

REPORT OF THE STUDENT ACHIEVEMENT COMMITTEE

The Student Achievement Committee (SAC) met on Thursday, June 20, 2019 at 1:30 PM at the Cincinnati Public Schools Education Center in the Board Office Conference Room.

ATTENDEES

Student Achievement Committee Members

Chairperson Eve Bolton, Ozie Davis III, Mike Moroski

Board Member

Pam Bowers

Administration/Staff

Tianay Amat, Deputy Superintendent; Susan Bunte, Assistant Superintendent; Shauna Murphy, Assistant Superintendent; Jessica Shelly, Director, Food Services; Belinda Wallace, Principal; Lauren Worley, Chief Communications and Engagement Officer

Growing Well

Marilyn Crumpton, MD, MPH, Medical Director;
Francie Wolgin, Executive Director

Interact for Health

Shovani Blutt; Colleen Desmond; Susan Sprigg

Cincinnati Health Department

Nancy Carter; Lauren Thamann-Raines

Most Valuable Kids (MVK), Girls with Pearls(GWP)

Sherrri Friedman, Co-Founder and CEO, MVK;
Tamie Sullivan, Executive Director, GWP; Allie Kamphaus

Mayerson Academy

Beth D'Amico

Community Members/Parents

Marlena Brookfield, Kate Eisenpress, Angela Farwig

CCHMC SBHCs

Lisa Crosby

Mercy SBHC

Stephanie Eberle

Crossroad Health Center

Barb Keefe

Terrace Metrics

Kate Chard, CEO; Dale Zdolscheck

Follow-Up from Board Meeting on June 19, 2019 – Student Support Guide/Code of Conduct

Committee Chair Bolton reported the 2019-2020 Student Support Guide/Code of Conduct was removed from the Superintendent's Recommendations at the Board meeting on June 19, 2019, in order to ensure that all requested edits and revisions have been made.

ACTION: As all changes have been made, the 2019-2020 Student Support Guide/Code of Conduct will be included in the Superintendent's Recommendations at the Board meeting on Monday, June 24, 2019.

Pedestrian Safety

Committee Chairperson Bolton reported Pedestrian Safety will be discussed in July.

Policy 9142 – Local School Decision Making Committee (SCPA)

Committee Chairperson Bolton explained the request by Nick Nissley, SCPA Executive Director, regarding LSDMC membership. The Committee agreed that the Executive Director or others that need to be on the SCPA LSDMC but do not fit within the established LSDMC framework for most schools can be added as long as the membership proportions of each group remain the same. So yes the membership can be expanded or it may be possible for one Executive Director to be considered at SCPA as a Community seat.

Growing Well Presentation

Committee Chairperson Bolton introduced the next presentation by thanking and acknowledging the incredible service by the Growing Well team. No other partner serves so well so many CPS students.

Francie Wolgin, Executive Director, Growing Well, had the following representatives introduce themselves to the Committee:

- Marilyn Crumpton, MD, MPH, Medical Director, Growing Well
- Shovani Blutt, Interact for Health
- Nancy Carter, Cincinnati Health Department
- Lisa Crosby, CCHMC SBHCs
- Colleen Desmond, Interact for Health
- Stephanie Eberle, Mercy SBHC
- Barb Keefe, Crossroad Health Center
- Susan Sprigg, Interact for Health
- Lauren Thamann-Raines, Cincinnati Health Department

Ms. Wolgin then presented the School-Based Health Centers (SBHC) in CPS Update.

WHAT is a SBHC?

- Primary care service providers are co-located in schools
- Staffing includes: Nurse Practitioner (NP), support person or school health aide, many have a RN, and supervising or part-time MD
- Can be designed or expanded to include or refer students for mental and behavioral health, dental, and vision services

National School-Based Health Alliance

- SBHCs ensure that kindergarteners through high schoolers can get a flu shot, have an annual physical, have their teeth examined and their eyes checked, or speak to a mental health counselor in a safe, nurturing place – without the barriers that families too often face.
- SBHCs exist at the intersection of education and health and are the caulk that prevents children and adolescents from falling through the cracks.
- They provide care – primary health, mental health and counseling, family outreach, and chronic illness management – without concern for the student’s ability to pay and in a location that meets students where they are: at school.
- SBHCs may vary based on community need and resources

WHY School-based health?

- Easy access to primary care and prevention services
- Students perform better when they show up for class healthy and ready to learn

Benefits

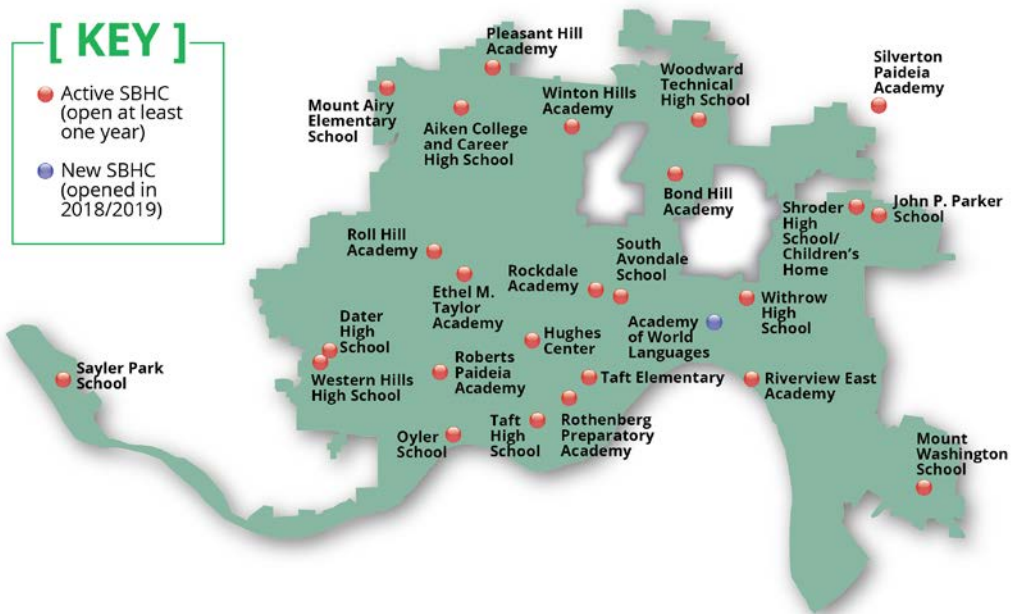
- Enrolled students receive primary care and prevention services
- Consistent management of children with chronic conditions

- Improves school attendance
- Identifies and reduces barriers to learning

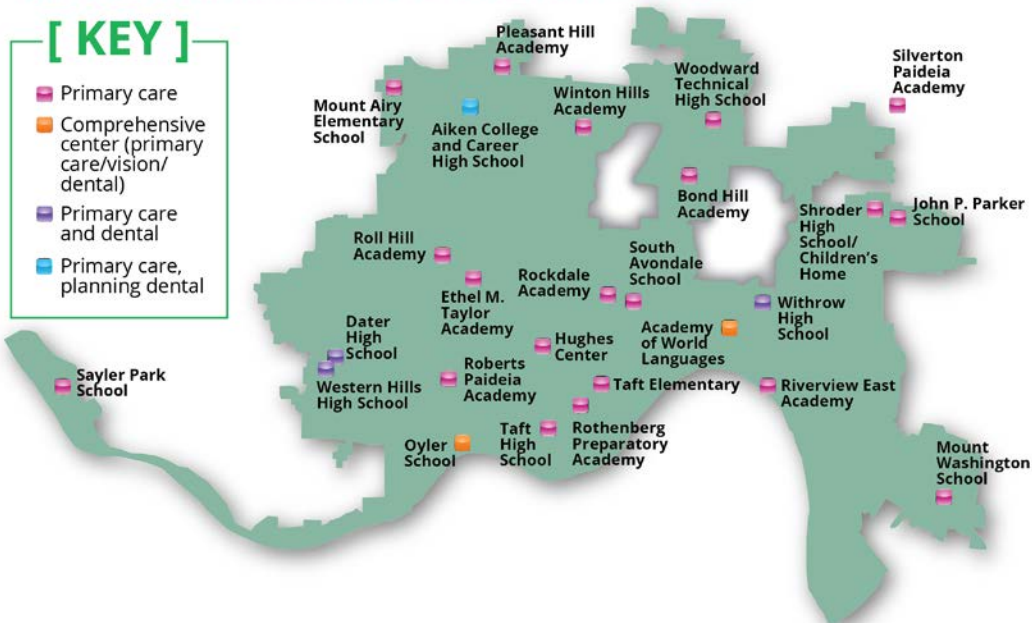
Services Delivered 24 Sites Serving 25 Schools

Service	Students	2017/18	2018/19 Q3
Primary Care	15,157	42,694	34,832
Dental	9,782	19,094	17,074
Vision Exams		3,949	4,415

Interact for Health-funded School-Based Health Centers



Services Available at School-Based Health Centers



Committee member Moroski questioned how often referrals come out of the SBHCs, and that it would be helpful to focus on the disparities (with CPS’ equity policy and the Strategic Plan).

The Committee discussed students’ files going with them from elementary to high school and then to college and some of the issues involved, such as HIPPA and FERPA.

Committee member Davis questioned if the number of non-students using the SBHCs is being tracked. Dr. Crumpton reported that the number is really low, which keeps the SBHC at its purpose. The Committee discussed concerns about the recent developments regarding the announced departure of Mercy Health from Silverton and Mt. Washington locations.

Good Food Purchasing

Jessica Shelly, Director, Food Services, presented the Good Food Purchasing Program in CPS Update. The Good Food Purchasing Program is a Commitment to:

- Nutrition
 Vision – Promote health and well-being by offering generous portions of vegetables, fruit, whole grains and minimally processed foods, while reducing salt, added sugars, saturated fats, and red meat consumption, and eliminating artificial additives.
 Improving equity, affordability, accessibility, and consumption of high quality culturally relevant Good Food in all communities is central to our focus on advancing Good Food purchasing practices.
- Local Economies
 Vision – Support diverse family and cooperatively-owned small and mid-sized agricultural and food processing operations within the local area or region.
- Environmental Sustainability
 Vision – Source from producers that employ sustainable production systems that reduce or eliminate synthetic pesticides and fertilizers; avoid the use of hormones, routine antibiotics and genetic engineering; conserve soil and water; protect and enhance wildlife habitats and biodiversity; and reduce on-farm energy and water consumption, food waste and greenhouse gas emissions; and increase menu options that have lower carbon and water footprints.
- Valued Workforce
 Vision – Provide safe and healthy working conditions and fair compensation for all food chain workers and producers from production to consumption.
- Animal Welfare
 Vision – Provide healthy and humane care for farm animals.

Scope of Work Update

Star Rating	Number of Points Needed
★ ★ ★ ★ ★	
★ ★ ★ ★ ★	
★ ★ ★ ★ ★	
★ ★ ★ ★ ★	
★ ★ ★ ★ ★	25+

Cincinnati Public Schools Assessment Summary

Assessment	Points	Baseline Met	Star Rating
Baseline, 2016-2017	9 points	1/5	★
2017-2018	11 points	2/5	★ ★
Projected 2018-2019	15 points	5/5	★ ★ ★

On July 1st, new Scope of Work contract with The Center for Good Food Purchasing for 2018-2019 Assessment AND projected 2019-2020 Assessment will be signed

Ms. Shelly reported there was a reduction in the number of bids received, and an increase in food cost for next year of \$2.9 million. In order to make the program successful next year, an increase of 14-15 percent in participation will be necessary. As CPS is already one of the top performing districts for meal participation, as reported by the Council of the Great City Schools, Ms. Shelly is not sure how much more participation can realistically be increase. Ms. Bolton mentioned that those kinds of increases may not be sustainable.

Girls with Pearls and Most Valuable Kids

Sherrri Friedman, Co-Founder and Chief Executive Officer of Most Valuable Kids of Greater Cincinnati, Tamie Sullivan, Executive Director of Girls with Pearls, and Belinda Wallace, Principal, Rockdale Academy, presented *Girls with Pearls, a program of Most Valuable Kids* to the Committee.

The mission of Girls with Pearls is to deliver a turn-key, school-based program that fosters leadership to change the outcome for girls by empowering them to plan for a bright future through education, personal responsibility and social awareness. In order to accomplish this, Girls with Pearls (GWP) partnered with Most Valuable Kids (MVK).

Most Valuable Kids is a nonprofit agency that turns tickets and experiences into life-changing opportunities for underserved kids in our community. Most Valuable Kids creates extracurricular programs that reward hard work, strengthen relationships, enhance self-esteem and encourage kids to dream big!

For the 2018-19 school year, Girls with Pearls was at the following CPS schools: Rockdale, Rees E. Price, Roll Hill, Oyler, Ethel M. Taylor, and Parker Woods.

Program Specifics:

- GWP is a program of Most Valuable Kids for 4th, 5th and 6th grade girls.
- GWP incorporates the evidence-based *Smart Girls* curriculum, provided by Boys & Girls Clubs of America.
- Girls receive a strand of imitation pearls to proudly wear to outwardly identify them as leaders.
- PEARLS values are Purpose, Empowerment, Attitude, Responsibility, Leadership and Service.
- Participating schools receive a turn-key program, support for leaders and volunteers, training to ensure consistency and program success.
- A vetted group of speakers to focus on important topics, such as goal setting, personal safety, reproductive health, conflict resolution and financial literacy.
- Girls receive a minimum of four field trips throughout the school year that expose them to new experiences and opportunities.

Early Outcomes Achieved:

- Formalized program, including training, speakers, GWP exposure events, resource development and program standards.
- 100 percent of the schools created a designated consistent GWP meeting space.
- Nearly 100 girls from eight schools participated in the program.
- Girls surveyed upon completion of the program reported positive responses to questions regarding being a leader, having goals they want to achieve for the future, and knowledge about their bodies.
- 87.6 percent of the girls attended a majority (75 percent or more) of the meetings.
- More than 80 girls were exposed to college through a visit to the University of Cincinnati.
- More than 70 girls exposed to STEM career opportunities with visit to 84.51°.

Principal Wallace shared that her school has seen a decrease in negative behaviors, and less office visits with the kids who are rewarded with opportunities from MVK.

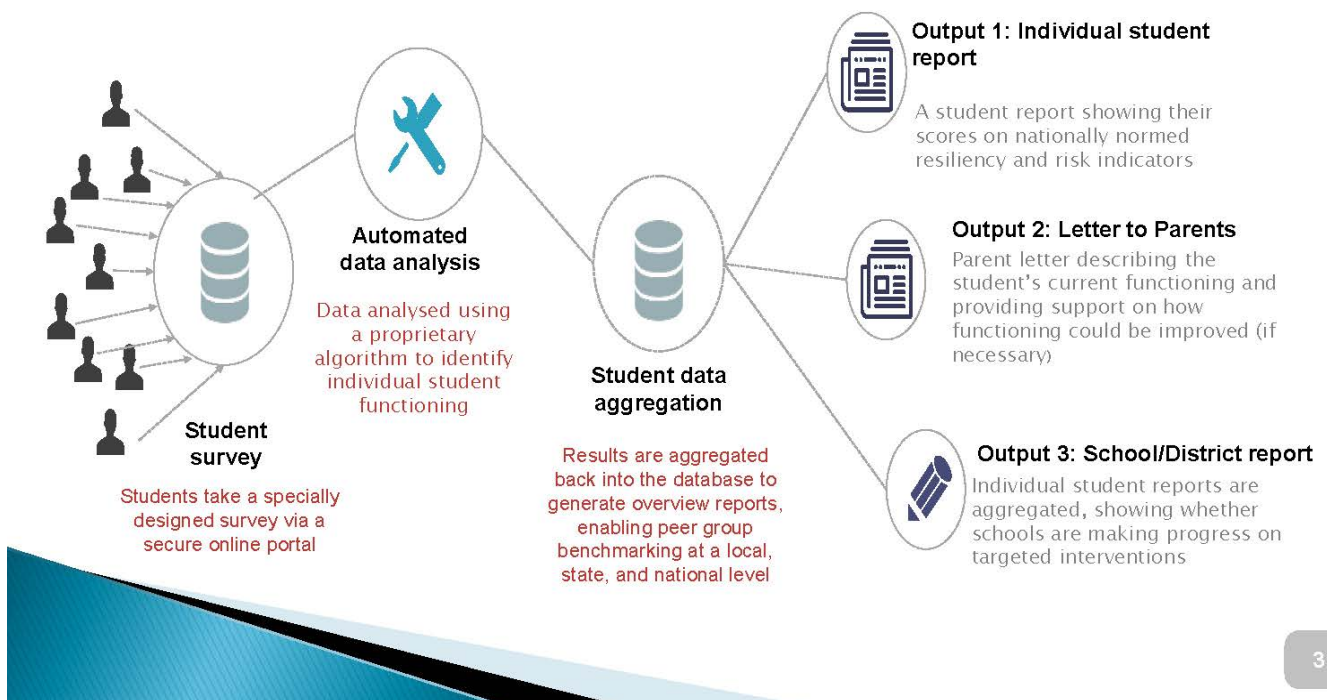
ACTION: District Administration will review ways to encourage site leaders to use more extensively the services offered by MVK.

Terrace Metrics

Kate Chard, Terrace Metrics CEO, shared that Terrace Metrics is a comprehensive web-based survey that possibly can quickly and accurately assesses the behavioral health of all students from grades 3 through 12.



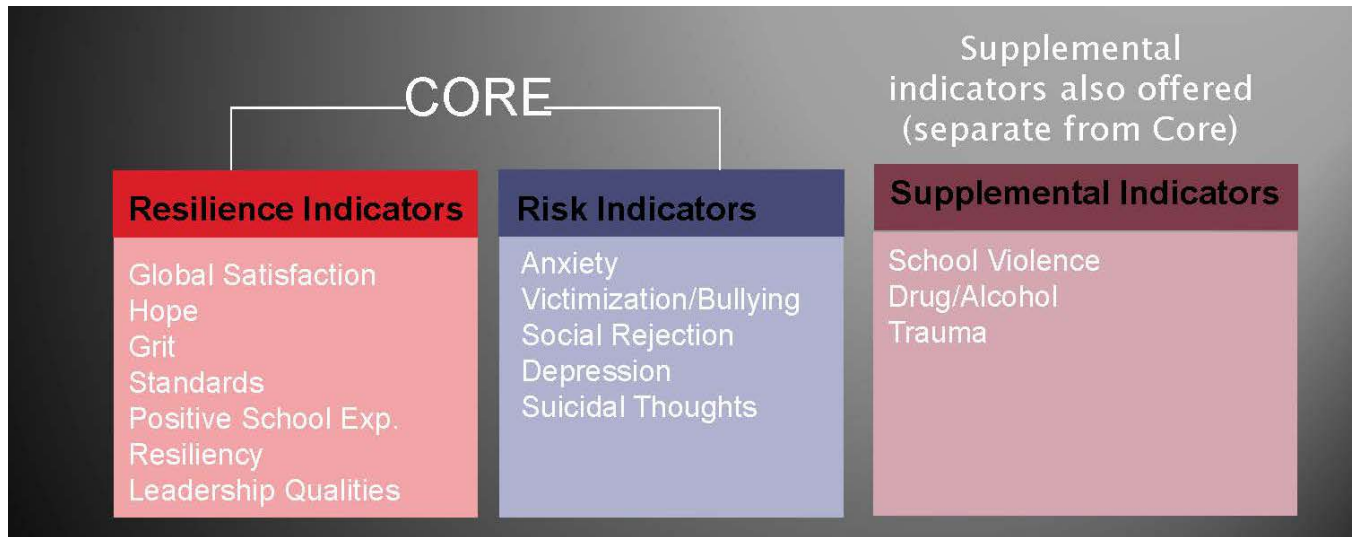
The Terrace Metrics Process



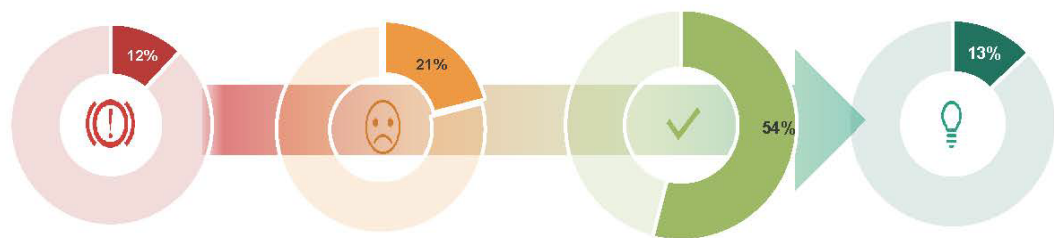
Advantages to School Districts/Schools

- All indicators are normed and have strong psychometric properties
- Choice of indicators determined by the school
- Information delivered back to schools *instantaneously*
- Each school receives a comprehensive, aggregate report
- The school owns the identified data
- All results are linked to a wide array of resources

Core Behavioral Health Indicators



All Indicators Placed Along a Behavioral Health Continuum



CATEGORY	AT RISK	MODERATE CONCERN	SATISFACTORY	OPTIMAL
CHARACTERISTICS	Few or No Reported Strengths, and High Distress	Some Reported Strengths but Also Poor Functioning in Key Domains	Reported Strengths across Many Domains, Little Evidence of Distress	Reported Strengths across ALL Domains, No Evidence of Distress
ACTION REQUIRED	Will require attention and support. Functioning likely to be affected even if not discernible	May require attention. Likely some Impact on life and school functioning.	Not likely to require specific attention. Functioning well but not necessarily excelling.	Minimal specific attention likely. Capable of fully attending to academic and life goals

Summary: Key Benefits

The survey gives schools, parents, and students a better understanding of their current behavioral health functioning, and highlights areas that could be improved with a tangible action plan.

Assessment – In depth assessment using a proven survey/algorithm combination that provides an informative document for use by individual students/parents and institutions

Identification – At risk individuals / sections of the student population can be identified to staff where they may otherwise show no discernible signs of distress

Corrective Action – Empirically-based improvement plans based on the assessment has shown increased performance across all four categories of students

Continuous Ongoing Monitoring – Ongoing monitoring (via annual surveys or similar) will allow progression tracking

Committee member Moroski shared that he thought it is valuable to have the ability to identify students that need intervention with a tool that's evidence based, and thinks it warrants a look at the survey piece.

Committee Chair Bolton stated that she is very interested in the assessment piece. She said it is hard to follow individual students through different schools and years, and the ability to concentrate on individual students would be a very useful tool. This would tie in very well with the new CPS Strategic Plan as it is student-centered and emphasizes the individualization of our services. The Committee members also discussed the valuable and extensive presence of Mindpeace. That partnership is in place and providing services. The Committee was most interested in TMP assessment function.

ACTION: Assistant Superintendent Bunte will connect with Dr. Chard to investigate options within CPS and check into status of the individual CPS schools that have already used this system. There was some concern about how that current use was established.

The meeting adjourned at 3:58 PM.

Student Achievement Committee

Eve Bolton, Chair
Ozie Davis III
Mike Moroski

Staff Liaisons

Tianay Amat, Deputy Superintendent
Bill Myles, Assistant Superintendent, *absent*