monitor student attendance in 38 schools (based on attendance data), make parent contact and ensure consistency with state guidance
State Assessment Participation and Performance

Context:

• Prioritized participation

• Fall and spring testing windows both began as we were shifting learning models
  • 3rd Grade Fall Ohio State Test began October 21
    • CPS shifted from distance to blended learning October 12
  • Spring Ohio State and End of Course tests began March 31
    • Shifted from blended to 5 days in person March 31

• Note: we have not received final data from ODE, so data in this presentation should be considered preliminary
State Assessment Participation

• 2017-2018 and 2018-2019 pre-pandemic

• 2019-2020 no testing

• 2018-2019 vs 2020-2021: Participation decreased from 98.1% to 83.2% mathematics and 98.5% to 85% for ELA

• CPS average attendance rate for 2020-21 was 85.9%

Cincinnati Public Schools Participation Rates on State Assessments FY 2018, FY 2019 and FY 2021

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Mathematics</td>
<td>97.7%</td>
<td>98.1%</td>
<td>83.2%</td>
</tr>
<tr>
<td>English Language Arts</td>
<td>97.8%</td>
<td>98.5%</td>
<td>85.0%</td>
</tr>
</tbody>
</table>

Source: Preliminary Report Cards
Note: In 2017-2018, most 8th graders were assessed with Algebra 1. Less than 100 students were assessed with the 8th grade mathematics assessment.
State Assessment Performance

3\textsuperscript{rd} Grade ELA Proficiency Rates 2018, 2019, 2021

Cincinnati Public Schools
Third Grade English Language Arts Proficiency Rates*
FY 2018, FY 2019, and FY 2021

Source: Preliminary Report Cards
* The Ohio Department of Education uses the greater of the fall and spring scores to determine third grade ELA proficiency status.

Proficient Percentage 2017-2018: 60.1%
Proficient Percentage 2018-2019: 66.4%
Proficient Percentage 2020-2021: 33.1%
State Assessment Performance
ELA Proficiency Grades 5-8

Cincinnati Public Schools
English Language Arts Proficiency Rates for Grades 5-8
Fy 2018, FY 2019, and FY 2021

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percent Proficient FY 2018</th>
<th>Percent Proficient FY 2019</th>
<th>Percent Proficient FY 2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 5</td>
<td>53%</td>
<td>53%</td>
<td>35%</td>
</tr>
<tr>
<td>Grade 6</td>
<td>42%</td>
<td>42%</td>
<td>33%</td>
</tr>
<tr>
<td>Grade 7</td>
<td>41%</td>
<td>47%</td>
<td>40%</td>
</tr>
<tr>
<td>Grade 8</td>
<td>35%</td>
<td>37%</td>
<td>28%</td>
</tr>
</tbody>
</table>

Source: State vendor testing portal
These results have not been processed through ODE report card business rules.
State Assessment Performance
Mathematics Proficiency Grades 5-8

Note: During 2017-2018 majority of 8th grade students were taking Algebra I
State Assessment Performance
End of Course Proficiency Rates 2018, 2019, 2021

Cincinnati Public Schools
End of Course Proficiency Rates
FT 2018, FY 2019, and FY 2021

<table>
<thead>
<tr>
<th>Course</th>
<th>Percent Proficient FY 2018</th>
<th>Percent Proficient FY 2019</th>
<th>Percent Proficient FY 2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>Algebra 1</td>
<td>24%</td>
<td>23%</td>
<td>28%</td>
</tr>
<tr>
<td>English Language Arts 2</td>
<td>36%</td>
<td>38%</td>
<td>43%</td>
</tr>
<tr>
<td>Geometry</td>
<td>15%</td>
<td>21%</td>
<td>20%</td>
</tr>
</tbody>
</table>

Source: State vendor testing portal
These results have not been processed through ODE report card business rules.
State Assessment Performance: What CPS Is Doing

Accelerating learning!

• **Summer Scholars** – June academic and enrichment program available to all students

• **Established academic “must haves”** with teachers and principals for 21-22 school year
  • Relationships
  • Implement adopted curriculum in 2 week cycles of accelerated learning, with temperature checks
  • Students access on Schoology (Learning outcomes, materials, assignments, due dates)
  • Recurring data meetings

• **Established supports**
  • Academic Matrix
  • Directors of School Leadership
  • Professional Development, Modeling and Coaching
  • Reading and Math Specialists
All Hands on Deck!

• The ODE report will confirm what we know: students learn best and receive needed supports in person with teachers

• CPS saw an increase in chronic absenteeism (9 percentage points) that was close to state increase (7 percentage points) and better than Urban 8 average

• CPS is committed to and investing in accelerating learning
THE FUTURE IS BRIGHT

Student-Centered Decision Making
Health and Safety
Community Engagement and Influence
Optimized Capabilities
Growth

CINCINNATI PUBLIC SCHOOLS PREPARING STUDENTS FOR LIFE