



**March 10**

**2021**

## **REPORT OF THE STUDENT ACHIEVEMENT AND DISTRICT INSTRUCTIONAL PERFORMANCE COMMITTEE**

The Student Achievement and District Instructional Performance Committee met on Friday, March 5, 2021 at 2:00 PM in LaunchED, Room 110 at the Mary A. Ronan Education Center.

The public viewed the meeting via Video Conference.

### **ATTENDEES**

#### Student Achievement Committee Members

Chairperson Pamela Bowers, Eve Bolton, Ben Lindy

#### Administrators

Tianay Amat, Deputy Superintendent; Dean Blase, Director of School Leadership; Krista Boyle, Chief Strategic Engagement Communications Officer; Susan Bunte, Assistant Superintendent; Brittany Cousins, Manager, Career Based Learning; Emily Campbell, Director, Curriculum; Margaret Hall, Student Services, Director; Paul McDole, Director, Human Resources; Shauna Murphy, Assistant Superintendent; Christine Reeves, Assistant Director, Student Services; Dave Traubert, Social Studies Manager; Michael Turner, Career and Technical Education, Manager

### **2021 Committee Workplan Review**

The Committee reviewed its Work Plan (copy attached) and will recommend the document to the Board for approval at the March 10, 2021 Regular Business meeting.

### **Superintendent's Evaluation Timeline**

The Committee discussed when and how the Superintendent should be evaluated.

Committee member Lindy informed the group that he would like the Superintendent to be evaluated when results are available for the school year. He also reported that General Counsel Hoying advised that there is flexibility in changing her evaluation date.

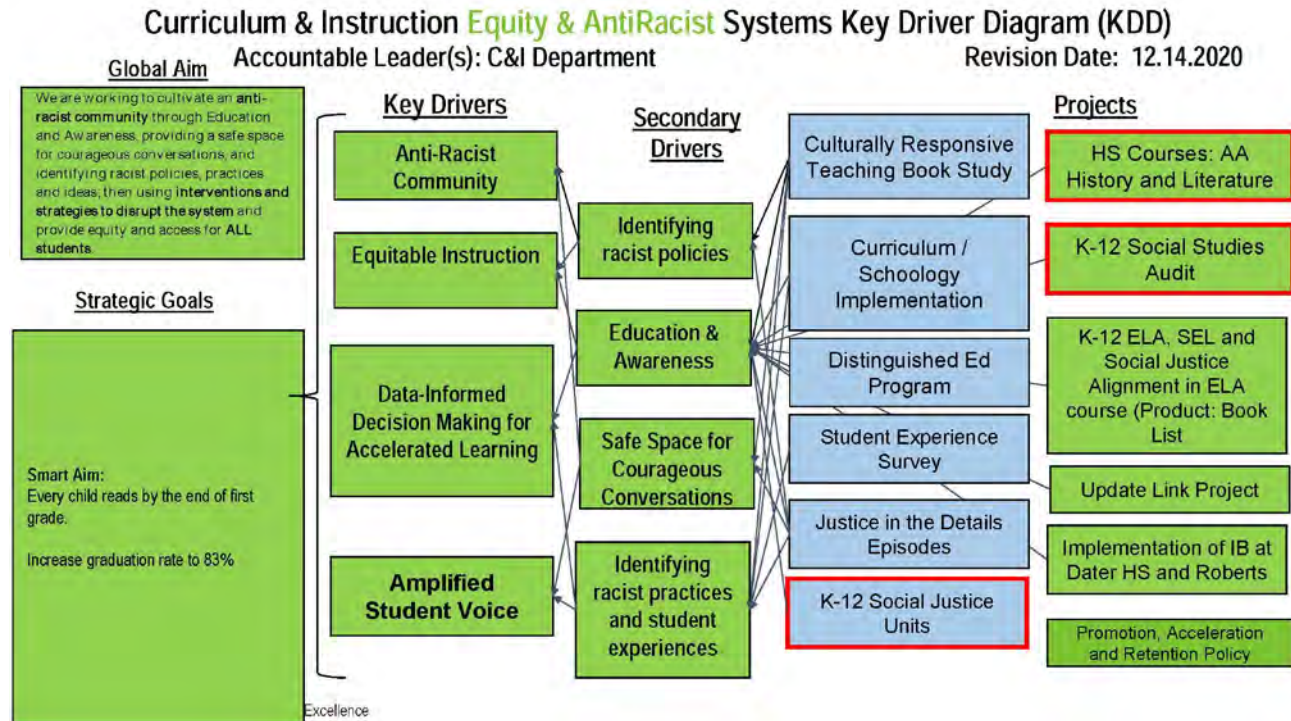
Ms. Bolton stated that Ohio Revised Code states that the Superintendent be evaluated on or by March 1 and, that there is flexibility in when the evaluation can be conducted. She reiterated that the months of March and August are within existing District policies for Evaluation of the Superintendent.

Mr. Lindy shared a brief timeline that included evaluation actions in the months of July, August, and September (e.g., assessments, measureable goals for the upcoming school year, mid-year progress report and the Board's completion date of the evaluation).

**ACTION:** The Administration will provide the Committee with a timeline of Testing (MAP, End of Year testing "etc.")

## Anti-Racism Curriculum Adoption

Mr. Traubert updated the Committee on work that is being done in the area of the Anti-Racism Curriculum, in preparation to present for adoption. Please see the below the Key Driver Diagram.



Mr. Trauber updated the Committee on the following steps for lesson planning.

## **K-12 Social Studies unit and lesson planning**

**Curriculum:**

- Identify content specific knowledge that is currently not in curriculum - not just African American History
- Assess what voices, stories, images, and authors are missing
- Revise and enhance curriculum guides, maps and resources

**Culture:**

- Ensure lessons are accessed and implemented by teachers
- Build a community of anti-racist educators

**Result:**

- Justice in the curriculum and classroom experience

Mr. Rush updated the Committee on the following book purchased for US History and African American History students (8<sup>th</sup> and 10<sup>th</sup> grades).

### **Stamped: Racism, Anti-racism, and You, by Jason Reynolds and Ibram X. Kendi**

- Council Steering Committee completed book study, Summer 2020
- Council solicited input from delegates and 8th/10th grade teachers on inclusion of Stamped as a resource
- Council chair & steering pitched the instructional value of book to Curriculum department

- Copies of book ordered for over 4500 US History (8th and 10th grade) and African American History students
- PLC of US History and African American History teachers completed book study and developed lessons to add to curriculum guides (pilot lessons in Spring 2021; additional lessons in development for 21-22)

Committee member Bolton and Chairperson Bowers expressed concern about courses being put in place after students have graduated. Ms. Bowers advised to make the courses available for this coming school year. She also inquired about the timeline in offering the classes.

Mr. Traubert advised that he is working on making the courses available for this coming year and that he is also looking for resources.

Ms. Bolton advised the Administration to make sure that all schools have a Black History course and to include this in the budget. She advised the Administration to have a teacher available to teach the class and to not just offer the class online.

Ms. Bolton expressed concern if adopted curriculums are being taught.

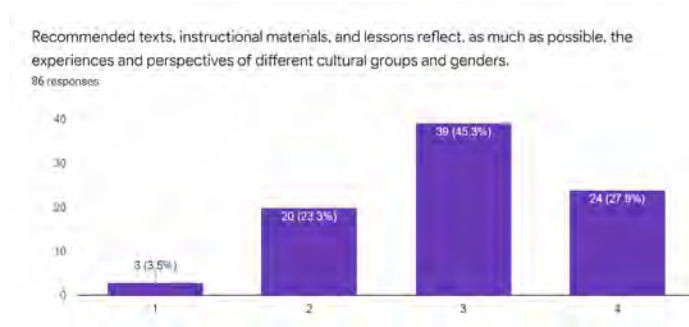
She also recommended that the Board send a letter to College Board to join with Pittsburgh City Schools to add Black History as an Advanced Placement course. Committee Chair Bowers acknowledged the possibility of African American History being a graduation requirement, not only as an AP course.

Emily Campbell, Curriculum Director reported that African American History and African American Literature will be new courses added to the curriculum.

Ms. Bolton reported that Anti-Racism and Institutional Racism needs to be included in the Health Curriculum.

Committee Chair Bowers reported that Humanities should be across all curriculums.

Mr. Lindy inquired about the following graph. Mr. Traubert advised that the graph is used as an evaluation tool.



The following are next steps that Curriculum will be moving forward with for the Anti-Racism curriculum.

#### Next Steps

1. Respond and collaborate with Speak Up/Speak Out (student, parent & community groups)
2. Provide PD for teachers on anti-racist teaching
3. Determine progress monitoring plan: how will we know that students district wide are gaining the knowledge and skills to ensure an equitable and anti-racist education?

Committee Chair Bowers inquired about how high school students who are, or may be turning 18 are being informed about voting. Mr. Craig Rush of the Curriculum Council, noted that there is a process that teachers use. He offered to be a contact to provide additional information about a non-partisan process to provide information to students

**International Baccalaureate Course Expansion**

Ms. Blase updated the Committee on her following report.

**What is International Baccalaureate?**

IB programs have set the global standard for educational excellence for over 50 years. Originally a mechanism for international students to calibrate their learning experiences across different countries' standards, IB has expanded into a PK-12 system of schools & educator PD courses that serves 1.4 million students across the globe in over 5400 schools (*Facts & Figures*, ibo.org, 2021).

**Why IB**

Research demonstrates that students in IB programs have better outcomes than their peers (See *Key Findings*). IB is particularly well-suited for Roberts & Dater HS international communities due to IB’s global learning focus, which includes the expectation that all students be able to communicate in at least two languages at the “Intermediate High” level by the end of 10th grade.

**What is the Plan?**

Our long-term goal is to offer a full PreK-12 IB system with all four International Baccalaureate programmes at Roberts Academy and Dater High School.

2 Pathways for Grades 11-12:

- Diploma Programme (Advanced level courses similar to AP)
- Career-related Programme (Blend of Advanced and Career-pathway courses)

Grades 6-10: Middle Years Programme (College & Career Preparatory Courses)

Grades PreK-5: Primary Years Programme (Globally themed courses)

**Who will participate?**

To start, all 6th-8th graders at Roberts & All 7th-12th grade students at Dater HS will be International Baccalaureate students. Pending further exploration, all PreK-5 students at Roberts would participate in PYP. All teaching staff at Roberts and Dater HS will be trained to develop units, lessons, and activities stemming from our CPS Standards-based curriculum that will foster learning aligned with the IB Learner Profile.

CPS/IB Learner Outcomes	International Baccalaureate Learner Profile
<u>CPS Students...</u> Are confident Communicate effectively Are intellectually curious Think critically Have integrity Collaborate Engage our community Innovate Have high expectations Are inspired Sense the urgency of our mission	<u>IB Graduates are...</u> Risk-takers Communicators Inquirers Thinkers Principled Open-minded Caring Knowledgeable Balanced Reflective

Ms. Blase reported that she reached out to Dater and Roberts families to get their thoughts about the program and how to choose a high school.

**ACTION:** Deputy Superintendent Amat reported that a presentation about the IB program will be presented at the June 4, 2021 Committee meeting. Stakeholders will also be a part of the presentation.

Committee member Bolton stated that she supports the program and thanked the Community Learning Centers for bringing those two schools to the Board's attention years ago. She also advised to offer the program on the East and Westside of the City and to include matriculation in order to make sure no one gets squeezed out.

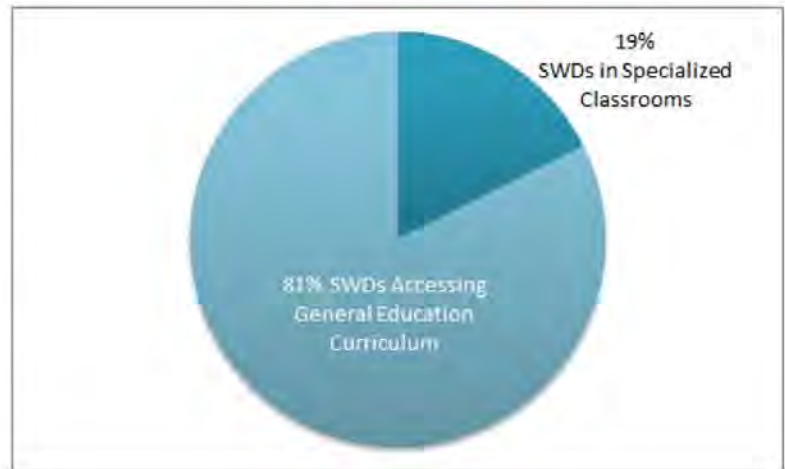
Committee Chair Bowers asked how teachers at LEAP Academy are being trained in IB in an effort to prepare students for transitioning to the IB programming at Dater High School.

**Student Services Update- Asst. Superintendent Susan Bunte**

Dr. Margaret Hall and Christine Reeves updated the Committee on Students with Disabilities data in the following areas contained in their presentation.

**Where Students with Disabilities Are Served**

CPS Specialized Classrooms	
Multiple Disabilities	85
Autism	38
STRIDES	24
Camelot	2
Hearing Impaired	3
Preschool Disabilities	17



**Trend Data**

Year	Total SWD Population
2015	6245
2016	6470
2017	6337
2018	6540
2019	7096
2020	7384
2021	6848 (current numbers)



### Students with Disabilities in CPS Buildings by Grade Level

<b>Grade 1</b>	9.50%
<b>Grade 2</b>	13.27%
<b>Grade 3</b>	17.16%
<b>Grade 4</b>	20.65%
<b>Grade 5</b>	21.04%
<b>Grade 6</b>	22.69%
<b>Grade 7</b>	21.66%
<b>Grade 8</b>	20.31%
<b>Grade 9</b>	21.36%
<b>Grade 10</b>	19.86%
<b>Grade 11</b>	19.55%
<b>Grade 12</b>	17.81%
<b>TOTAL</b>	18.69%

### Students with Disabilities in CPS Buildings

<b>Specific Learning Disability</b>	<b>2441</b>	<b>38.60%</b>
<b>OHI Minor</b>	<b>1185</b>	<b>18.70%</b>
<b>Intellectual Disability</b>	<b>646</b>	<b>10.20%</b>
<b>Emotional Disturbance</b>	<b>522</b>	<b>8.20%</b>
<b>Multiple Disabilities</b>	<b>494</b>	<b>7.80%</b>
<b>Autism</b>	<b>422</b>	<b>6.70%</b>
<b>Speech or Language Impairment</b>	<b>348</b>	<b>5.50%</b>
<b>Developmental Delay (PK Only)</b>	<b>134</b>	<b>2.10%</b>
<b>Hearing Impairment</b>	<b>56</b>	<b>0.90%</b>
<b>Traumatic Brain Injury</b>	<b>46</b>	<b>0.70%</b>
<b>Orthopedic Impairment</b>	<b>14</b>	<b>0.20%</b>
<b>Visual Impairment</b>	<b>10</b>	<b>0.20%</b>
<b>OHI Major</b>	<b>10</b>	<b>0.20%</b>
	<b>6330</b>	

The report also included data on English, Gifted and Limited English Proficient (LEP) Learners in CPS buildings.

Ms. Reeves reported that the District met 2020-2021 Ohio Special Education Profile (SPP) indicators.

The Individuals with Disabilities Education Improvement Act of 2004 (IDEA) established a series of special education indicators to measure services and outcomes for children with disabilities:

- ODE has established annual targets/goals for these indicators
- Districts receive an annual Special Education Profile that shows progress over time in meeting the goals for students with disabilities

The following are the 2020-2021 Ohio SPP- Results

- ❑ CPS's overall rating was "Meets Requirements," which is the highest rating given by ODE  
Two years in a row
- ❑ CPS MET all indicators for disproportionality- Over half of all Urban 11 districts had disproportionality findings:  
Black  
Hispanic  
Multiracial
- ❑ CPS met targets for:  
Reading proficiency  
Secondary transition  
Early childhood transition

Committee Chair Bowers acknowledged the decrease in the number of Camelot Care Classrooms inquiring about the overall district improvement with servicing out students.

Committee member Lindy inquired on how parent feedback is captured. Ms. Bunte reported that parent mentors work with Student Services. Those parents "walk along side" the families and mentors are assigned to the schools.

*A full copy of the Students with Disabilities Update is available upon request and in the Board office.*

### **Career Pathways**

Brittany Cousins and Mark Turner updated the Committee on the following information contained in their presentation. The team reported that there are over 20 Career Technical Education Pathways.

#### **Office of Secondary Education Postsecondary Goal**

Increase the percentage of students declaring a 3E pathway from 92.34% to 95% by June 15, 2021, focusing on any gaps that exist for traditionally underserved students.

<b>Career Pathway Specific Goals</b>	<b>Career and Technical Education</b>
Goal 1: CPS students have effective and accessible career preparation opportunities	Numerous goals tied to Perkins V Plan (Federal)
Goal 2: Short-term and long-term career attainment	<b>Highlights:</b> <ul style="list-style-type: none"><li>• increase pre-apprenticeships</li><li>• increase achievement and participation for underrepresented groups</li></ul>

## Infrastructure and Supports

### **Guiding Councils:**

- Business Advisory Council
- Career Tech Advisory Committee
- Pathway Specific Advisory Committees

### **Staff:**

- Career Tech Pathway Specialist
- Employment Specialist
- Instructional Coaches

Cincinnati Public Schools received the Inaugural ODE Business Advisory Council Award



### **Programmatic Celebrations**

- Industry Credentials Strategic Plan Goals Met
- Work Based Learning:
  - Dater DHL Supply Chain
  - Hughes TriHealth School to Work
  - Woodward Construction/Habitat Build
- New Pathway Implementation
- Pathway Expansion
- Covid-19 Navigation

The team informed the Committee about the College and Career One Stop Center.

Committee Chair noted the importance of our Students with Disabilities having consistent career options and partnerships following graduation.

Ms. Bolton recommended including College Placement and looking at Dual Enrollment.

Assistant Superintendent Murphy informed the Committee that the District's Career Model does not include Automotive or Cosmetology. She will look at Akron's Career Model.

*A copy of the full Career Pathways Update is available upon request and in the Board office.*



### **ACT Testing**

Assistant Superintendent Amat presented the below report on behalf of Justin Leach, the Director of Test Administration.

#### **State-Funded ACT Tests for Class of 2022**

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 2021 ACT Testing**

Students taking the standard time ACT test were scheduled to take the ACT test on Tuesday, February 23rd. Students testing with ACT-authorized accommodations were able to be scheduled for testing between February 23rd and March 5th.

As of March 3rd, approximately 64% of students (1,348 of 2,109 students) scheduled to take the ACT this Spring have been able to complete all four parts of the test.

Makeup standard time testing is scheduled for Tuesday, March 9th for 672 students. An additional 92 students are scheduled to take the ACT during the March 9-19th makeup accommodations window.

#### **Results from the Spring 2021 ACT Test**

ACT communicates that results are expected to be sent to students and schools 2-8 weeks after the test date.

#### **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 2020-2021 test dates are:

Test Date	Registration Deadline
April 17, 2021	March, 12, 2021
June 12, 2021	May 7, 2021
July 17, 2021	June 18, 2021

**Office of Community Engagement**Krista Boyle, Chief Strategic Engagement Communications Officer did not have any pertinent topics for discussion at this month's Student Achievement and District Instructional Performance Committee meeting. Committee members awaiting results of the most recent Parent/Staff Survey to be presented to the Board on May 10, 2021.

#### **Other Business**

Committee Chairperson Bowers provided an update to the committee regarding the Supplemental Literacy Program presented by Ms. Kemen and Ms. O'Brien during the February 5, Student Achievement and District Instructional Performance Committee meeting. Based on feedback from General Counsel, there is no conflict of interests. Nevertheless, the curriculum department is not interested in purchasing the program at this time.

Committee member Bolton expressed concern about what the plan is if the Advanced Placement test needs to be administered in person. Ms. Amat reported that she has a plan and is working with Test Coordinators. CPS proctors will also assist in guaranteeing the integrity of the exam.

Ms. Bolton reported that the Board may inquire about ways of waiving the scores.

ACTION: Ms. Amat will provide the Board with a calendar and memo about students testing in person and how many days students need to be in school to take the exam.

A copy of the full *Student Services Update Presentation* is available upon request and in the Board Office.

**April 2021 Student Achievement and District Instructional Performance Committee Meeting**

The Committee will reschedule its April 2, 2021 Committee meeting to April 9 in respect to April 2 being Good Friday.

The meeting adjourned at 4:25 pm.

**Student Achievement Committee**

Pamela Bowers, Chair

Eve Bolton

Ben Lindy

**Staff Liaisons**

Laura Mitchell, Superintendent, absent

Tianay Amat, Deputy Superintendent

Shauna Murphy, Assistant Superintendent

# **Student Achievement and District Instructional Performance Committee**

**Committee Workplan  
Calendar Year 2021**

## **OVERARCHING GOAL:**

We will ensure students are at the center of all decision making to create equitable educational opportunities and unmatched experiences that deliver results.

(Student Achievement and District Instructional Performance Committee suggestions from Strategic Plan items 1.1, 1.2, 3.2, 1A, 1C, 1D, 1E, 3B)

## **ORGANIZATION**

The Student Achievement and District Instructional Performance Committee will meet at 2:00 pm on the first Friday of each month. The meetings may take place in person or virtually.

## **COMMITTEE MEMBERS**

Pamela Bowers, Chair  
Ryan Messer  
Mike Moroski

## **RESPONSIBILITIES OF THE STUDENT ACHIEVEMENT AND DISTRICT INSTRUCTIONAL PERFORMANCE COMMITTEE**

The specific responsibilities of the Student Achievement and District Instructional Performance Committee shall be as follows:

- A. Review proposals and issues relating to the program of study or proposed program of study and make recommendations prior to presentation to and/or action by the Board.
- B. Receive reports and studies about the following curriculum and instruction issues, and comment on these reports and studies when, and if, appropriate. The issues would include, but not be limited to:
  - 1. Matters relating to system accountability;
  - 2. Assessment of educational progress and reporting to parents;
  - 3. Curriculum review and development;
  - 4. Co-curricular and extra-curricular programs;
- C. Receive reports and studies about the following Human Resource issues, and comment on these reports and studies when, and if, appropriate. This would include, but not be limited to:
  - 1. The hiring process;
  - 2. Personnel initiatives including, but not limited to, recruiting new staff and retaining current staff;
  - 3. Ethical and legal issues affecting personnel matters;
  - 4. Professional Development;
  - 5. EEOC compliance.



- D. Develop an annual Workplan to include the specific responsibilities of the Student Achievement Committee as stated in the Board Bylaws. The Workplan is to be submitted annually to the Board for approval.
- E. Present issues from the community that impact our students' ability to reach their full potential and discuss how those issues can be addressed.
- F. Discuss opportunities for expanding partnerships that will positively impact students, families, schools, and the community.
- G. Monitor the fair and equitable use of goods and services within the Student Achievement Committee's responsibilities.
- H. The committee Chair, Board, Board staff, and District administration will engage community members and organizations around responsibilities of the committee; Public Affairs representatives will be assigned to every committee meeting.

### Strategic Plan – Goals and Strategies

- 1.1 Develop and practice a decision-making process that involves established internal representative bodies, multiple administrative levels, and issue-specific experts, all committed to seeking and evaluating relevant school and District student data before arriving at a decision
- 1.2 Create equitable access to fine arts, interscholastic athletics and opportunities to explore student's career interests and leadership through special interest clubs and activities
- 3.2 Seek out each school community's families to address their interests and empower them to be teachers, advocates, and coaches for their students at home, supporting family engagement that improves the positive school culture of our schools and our students' academic success.

### Strategic Plan – Strategic Outcomes

MEASURE 1A	Show progress on the Superintendent's Academic Scorecard, which includes measurable and ambitious academic goals for kindergarten, third grade, sixth grade, ninth grade, Advanced Placement, ACT, graduation rates and acceptance into a 3E pathway – enrolled, enlisted, or employed.
MEASURE 1C	Decrease racial disparities in discipline rates, economic advantages, Students with Disabilities identification, Advanced Placement, gifted and enrichment services, athletics, arts, and extracurricular activities.
MEASURE 1D	Reduce the learning gap in English-Language Arts for English Learners from 7.6 Performance Index (PI) points to 0 and for Students with Disabilities from 18.3 PI points to 0.
MEASURE 1E	Reduce the learning gap in math for English Learners from 41 PI points to 0, and for Students with Disabilities from 14.4 PI points to 0.
MEASURE 3B	Double the number of effective parent and family organizations from 24 in 2019 to 48 in 2022. Effective organizations have rosters, meeting minutes, meet the established national standards for parent organizations, and support the implementation of the school's One Plan.

## CALENDAR

Month	Department	Topic
January		
February	Curriculum & Instruction	Graduation Progress
	Testing	Iowa Testing Update
March	Curriculum & Instruction	Anti-Racism Curriculum Adoption and World Languages
	Testing	ACT
	DSS	Student Services Update
	Secondary Education	Career Pathways
	Ofc. of Comm. Engagement	Ongoing Community Engagement
April	Curriculum & Instruction	Summer Learning, Financial Literacy, and FY2022 Curriculum Resource Overview
	Human Resources	School Calendar Draft
May	Secondary Education and Curriculum	College Credit Plus, Extra Curricula and Sports
	Human Resources	School Calendar Update
June	Early Childhood Education	Kindergarten Readiness (2020-2021)
	DSL	IB Update
August	Secondary Education	College Credit Plus
	Curriculum & Instruction	Graduation, Curriculum Adoption
	Testing	ACT Update
September	Early Childhood Education	Kindergarten Readiness (2021-2022)
	Curriculum & Instruction	ELA Update
October	Secondary Education	College Credit Plus 92021-2022)
	DSS	SWD, ELL and IEP Referrals
	Curriculum & Instruction	Math Update and AP Update
November	Curriculum & Instruction	Fine Arts, Extra-Curricular, and Athletics
December	Secondary Education	Career Pathways
	Curriculum & Instruction	Science/World Language Adoption and Learning Technologies Update