

Program Implementation and Design Equity Audit 2022

December 2022



ELEANOR
GRADE 11, SCPA



Table of Contents

Table of Contents	1
Executive Summary	2
Needs Assessment	3
Methodology	4
Findings	6
For Consideration	27
Call to Action	29
Appendix	32





EXECUTIVE SUMMARY

Cincinnati Public Schools (CPS) has a long history of offering quality specialized programming. Since 1973, CPS has led the nation in offering theme-based programming including the first public Montessori, the first elementary world language schools, and one of the first public schools dedicated to the arts and college preparatory education under the leadership of Superintendent Dr. Donald Waldrup who would later found the Magnet Schools of America. Cincinnati became a model school district in the nation for the use of attractive programming to attract students for the purpose of voluntary integration.

Nearly 30 years later, CPS returned to the creation of innovative and exciting programming to attract families to the school district, provide equitable access to programming across the city, and support academic achievement. The Vision 2020 plan involved school Instructional Leadership Teams (ILT) to design and implement themed programming over the course of three years with the final programs to begin implementation in 2019.

This equity audit will evaluate the current state of specialized programming, including magnet schools, Vision 2020 programs, career and technical (CTE), college credit courses, and gifted services through the lens of the impact the program has had on student achievement and equity.

Findings in this report indicate the need for bold action in order to best prepare our students for the future:

- **Establish program standards at each school**
- **Expand access and achievement within college and career readiness courses and gifted services**
- **Rebrand schools to better match the current needs and strengths of the school**

By taking these steps, CPS seeks to create a framework to address generational poverty and equity gaps within the city of Cincinnati through inspiring students to pursue careers they are passionate about and providing them the support systems to ensure their success. By enhancing or modifying existing programs, schools will capitalize on student engagement and will connect learning to real-world career opportunities. These programs provide the “why” to the curriculum, creating opportunities for students to see themselves in roles they may not have considered without exposure. The result will be students who become contributing members of our community, changing the economic and social outlook across the city.

It is an audacious goal to change social constructs through our work, and yet, the opportunities to make needed improvements to achieve these aspirations are clear. This report will provide findings based on observation, discussion with principals, and data collection through the lens of programming on each campus and its connection to student achievement.





NEEDS ASSESSMENT

The initial purpose behind the creation of existing programming was multi-faceted: increase student achievement, provide equitable access to programming throughout the district, and provide area families with attractive school options to woo them back to CPS.

Student Achievement

The Vision 2020 initiative was still in its beginning stages in many schools when the pandemic and subsequent school closures occurred. Schools are also beginning to address gaps in understanding formed during the pandemic or in the years prior. As principals and ILTs work with district-level leaders, school staff will be focusing on standards alignment, and can utilize the program theme to create engagement with the standards as well as provide the why behind the learning.

Equitable Access

Through this audit CPS will identify areas where there may be opportunities to improve equitable access to high-quality innovative programming, as well as identify areas where trends are showing positive forward movement. CPS has an opportunity to grow through providing increased gifted services throughout the district and providing more opportunities for students to participate in college and career preparation.

Market Analysis

Though student enrollment rose for the 2022-2023 school year, the decline was still evident by 2021, four years after the Vision 2020 initiative had been completed. A 2021 presentation to the CPS Board of Education provided data showing a trend toward decreased enrollment over several years (CPS March 2021). A market analysis of the district uncovered several critical findings:

- 38 Schools had greater than 40 students withdraw
- Younger students were more likely to exit the district after or during pre-school
- 35% of students withdrew to area charter schools

CPS will retain more students and recruit students back to the district through programming options that are clearly defined, academically successful, and meet the needs of the community.





METHODOLOGY

The Instructional Equity team, including the senior director and managers, visited schools to complete school observation snapshots. Additionally, College and Career Readiness (CCR) and Career and Technical Education (CTE) gathered data on enrollment and participation in advanced and career programming. The Instructional Equity Department utilized an implementation continuum framework to create a school snapshot identifying areas of strength and growth at each school. The continuum focused on four key areas: Vision, Culture, Classroom Practices, and Equity, rating the implementation of the program from Knowledge Building to Exceeding the Vision.

The team adapted the observation tool created for this process from work that is currently ongoing in districts around the country. The Magnet Schools of America, an organization established by former Cincinnati Superintendent Dr. Donald Waldrup, utilizes a school evaluation rubric to evaluate magnet schools seeking recognition. These schools are evaluated based on the five pillars of magnet programs; diversity, innovative curriculum and professional development, academic excellence, leadership, and family and community partnerships.

Additionally, districts throughout the country such as Dallas ISD and Marion County, FL currently utilize similar learning continuums to inform the reflection and planning process for improving programming. Finally, the team included language consistent with nationally recognized leaders in instructional routines to identify classroom practices that support student-centered, inquiry-based learning models.

The program observation tool (Appendix A) looked at the areas of vision, culture, classroom practices, and equity described below:

Vision

To exceed the vision, the exemplary school will show relentless commitment to closing the opportunity gap through innovative program-specific instruction. All stakeholders (students, families, community) co-create and share ownership in order to articulate annually attainable innovative programs and prepare all students for success in both future educational goals is clearly defined, aspires to improve schools, the community, and society at large, and is embodied by all stakeholders.

Vision and core values are in full alignment and values are consistently observable in all stakeholder actions within the school community, allowing the school to move toward its vision.

Culture

A school showing the highest level of achievement here will employ strategies and systems to reflect the spirit of innovation and include ongoing contributions by internal and external stakeholders. Strategies and systems are operationalized in all school structures and programming and are continually monitored so that adjustments can be made as necessary.

Significant collaboration between teams breaks down silos of communication and need, addressing all concerns collaboratively. Teachers meet both vertically and horizontally to plan instruction.

All stakeholders work together to create learning opportunities for students that mirror real-world experiences in their community. The participation of parents and community members lends authenticity to student experiences. Collaboration is fluid, and ongoing, and yields positive student outcomes.





Classroom Practices

In a school that is exceeding the vision, core and non-core instruction offer student choice and voice within the program theme. Students extend and enrich their learning through discussion, higher-order questioning, and collaboration with peers.

The campus uses data-informed instruction to build on the application of the scientific method in order to support individual students rather than responding to class.

Equity

Equity is measured when enrollment reflects the diversity of the community. All students participate in the program. The school community has developed program-based activities for all students, including diverse learners. The wide range of participation in the program enhances and enriches students as they learn to engage with individuals and groups from a wide range of lived experiences.

The observation tool measures progress toward achievement within each of these categories through four levels of implementation aligned to a four-point rating system:

Knowledge Building (1 point) reflects a program just starting their program journey or may reflect a program no longer implemented on its campus.

Refinement of Practice (2 points) indicates a program implementing with pockets of success but has not reached whole-school implementation.

Achievement of Vision (3 points) indicates a program that is school-wide and established

Exceeding the Vision (4 points) this rating indicates that the school's implementation of the program is completely embedded in the way of work and is resulting in measurable positive outcomes for students

Equity Audit Team Members

Sarah Tierney, Director Instructional Equity

Marie Kobayashi, Manager ELL

Patty Fong, Manager, ELL

Jessica Boswell, Manager Gifted

Isidore Rudnick, Manager Fine Arts

Sarah Morales, Manager World Languages

Amanda Sheets, Manager Program Implementation and Design

Kraig Hoover, AP Access

Mike Turner, Manager CTE

Emily Moroney, Manager College and Career Readiness





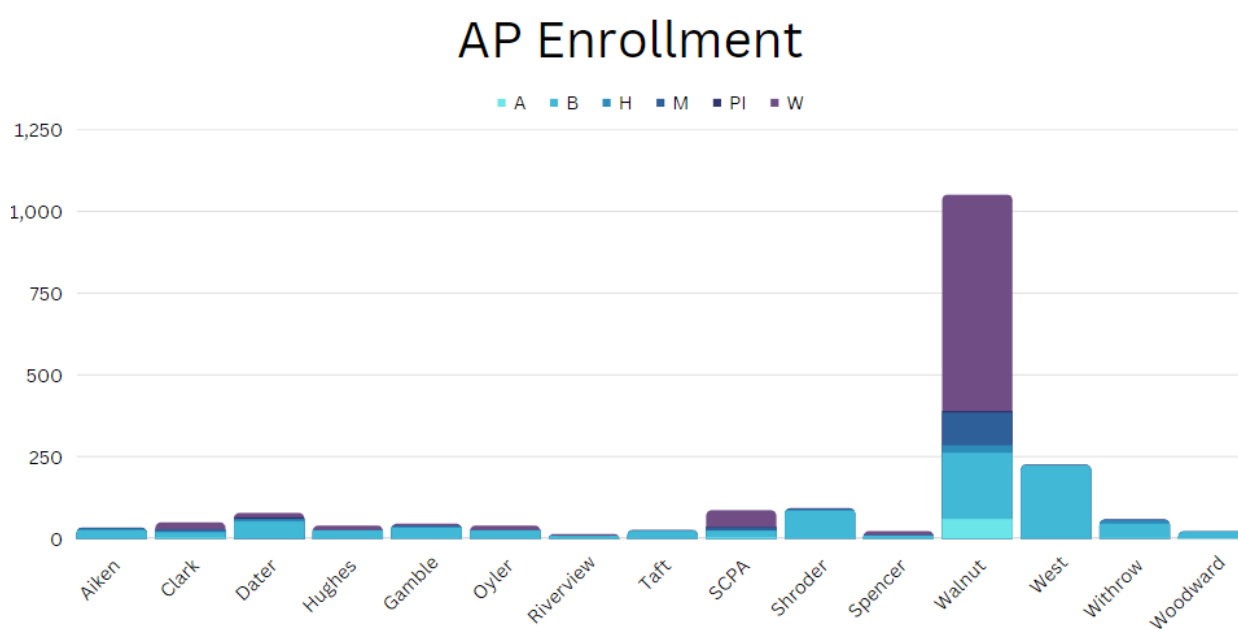
FINDINGS

COLLEGE CREDIT COURSES

Advanced Placement

The College Board regards CPS as a leading district across the nation in providing access to college-level learning opportunities as indicated by its top 50 status.. Student participation in AP coursework increased when district leaders removed barriers to student enrollment in AP courses. Student performance on AP exams has increased from 58% of students earning a score of 3 or higher in 2016 to a high of 66% in the year prior to the pandemic.

Table 1 Enrollment in Advanced Placement Courses by school and subgroup



While the percentage of student achievement in AP courses is increasing, there is a clear gap between the performance of students who qualify for free or reduced lunch and their more affluent counterparts. Several CPS high schools lack the course pathways leading to AP math courses including advanced or honors courses.

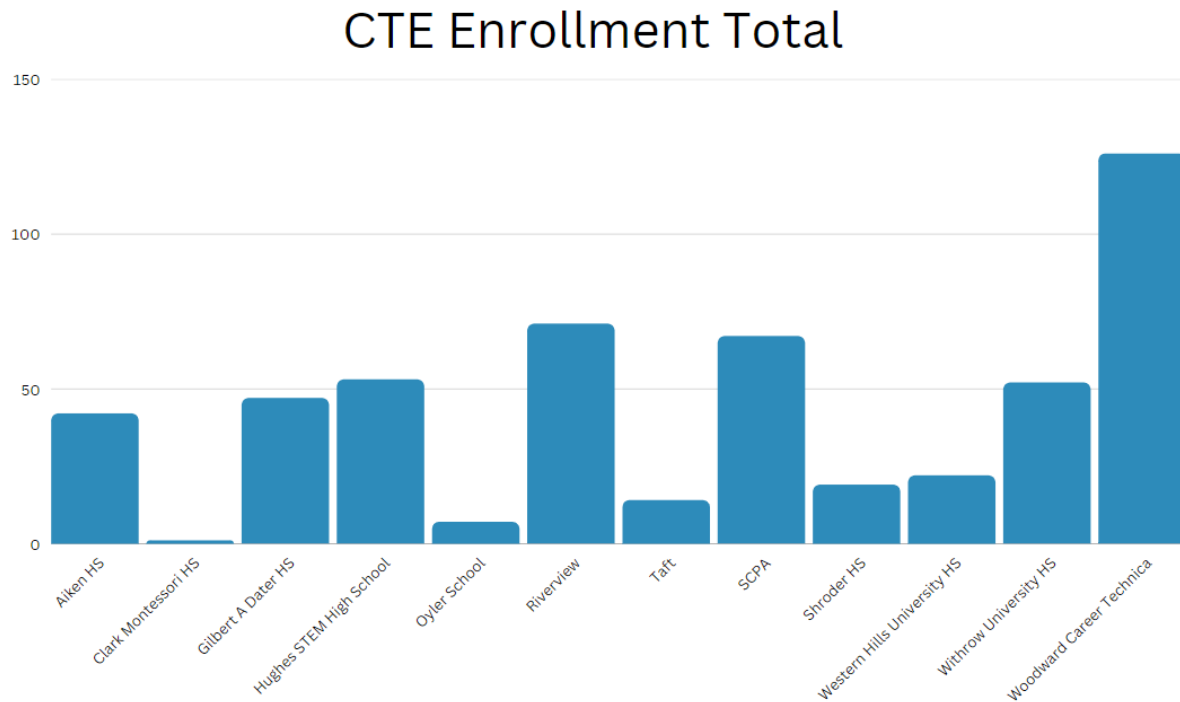
Significant gaps exist across the district in the availability of AP courses. Most CPS high schools offer AP English Language and Composition, AP Human Geography, AP Psychology, and AP US History. However, if students seek to challenge themselves across all content areas, their options are limited at all schools except Walnut Hills. The complete list of course AP course offerings by school is available in Appendix B.





CAREER AND TECHNICAL PATHWAYS

Table 2 CTE Enrollment by School



Career and Technical Education offers a pathway for students to enter into a career post-graduation. While CPS offers a wide variety of programming, several of our high schools provide only one career pathway. The certification most offered throughout the district is the Federal Emergency Management Agency (FEMA), a certification package that can be completed largely online with a historically high achievement rate. While this certification assists students with qualification toward Ohio graduation requirements, it most likely does not prepare students for a career that meets their interests and aspirations.

When examining the CTE pathways offered by region, it is clear that there are several programs not available on both the east and west sides of town. There is opportunity to expand in areas of high interest programs such as automotive, heating, ventilation, air conditioning, and public safety and service. The cost for starting these programs is considerable, but reducing the travel time and bus routes required to transport students may be able to offset over time. The impact of adding high interest programs that represent a high area of need in the community would be an increased number of students with a personal investment in their academic achievement.

Enrollment within the current CTE could indicate that the programs do not match current student interest, or there is a lack of awareness about program availability. The data indicates a need for district and school leaders to explore student interest in new programs. Prior to new program development each school will require a strategic marketing program at the intermediate grades in the elementary schools so that students and families are aware of their options at the high school level.

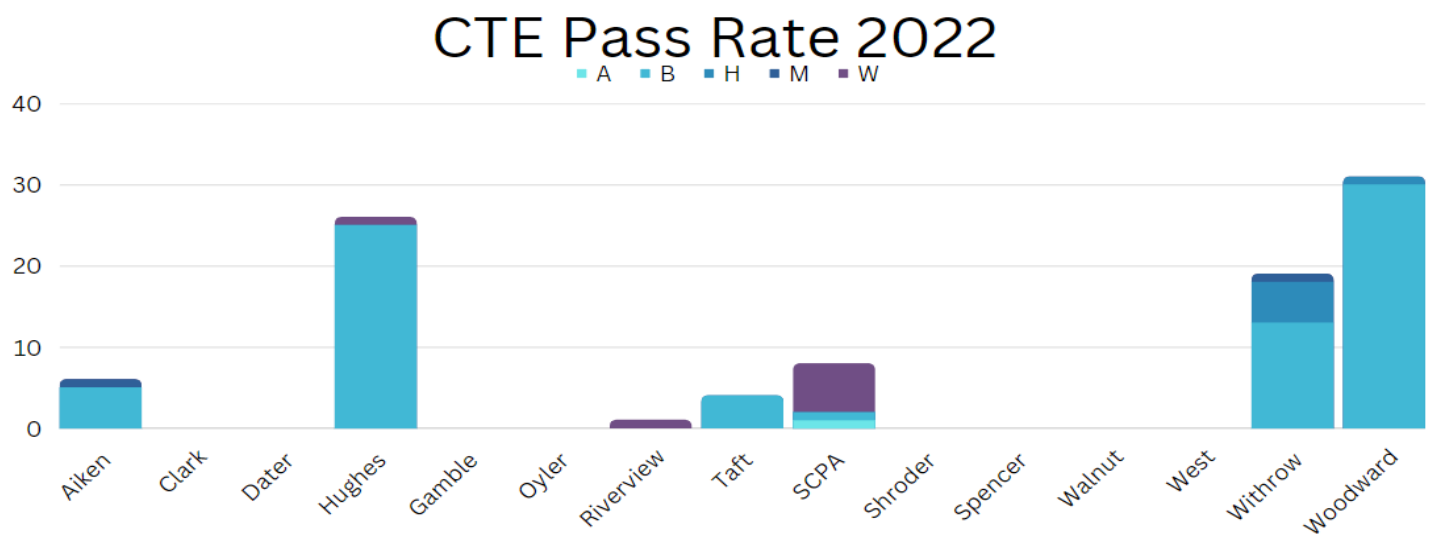




A possible opportunity to examine in the future would be to create a CTE center program where students from across the city could take courses for the full day or part of the day, returning to their high school for their core classes. In this way, CPS would reduce the number of trained CTE teachers and professional grade learning spaces, while opening more programs for students across the district.

Additional work is needed to increase the pass rate for industry certification tests. Industry certification preparation requires a significant reading and mathematics foundation depending on the field pursued, and many of the students enrolled in these courses have struggled in those areas. Possible solutions could be to include student support as part of the overall programming plan, possibly including tutors and assessment coaching in the funding of the program. Table 5 shows the industry certification exams passed at each school by subgroup.

Table 3 CTE Certifications Pass Rate by School and Subgroup



EQUITABLE ACCESS TO GIFTED SERVICES

Gifted services like college and career preparation programs is an area with the potential for significant opportunities for expansion and development. The State of Ohio mandates Gifted Identification of students, but does not mandate services for said students. However, the new changes to the State of Ohio Report Card show a shift in the focus for districts as it pertains to the Gifted Indicator. The Gifted Indicator is now part of the Gap Closing measure where it commands fifteen points, whereas other areas command five to ten points per group.

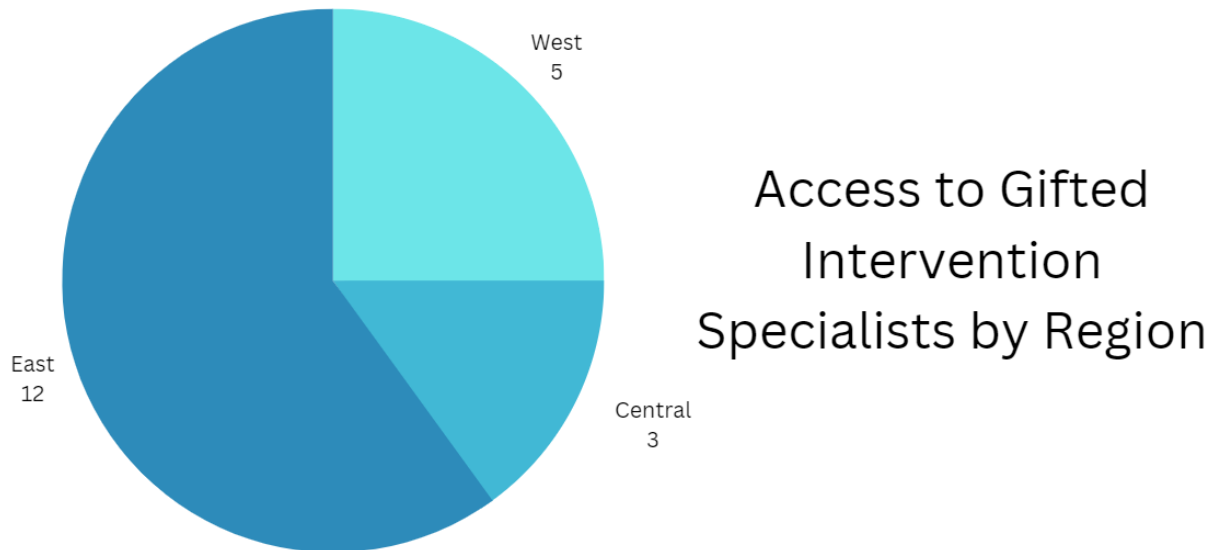
With these changes, gifted has now become a focus for districts who wish to attain a three to five-star rating for Gap Closing. In order for our district to earn these stars we must become cognizant of areas where we can begin to document services for gifted-identified students. Based upon the new calculations, districts can earn up to a possible forty points if they serve students who are identified as gifted and can earn thirty points for the identification of students. This shift comes as a result of districts not choosing to implement





services for gifted students, so these new calculations reward the districts that choose to implement gifted services. Image 1 indicates the number of specialists to provide services in each region.

Table 4 Access to Gifted Intervention Specialists by Region



An increase in gifted supports in areas where identified students are historically low, would help teachers and administrators identify gifted students. Currently, only 8% of the students attending Cheviot School have qualified for gifted services and only 5% of students across the entire west side compared to 12% enrolled in schools on the east side.

In order for schools to be recognized by the state for offering gifted services, services must be equitable across the district. With support and resources that align with a shared vision that gifted services are a need for all identified students, and adequate professional development, CPS could expand services significantly. Students who take Advanced Placement courses in the district could qualify for receiving gifted services if AP teachers earn 7.5 hours each year of gifted professional development for four years, compared to their general education peers who must participate in 15 hours. Students could also receive services in the areas of visual and performing arts, if teachers also met the professional development requirements and if the students took enrichment classes during the school day.

Currently, CPS has gifted-identified students in each school; however, only 14 schools have chosen to hire and maintain one or two Gifted Intervention Specialists, as the positions are funded at the school level. The impact of adding one to two Gifted Intervention Specialists at would be effective facilitation of enrichment opportunities, increased identification of gifted students, additional support for students to reach their highest potential, as well as in-time support for general educators. Additionally, schools would achieve a marked increase in student service points on the state report card by providing equitable access to services. Appendix __ shows the number of Gifted Intervention Specialists assigned to each school and the number and percent of gifted students to be supported at the school.



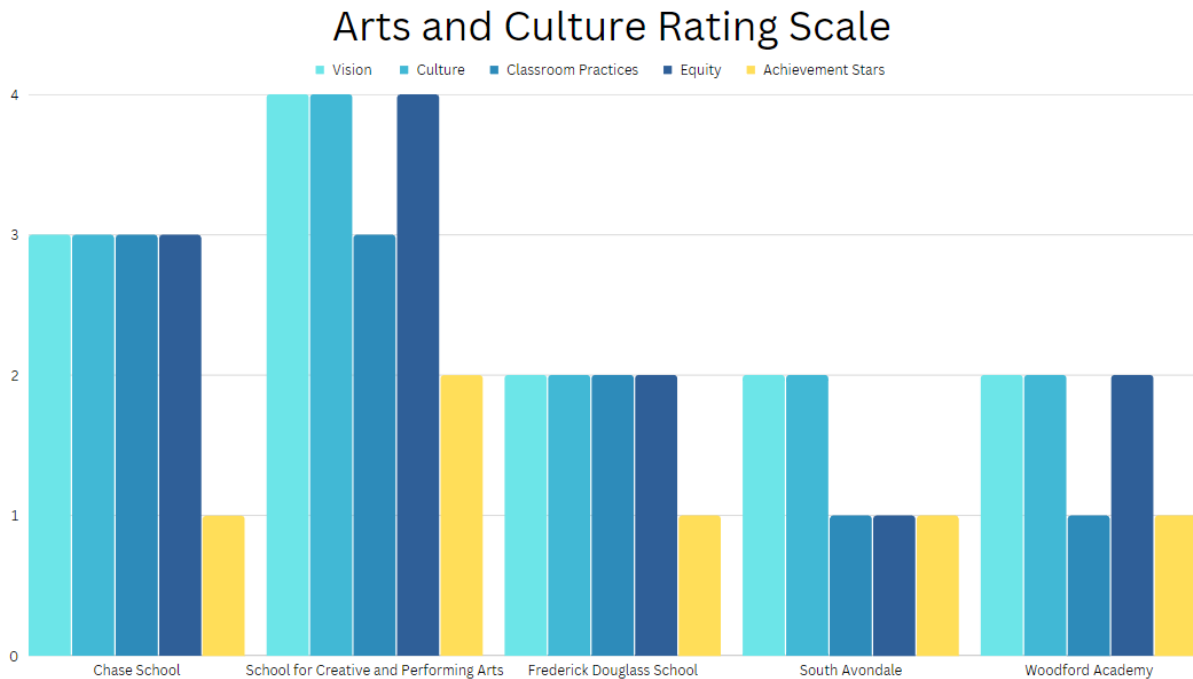


CURRENT PROGRAMMING SNAPSHOT

In this section each school has been grouped with schools offering similar programming. At nearly every school site there was a discrepancy between student achievement and program delivery. This points to a lack of connection between the core standards and the school's programming as a framework for instruction. Professional development around designing units of instruction aligned to the depth of the standard, coaching, and modeling will help teachers to utilize their programming themes to enliven their lessons and reach students who are not currently finding academic success.

ARTS AND CULTURE

Table 5 Observation and Achievement Rating Arts and Culture Programs



Chase, SCPA, Frederic Douglas, South Avondale, and Woodford Academy have been identified as arts and culture schools. In all five schools it is clear that the arts programming is not fully utilized as a vehicle to strengthen the core instruction. While all schools scored at the Refinement of Practice (2 points) in at least one category, only SCPA showed achievement above one star. The arts programming in isolation is strong, but utilizing a guided approach for arts integration as provided by the Kennedy Center's Arts Integration professional development would help teachers to create lessons that would give teachers the opportunity to tap into student creativity to reinforce standards based instruction.

Arts and Culture Budget Needs



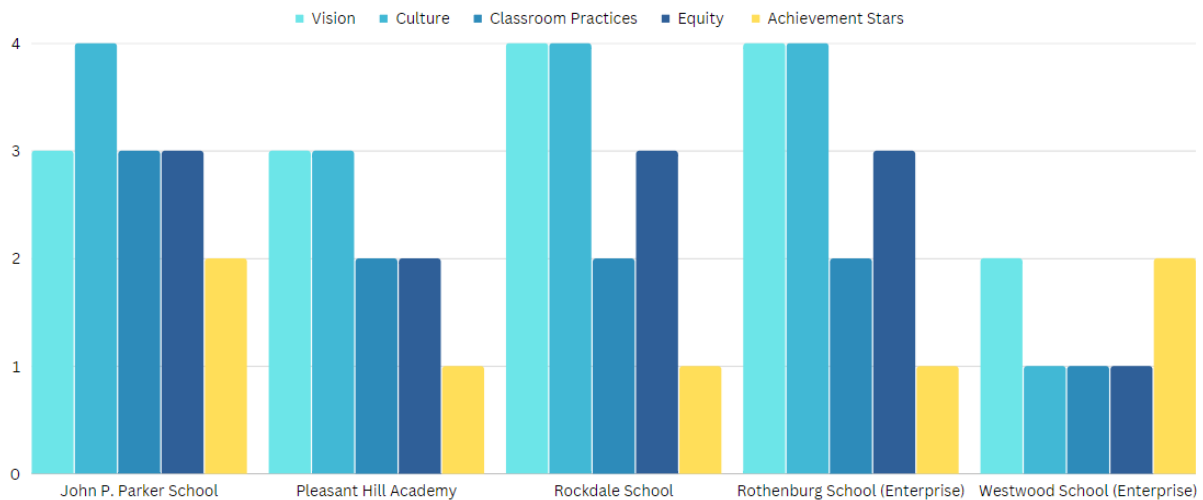


The funding that was initially provided for the Vision 2020 Arts & Culture Schools will need to be at least partially restored to recover many of the robust arts education partnerships these schools had established with leading Cincinnati Arts Organizations. Contracting with the Kennedy Center or other Arts Education organizations, would provide professional development in lesson planning and delivery as well as one to one coaching. The impact would be to deepen work into standards alignment and how to create student ownership of learning resulting in increased achievement.

ENVIRONMENTAL STUDIES

Table 6 Observation and Achievement Rating Environmental Studies

Environmental Studies Ratings Scale



John P. Parker School

The Global Environmental Literary program is evident in classrooms and hallways, creating a community school through partnerships and garden spaces around the school. The faculty and community partners will research the vegetation along the Underground Railroad. The program theme is visible in the hallways, common areas, and classrooms. Ongoing projects with community partners, the planning schedule for teachers, and classroom visits, along with objectives, expectations, and rules inside and outside the classroom are shared with students and families.

Pleasant Hill Academy

Pleasant Hill is alive with the Environmental Science Program. The College Hill community has a strong presence in the school. The school has 18 areas of land with outdoor learning activities. The program has an active CoreLit planning team preparing co-curricular learning experiences, which accounts for a strong environmental science program.

Rockdale School





Rockdale actively engages in global awareness and wellness. The entire school embraces the motto “Healthy Me, Healthy World.” This is evident through partnerships, the urban garden, and outdoor learning spaces. The students experience growing produce, lessons with the zoo, and urban gardening and structures. The school community continues to create opportunities for their students to embrace global conservation. The entire campus provides visuals of the school's mission through displays about students making healthy eating choices, conserving resources, or focusing on positive mental health.

Rothenburg

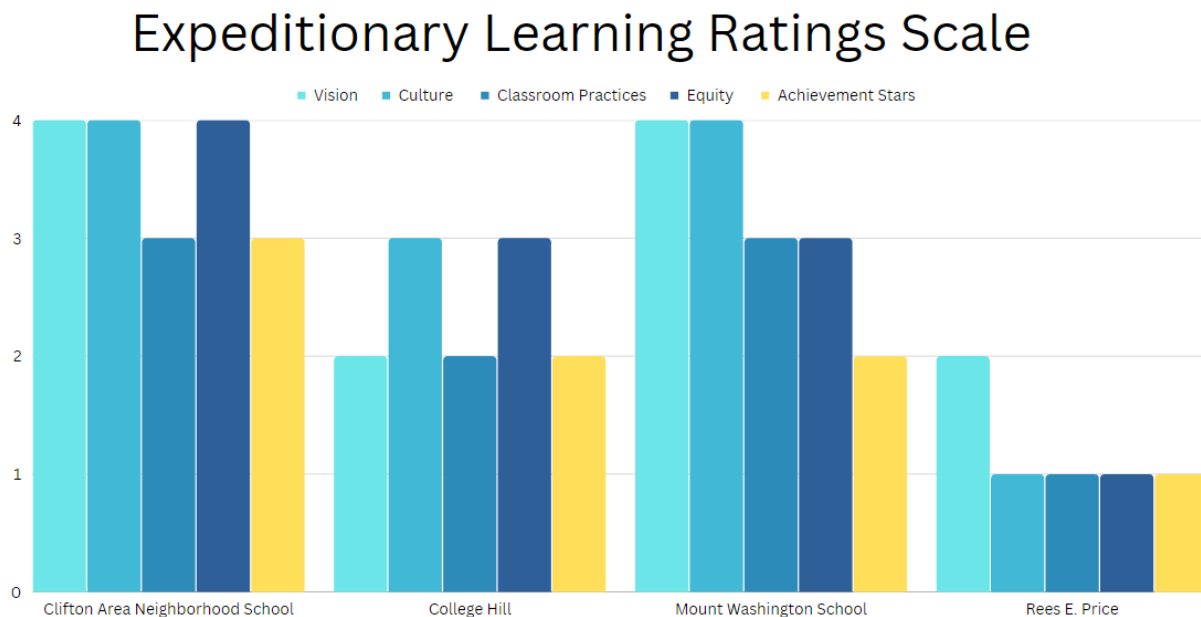
Rothenburg is a fully operational school-based enterprise program with an additional rooftop urban garden. The students are experiencing entrepreneurial opportunities at the Saturday Findlay Market. The lead teacher for the entrepreneurship activities works mostly with the upper grades, who go out into the community to experience owning a small business. All students were being exposed to the enterprise program through specials, after-school programs, and cross-curriculum planning that was happening with the lead teacher, the agency consultant, and the content area teachers.

Westwood School

The school has past evidence of Enterprise visible on campus, and funding has been identified to provide professional development for program renewal.

EXPEDITIONARY LEARNING

Table 7 Observation and Achievement Ratings for Expeditionary Learning



Expeditionary Learning (EL), located at four CPS schools, is both a curriculum and a framework for school culture. The curriculum is organized in learning models in much the same way as Wit and Wisdom. EL’s curriculum is characterized by the goal to create materials and resources that allow all students to see themselves within the texts. The curriculum also focuses on using learning to make the world a better place. Students are encouraged to make real-world connections with their learning. CREW





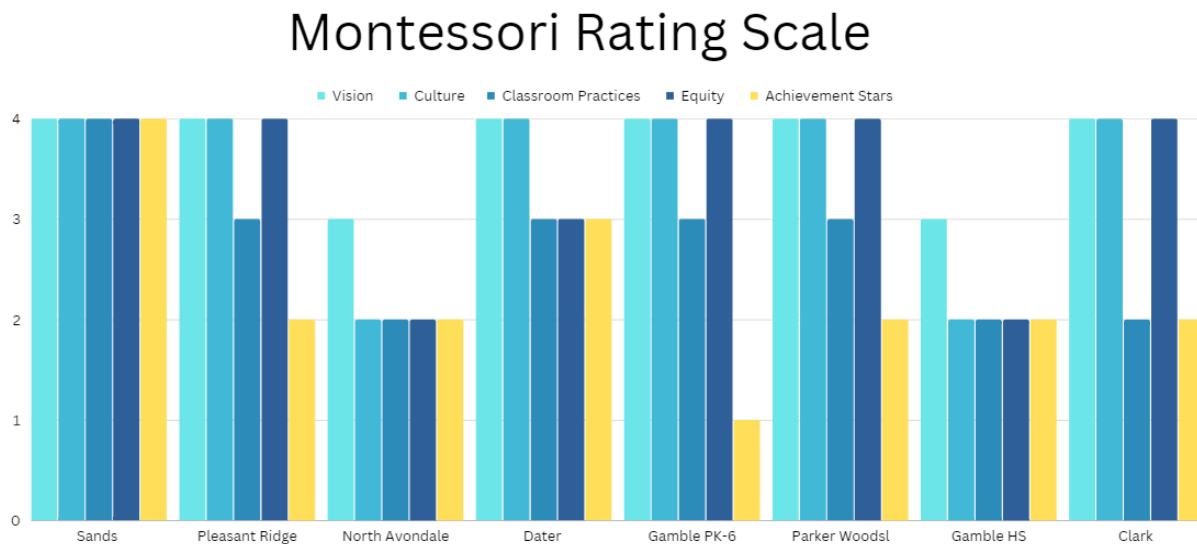
is a key component of the EL framework where all school stakeholders share viewpoints and learn how to collaborate. EL states, “As a structure, it can be similar to a regular advisory period. As a culture, it serves as an ethos of inclusion: students strive to reach ambitious goals together as a community.”

Budget

The continuation of the EL program is dependent on the funds to renew the contract, and purchase resources. Additionally, schools will need ongoing professional development and coaching to continue their progress and to support College Hill and Rees E. Price as they deepen their programs. For Mt. Washington, College Hill, and Rees E. Price, Title I funds could be utilized to support professional development, but CANS is not a Title I school and therefore does not have this funding to support their growth. Funding specifically for CANS training will need to be a consideration as future budgets are developed.

MONTESSORI

Table 8 Observation and Achievement Rating for Montessori



Work teams will continue to work toward Montessori curriculum adoption. More work around alignment of units and standards mastery as well as assessment will improve student outcomes on state testing.

Clark Montessori High School

The Montessori program at Clark Montessori was evident throughout the building both in culture and learning frameworks. Students at Clark are scheduled in multi-age groups and operate on choice. Clark is an accredited Montessori high school, and it is one of the few public schools in the country to have achieved this status.

Dater Montessori

Dater Montessori takes pride in its school culture, and the committee works around equity. The school has 14 languages represented on its campus and multiple opportunities for parent involvement to help support the school. The focus of the ILT is to strengthen continuity between the school and home by educating families on the Montessori philosophy and encouraging them to support school events throughout the year.



**James N. Gamble Montessori Elementary**

Gamble Montessori continues to grow as a new Montessori program. The plan to grow the school will be finished by 2025, and classrooms will serve students from pre-K to 6th grade in multigrade settings. Students work with multiple sensory manipulatives during uninterrupted work cycles with individual student work plans. Classrooms at Gamble offer standards-based, self-directed activity, hands-on learning, and collaborative learning opportunities. The classrooms allow students to have flexible learning opportunities on the floor, at a desk, on a rug with manipulatives, or on their own devices. The teacher's lesson plan can be found using a QR code that directs students to the week's lesson in all classrooms, while students have individual work folders for the week.

James N. Gamble Montessori High School

Gamble Montessori High School is an accredited Montessori school where students can develop into thoughtful, intelligent, and inclusive human spirits who contribute to the stewardship of the community.

North Avondale Montessori (NAM)

The theme for this year is to bring the community back to NAM. This was evident with the growing partnerships, planned parent involvement nights, and community activities. The classrooms are set up for success with student choice, spacing, and flexible seating. The teachers were engaging with the students, using the Montessori materials with them during individual work, small groups, or using their devices.

Pleasant Ridge Montessori

Pleasant Ridge is unique to the Montessori cohort in that it is a true neighborhood school. As such, they often receive students who move into the area who do not have a Montessori background. These students experience an introduction to Montessori demonstration class for students to learn how to use the resources as well as classroom norms with an instructional coach individually before the student joins a class. This process safeguards the culture and practice of the Montessori program.

Sands Montessori

Sands Montessori continues to strive for academic excellence in their community of learners. The Montessori framework is school wide for all age bands. The entire staff is committed to adding interventions and enriching activities for the students through classroom lessons and individualized learning plans. The school is using data from iReady to support planning. Sands has a strong parent community that has a presence on campus with its own parent center.

Parker Woods Montessori

Parker Woods Montessori demonstrates dedication to the Montessori framework school-wide. In multiple classrooms, students could be observed working on independent work and in small groups according to the learning plan designed by the teachers. Students were engaged in tasks with interest and focus.

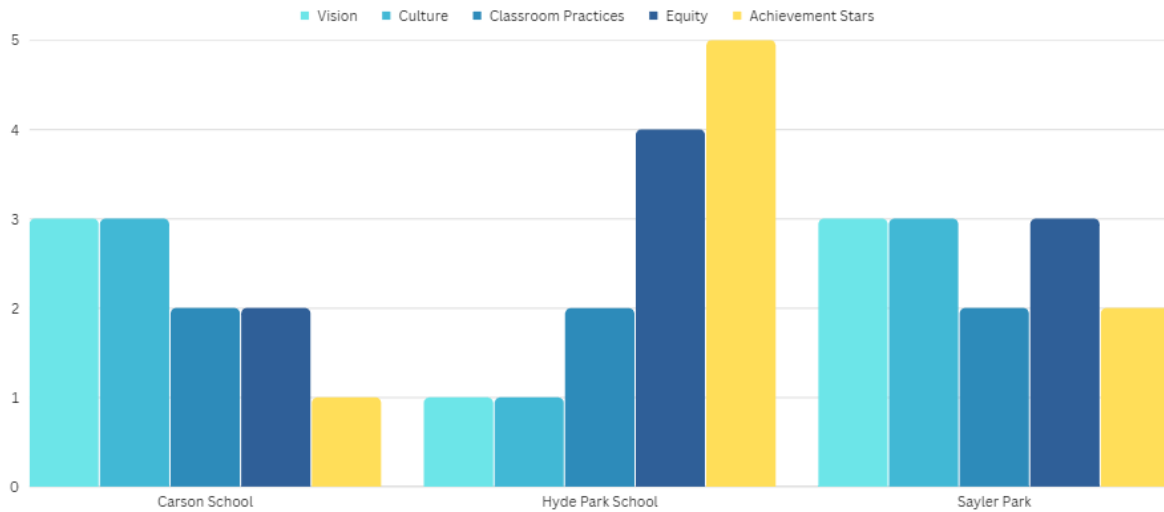
PROJECT BASED LEARNING

Table 9 Observation and Achievement Rating for Project Based Learning





Project Based Learning Rating Scale



Carson

Carson is a model of Project-Based Learning (PBL). The learning environments are posted with collaborative projects done by the students and community partners. The art teacher is a local artist in the area, and she collaborates with content area teachers to integrate art into core subject areas. The students participate in PBL projects with the support of the teachers. The school goal is for every student to participate in four PBL projects this year. The fifth-grade class completed their first project and presented it during conference night for families.

Hyde Park School

Hyde Park School is no longer delivering the Personalized Learning program as originally designed. Through the evolution of practice, the school has started to embrace practices more consistently Project Based Learning. The school's foundation can provide funding for the administrators and staff to participate in training from PBL Works to become leaders in project-based learning.

Sayler Park School

The school utilized Vision 2020 funds along with grants from Verizon to provide professional development and coaching for the staff from PBL Works. Sayler Park's partnership with Verizon has created the opportunity for the school to offer an impressive STEM lab in which students can create and explore.

STEM/STEAM AND STEM RELATED

STEM and STEAM are broad terms that could include nearly all curricula. These programs find the most success when school leadership and staff clearly define a focus for the program. The environmental studies schools, for instance, benefit from a clear focus, but for many of our programs, that focus is missing. STEM/STEAM programs benefit from strong relationships with related professionals and

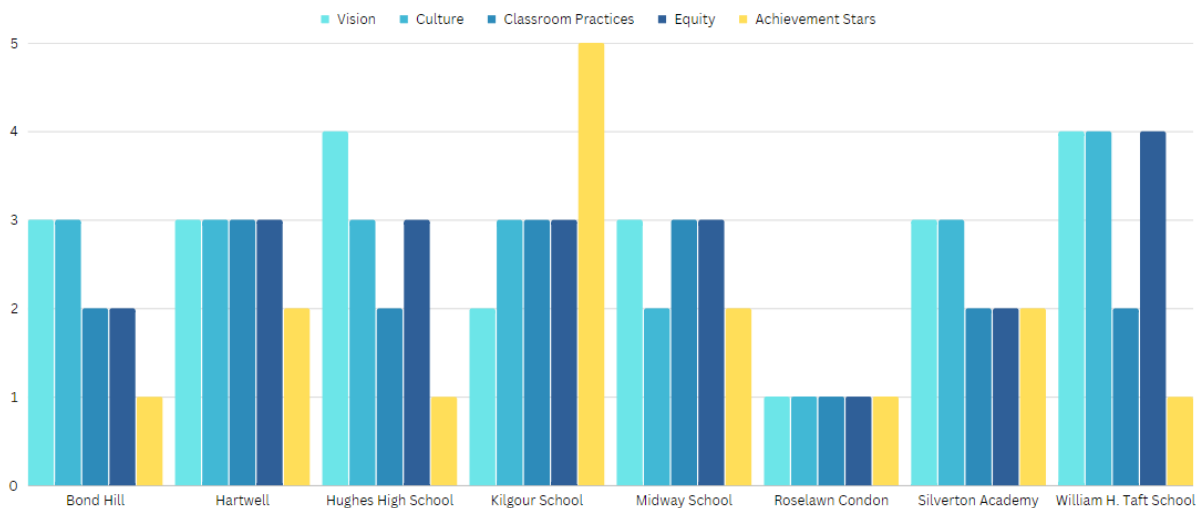




businesses who can help teachers curate a learning experience which can show students how knowledge acquired in the classroom can be applied in a real-world setting.

Table 10 Observation and Achievement Ratings for STEM/STEAM

STEM/STEAM & STEM Related Rating Scale



Bond Hill

Bond Hill has strong community partnerships that continue to support STEM activities on-site and off-site at P&G and GE. The school has two STEM teachers, K-3 and 4-6. The STEM teachers co-plan with math and science teachers to provide push- in or pull-out instruction.

Hartwell

Hartwell School exhibited exemplary marks in all categories. The site visit was conducted on a Friday, and all teachers provided rigorous and engaging instruction in all classroom activities. All students had opportunities to have a voice in their classrooms. The teachers used positive affirmations like "Students stay strong and powerful" when working through complex concepts. All students had access to the makerspace classroom, where all STEM activities were taught. The current class in the makerspace was engaged in collaborative projects that they have been working on for the past two weeks.

Hughes High School

Hughes' STEM program starts with the 7th and 8th grades participating in Project Lead the Way. This prepares the students for the four pathways of STEM: plant and animal science, engineering, information technology, and the health career college pathway. Hughes wishes to add one more CTE pathway as a result of its next steps after the accreditation review. The hallways and common areas have information about the Hughes STEM program. The classes offer collaborative spaces for students to work together. The Bioscience CTE room offered models for anatomy and physiology with the integration of technology.

Kilgour School





Kilgour School's leaders and teachers have embraced elements of STEM/STEAM but would benefit from a cohesive program, providing significant enrichment opportunities for the students performing at or above grade level. Their many partnerships will support the school as they add depth to its program.

Midway School

Midway's STEAM program suffered a setback with the loss of its STEM/STEAM teacher; however, the school leadership is excited to learn new ways to incorporate STEM/STEAM into their core curriculum.

Roselawn Condon

Roselawn Condon's Arts and Sciences program is entering a state of renewal. While no evidence of a cohesive program design was evident, the school was preparing for a talent show on the day of the snapshot visit, and the school leader is excited to increase opportunities for students to make connections in science and the arts.

Silverton Academy

Silverton's Vision 2020 program was Digital Literacy. However, the school's greatest strength is their Leader in Me program which has become the system of growth and support for students in all classrooms. They are pursuing Lighthouse status this year. This program could be rebranded for leadership.

William Taft School

Taft Elementary has STEMified its entire building. The hallways, classrooms, and STEM rooms amplify the school's program. The school exhibits a culture where teachers and students reflect on learning. All the hallways are designed strategically to keep students learning inside and outside classrooms. Partners such as P&G contribute to the STEM program by bringing STEM activities into classrooms. The new STEM rooms are intended for teachers to bring their classes to the new learning spaces to broaden their content-area learning. Important to note is that Taft Elementary is located next to a charter school, and Taft has no roadside signage for the school.

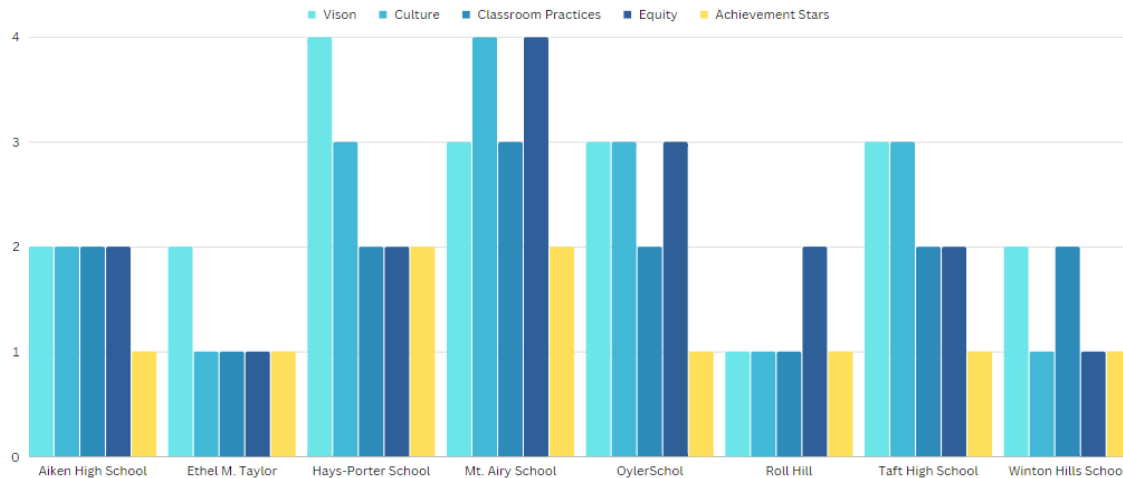
TECHNOLOGY-RELATED

Table 11 Observation and Achievement Ratings for Technology





Technology Related Rating Scale



Aiken High School

Aiken High School utilizes the Echo program as their instructional platform, across all courses throughout the school. Aiken has a strong focus in agriculture, and also offers the College for Every Student program. Aiken High School may benefit from strategic planning to draw their programs together around a common narrative.

Ethel M. Taylor

Ethel M. Taylor has created a positive school culture that is data-driven for faculty and students. Planning to implement PBL is evident in the school's planning schedule for teachers' cross-curriculum meetings. Ethel M. Taylor Academy has no evidence of the New Tech programming due to the expensive platform and is no longer using Echo for the teachers. However, the ILT and the school are committed to moving forward with PBL for their students, which would fit into the school's culture and the instructional foundation built by the ILT.

Hays-Porter School

The students had access to high-tech rooms for their specials. The upper grades have a "Tech it Easy Cafe," where students have small group pullouts with the teacher. Students in the 2nd grade were focusing on stem activities while the teacher was doing check-ins. Students have push-in and pull-out supports, with station work, peer work, or individual work options for all students. It should be noted that the school currently lacks art and music programs.

Mt. Airy School

All students, regardless of language, participate in the program. Via partnerships and resources within (i.e. Native language supports albeit part-time) and externally, the school community has developed program-based activities for all students, including diverse learners. The wide range of participation in the program enhances and enriches students as they learn to engage with individuals and groups from a wide range of lived experiences.





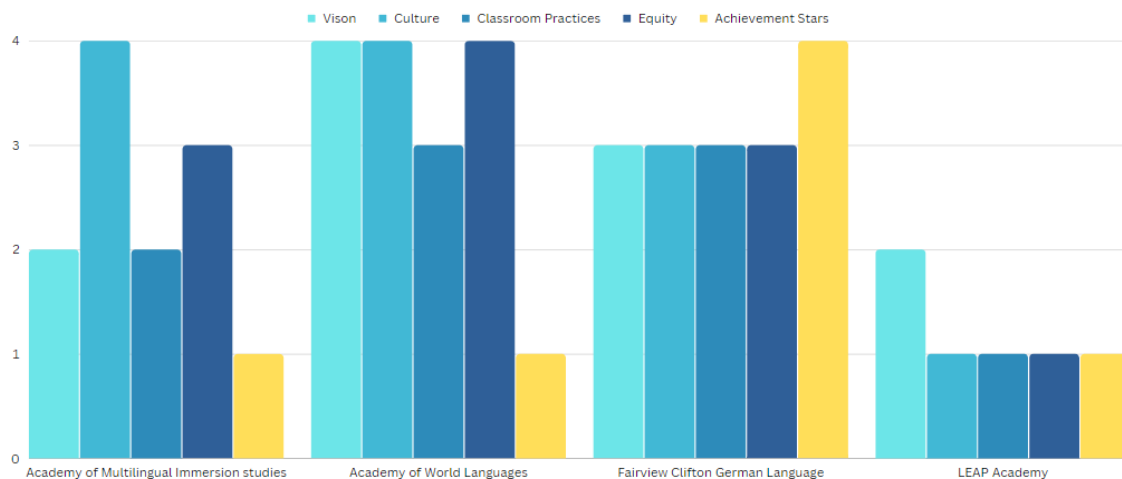
Oyler School

Oyler Community Learning Center, as the neighborhood anchor, has the CTE focus on media arts. This pathway begins with an advisory period in grades K-6, followed by an exploratory career elective in grades 7-9, and CTE options in grades 10-12. Oyler is a community school in the sense that students not only benefit from the programs and services offered, but they also participate in partnerships that give back to the community.

WORLD LANGUAGES

Table 12 Observation and Achievement Ratings for World Languages

World Languages Rating Scale



Academy of Multilingual Immersion Studies

While some classrooms exceed the vision for dual immersion language and content instruction, some classrooms are still working towards this goal. Instructional minutes are appropriately allocated school-wide to achieve the mission; however, student-centered, engaging instruction is not seen in all classrooms.

Academy of World Languages

All students were engaged in learning and participating in the program. The school community has developed program-based activities for all students, including diverse learners. The wide range of participation in the program enhances and enriches students as they learn to engage with individuals and groups from a wide range of lived experiences. While the vast majority of teachers are achieving or exceeding the vision for “Classroom Practices”, this is an area of growth for the World Languages





classrooms. As this is the focus of AWL's program, they are in the "Refinement of Practices" range.

Fairview Clifton German Language

Fairview allows for student-centered enrichment and scaffolded support through its innovative scheduling model to ensure that students not only get adequate instructional minutes in German but also small group instructional time with homeroom teachers to receive intervention and instruction to close gaps in growth and achievement.

LEAP Academy

LEAP is a Spanish Language and Culture Magnet. The school has three Spanish teachers, but two teachers were on leave at the time of the audit. The students still receive Spanish instruction in a limited capacity until the other two teachers return. The principal is raising the rigor with state standards, and the teachers have focused on standards-based lessons. Staffing concerns, particularly with high turnover in ESOL and Spanish teaching positions and lack of representation of these programs in leadership and decision-making at the school is a concern, as is the physical space allotted to those programs.

World Languages Budget Needs

The World Language department is participating in a curriculum adoption. As a result of the adoption, new resources and materials will be purchased in adopted areas. Additional costs include marketing and recruitment for World Language teachers to fill vacant positions and allow for expansion of programs where needed, as well as increased and ongoing professional development to support teachers in implementing the resources in alignment with standards-aligned content and instructional methods currently identified as best practices.

Goals for Increased Equity and Access

Students with language proficiency in our elementary schools are not being informed, directed, connected to or placed in programs that offer them the opportunity to continue the advanced study of their language, which leads to missed opportunities to earn the Seal of Biliteracy and early access to college-level coursework.

Currently, several of the world language options offered in elementary programs do not have pathways for students to continue their studies at the high school level. The addition of Arabic, Japanese, and the expansion of Chinese and Russian beyond Walnut Hills would allow students to not only continue studies begun at an early age but also support students' efforts to achieve the Seal of Biliteracy.

French, Korean, and American Sign Language programs exist at the high school level but have no elementary counterparts. This limits the potential for students to reach the level of proficiency in these languages that is necessary for college-level coursework and the Seal of Biliteracy.

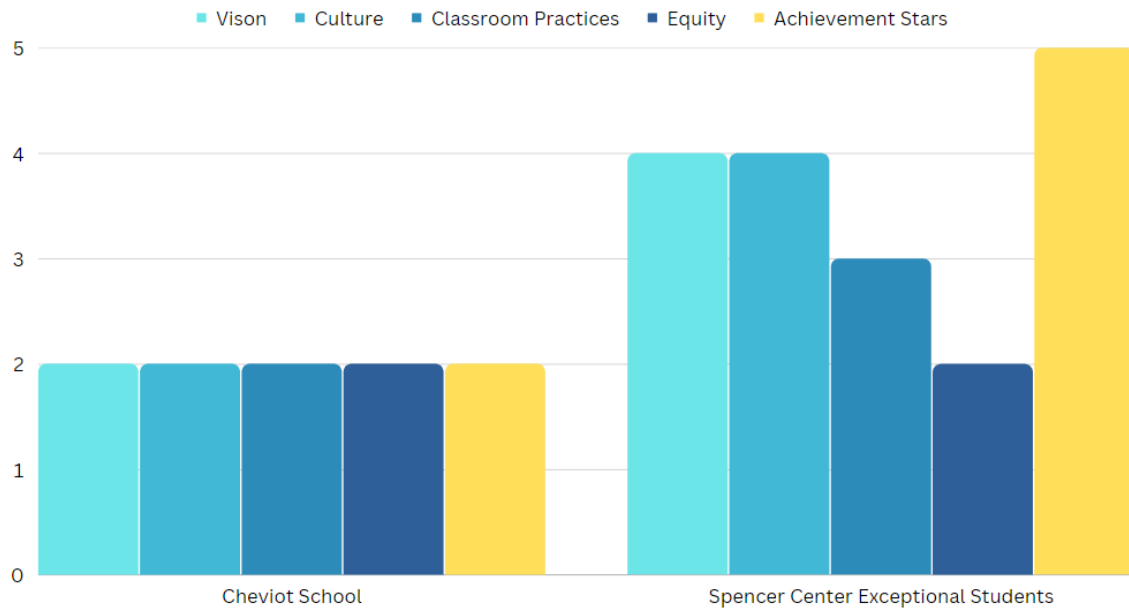
GIFTED AND TALENTED

Table 13 Observation and Achievement Ratings for Gifted and Talented





Gifted & Talented Rating Scale



Cheviot School

Less than 10% of students enrolled at Cheviot School for the Gifted qualify as gifted, according to the beginning of the school year data. The intent of creating this program was to provide a gifted option on the west side of town. However more work must be done to support the gifted identification from feeder schools and to market and recruit to potential families in order for this program to meet its original goal.

Spencer Center for Gifted and Exceptional Students

When district administrators conceptualized the Spencer Center for Gifted and Exceptional Students, their goal was to create an environment where our most academically gifted students would thrive. The school was placed in an unused elementary building with the intent to offer grades 3-12 adding grades each year as students matriculated. The facility adequately supported this mission for the early elementary grades. However, currently, the facility does not have the capacity to support required safety equipment for true science labs, limiting student participation in advanced sciences. Classrooms are small and not the best suited for older students.

During the 2019-2020 school year, district leaders discussed possible facility upgrades that would support Spencer's growth, but it was not included in the board's approved construction items. Due to the many inadequacies, enrollment has not been met. Spencer is at a disadvantage when students and parents compare high school course offerings and facilities to what Spencer is currently able to offer.

Equitable Access to Gifted Services

The State of Ohio mandates Gifted Identification of students, but does not mandate services for said students. However, with the new changes to the State of Ohio Report Card show a shift in the focus for



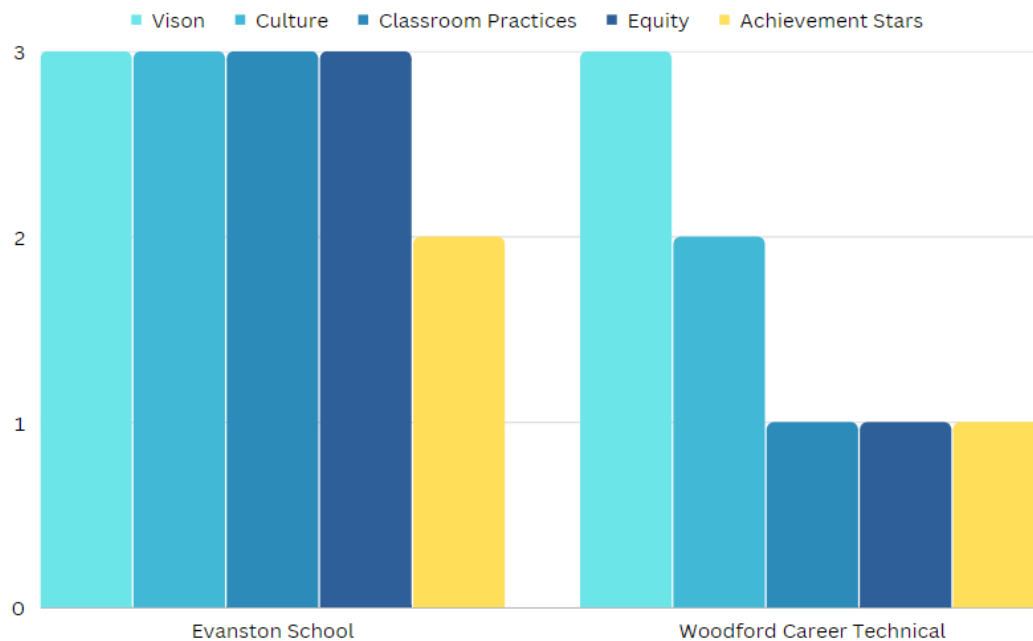


districts as it pertains to the Gifted Indicator. The Gifted Indicator is now part of the Gap Closing measure where it commands fifteen points, whereas other areas command five to ten points per group.

CAREER AND TECHNICAL

Table 14 Observation and Achievement Ratings for Career and Technical

Career & Technical Rating Scale



Evanston School

Evanston has a new Resources Coordinator and Vision Specialist who help support the school's Career Exploration and Readiness Program. The program is fully alive within the building with support from the strong teacher leadership and community partners. It is important to note that the leadership team is considering moving toward STEAM to focus more on the arts. They are also considering adding a Military/ Enlistment focus and an agricultural focus.

Woodford Career Technical High School

Woodward Career Technical High School offers three CTE programs: Health Technologies, Advanced Manufacturing, and Building Technologies. Students can earn 16 certifications with pre-apprenticeships and internship opportunities. Woodward also offers CCP and AP courses for students interested in continuing education. The school is looking to expand its certification offerings for computer numerical control machining (CNC) in advanced manufacturing and HVAC in building technologies.

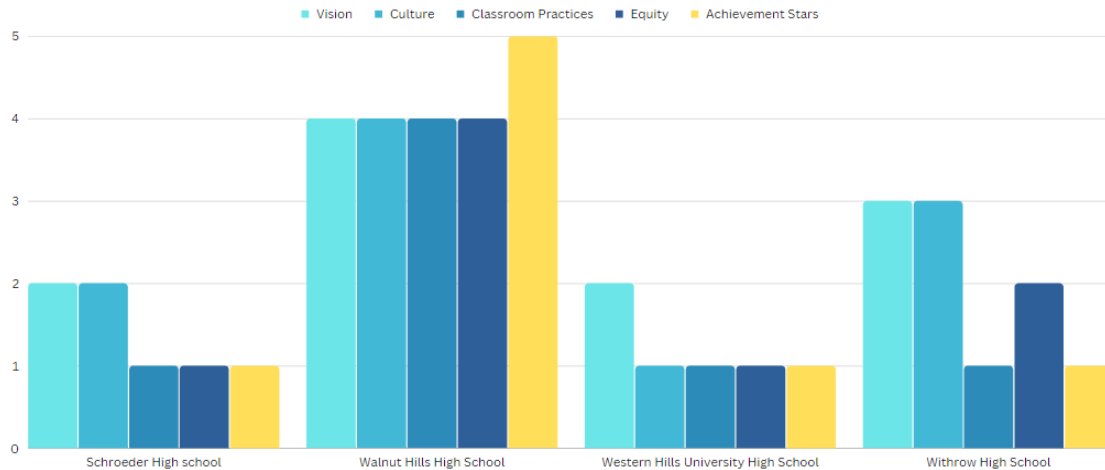
COLLEGE PREPARATORY

Table 15 Observation and Achievement Ratings for College Preparatory





College Preparatory Rating Scale



Schroeder High School

The school's vision and mission are posted at the main entrance; however, the signage has "Paideia" on the vision and mission statements. The school is a College Prep theme but needs branding for the program offerings. For example, for early IT with the University of Cincinnati, students will enter the IT college with scholarships if they participate in the high school program. The students have other opportunities for either College Credit Plus (CCP), Advance Placement (AP), or other electives that promote enrollment or employment opportunities with no evidence to encourage academic opportunities.

Walnut Hills High School

The mission and vision of Walnut Hills is to provide a classical college preparatory education, rich in the humanities. Offering the most Advancement Placement options within the district the program has a reputation for providing a rigorous academic experience. The vision of the current administration is to provide support for all students both academically and socially/emotionally to improve outcomes for all students.

Western Hills High School

The college prep program exists in the AP and CCP master schedule offerings. The students can choose firefighting and Emergency Medical Services. Students had an apprenticeship option. The ELL population has grown by 1300% over the last five years and is in need of additional resources.

Withrow High School

Withrow University School with its School of Business are being implemented, but changes are being made to support the current staff credentialing and upcoming changes according to ODE business requirements. It is important to note that their ILT is looking for a 7th-grade business focus.





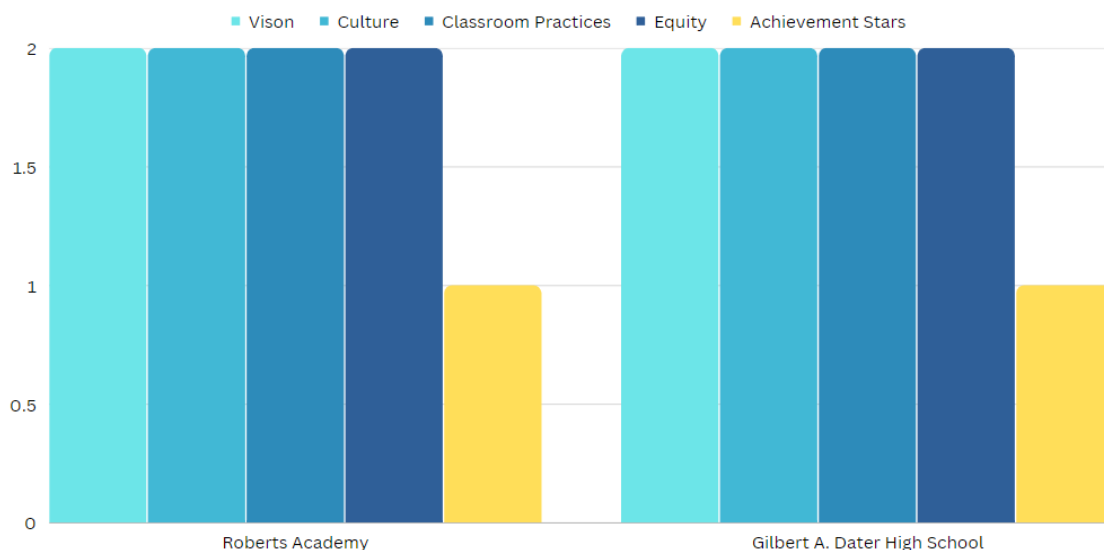
While the percentage of student achievement in AP courses is increasing, there is a clear gap between the performance of students who qualify for free or reduced lunch and their more affluent counterparts. Several CPS high schools lack the course pathways leading to AP math courses including honors courses and advanced or honors tracks.

Significant gaps exist across the district in the availability of AP courses. Most CPS high schools offer AP English Language and Composition, AP Human Geography, AP Psychology, and AP US History. However, if students seek to challenge themselves across all content areas, their options are limited at all schools but Walnut Hills.

INTERNATIONAL BACCALAUREATE

Table 16 Observation and Achievement Ratings for International Baccalaureate

International Baccalaureate (IB) Rating Scale



CPS is adding an additional college preparatory option on the west side of the city through the International Baccalaureate (IB) continuum at Roberts Academy and Dater High School. IB is recognized worldwide by colleges and universities as a program of consistently high rigor. Students who achieve the IB Diploma are often awarded significant college credit and scholarships, making a four-year degree more accessible to students who may qualify for free or reduced lunch.

The placement of this high-quality program at two schools that serve a high number of students with financial needs and a high level of diversity provides the possibility for long-term change for many students who would not have otherwise had significant opportunities for advanced coursework. By creating a full preschool-to-high school continuum of instruction within the IB framework, students will receive the preparation necessary to make the rigorous Diploma program, offered at Dater, accessible. Both schools are building a whole school model. All students at both schools will benefit from the IB instruction





Roberts Academy and Dater High School is in year three of implementation of the IB Middle Years Program (MYP). Roberts, along with Dater received approval and praise from their IB Authorization Consultant indicating the spring 2023 IB Verification Visit will result in their receiving IB World School Status. Roberts will begin the pursuit of becoming an authorized Primary Years Program in the spring of 2023. Like Roberts, Dater also received praise for their implementation to date. Dater has started training teachers to offer the Diploma (DP) and Career Programs (CP) and with the first students expected in the 23-24 school year.

Budget Needs

In order for this program to meet the intended goal of elevating instruction at both schools, several budgetary needs must be met. Membership dues for the International Baccalaureate will be required annually. IB requires that all teachers who are teaching within a PYP must have taken at least one official IB workshop. The economical approach would be to have an IB workshop leader provide training at the school site. The three-day course would likely also require stipends for time spent beyond the school day for participating teachers. Roberts Academy requires the addition of a .5 World Languages instructor to meet the instructional requirements for IB authorization. Additionally, an IB Coordinator for each of the program levels would ensure that administrators and teachers would have the support that they need to make the program successful.

For Consideration

The following recommendations for the improvement of our programs are based on best practices for building school programming. When new programs are considered for implementation, a theory of action and strategic plan will be included, outlining the outcome the school expects to achieve throughout the program, program standards by which they will hold the program accountable to excellence, and an action





plan designed to guide the school systematically toward the achievement of their identified program standards.

The Early College and AVID programs, listed below, represent gaps in programming that could potentially significantly grow the number of students graduating high school with college credits. Recommendations for professional development and community engagement would support teachers and administrators to develop standards aligned instruction and communicate their new program to potential families.

EARLY COLLEGE

While students enroll in CCP courses at all high schools to receive college credit, students do not currently have the option to earn their high school diploma and an Associate of Arts (AA) Degree concurrently. An early college program partnering with a local college or university would open doors for our students, particularly those who may see college as beyond the reach of their current financial outlooks. An AA degree earned in high school could potentially reduce the cost of a four-year degree in half or launch a career immediately upon graduation. This program could work to change generational poverty across the city.

PROFESSIONAL DEVELOPMENT

While many of the schools have embraced their programs and continue to implement based on their original design, continued work is needed to help teachers align their programs with standards in order to use their engaging themes to connect with student interest as they improve student achievement. Each school would benefit from a strategic plan for implementation that includes professional development for teachers to connect their core curriculum to their program theme.

For many of our programs, professional development can be provided by the contractor, tailored to their specific programming frameworks. However, for schools with programs developed at the school level, some work with unit planning and design could aid teachers in delivering highly engaging instruction connecting the core instruction to standards, curriculum, and the school's theme.

Additional professional development on how to shape the school's message and attract students would be effective to help schools reshape their narratives and attract families currently choosing alternatives to CPS.

COMMUNITY ENGAGEMENT

Rebranding

Four elementary schools currently offer the Leader in Me program, yet their current branding and program title do not reflect their work with these programs. Cheviot School is currently advertised as the west side's gifted academy, but gifted students make up only 8% of the student body. The school's strength is its work around leadership. Cheviot is a model for the implementation of the Leader in Me program and has been recognized as one of the program's Lighthouse Schools.





Like Cheviot, Covedale and Silverton implement the Leader in Me programs. Silverton's program was pervasive throughout the building and eclipsed the digital learning theme originally identified as part of the Vision 2020 plan. Silverton will be pursuing Lighthouse status in the near future. Covedale, a community leadership program, also implements the Leader in Me program. While they are not as far along as Cheviot and Silverton, the program is prevalent throughout the building. Focusing on a single program could allow these schools to concentrate their efforts around a single program with built-in guidelines and standards of success.

The elementary grades of the School for Creative and Performing Arts also utilize the Leader in Me program. However, the school's identity as a program for the arts is celebrated and embedded in the community. The school would not benefit from a complete rebranding, but updating the school's literature and digital resources would allow parents to see how the Leader in Me supports students as they grow within the arts program.

Currently, Sayler Park School utilized Vision 2020 funds along with grants from Verizon to provide professional development and coaching for the staff from PBL Works. Additional schools could benefit from adding this program, including Hyde Park School and Ethel M. Taylor. Teachers and administrators at both schools have expressed interest in PBL and would likely be well received by ILTs at both locations.

Personalized Learning

Hyde Park School is no longer delivering the Personalized Learning program as originally designed. Through the evolution of practice, the school has started to embrace practices more consistent with Project Based Learning. The school's foundation can provide funding for the administrators and staff to participate in training from PBLWorks and become leaders in project-based learning.

Riverview High School

Currently, Riverview does not have a specialized program. The community around the school is changing dramatically and as a result, the school is losing students who would have attended in the past to private schools and magnet programs.

Community Information Events

Community information events aim to increase the number of families applying for high-quality programmatic instruction within a school district. A community information night's ideal goal is to inform families of available opportunities and their school district's college and career-focused high school programs. Schools have the opportunity to showcase student achievement through programmatic education at each school site, along with providing information sessions that offer a system of support for families. Information nights highlight the diversity of the school district, its innovative curriculum, the professionalism of the teachers, the academic excellence of the schools, the involvement of the school leadership, and the partnerships forged by the schools. The outcomes of a successful informational event





are an increase in applications for the district's magnet programs and college and career programs for high schools.

CALL TO ACTION

Specialized programming in CPS was created nearly 50 years ago to create equity across a very divided city. The theory of action was that by strategically creating excellent, highly desired and innovative programs, families would seek out new opportunities and the result would be to reduce de facto segregation. Cincinnati's special programs remain a tremendous asset to be utilized to achieve positive outcomes for all students.

This equity audit has outlined several areas for growth and opportunities to take action which would support schools in the work to developing their program as the framework through which they address school improvement. The Department of Instructional Equity looks forward to working with school and district leadership in planning for implementation of these programs in alignment with the core curriculum team to ensure that program implementation closely aligns with district goals and curriculum mapping. This first programming audit will become the foundation to build nationally recognized programs from STEM to Montessori to the Arts for all students regardless of their race, ethnicity, economic status, or geographic location.

Appendix

Appendix A Observational Tool





Cincinnati Public Schools Program Implementation Continuum

Purpose: This document is intended to support schools within the Cincinnati Public Schools as they seek to implement special programs such as Career and Technical Education, College Preparatory, Expeditionary Learning, International Baccalaureate, Montessori, and programs included within the My Tomorrow plan. This continuum should be used in tandem with program-specific guidance as a tool to think strategically about existing programs and to plan new programs within Cincinnati Public Schools.

Standard	Strand	Knowledge Building	Refinement of Practice	Achievement of Vision	Exceeding Vision
Leadership Leadership that promotes a spirit of innovation in collaboration with all stakeholders. For this standard, Instructional Equity staff will meet with the leadership team to review school improvement and professional development plans and discuss school leaders' self-assessment of the standard.	Distributive Leadership	Leadership establishes an environment of top-down ideation with little consideration of staff input.	Leadership leads collaborative ideation with staff with some consideration of staff input.	Leadership nurtures an environment of evolving ideation and risk-taking using input from staff to guide decisions.	Leadership empowers the staff, community, and students in ongoing ideation and collaborative decision making.
	Core Values	Leadership values are inconsistent with the school vision. Little consideration for Montessori philosophy can be seen in decision making or problem solving	Leadership advocates for a philosophy consistent with the program, though it may not provide clarity to staff or the community as to what that means or how it can be implemented. There may be a lack of student decision-making and problem-solving or input that does not reflect the program's philosophy.	Leadership nurtures an environment where the program philosophy aligns closely to the school's vision. Student and community decision making and problem solving reflect the school's vision.	Leadership empowers and advocates for full consideration of program's philosophy actively engaging all stakeholders and empowering students in taking an active role in realizing the school's vision.





	Culture of Innovation	Leadership is willing to learn and understand the program-specific principles.	Leadership understands the program's core principles but does not fully understand the complexities of integrating a whole-school program framework while maintaining attention to standards-based instruction.	Leadership embraces the core principles and complexities of full program implementation. Anticipated challenges are addressed with campus collaborative solutions.	Leadership maintains open communication and builds strong relationships with all stakeholders regarding challenges and removes barriers to achieving full Montessori implementation.
	Meaningful Professional Development	Leadership ensures all staff meet the minimum amount of professional development for the state/district mandates.	Leadership ensures all staff attend state/district professional development and some professional development to support the program.	Leadership ensures all staff engage in ongoing professional development that is often based on collaborative feedback of innovative practices as well as relevant district and state-mandated professional development	Leadership ensures all staff engage in meaningful, ongoing program-specific professional development that is always based on collaborative feedback of innovative practices as well as relevant district and state mandated professional development.
	Coaching Support	Coaching support addresses content-specific needs only.	Coaching support sometimes facilitates collaborative programming and content-specific needs, where improvement is needed.	Coaching support consistently facilitates collaborative content-specific learning opportunities through the lens of the school-wide program where improvement is needed.	Coaching support always facilitates collaborative program-specific practices and content specific needs are evident in all areas,
Standard	Strand	Knowledge Building	Refinement of Practice	Achievement of Vision	Exceeding Vision





Vision Vision is clearly defined, aspires to improve schools, the community and society at large, and is embodied by all stakeholders.	Clear, Well Established Campus Vision	The program vision either does not exist or is only present superficially and has not been developed by the school community.	The school community is committed to closing the opportunity gap through program-specific instruction. The program is clearly articulated, but may lack stakeholder engagement beyond the leadership team of school staff.	The school community is committed to closing the opportunity gap through innovative program-specific instruction, and the school community, including students, shares responsibility for the implementation of program-specific activities that are both challenging and attainable annually.	The school community expresses relentless commitment to closing the opportunity gap through innovative program-specific instruction. All stakeholders (students, families, community) co-create and share ownership in order to articulate annually attainable innovative programs and prepare all students for success in both future educational goals.
	Vision Alignment	Core values either do not exist or are not aligned to the vision.	Core values are clearly articulated and at least moderately aligned to the vision, although the school community may not consistently demonstrate those values through their actions	The entire staff knows the school's vision that is fully aligned to the school vision and works toward it by consistently demonstrating core values.	Vision and core values are in full alignment and values are consistently observable in all stakeholder actions within the school community, allowing the school to move toward its vision.
Standard	Strand	Knowledge Building	Refinement of Practice	Achievement of Vision	Exceeding Vision





Culture A high-performing culture that leverages unique experiences to ignite the spirit of every individual.	Execution of Strategy	Strategies that are loosely aligned with school vision are clearly articulated and some strategic planning has been completed but not executed consistently or with fidelity.	Strategies that are moderately aligned with the school vision and soliciting stakeholder input drives some school wide decisions, and/or priorities, and/or culture.	Strategies that are fully aligned with the school vision and shaped by stakeholder input drive school-wide decision making, campus priorities, goals, and school culture. 'Structure and programming drive changes in practice. reflect a spirit of innovation.	Strategies and systems reflect the spirit of innovation and include ongoing contributions by internal and external stakeholders. Strategies and systems are operationalized in all school structures and programming and are continually monitored so that adjustments can be made as necessary.
	Campus Collaboration	Faculty and staff committed to developing a positive, collaborative culture of trust.	Faculty/staff collaborate regularly within staff category or team: trained teachers, support staff, and administrative staff. Teachers and staff may not have opportunities to meet both horizontally and vertically	Adults regularly collaborate formally within teams and across teams informally horizontally across grade levels and vertically to plan for the continuum of learning.	Significant collaboration between teams breaks down silos of communication and need, addressing all concerns collaboratively. Teachers meet both vertically and horizontally to plan instruction.
	Community Collaboration	There is little to no involvement from the community.	Parents attend conference events and performances, but participation does not impact the program. Communication is predominantly one way from the school to the parent.	Parents and community members participate in information nights. A parent advisory group collaborates with teachers and administration around program-specific events and projects. Community members, such as local business owners, support	All stakeholders work together to create learning opportunities for students that mirror real-world experiences in their community. Participation of parents and community members lend authenticity to student experiences. Collaboration is fluid, ongoing, and yields positive student outcomes.





				learning opportunities by volunteering or through financial support.	
Standard	Strand	Knowledge Building	Refinement of Practice	Achievement of Vision	Exceeding Vision
Classroom Practices The school seamlessly integrates innovative Instructional Strategies to reflect the magnet theme in instruction.	The Learning Environment	No visible evidence of the program theme exists in classrooms or common areas.	Some attempt to create visibility of the program exists, but this may exist only in hallways or common areas. Classrooms do not reflect the presence of the program.	Magnet theme is visible in common areas including the media center, offices, hallways, as well as classrooms and throughout the student work.	Classrooms not only reflect the presence of the program but are organized to
	Student Centered Learning	Instructional strategies do not reflect the magnet theme.	Evidence of magnet-themed instruction is present but may not be present school-wide or may not reach a minimum of 50 hours over the year.	Instruction is student-centered and intellectually engaging. Lessons and units of instruction indicate a minimum of 50 hours of theme-integrated instruction annually	Core and non-core instruction offer student choice and voice within the program theme. Students extend and enrich their learning through discussion, and higher order questioning, and collaboration with peers.
	Assessment	Campus is not aware of, or does not use, Data to inform Instruction to create a culture that values the scientific method and data.	The campus uses Data Informed Instruction to create the foundation of the use of scientific methods.	Campus uses Data to inform instruction Instruction on to build on the application of the scientific method.	Campus uses Data informed instruction to build on the application of the scientific method in order to support individual students, vs. responding to class
Standard	Strand	Knowledge Building	Refinement of Practice	Achievement of Vision	Exceeding Vision





Equity	Enrollment	The school is experiencing minority group isolation.	Applicants to the program show some diversity, but the overall student enrollment reduces minority isolation by less than 2%	Application pool, where applicable, and enrollment reflects the diversity of the community.	Application pool, where applicable, and enrollment reflects the diversity of the community.
	Access	Access to programming is not available to all students or is limited to surface experiences.	Participation in program specific instruction is inconsistent across all subgroups. While the program is considered whole-school, in practice, some students may still not benefit from the program in its entirety.	Participation in program specific instruction is inconsistent across all subgroups. While the program is considered whole-school, in practice, some students may still not benefit from the program in its entirety.	All students participate in the program. The school community has developed program-based activities for all students, including diverse learners. The wide range of participation in the program enhances and enriches students as they learn to engage with individuals and groups from a wide range of lived experiences.

Appendix B AP Courses Offered Across the District

AP Courses	Courses Available at these Schools
AP Research	Walnut Hills





AP Seminar	Walnut Hills
Art History	Gamble, Schroeder, Walnut Hills
Biology*	Clark, Dater, Gamble, SCPA, Schroeder, Spencer, West, Withrow, Walnut
Calculus AB	Aiken, Clark, Dater, Schroeder, Spencer, Walnut, Withrow
Calculus BC	Clark, Schroeder, Walnut
Chemistry	Clark, Walnut
Chinese Language and Culture	Walnut
Computer Science A	Walnut
Computer Science Principles	Walnut
English Language and Composition*	All Schools
English Literature and Composition*	Aiken, Clark, Dater, Gamble, Outlet, Riverview, SCPA, Schroeder, Walnut
Environmental Science*	Aiken, Clark, Gamble, Hughes, Schroeder, Spencer, Taft, Walnut, West, Withrow, Woodward
European History	Aiken, Walnut
French Language and Culture	Clark, Dater, Walnut
German Language and Culture	Walnut
Government and Politics (Comparative)	Walnut, Withrow
Government and Politics (US)*	Aiken, Dater, SCPA, Spencer, Walnut
Human Geography*	All Schools (Except SCPA)
Latin	Walnut
Macroeconomics	SCPA, Walnut
Microeconomics	Walnut
Music Theory	Clark, SCPA, Walnut
Physics 1: Algebra-Based	Schroeder, Spencer, Walnut, Withrow
Physics 2: Algebra-Based	Walnut
Physics C: Electricity and Magnetism	Walnut
Physics C: Mechanics	Walnut
Psychology*	All Schools





Spanish Language and Culture*	Aiken, Dater, Walnut, West, Withrow,
Statistics*	All Schools (Except Hughes, Spencer, Taft)
Studio Art Drawing	Walnut
Studio Art 2-D Design	Walnut
Studio Art 3-D Design	Walnut
US History*	Walnut
World History	Aiken, Clark, Dater, Riverview, SCPA, Schroeder, Walnut, West
Pre-Calc (23-24)*	Walnut
African American History (23-24)*	Dater, Withrow, Spencer have signed up to participate in the pilot of this program for the 23-24 SY with SCPA, Hughes, Oyler providing support within existing programming.

Appendix C CTE Courses and Certifications by School and Region





	Courses offered (West)	Certifications
Aiken	<ul style="list-style-type: none"> • Agricultural and Environmental Systems-Agribusiness • Education and Training-Teaching Professions • Engineering and Science Technologies-Engineering and Science Technologies 	Law and Public Safety-NIMS/FEMA Package
Dater	<ul style="list-style-type: none"> • Business and Administrative Services-Logistics and Supply Chain Management • Hospitality and Tourism-Culinary 	Law and Public Safety-NIMS/FEMA Package Ohio Apprenticeship Council-Pre Apprenticeship
Gamble	<ul style="list-style-type: none"> • Agricultural and Environmental Systems-Agriculture, Food and Natural Resources • Information Technology-Programming and Software Development 	Law and Public Safety-NIMS/FEMA Package
Hughes	<ul style="list-style-type: none"> • Agricultural and Environmental Systems-Animal Science • Engineering and Science Technologies-Engineering and Science Technologies • Engineering and Science Technologies-Engineering and Science Technologies-Project Lead the Way (Middle School) • Health Science-Medical Bioscience • Information Technology-Programming and Software Development 	Law and Public Safety-NIMS/FEMA Package Prostart
Oyler	<ul style="list-style-type: none"> • Arts and Communication-Media Arts 	Law and Public Safety-NIMS/FEMA Package
SCPA	<ul style="list-style-type: none"> • Arts and Communication-Media Arts • Arts and Communication Performing Arts • Arts and Communication-Visual Design and Imaging 	Law and Public Safety-NIMS/FEMA Package
Taft	<ul style="list-style-type: none"> • Health Science-Exercise Science and Sports Medicine • Information Technology-Cybersecurity • Information Technology-Information Support and Services • Information Technology-Interactive Media • Information Technology-Introduction to Program 	Law and Public Safety-NIMS/FEMA Package Ohio Apprenticeship Council-Pre Apprenticeship
Virtual	<ul style="list-style-type: none"> • Information Technology-Senior Only Microsoft Office 	
West High	<ul style="list-style-type: none"> • Law and Public Safety-Firefighting and Emergency Medical Services 	Law and Public Safety-NIMS/FEMA Package





Appendix D CTE Courses and Certifications Offered by School on the East Side

	Courses offered (East)	Certifications
Clark	<ul style="list-style-type: none"> Agricultural and Environmental Systems-Horticulture 	Law and Public Safety-NIMS/FEMA Package
Hughes	<ul style="list-style-type: none"> Agricultural and Environmental Systems-Animal Science Engineering and Science Technologies-Engineering and Science Technologies Engineering and Science Technologies-Engineering and Science Technologies-Project Lead the Way (Middle School) Health Science-Medical Bioscience Information Technology-Programming and Software Development 	Law and Public Safety-NIMS/FEMA Package Prostart
Riverview	<ul style="list-style-type: none"> Health Science-Allied Health and Nursing 	Law and Public Safety-NIMS/FEMA Package
SCPA	<ul style="list-style-type: none"> Arts and Communication-Media Arts Arts and Communication Performing Arts Arts and Communication-Visual Design and Imaging 	Law and Public Safety-NIMS/FEMA Package
Schroeder	<ul style="list-style-type: none"> Health Science-Medical Bioscience 	Law and Public Safety-NIMS/FEMA Package Elanco Veterinary Medical Applications Certification
Virtual	<ul style="list-style-type: none"> Information Technology-Senior Only Microsoft Office 	
Walnut	<ul style="list-style-type: none"> Information Technology-Senior Only Cybersecurity 	Law and Public Safety-NIMS/FEMA Package Ohio Apprenticeship Council-Pre Apprenticeship
Withrow	<ul style="list-style-type: none"> Business and Administrative Services-Business and Administrative Services 	Law and Public Safety-NIMS/FEMA Package





Appendix E Number of Gifted Intervention Specialists Per School Site

SCHOOL	Grade Levels	Total Gifted #s	Enrollment	% of building population (approximate)	Gifted Intervention Specialists
AIKEN HS	7-12	44	1122	4%	0
AMIS	7-8	6		1.10%	0
AMIS	K-8	12	551	2%	0
AWL	7-8	4		1%	0
AWL	K-6	7	539	1%	0
Bond Hill	K-6	3	290	1%	0
CANS	K-3	35	203	17%	0
Carson	K-6	14	670	2%	0
Chase	K-6	7	297	2%	0
Cheviot Gifted Academy	K-6	43	559	8%	gifted academy
Cincinnati Digital Academy		76	1396	5%	0
Clark Montessori HS	7-12	138	671	21%	0
College Hill	K-6	9	388	2%	0
Covedale	K-6	30	480	6%	1
Dater Montessori	K-6	93	753	12%	2
Ethel Taylor	K-6	7	248	3%	0
Evanston Academy	K-6	10	282	4%	0
Fairview Clifton	K-6	141	682	21%	2
Frederick Douglass	K-6	15	271	6%	0
Gamble Montessori	K-6	11	377	3%	0
Gamble Montessori HS	7-12	77	668	12%	0





Gilbert Dater HS	7-12	49	968	5%	0
Hartwell	7-8	5	464	1%	0
Hartwell	K-6	9	464	2%	1
Hays Porter	K-6	10	279	4%	0
Hughes HS	7-12	67	1027	7%	0
Hyde Park (used to be a gifted school)	K-6	159	551	29%	2
John P. Parker	K-6	8	361	2%	0
Kilgour	K-6	191	520	37%	2
LEAP Academy	K-6	1	455	0.2	0
Lighthouse	7-12	2	36	6%	0
Midway	K-6	23	551	4%	0
Mt. Airy	K-6	25	582	4%	0
Mt. Washington	K-6	15	302	5%	1
North Avondale	K-6	43	604	7%	1
Oyler	7-12	25	627	4%	0
Oyler	K-6	3	627	0.5	0
Parker Woods Montessori	K-6	83	595	14%	1
Pleasant Ridge Montessori	K-6	96	722	13%	1
Pleasant Hill Academy	K-6	13	549	2%	0
Rees E. Price	K-6	11	529	2%	0
Riverview East	7-12	16	466	3%	0
Riverview East	K-6	1	466	0.20%	0
Robert A Taft HS	7-12	38	659	6%	0
Roberts Academy	7-8	2		0.30%	0
Roberts Academy	K-8	5	799	1%	0





Rockdale Academy	K-6	8	295	3%	0
Roll Hill	K-6	17	428	4%	0
Roselawn	7-8	2		1%	0
Roselawn	K-8	11	438	3%	0
Rothenberg	K-6	2	346	1%	0
Sands Montessori	K-6	145	640	23%	2
Sayler Park	7-8	9		3%	0
Sayler Park	K-6	6	306	2%	0
SCPA K-6	K-6	36	1268	3%	1
SCPA 7-12	7-12	209	1268	16.50%	
Shroder HS	7-12	43	748	6%	0
Silverton	K-6	6	321	2%	0
South Avondale	K-6	5	309	2%	0
Spencer Center	3-12	215	325	66%	gifted academy
Taft Elementary	K-6	2	255	1%	0
Virtual HS	K-12	10	220	5%	0
Walnut Hills HS	7-12	1,562	2,720	57%	0
Western Hills HS	7-12	49	1287	4%	0
Westwood	K-6	18	408	4%	0
Winton Hills	K-6	6	323	0.30%	0
Withrow HS	7-12	41	1318	3%	0
Woodford	K-6	8	341	2%	0
Woodward HS	7-12	35	877	4%	0

