

CPS Fall Student Learning Models

June 28, 2021



PREPARING STUDENTS
FOR LIFE

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

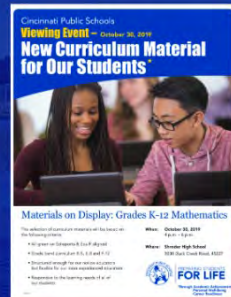


Access to High Quality Materials

ELA Must Haves

- Strong Alignment to EQulP
 - EQulP (Educators Evaluating the Quality of Instructional Products) is a tool designed to identify high-quality materials aligned to the Ohio Learning Standards
- Representation, Diversity, Historical & Scientific Accuracy
- All Green on EdReports
 - EdReports.org is an independent nonprofit designed to improve K-12 education by providing reviews that increase the capacity of teachers, administrators, and leaders to seek, identify, and demand the highest quality instructional materials.
- Inclusive of Teacher Feedback / Buy In

Engagement



- Agreed upon "must haves" with Mathematics Council
- Multiple iterations of surveys to capture teacher voice
- Curriculum Fair inviting community, teachers and other stakeholders

Why EQulP training?

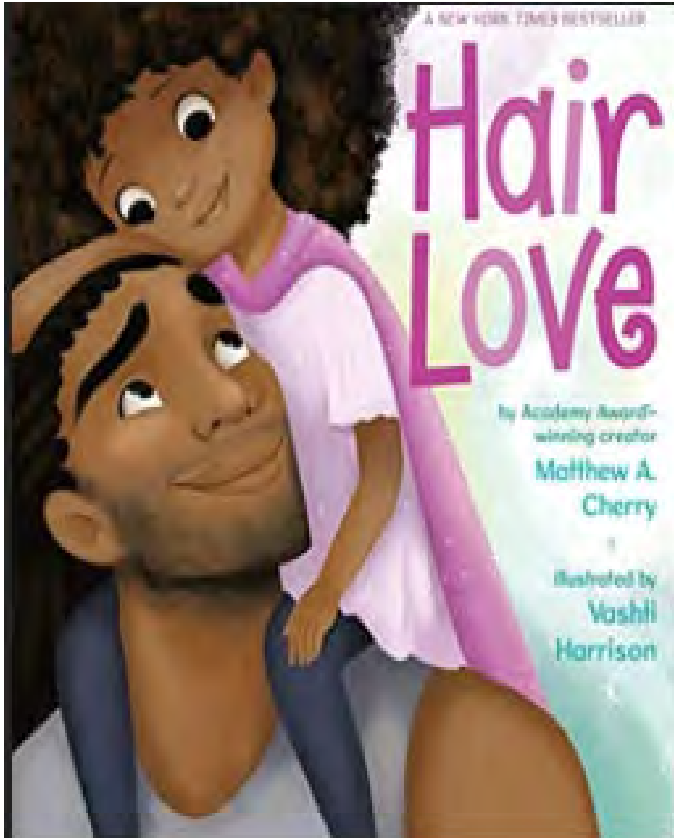
- Develop reviewers' ability to **use EQulP** quality review to provide **criterion-based observations and suggestions for improvement**
- Develop a **common understanding of alignment and quality** among reviewers
- Develop a **common understanding of the rating scale and descriptors**
- Develop reviewers' abilities to **use EQulP criteria, rating, scales and rating descriptors to review instructional 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

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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

Lessons Addressing Everyone's Perspective: Equity, Representation, Anti-racism

- [1619 Project and the Enlightenment](#) - This assignment uses the NYTimes 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=Hiv7MtrNurA>)
- [Silk Factory Workers DBQ](#) - tells the story of the Industrial Revolution (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

MATH: Kincaid Hmrm
John P. Parker School

Announcement:
Here are the updated scores for the A/B Challenge! Keep up the good work!

A	vs	B
138		119

Make Up Work
* Check this folder for the work that you are missing.
* These assignments need to be turned in ASAP
* All late assignments will receive a penalty
* All assignment submitted after the "final turn in" will be half credit

Monday 12.7 - 12.11
Assignments and Materials for Math 12.7 - 12.11

Monday 11.9 - Tuesday 11.24 (2 1/2 weeks)
Assignments and Materials for Math class 11.9 - 11.20

- Updates from Teachers
 - What students are learning (learning outcomes)
 - Materials
 - Assignments
 - Important due dates



Pulling it All Together in Two Week Cycles



Same number?

●	●	●	●	●	
●	●				
●	●	●	●	●	
●	●	●			





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.



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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, Foundations, 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



A cluster of yellow stars of various sizes in the top left corner, some with motion lines trailing behind them.

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

Estimated
Concurrent
Enrollment

~300



Classrooms Needed - Examples

School	# Concurrent	# Classrooms
Rockdale Academy	23	7
Grade 1	1	
2	5	
3	2	
4	6	
5	3	
6	4	
7	2	

School	# Concurrent	# Classrooms
Roselawn Condon	11	7
Grade 2	2	
3	1	
4	2	
6	1	
7	2	
8	2	
9	1	

School	# Concurrent	# Classrooms
SCPA	7	16
Grade 4	1	
5	1	
6	1	
7	1	
10	1	
11	1	
12	1	

Estimated # of Classrooms

***300 - 630**

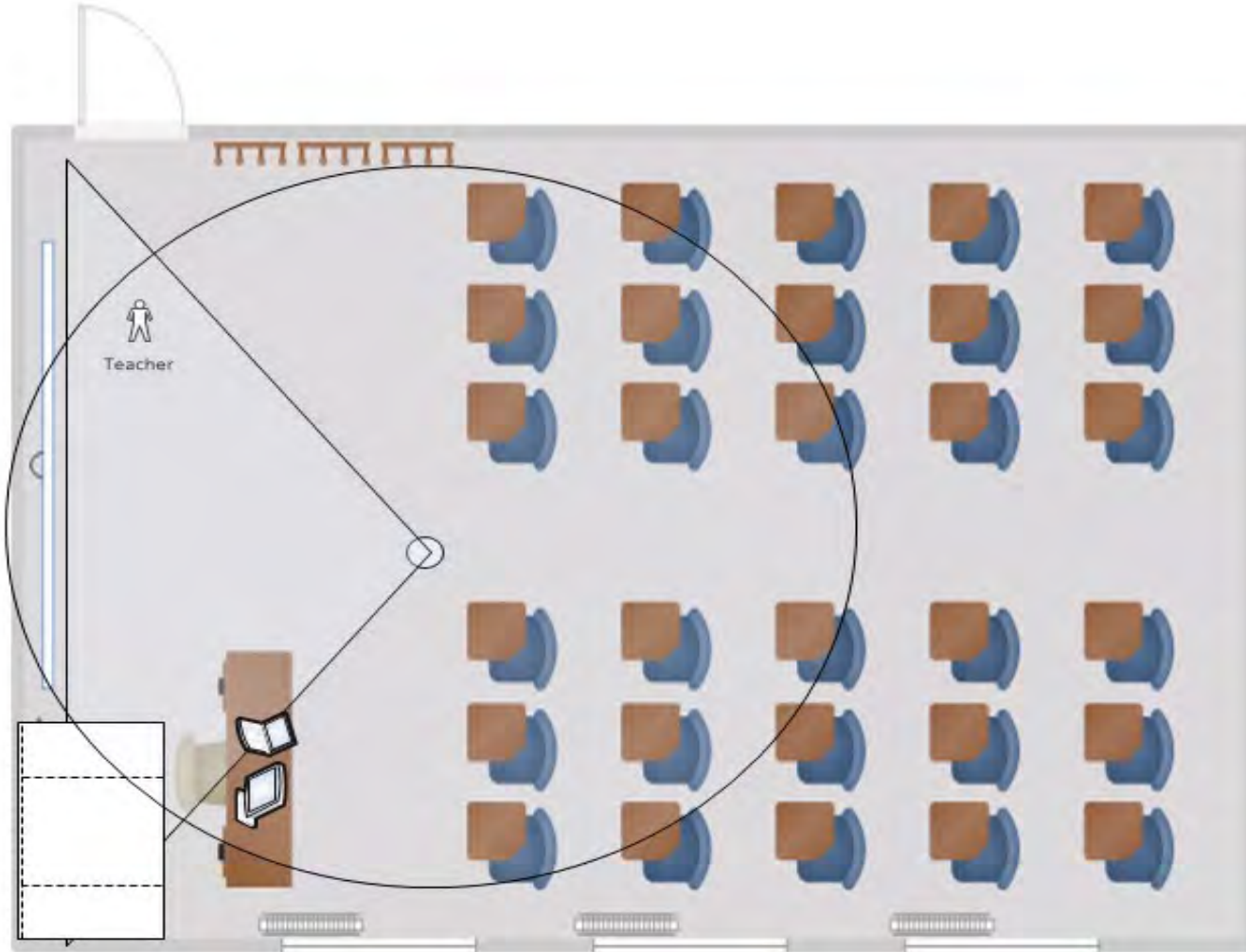
(\$450,000 - \$900,000)

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



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Remote Classroom Configuration



What it looks like:

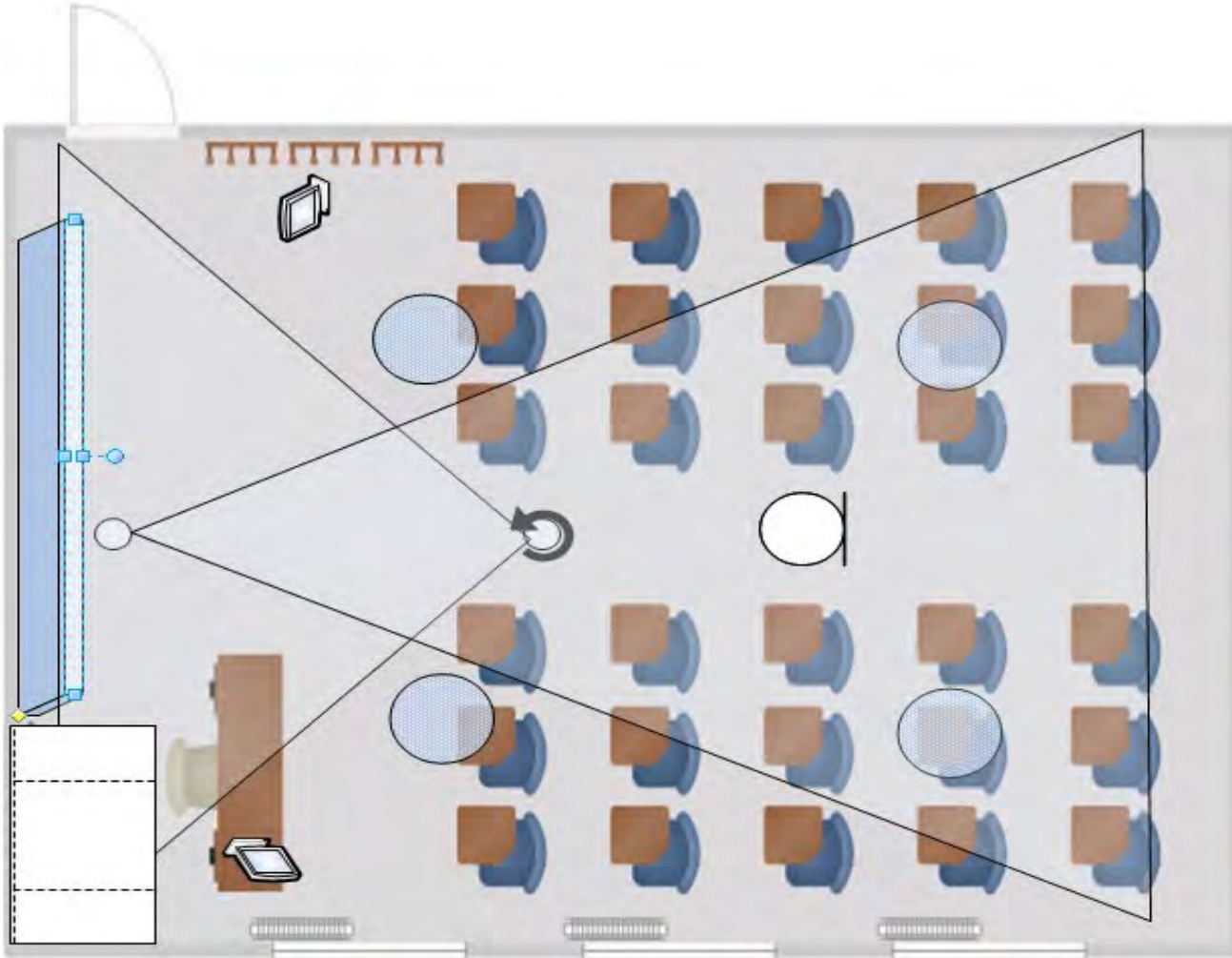
- Class Rooms will have a fixed point camera and microphone.
- Teachers will utilize Google Meet to start a class utilizing this camera and mic so the remote student/s will be able to view and listen into the class.
- Remote students will only be able to engage with the teacher and in person students 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



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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)



**THE
FUTURE
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**Student-Centered
Decision Making**



**Health and
Safety**



**Community
Engagement
and Influence**



**Optimized
Capabilities**



Growth



PREPARING STUDENTS
FOR LIFE