



December 16

2020

REPORT OF THE STUDENT ACHIEVEMENT AND DISTRICT INSTRUCTIONAL PERFORMANCE COMMITTEE

The Student Achievement and District Instructional Performance Committee met on Friday, December 4, 2020, at 2:00 PM via the Blue Jeans Video Conferencing Tool.

VIRTUAL ATTENDEES

Student Achievement Committee Members

Chairperson Pamela Bowers, Mike Moroski, Ryan Messer, *absent*

Administration/Staff

Laura Mitchell, Superintendent; Tianay Amat, Deputy Superintendent; Susan Bunte, Assistant Superintendent; Margaret Hall, Director Student Services; Paul McDole, Director, Human Resources; Shauna Murphy, Assistant Superintendent; Christine Reeves, Assistant Director, Student Services; Connie Solano, Director of Performance and Accountability

Curriculum – Graduation Update

Graduation

Ms. Solano updated the Committee on her following Class of 2010 – Class of 2020 Graduation Data report.

Federal and State Graduation Rates – Background

When the Every Student Succeeds Act (ESSA) replaced the No Child Left Behind Act (NCLB), the federal business rules for determining which students count as a graduate were adjusted. This change caused a difference in how the four-year graduation rate is calculated to meet state and federal requirements. For the federal rate, if a student has a disability and the IEP allows the student to graduate without meeting a pathway required for regular education students, the student is removed from the number of graduates, but still remain in the cohort. However, the state considers all students as graduates if they meet any criteria that deems them eligible to earn a diploma. For example, students who chose the state test pathway for graduation but took the Alternate Assessment for Students with Significant Cognitive Disabilities (AASCD) would not meet the federal graduation requirements in FY 2018, FY 2019 and FY 2020 because they were not administered End-of-Course (EOC) exams. However, the state will use AASCD results to fulfill the minimum 18 points needed to graduate. As a result of the adjustment in the federal rate, the district and most of the high schools showed different four-year federal and state graduation rates for the Class of 2018, Class of 2019 and Class of 2020.

The Ohio Department of Education (ODE) began to publish the federal graduation rate in 2018 on their website. Federal law requires the ODE to publish the federal rate no later than December 31 of each year. Currently, the report card reflects the state rate. However, in the near future the federal rate will replace the state rate on the report card in all components that use the graduation rate (i.e., GAP Closing and Graduation Rate)².

The four-year and five-year graduation cohorts are not necessarily the exact same group of students. If students transfer to another school in their fifth year of high school, they are reassigned to the new school's five-year cohort, but remain in their previous school's four-year rate. A student's graduation cohort is based on the last school where the student was enrolled.

The letter grades associated with graduation rates are included in Table 1. Graduation rates for Cincinnati Public Schools district and high schools are shown in Table 2.

Table 1: Ohio Schools Report Card Letter Grades for Graduation Rates

2019 4-YEAR LETTER GRADE			2018 5-YEAR LETTER GRADE		
Scale	Min	Max	Scale	Min	Max
A	93.0%	100.0%	A	95.0%	100.0%
B	89.0%	92.9%	B	90.0%	94.9%
C	84.0%	88.9%	C	85.0%	89.9%
D	79.0%	83.9%	D	80.0%	84.9%
F	0.0%	78.9%	F	0.0%	79.9%

¹ ODE will not release to the public the state 4-year graduation rates for the Class of 2020 or the state 5-year graduation rates for the Class of 2019 until September 2021. The federal 4-year rates will be released in December.

² Source: Marianne Mottley, Report Card Project Director, Ohio Department of Education.

District Graduation Trends

- A comparison of graduation rates for the Class of 2010 to the Class of 2020 shows an increase in the district's four-year rate of 22.1 percentage points. The four-year graduation rate for the Class of 2020 was 82.3%. See Table 2 (pages 4 – 6).
- A comparison of graduation rates for the Class of 2010 to the Class of 2019 shows an increase in the district's five-year rate of 21.2 percentage points. The five-year graduation rate for the class of 2019 was 84.5%
- Sparklines in Table 2 show a positive trend in both the four-year and five-year district graduation rates.

High School Graduation Trends

- Four-year high school graduation rates for the Class of 2020 ranged from 42.9% (Virtual High School) to 100.0% (School for Creative and Performing Arts).
- Five-year high school graduation rates for the Class of 2019 ranged from 48.6% (Virtual High School) to 99.6% (Walnut Hills High School).
- A comparison of graduation rates for the Class of 2010 to the Class of 2020 shows that twelve high schools experienced double-digit gains in percentage points in the four-year rate. The gains in percentage points for these schools are as follows:
 - Aiken New Tech High School, 24.2;
 - Clark Montessori High School, 22.9;
 - Gilbert A. Dater High School, 10.1;
 - Hughes STEM High School, 16.9;
 - James N. Gamble Montessori High School, 30.8;
 - Oyler School, 73.0;

- Riverview East Academy, 29.1;
 - School for Creative and Performing Arts (SCPA), 18.7;
 - Shroder High School, 13.1;
 - Virtual High School, 31.8;
 - Western Hills University High School, 25.0; and
 - Woodward Career Technical High School, 42.2.
- A comparison of graduation rates for the Class of 2010 to the Class of 2019 shows that twelve high schools experienced double-digit gains in percentage points in the five-year rate. The gains in percentage points for these schools are as follows:
 - Aiken New Tech High School, 33.6;
 - Clark Montessori High School, 19.7;
 - Gilbert A. Dater High School, 12.2;
 - Hughes STEM High School, 11.1;
 - James N. Gamble Montessori High School, 32.8;
 - Oyler School, 72.4;
 - Riverview East Academy, 25.0;
 - School for Creative and Performing Arts, 16.7;
 - Shroder, 19.4;
 - Virtual High School, 30.2;
 - Western Hills University High School, 27.0; and
 - Woodward Career Technical High School, 28.4.
 - Oyler School experienced a 73.0 percentage point increase in the four-year graduation rate and 72.4 percentage point increase in the five-year graduation rate. Oyler School also experienced the greatest gains among CPS high schools.
 - Walnut Hills High School and SCPA have experienced a 4-year graduation rate of at least 99.1 percent for 3 and 5 consecutive years respectively.
 - Seven high schools experienced the highest four-year graduation rate in ten years with the Class of 2020. These schools are:
 - Hughes STEM High School (87.6%),
 - Oyler High School (92.5%),
 - Riverview East Academy (74.6%),
 - School for Creative and Performing Arts (100.0%),
 - Virtual High School (42.9%),
 - Western Hills University High School (76.6%), and
 - Woodward Career Technical High School (85.0%).
 - Five schools experienced their highest five-year graduation rate in nine years with the Class of 2019. These schools are:
 - Aiken New Tech High School (93.5%),
 - Hughes STEM High School (87.8%),
 - Oyler School (94.3%),
 - Virtual High School (48.6%), and
 - Western Hills University High School (84.3%).




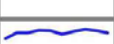












Federal Graduation Rates

- The district's federal four-year rate for the Class of 2020 was 3.4 percentage points lower than the state's four-year rate.
- Thirteen high schools also showed a lower federal graduation rate for the Class of 2020 than the state rate. Deputy Superintendent Amat noted factors, such as that change in School Administration and staffing overall can be a barrier for our high schools that have shown lesser progress in graduation rates.

Table 2: Cincinnati Public Schools Graduation Rates Class of 2010 through Class of 2020

Organization	State Four-Year Graduation Rate												
	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2010 vs. 2020 Difference in Percentage Points	State 4-Yr Trend
Cincinnati Public Schools	60.2%	63.9%	66.0%	73.6%	71.2%	72.9%	72.8%	74.7%	77.9%	79.4%	82.3%	22.1	
Aiken New Tech High School	61.0%	56.8%	59.6%	67.2%	48.9%	53.8%	69.3%	67.6%	80.4%	86.5%	85.2%	24.2	
Clark Montessori High School	72.4%	79.5%	88.0%	88.0%	93.6%	90.9%	88.5%	93.4%	92.0%	96.8%	95.3%	22.9	
Gilbert A. Dater High School	64.4%	76.0%	75.0%	79.1%	81.0%	69.5%	77.5%	80.1%	79.4%	75.8%	74.5%	10.1	
Hughes STEM High School				70.7%	76.1%	74.5%	79.6%	78.6%	82.5%	84.0%	87.6%	16.9	
James N. Gamble Montessori High School		56.1%	71.8%	76.9%	85.0%	76.7%	86.8%	87.5%	95.1%	92.6%	86.9%	30.8	
Oyler School	19.5%	35.4%	27.4%	40.5%	48.7%	45.7%	55.2%	57.9%	67.7%	85.5%	92.5%	73.0	
Riverview East Academy	45.5%	50.8%	58.3%	68.3%	58.3%	66.7%	51.8%	60.0%	59.2%	70.0%	74.6%	29.1	
Robert A. Taft Information Technology High School	83.2%	82.1%	80.8%	77.7%	66.2%	72.9%	77.0%	68.4%	72.3%	66.7%	64.9%	-18.3	
School For Creative and Performing Arts	81.3%	87.2%	86.0%	96.6%	94.0%	94.9%	99.1%	99.2%	99.1%	99.1%	100.0%	18.7	
Shroder High School	74.8%	72.2%	77.3%	81.2%	76.4%	79.5%	78.0%	91.8%	85.6%	87.9%	87.9%	13.1	
Virtual High School	11.1%	10.6%	8.1%	30.1%	14.4%	18.8%	19.5%	20.2%	30.7%	40.5%	42.9%	31.8	
Walnut Hills High School	92.9%	98.1%	97.8%	97.6%	96.6%	98.7%	100.0%	98.9%	99.7%	99.1%	99.8%	6.9	
Western Hills University High School	51.6%	62.4%	66.2%	70.3%	57.0%	68.2%	72.8%	69.9%	73.4%	75.6%	76.6%	25.0	
Withrow University High School	89.9%	84.0%	89.5%	86.8%	81.7%	80.0%	72.2%	76.2%	87.4%	73.3%	84.2%	-5.7	
Woodward Career Technical High School	42.8%	54.3%	51.4%	59.1%	55.9%	54.2%	66.3%	60.9%	69.1%	67.4%	85.0%	42.2	

Table 2: Cincinnati Public Schools Graduation Rates Class of 2010 through Class of 2020

Organization	State Five-Year Graduation Rate											2010 vs. 2019 Difference in Percentage Points	State 5-Yr Trend
	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019			
Cincinnati Public Schools	63.3%	68.0%	70.5%	77.9%	75.9%	78.5%	78.5%	79.4%	83.5%	84.5%	21.2		
Aiken New Tech High School	59.9%	60.4%	64.4%	74.4%	58.0%	67.1%	80.0%	79.0%	86.2%	93.5%	33.6		
Clark Montessori High School	79.2%	80.5%	92.1%	94.4%	97.4%	96.4%	100.0%	96.6%	93.2%	98.9%	19.7		
Gilbert A. Dater High School	67.7%	79.7%	79.8%	85.4%	84.3%	76.9%	82.7%	87.3%	84.0%	79.9%	12.2		
Hughes STEM High School				76.7%	80.9%	83.8%	87.6%	86.0%	87.4%	87.8%	11.1		
James N. Gamble Montessori High School		61.5%	80.6%	89.8%	92.3%	90.2%	91.9%	91.5%	97.5%	94.3%	32.8		
Oyler School	21.9%	38.9%	36.1%	45.8%	50.7%	48.5%	60.0%	63.6%	71.4%	94.3%	72.4		
Riverview East Academy	50.0%	56.9%	60.0%	70.7%	68.2%	76.1%	66.0%	69.6%	71.0%	75.0%	25.0		
Robert A. Taft Information Technology High School	84.7%	85.4%	80.6%	80.3%	73.6%	74.1%	81.4%	79.8%	78.1%	75.3%	-9.4		
School For Creative and Performing Arts	82.4%	87.9%	88.8%	97.5%	94.8%	95.9%	99.1%	99.2%	100.0%	99.1%	16.7		
Shroder High School	75.5%	77.6%	82.7%	83.8%	82.4%	95.7%	87.8%	96.3%	92.8%	94.9%	19.4		
Virtual High School	18.4%	16.8%	16.3%	38.5%	25.3%	29.3%	33.3%	27.4%	42.8%	48.6%	30.2		
Walnut Hills High School	94.3%	98.5%	97.8%	97.1%	96.8%	99.0%	100.0%	99.1%	99.7%	99.6%	5.3		
Western Hills University High School	57.3%	69.7%	73.6%	75.2%	66.2%	78.5%	77.2%	75.5%	81.8%	84.3%	27.0		
Withrow University High School	91.1%	88.2%	88.3%	89.9%	86.0%	84.0%	76.7%	81.1%	89.8%	82.2%	-8.9		
Woodward Career Technical High School	47.1%	62.2%	58.9%	65.4%	62.9%	69.2%	73.8%	71.7%	81.1%	75.5%	28.4		

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Table 2: Cincinnati Public Schools Graduation Rates Class of 2010 through Class of 2020

Organization	Federal Four-Year Graduation Rate							
	2018	2019	2020	2018 vs. 2020 Difference in Percentage Points	Federal 4-Yr Trend	Federal vs. State Difference in Percentage Points Class of 2020 (4-Yr)	Federal vs. State Difference in Percentage Points Class of 2019 (4-Yr)	Federal vs. State Difference in Percentage Points Class of 2018 (4-Yr)
Cincinnati Public Schools	73.9%	76.8%	78.9%	5.0		-3.4	-2.6	-4.0
Aiken New Tech High School	77.6%	85.0%	82.0%	4.4		-3.2	-1.5	-2.8
Clark Montessori High School	89.8%	95.8%	89.5%	-0.3		-5.8	-1.0	-2.2
Gilbert A. Dater High School	72.7%	71.6%	72.4%	-0.3		-2.1	-4.2	-6.7
Hughes STEM High School	74.5%	83.3%	86.0%	11.5		-1.6	-0.7	-8.0
James N. Gamble Montessori High School	85.4%	81.5%	73.8%	-11.6		-13.1	-11.1	-9.7
Oyler School	67.7%	82.1%	82.5%	14.8		-10.0	-3.4	0.0
Riverview East Academy	57.7%	65.7%	61.9%	4.2		-12.7	-4.3	-1.5
Robert A. Taft Information Technology High School	63.0%	65.4%	62.2%	-0.8		-2.7	-1.3	-9.3
School For Creative and Performing Arts	98.3%	94.6%	98.1%	-0.2		-1.9	-4.5	-0.8
Shroder High School	83.1%	84.4%	85.9%	2.8		-2.0	-3.5	-2.5
Virtual High School	28.8%	38.8%	42.1%	13.3		-0.8	-1.7	-1.9
Walnut Hills High School	99.5%	99.1%	99.8%	0.3		0.0	0.0	-0.2
Western Hills University High School	67.1%	75.6%	76.6%	9.5		0.0	0.0	-6.3
Withrow University High School	79.9%	68.8%	72.7%	-7.2		-11.5	-4.5	-7.5
Woodward Career Technical High School	66.3%	61.2%	80.0%	13.7		-5.0	-6.2	-2.8

Student Services Identification and Referral IEP Update

Margaret Hall and Christine Reeves from the Department of Student Services updated the Committee on the follow areas contained in their presentation.

- Students with Disabilities Trend Data
- Students with Disabilities in CPS Buildings by Grade Level
- Students with Disabilities in CPS Buildings in CPS Buildings
- Where are our Students with Disabilities Served
- 2018-2019 Ohio Special Education Profile
- 2018-2019 Ohio Special Education Profile – Urban Districts
- 2019-2020 Report Coming Soon
- Evaluation Update

ACTION: The Students with Disabilities Department will update the Committee on the 2019-2020 Ohio Special Education Profile at a Committee meeting 2021.

A copy of the complete presentation is available upon request and in the Board Office.

Superintendent (Mid-Year Progress)

Superintendent Mitchell updated the Committee on the following regarding her Mid-Year Progress Report. Her report included supporting documentation of her achievements.

Proposed Goals for Superintendent Laura Mitchell School Year 2020-21

Goal Development Context:

In order to transform education and CPS, a logical way to build prototypes must be part of our methodology. Developing successful prototypes is essential to continuous improvement spread. It will be critical to prove what will actually produce the intended results. In addition, expanding the internal infrastructure for activating QI approaches will be paramount.

Theory of Action for Academics, SEL and Employee Experience

1. In four years the district will deliver unprecedented positive academic results.
2. Apply the QI methodology in a deep dive and systemic approach for a subset of schools.
3. Scale the model and prototypes across the district.

Goal Areas

1. Student-Centered Decision Making
 - Academic Performance in ELA and Math
 - Racial Disparity: Policies and Practices, Curriculum (**see attachment in Student-Centered Decision Making Folder**), Vendor Contracts (**see attachment in Student-Centered Decision Making Folder**)
 - Graduation: Based on rate: **4 year rate: 82.3% 5 year rate: 84.5%**
 - Acceptance into the 3Es: Based on enrollment, employment and enlisted rate
2. Health and Safety
 - Reliable System related to COVID-19: Prevention, Screening, Tracking and Early Detection (**see attachment in Health and Safety Folder**)
3. Optimized Capabilities
 - Employee Engagement: Based on Gallup Q12 survey results (**see attachment in Optimized Capabilities Folder**)
 - Student Enrollment Ease: Determined by application processing time and guardian satisfaction (**see attachment in Optimized Capabilities Folder**)
4. Community Engagement
 - Engage the Community: Create and deliver a variety of ways to hear the voice of the community about: (**see attachment in Community Engagement Folder**)
 - The Future of CPS
 - COVID-19 Safety
 - Racial Justice
 - Use feedback to inform district decisions and create Continuous Improvement projects
5. Growth
 - Classrooms: Expand grade levels at Clifton, Carthage School, Gamble Montessori Elementary, LEAP and Spencer:
CANS: PreK-3

LEAP: PreK-6

Superintendent Mitchell reported that she would like to use and provide the Board, on a monthly basis, the above chart containing her measures and use the Met or Not Met (Red, Yellow, Green) for her measures.

The Committee congratulated Mrs. Mitchell on her presentation and like the format of her update.

ACTION: Superintendent Mitchell will present her Strategic Plan: A Roadmap to Cincinnati Public Schools report at the December 16, 2020 Regular Board meeting.

A copy of her full presentation is available upon request and in the Board Office.

Other Business

House Bill 404

Chairperson Bowers reported that she received a letter from administrators, counselors and teachers regarding House Bill 404 that has been signed by the Governor. She stated that the Bill allows for school districts to bypass or refrain from utilizing teacher evaluations this year.

The Committee will submit the letter to the Board for discussion.

ACTION: Mr. Moroski would like a presentation to take place at a Board meeting regarding the Iowa Test results that will be coming out soon. He would like data on who took the exam.

Deputy Superintendent Amat reported that there are about 1,000 students who took the exam. A retake of the test is being extended. She also reported that the Director of Testing, Justin Leach, will be meeting with John Chambers to develop a plan to look at a variety of options.

Hearing the Public

1. Julie Sellers, President of CFT talked about House Bill 404.
2. Kendra Phelps, Professional Issues for CFT, thanked Board for taking advantage of the Waiver and talked about House Bill 404 and teachers not receiving training on rubrics.

The meeting adjourned at 3:15 pm.

Student Achievement Committee

Pamela Bowers, Chair
Ryan Messer, absent
Mike Moroski

Staff Liaisons

Laura Mitchell, Superintendent, *absent*
Tianay Amat, Deputy Superintendent
Shauna Murphy, Assistant Superintendent