



April 25

2022

REPORT OF THE STUDENT ACHIEVEMENT AND DISTRICT INSTRUCTIONAL PERFORMANCE COMMITTEE

The Student Achievement and District Instructional Performance Committee met on Friday, April 8, 2022, 2:00 PM at the Cincinnati Public Schools Education Center, 2651 Burnet Avenue, 45219 in the Rosa E. Blackwell Interactive Learning Center.

ATTENDEES

Virtual Attendees: 7

Student Achievement and District Instructional Performance Committee Members

Carolyn Jones, Chair; Brandon Craig; Mary Wineberg

Administration

Jonathan Brown, Interim Assistant Superintendent; Heather Calhoun, Psychologist, School Culture and Safety; Emily Campbell, Director of Curriculum and Instruction; Bridget McComas; Curriculum Manager for Diverse Learning; Paul McDole, Labor Relations Manager; Angela McDonald, Early Childhood Manager; Shauna Murphy, Assistant Superintendent; Taylor Porter, Principal, Gamble Montessori High School; Stacey Hill-Simmons, District School Leadership; Cathy Spellman, Director of Performance and Accountability; Dave Traubert, Social Studies Manager; Dawn Williams, Mathematics Manager; Elizabeth Wolf, Science, Physical Education, Health Curriculum Manager

FY23 Adopted Curriculum and Instruction Overview

Dave Traubert, Social Studies Manager, updated the Committee on the adoption cycle for curriculum—curriculum that has been adopted and curriculum that will be being recommended for adoption for school year 2022-2023.

Mr. Traubert reported that the curriculum is on a five- to six-year adoption cycle and is updated on an annual basis. He reported that Science was recently adopted by the CPS Board on February 28, 2022, and World Languages will be recommended for adoption for school year 2022-2023.

The Curriculum is published on the CPS website. The document includes the following key areas:

- Content
- Resource Materials
- Pedagogy/Strategies
- Measurement
- Professional Development Curriculum

A copy of the curriculum is available upon request, in the Board office and on the CPS website.

Summer Learning

Curriculum managers updated the Committee on the following Summer Scholars 2022 information.

- Every school is hosting a Summer Scholars program, PreK – 12th grade.
 - Recovery Services for students with disabilities will be part of Summer Scholars noted above.

- Each school’s schedule includes at least the following:
 - Doors open to students for a minimum of 5 hours:
- At least 3 hours dedicated to academics in the morning, including the use of adopted curricula and social-emotional learning.
- At least 1 hour dedicated to enrichment in the afternoon.
- Families can choose to attend mid or full day.

Enrollment vs Attended

2021

- Need to improve our system of attendance reporting this summer. We can only identify students who had a grade issued.
- 4,805 students were issues grades last summer.

2022

- Current enrollment – 8,766 students (PreK - 12)
- Additional enrollment efforts this week (phone calls, Google Sign-Up Form sent through Possip, and CPS Social Media/Website)
- Today is the last day to enroll.
- Attendance will be pulled for all prek-12th grade through an additional PowerSchool step in June.

Social Emotional Learning (SEL)

- Learning can only take place once a student’s basic physical, emotional, and psychological needs are met -likely increased trauma due to pandemic and racial unrest.
- A well-managed classroom will increase available instructional time
- There are many natural opportunities throughout the school day to teach and bolster student’s SEL skills such as self-management, social awareness, and responsible decision making. However, explicit teaching of these skills is critical.

SEL Lessons – to be explicitly taught by School Social Worker, School Psychologist, or Mental Health Partner

Role	SEL Responsibilities	Additional Responsibilities
<i>School Social Worker or School Psychologist</i>	<ul style="list-style-type: none"> • Teach SEL lessons • Collect pre/post data for groups • Track number of students served • Support Teacher's SEL Daily Activities, as needed 	<ul style="list-style-type: none"> • Attendance support • 1:1 counseling support • Home visits • Crisis response • Other Summer Scholars supports, as needed
<i>Mental Health Partner</i>	<ul style="list-style-type: none"> • Teach SEL lessons • Collect pre/post data for groups • Track number of students served 	<ul style="list-style-type: none"> • Mental health screening and follow-up • Crisis response • Activities billable to Medicaid* (e.g., 1:1 counseling, case management, intakes, etc.) *not paid for by CPS

Transportation

High school METRO passes will go through June 30th. No additional passes will need to be created. METRO routes will not be altered for Summer Scholars.

Yellow bus service will complete the following services:

- Morning pick up
- Mid-day pick up from home
- Mid-day pick up from school
- End of day take home

Preschool students that qualify for transportation will still receive transportation for Summer Scholars and Jump Start.

The Transportation Department is already working with the schools on their students' arrival and dismissal times and planning their routes.

A copy of the full report that includes the following topics is available upon request and in the Board office: *Jump Start 2022; Essential Tool; Teacher Support of SEL; Differentiation for Diverse Learners; Instructional Staff Professional*

The Committee stated that teachers will be pleased with a plan being in place for the Summer Scholars program and about the importance of students being given time to explore themselves during their SEL.





The Committee inquired as to how attendance concerns are being addressed. The Administration reported that school social workers are committed to working with Summer Scholars.

ACTION: The Committee inquired as to how Summer Learning is being measured to determine the impact of student learning, as well as any possible gaps.

Social Studies

Mr. Traubert updated the Committee on the following for the Social Studies Curriculum:

K-12 Adopted Social Studies Curriculum

	TCI / History Alive! Our K-11 adopted curriculum provides supportive and engaging lessons, texts and activities that bring learning alive. We are in year 4 of a 6 year adoption cycle. Students have access to online curriculum and workbooks from K-11.
	DBQ Project Online - Document based questions to develop AP writing skills for every student through analyzing primary source documents. Students use evidence from documents to develop a position on an open-ended inquiry (Grades 4-12)
	Ohio as America - 4th grade curriculum developed and hosted through the Ohio History Connection.
	Queen City Online - 3rd grade curriculum build for and customized by CPS. To be updated in advance of 22-23 to reflect current Cincinnati government. Hosted online by InfOhio

Celebrations

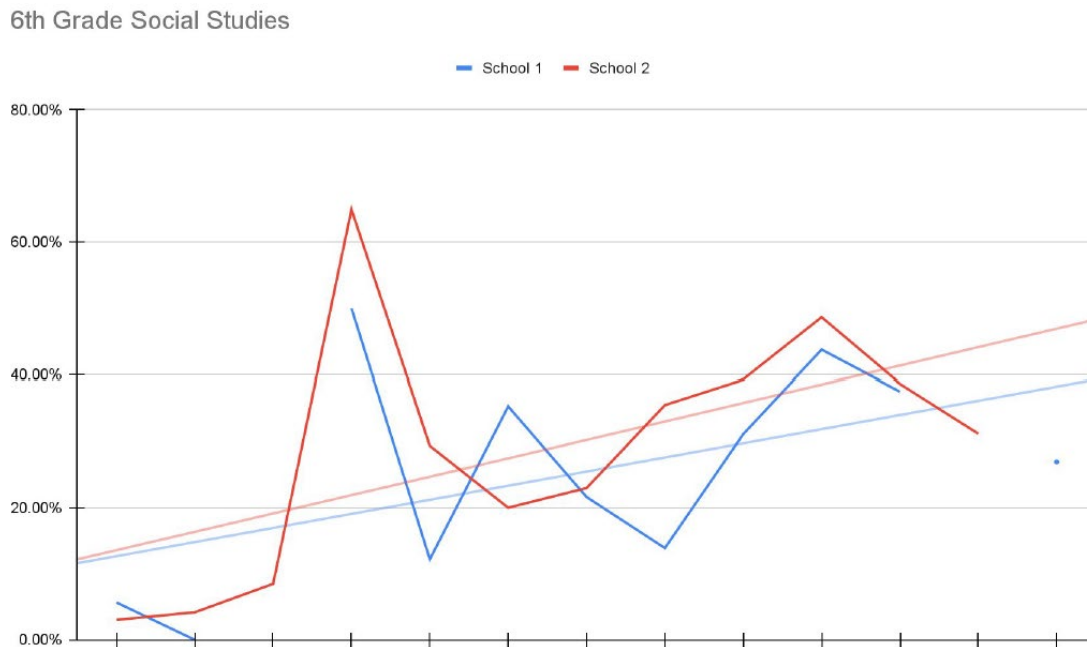
Mr. Traubert reported that Curriculum worked with The Nancy and David Wolf Holocaust and Humanity Center located at Cincinnati's Union Terminal. The Center located a donor that will fund field trips for up to 15,000 CPS students for five years to visit the Holocaust Center.

Mr. Traubert reported that the curriculum team is currently writing lessons for the following to embed *Equity in the Curriculum*:

- Lessons from Everyone's Perspective: Equity, Representation, and Anti-racism (K-11)
- Unit 1: Social Justice (K-11)

- Stamped! lessons added (8th, US History, African American History)
- African American History - in person course offered at every high school
- Development of wholistic, district wide, African American History curriculum

The Chart represents teachers that have been using ongoing assessments for all year. The straight diagonal line is the growth pattern. The peaks and valley lines, represent the ups and downs.



What's Next

- District adopted African American History curriculum created by CPS teachers
- Adopt .5 credit Financial Literacy Course (Mandate by Senate Bill 1)
- Adulting 101 (7th & 8th grade elective) including citizenship and financial literacy units
- Update and revise curriculum guides making Equity and Anti-racism lessons more visible
- Develop curriculum on Student Interaction with Peace Officers per Senate Bill 68

The Committee inquired about looking into funding that would allow all CPS students the opportunity to visit for example, the National Underground Railroad Freedom Center or the John Rankin House. Mr. Traubert reported that conversations with various contacts are taking place to offer opportunities for student visits to other major land marks.

Mr. Traubert reported that teachers are being trained and monitored on how to use the assessments tools, per the Committee's inquiry into this question.

The Committee was excited about movement that is happening in the Social Studies Department.

Financial Literacy

Mr. Traubert updated the Committee on the following *Requirements for Financial Literacy in Ohio*.

Middle School

State Law 3313.6015 requires all public school districts to adopt a formal Board Resolution regarding Middle Grades (7-8) Financial Literacy Requirements

High School (through class of 2025)

High School Graduation requirements for all students require that each student “receive instruction in financial literacy” prior to graduation.

High School (beginning with class of 2026)

SB 1 requires students who enter ninth grade on or after July 1, 2022, to complete one-half unit of instruction in financial literacy as part of the required high school curriculum

Mr. Traubert informed the Committee about the following programs implemented for seventh and eighth grade classes that are sponsored by Junior Achievement:

Middle School

- Unite for Teens Financial Literacy Day (March 8, 2022)
- Curriculum created by Junior Achievement, customized based on student and teacher feedback
- Volunteers recruited by United Way created video lessons on budgeting
- Volunteers visited classrooms on March 8 to follow up and engage with students in person P&G, GE, Engage Partners, US Bank, PNC Bank, Sprint, First Financial
- Junior Achievement Economics for Success
- Six lessons delivered by volunteers over six weeks
- 17 teachers, 24 volunteers, 1,256 students, 51 classes, 7,126 contact hours

Other Junior Achievement (JA) Financial Programs

- JA Global Market Place (6-8)
- It’s My Business (6-8)

Mr. Traubert reported that Oyler and Dater high schools placed first, second, and third in the Stock Market Challenge that was held at Cincinnati State on April 6, 2022. A student from Oyler qualified to go to the Virtual National Stock Market Challenge that is normally held in Washington, D.C.

A copy of the full report is available upon request and in the Board office.

American College Testing (ACT)

Cathy Spellman, Director of Performance and Accountability, updated the Committee on her following memo regarding *Administration of State-Funded ACT Test for the Class of 2023*.

State-Funded ACT Tests

State law requires public school districts to administer the state-funded ACT or SAT each year to all grade 11 or year three high school students in the winter/spring of each school year. Each year school districts select either the ACT or SAT to administer. Since the inception of the State-funded program, Cincinnati Public Schools has elected to administer the ACT test. The state-funded ACT test consists of the ACT English, Mathematics, Reading, and Science tests. All students are able to take the ACT test once for free through this administration.

Spring 2022 ACT Testing

Students taking the standard time ACT test were scheduled to take the ACT test on Tuesday, March 1, 2022. Students testing with ACT-authorized accommodations were able to be scheduled for testing between March 1st and March 11th.

As of March 30, approximately 83% of students (1880 of 2263 students) scheduled to take the ACT this Spring have been processed by ACT.

Makeup standard testing took place March 15th-24th. Students' makeup for accommodations was scheduled March 15-25th. The above referenced total of students taking the ACT include these makeup tests.

Results from the Spring 2022 ACT Test

ACT communicates that results are expected to be sent to students and schools 2-8 weeks after the test date. Many scores are currently available through the success.act.org website for the state administration. A complete file for uploading is expected to be provided to the district in May or June 2022.

ACT National Testing Dates

Students may also [register to take the ACT Test at one of ACT's national testing dates](#). Fee waivers for the ACT Test are available for some students. To request a fee waiver, students must contact their high school counselor. The remaining **2021-2022** test dates are:

Test Date	Registration Date
Apr 2, 2022	Feb 25, 2022
Jun 11, 2022	May 6, 2022
Jul 16, 2022	Jun 17, 2022

ACTION: Committee Chair Jones advised Ms. Spellman to update the Board on the aggregate test scores (how many students took the exam, their scores, etc.) at a future date.

School Calendar

Paul McDole, Labor Relations Manager, updated the Committee on drafts of the 2023-24 and 2024-25 Districtwide School Year Calendars. He reported the calendars will updated to be more inclusive by adding additional holidays as well as school closures.

ACTIONS: The Committee and incoming Superintendent Wright will review the documents and submit recommended changes to Mr. McDole. Mr. McDole will then submit the calendars to the Calendar Committee for their review.

The Committee will review a second draft of the document at their May 6, 2022 Committee meeting for recommendation to the Board for approval at the Board's May 23, 2022 business meeting.

Principal Pipeline

Dr. Brown informed the Committee about information learned through school districts on how to hire, retain, and recruit staff to serve as principals. The Pipeline is a partnership with the Wallace Foundation.

Taylor Porter, Principal, Gamble Montessori High School, updated the Committee on the following Ohio Principal Standards:

 Leadership	Standard 1: Mission, Vision and Core Values	The effective educational leader develops, advocates and enacts a shared mission, vision and core values.
	Standard 2: Ethics and Professional Norms	The effective educational leader acts ethically and according to professional norms.
	Standard 3: School Improvement	The effective educational leader implements collaborative structures and shared leadership to analyze data and causality, align evidence-based strategies to deliberate goals, develop the capacity of staff, and partner with internal and external supports to improve teaching and learning conditions and outcomes.
 Learning	Standard 4: Curriculum, Instruction and Assessment	The effective educational leader fosters an environment of effective and rigorous personalized instruction by ensuring each student has equitable access to effective teachers, leaders and learning supports.
	Standard 5: Professional Capacity of School Personnel	The effective educational leader supports all staff by promoting and organizing an environment focused on continuous improvement and personal growth to achieve positive outcomes for each student.
 Culture	Standard 6: Equity and Cultural Responsiveness	The effective educational leader models, supports and cultivates a school culture characterized by equity and inclusiveness.
	Standard 7: Community of Care and Support	The effective educational leader develops and sustains positive partnerships with and among students, staff and stakeholders to create a safe and caring school environment.
	Standard 8: Meaningful Engagement of Families and Community	The effective educational leader develops and sustains partnerships with families and the community by acknowledging the school as a community resource and understanding the context of its existence within the larger community.
 Management	Standard 9: Strategic Staffing	The effective educational leader is integral to the recruitment, hiring and assignment of staff to ensure representation of diverse expertise and skill sets are aligned to the priorities of the focused plan while also promoting staff professional growth, cultural competence and opportunities for leadership.
	Standard 10: School Operations	The effective educational leader develops and implements structures to maximize learning through relationships, management, fiscal responsibility and adherence to district and state laws, policies and procedures.

Stacey Hill-Simmons, District School Leadership, updated the Committee on the following components of the pipeline:

- Assistant Principal Practical Pipeline
- Assessment Center
- Leadership Tracker System – Tracks skills for in-house talent
- Principal Supervision – District School Leadership Administrators
- Principal Leads (7 members)
- Principal Hiring and Placement – Assistant Superintendents interview the candidates

The pipeline includes internal and external candidates.

There was no **Other Business** or speakers for **Hearing the Public**.

The meeting adjourned at 3:32 PM.

Student Achievement Committee

Carolyn Jones, Chair
 Brandon Craig
 Mary Wineberg

Staff Liaisons

Jonathan Brown, Interim Assistant Superintendent
 Shauna Murphy, Assistant Superintendent