



**September 14**

**2020**

## **REPORT OF THE STUDENT ACHIEVEMENT COMMITTEE**

The Student Achievement Committee (SAC) met on Friday, September 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

#### **Administration/Staff**

Tianay Amat, Deputy Superintendent; Vera Brooks, Director, Early Childhood; Susan Bunte, Assistant Superintendent; Emily Campbell, Director, Curriculum and Instruction; Kraig Hoover, Advance Placement; Sara Morales, World Language Manager, Curriculum; Shauna Murphy, Assistant Superintendent

### **Professional Development (PD) Update / Virtual Learning**

Assistant Superintendent Bunte updated the Committee on the following key messages:

- Professional Development opportunities during current Distance Learning, driven by the teacher and building needs;
- CPS offering both asynchronous (various forms of digital and online learning) and synchronous (learning at the same time/real-time, teacher present at same time with student) learning; and
- Access to District-mandated Professional Development around health and safety and quality standards.

Ms. Bunte informed the group about the below Distance Learning PD Plan.

She stated that the plan prioritizes time and space for teachers to collaborate and plan. She also stated that the sample schedule is a balance between teacher-led time, school led time, and District priorities.

**Launch** 

CINCINNATI PUBLIC SCHOOLS

## **Plan for Distance Learning PD**

#### **The Why**

We are prioritizing professional development time during distance learning so that teachers have opportunities during the school week to participate in activities they need to enhance and accelerate teaching and learning in their classrooms.

#### **The When**

This plan applies to the week of August 31<sup>st</sup> through the week of September 21<sup>st</sup>.

High School PD – Wednesdays – from 1-2:30pm

Elementary PD – Thursdays– from 1-2:30pm

**PD Offerings**

Building-led PD will be offered **the week of September 14<sup>th</sup>** driven by building needs.

During **the weeks of September 7<sup>th</sup>** and **September 21<sup>st</sup>**, district-level synchronous learning will be offered by: *Positive School Culture and Safety, Teaching & Learning, Early Childhood, Talent Development, and Department of Student Services.* Asynchronous PD opportunities are also available.

To explore offerings, visit the [Teaching & Learning Google Calendar](#) and/or [LaunchED online](#).

Pre-registration is not required for district-level professional learning unless specified.

Attendance and course credit for professional learning will be issued where applicable via an exit ticket, which requires employee names and ID numbers.



**Key Due Dates:**

- October 16<sup>th</sup>: Stage 2 of Distinguished Educator Program
- October 31<sup>st</sup>: SafeSchools Mandatory Annual Trainings
- September 30<sup>th</sup>: SafeSchools Health and Safety Series

**Sample Teacher PD Schedule**

| Week       | PD Type                               | Notes                                                            |
|------------|---------------------------------------|------------------------------------------------------------------|
| Aug. 31st  | Team-based collaboration and planning | Synchronous planning session with the 3 <sup>rd</sup> grade team |
| Sept. 7th  | Intro to MAP Growth                   | Synchronous via <a href="#">Google Meet</a>                      |
| Sept. 14th | Building-led PD                       | Synchronous Expeditionary Learning Training                      |
| Sept. 21st | Distinguished Educator Stage 2        | <a href="#">Schoology</a>                                        |

**{Name's} PD Schedule**

| Week       | PD Type         | Notes |
|------------|-----------------|-------|
| Aug. 31    |                 |       |
| Sept. 7th  |                 |       |
| Sept. 14th | Building-led PD |       |
| Sept. 21st |                 |       |

Ms. Bunte informed the Committee about the following sample *Synchronous and Asynchronous Distance Learning PD opportunities.*

| Synchronous                                                                                                                                                                                                                                                                                                                                                                                                                           | Asynchronous                                                                                                                                                                                                                                                                                                                                                                                                                    |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Team-based planning and collaboration</li> <li>• Mandatory Child Abuse Reporting During Distance Learning</li> <li>• Using Progress Monitoring Tools in a Virtual Environment</li> <li>• Intro to MAP Growth</li> <li>• Accelerating Learning through 2 Week Cycles of Instruction</li> <li>• Book Creator Introduction</li> <li>• Building-led PD (e.g., Expeditionary Learning)</li> </ul> | <ul style="list-style-type: none"> <li>• Distinguished Educator</li> <li>• Schoology Courses</li> <li>• Google Read &amp; Write</li> <li>• Assistive Technology Tools</li> <li>• Remote Learning Kits</li> <li>• Technology Trainings, including Microsoft Excel, Powerpoint, and Word</li> <li>• Flipgrid</li> <li>• SafeSchools (e.g., Health and Safety Series, COVID-19 Training)</li> <li>• STAT (SEL) Training</li> </ul> |

She also updated the group on the amount of PD courses offered in August 2020 to prepare teachers for Distance Learning.

- 103 courses offered this month (primarily social-emotional learning, curriculum, and other courses offered during opening week)
- 5,112 participants
- 26,059 contact hours issued

**Advance Placement Expansion**

Mr. Hoover updated the Committee on the following Advance Placement report that contains information about:

- Results/Recurring Outcomes
- Outcomes and Learnings for Spring 2020
- Support Structures for Academic Year 2020-2021
- Test Data for Academic Years 2018-2019 and 2019-2020

Ms. Morales updated the committee on the AP Pipeline for World Languages that is also outlined in the report.

**Advanced Placement One Pager**

**Purpose:** To provide an update on the current state of Advanced Placement course offerings and student outcomes in CPS, in alignment with Strategic Measure 1.A

**Results/Recurring Outcomes**

- Review outcomes and learnings from 2019-2020
- Share current support structures Strategic Measure 1.A:  
*Decrease the racial, economic, and gender disparities in Advanced Placement courses by increasing the percentage of African-American and multiracial students taking AP courses.*

**Spring 2020**

**Outcomes and Learnings**

- Remote AP Testing for those with access
- Needs assessment for iPad distribution/WiFi access
- Greatest barrier to AP enrollment and outcome is credit deficiency

| Academic Year   | 2018-2019 | 2019-2020 |
|-----------------|-----------|-----------|
| Students Tested | 1,680     | 1,604     |
| Number of Tests | 3,594     | 3,382     |
| Passage Rate    | 66%       | 65%       |

**Average AP Exam Score by Demographic Spring 2020**

|                |      |
|----------------|------|
| Asian Students | 3.56 |
| Black Students | 2.20 |

**ACADEMIC YEAR 2020-2021**

**Support Structures**

- 15 new course offerings, of particular note:
  - AP Psychology (4 additional courses)
  - AP Physics at Withrow and CDA
  - AP Spanish at Aiken and Withrow
- Building AP Pipeline for World Languages:
  - Prerequisite Spanish 3 at Aiken and Withrow
  - Heritage Spanish and French offerings (Spanish for Spanish Speakers, French for French Speakers) at Aiken, Withrow, and Dater HS
  - Dual Immersion @ AMIS: AP in 8th grade
- Curriculum:
  - Significant improvements and additions to the MyAPClassroom
  - Access to aligned questions, daily videos
- Peer mentoring and Professional Learning for AP teachers
- Cincinnati Woman’s Club STEMPOWER :

|                          |      |
|--------------------------|------|
| Hispanic Students        | 2.72 |
| Native American Students | 3.40 |
| Multiracial Students     | 3.18 |
| White Students           | 3.27 |
| Students with IEP        | 2.77 |
| Students with 504        | 2.74 |
| English Learners         | 2.10 |

- 20 female students enrolled in AP courses in STEP field across 5 schools
- Support from AP Teacher *and* CWC mentor for targeted support
- Westside Redesign Supports
  - Development of Honors Curriculum for Western Hills 7th and 8th grades
  - Development of IB Middle Years Programme at Dater HS
- AP Pipeline begins in middle school
  - Monitoring credits earned at each grade level
  - Support & interventions early and often

Deputy Superintendent Amat reiterated that Advance Placement is aligned to the District’s Strategic Plan:

**Goal 1: We put students first.**

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

**Measure 1.A Advanced Placement**

Decrease the racial, economic, and gender disparities in Advanced Placement courses by increasing the percentage of African-American and multiracial students taking AP courses.

Committee Chair Bowers inquired about STEMPOWER. Assistant Superintendent Murphy reported that the Cincinnati’s Women’s Club (CWC) learned about work that was being done in relation to CPS’ summer AP boot camps and learned about girls being interested in the STEM field. The CWC took on the project due to the girl’s interest.

Ms. Bowers also congratulated Ms. Morales for the 50 percent of students who tested into AP classes at Academy of World Languages (AWL). The AP testing will be expanded to AMIS (Academy of Multilingual Immersion Studies).

Ms. Bowers inquired about the number of African-American students tested for AP this year and the progress.

Ms. Campbell reported that a report will be provided after course schedules are finalized.

Ms. Bowers inquired about who can pass a course. Ms. Amat reported that interventions are in place to prepare students to pass the test and take the classes.

Mr. Moroski expressed the need to prepare students for AP classes before entering the seventh grade.

Ms. Amat reported that an IB (International Baccalaureate) program will be offered at Roberts Academy and an Honors program at the west campus.

**College Credit Plus Enrollment**

Assistant Superintendent Murphy presented the following report on behalf of Ms. Kayla Rickels.



During fall semester 2020, colleges have permission to delay the uploading of student enrollment files up to four weeks after the 15th day. This accommodation is being made in an effort to provide as much flexibility as possible to ensure that student participation in College Credit Plus is not negatively impacted.



### Known Growth

Aiken : 0 in 2019, 32\* in 2020  
 Clark: 9 in 2019, 27\* in 2020  
 Shroder: 22 in 2019, 48\* in 2020  
 Taft: 3 in 2019, 15\* in 2020

\*Numbers are for on-site courses and UC off site courses only. Cincinnati State reporting is delayed due to a water main break effecting their servers

Ms. Murphy reported that there are more CPS teachers being certified to teach CCP courses, which will help students remain on their high school campuses while enrolled in CCP courses, which will also allow for more support to our students with self-guidance and independence concerns, as well as decreasing course attendance concerns.

### Kindergarten Readiness

Vera Brooks, Director, Early Childhood, updated the Committee on her following report.

#### **Enrollment:**

- On-Line Registration/Enrollment Phone interviews with limited parent contact
- Phone interviews with limited parent contact
- Parent Request appointments face-to-face
- Website On-line request followed-up on a daily basis
- For students transitioning P3 to P4 conducted electronically and/or in-person
- Since March 2020 Kindergarten Transitions complete-
- As of September 3, 2020 Students enrolled in PowerSchool = 1177; Goal for SY 2020-21 = 1800
- Within Pandemic Plan adjusted staff roles to meet the needs of the families.

#### **Kindergarten Readiness:**

ODE released the following update on KRA-R: “The KRA-R is a secure test, meaning direct assessment items (Selected Response and Performance Tasks) cannot be completed remotely. It is a violation of test security to transmit KRA-R items via videoconferencing. Teachers may gather observational evidence for the Observational Rubric items remotely without disclosing secure test information. Additional information about how to obtain observational evidence while maintaining test security will be posted in the Ready for Kindergarten Online system and included in new teacher KRA-R trainings. If you have questions about the KRA-R, please contact [KRAHelp@education.ohio.gov](mailto:KRAHelp@education.ohio.gov).”

Early Childhood focus areas to prepare our students for Kindergarten Readiness during the SY 2020-2021:

#### **Language and Literacy:**

Letter Identification/Sound Correspondence, Rhyming, Syllables

**Mathematics:**

One-to-One Correspondence; Compose/Decompose to 5

**Social Emotional Learning:**

Self-regulation, Emotional Understanding, Interpersonal Problem-Solving, Positive Self-Esteem, Positive Relationships

**Curriculum and Distance Learning:**

- Since March, 2020 to current staff participating in the following trainings:
  - Content Area Training, Teaching Strategies Cloud, Schoology, Powerschool, Google
- Prioritized Home/School learning standards that were determined would be taught with the biggest impact at home or at school
- Updated Curriculum Pacing Guide to align with Distance, Blended or In-Person instruction
- Teaching Strategies Curriculum Cloud to implement Distance Learning
- Heggerty Phonological Awareness supplemental curriculum
- ECE Schoology Page which includes instructional resources and information
- Content for CPS TV
- Twice a week Teacher Support Conversations Virtually
- Content video's for Parents to utilize Learning Materials effectively, Monthly Parent Newsletter
- Community Partnerships: Ready Rosie, Mission2Move, Melodic Connections, Cincinnati Fire Department, POSSIP, Imagination Library
- All enrolled students received To Go Learning Materials
  - Each quarter materials will be provided to families
    - Focus of materials is hands-on engaging activities that directly connect to instructional pacing guides in content areas

**Naming of Cincinnati Digital Academy School Update**

Ms. Bowers reiterated that the SAC and the Superintendent recommended to the full Board at the August 12, 2020, Regular Business meeting that Cincinnati Digital Academy (CDA) be renamed after former CPS Board member Governor John J. Gilligan.

She reported that the family is asking the District for a letter stating the renaming of the CDA after Mr. Gilligan as well as the family's fundraising expectations to assist in improving the needs of CDA.

General Counsel Hoying is prepared to work on a letter in order to present it to the family, once discussed and approved by the Board.

**ACTION:** The Committee will discuss the letter and the family's fundraising expectations at the September 14, 2020, Regular Business meeting.

Deputy Superintendent Amat stated that an official name is needed for the Rising Stars School located on the street Mozart, in order to register the name with the State. It was noted that historically our CPS preschools began with the name "Rising Stars."

**ACTION:** The Committee discussed naming the school: "Rising Stars at Mozart," as well as paying homage to Rising Stars at Westwood and Cheviot. The group will discuss the names with the Board at the September 14, 2020, Regular Business Meeting.

**Hearing of the Public**

No speakers during this meeting.

The meeting adjourned at 2:58 pm.

Student Achievement Committee

Pamela Bowers, Chair

Ryan Messer

Mike Moroski

Staff Liaisons

Laura Mitchell, Superintendent, *absent*

Tianay Amat, Deputy Superintendent

Shauna Murphy, Assistant Superintendent