CPS: ALL in for ALL Kids!

Tianay Amat
Interim Superintendent
THANK YOU!

THANK YOU to the board for passing an anti-racism policy that focuses on removing barriers for ALL students

THANK YOU to Student Achievement Committee for working over the last four years to update CPS curriculum

THANK YOU to the Curriculum Council and to all of the teachers who developed curriculum recommendations, created the assessments and assessment schedules, and piloted curriculum to ensure it works at CPS

THANK YOU to principals for insisting on high standards in ALL schools

THANK YOU to teachers for being ALL in for ALL kids!
CPS is ALL in for ALL kids!

Unity – being ALL in for ALL kids – is the only way we achieve academic excellence for every student at Cincinnati Public Schools

This means:

• We **RECOGNIZE** that significant improvements are required because ALL CPS students deserve academic excellence

• We **ACT** to teach updated, board approved, on grade-level curriculum

• We **MONITOR** using two-week assessments connected to the curriculum so we can adjust as needed
Recognize:
K-3 Literacy

Connie Solano
Interim Chief
Operating Officer
Every Child Reads by the End of First Grade!

• Our goal is to move from a grade of C (2018-2019) to ★★★★★

• What we know about the 2021-2022 report card:
  • No more RIMP deductions
  • We will be graded on the percent of students scoring proficient or higher on the reading portion of the 3rd-grade ELA
  • We will continue to be graded on the progress made in improving literacy in grades K-3
  • We will be graded on the percent of 3rd-grade students promoted to 4th-grade

• What we don’t know about the 2021-2022 report card:
  • How the number of stars will be calculated
K-3 Literacy Report Card Results: Off-Track in the Fall to On-Track the Following Fall

Cincinnati Public Schools
K-3 Literacy Report Card Data
Off-Track to On-Track Status

<table>
<thead>
<tr>
<th>Year</th>
<th>1st Grade to 2nd Grade</th>
<th>2nd Grade to 3rd Grade</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-2018</td>
<td>30.7%</td>
<td>34.9%</td>
<td>65.6%</td>
</tr>
<tr>
<td>2018-2019</td>
<td>24.3%</td>
<td>34.9%</td>
<td>59.2%</td>
</tr>
<tr>
<td>2019-2020</td>
<td>20.7%</td>
<td>34.9%</td>
<td>55.6%</td>
</tr>
</tbody>
</table>

THE FUTURE IS BRIGHT
K-3 Literacy Report Card Results: On-track When Assessed in the Fall

Cincinnati Public Schools
Percentage On-Track Reading Diagnostics
2020-2021

- Kindergarten Diagnostic: 68.0% On Track, 32.0% Not On Track
- First Grade Diagnostic: 78.0% On Track, 22.0% Not On Track
- Second Grade Diagnostic: 63.3% On Track, 36.7% Not On Track
- Third Grade Diagnostic: 55.8% On Track, 44.2% Not On Track
Recognize:
Graduation Rates

Connie Solano
Interim Chief Operating Officer
Cincinnati Public Schools Graduation Rates

- Graduation rates were on a steady incline up to the Class of 2020.
- The graduation rate for the Class of 2021 is not yet available.
Cincinnati Public Schools Career and Technical Graduation Rates

- Career Tech Graduation Rates have been at 90% or higher for the Class of 2018, 2019, and 2020. Data is not yet available for the Class of 2021.
Act and Monitor

Dr. Jonathan Brown
Interim Assistant Superintendent
“Every child, regardless of circumstances, receives on-grade level, standards-aligned, high quality curriculum, instruction and technologies.”

UnboundEd, Standards Institute 2019
Culturally Responsive Teaching & Learning
(Safe and inclusive spaces for learning that promote Student Voice)

Progress Monitoring
Two Week Cycles of Instruction

Aligned Curriculum & Instruction
(High quality, aligned, researched based content, resources, instruction and measurement)

Targeted Support
(Just in time interventions across all Tiers)

Student Growth
Student Growth – High-Quality Instruction

• Five days a week of in-person instruction
• All students have access to on grade-level work using the Board adopted curriculum (Board Policy 2210-section 2000)
• Address unfinished learning with intentionality/precision - just in time intervention
Student Growth - Targeted Support

- Reading specialists at every elementary school
- Extended day learning opportunities for high school students
- Ongoing interdepartmental professional development for Teachers
- Ongoing onsite professional development for building principals - Directors of School Leaders (DSLs)
Student Growth - Aligned Acts of Improvement - Progress Monitoring

- Daily Exit Tickets (Board Policy 2210 Section 2000)
- Two Week Assessments (Board Policy 2210 Section 2000)
- Data Team Meetings
- Principal Academic Matrix Meetings
- Cross Functional Collaboration
  - Review school by school
  - Identify next steps of ongoing support
Unity – being ALL in for ALL kids – is the only way we achieve academic excellence for each student at CPS
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