

REPORT OF THE STUDENT ACHIEVEMENT COMMITTEE

The Student Achievement Committee (SAC) met on Thursday, March 21, 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

Administration/Staff

Ashley Addo, Assistant General Counsel; Tianay Amat, Deputy Superintendent; Ife Bell, Community Partner Manager; Emily Campbell, Director, Curriculum; David Hapner, Substitute Teacher; Justin Leach, Research Evaluation and Testing, Director; Paul McDole Jr., Human Resources Director; Connie Solano, Research Evaluation and Testing, Director of Performance and Accountability; Kevin Rosebrook, Community School Partnership Specialist; Sarah Trimble-Oliver, Chief Information Officer; Jennifer Williams, Science Curriculum Director; Lauren Worley, Chief Strategic Communications Engagement Officer; James Zoller, Assistant Principal of Instruction

Cincinnati Federation of Teachers (CFT)

Kendra Phelps, Professional Issues

Mayerson Academy

Beth D'Amico, Director of Operations

Community Members/Parents

Marlena Brookfield, Peg Conway, Carol Gibbs, Kate Eisenpress, Adelyn Hall, Carrie King, Jilda Vargus-Adams,

FOR BOARD APPROVAL

Student Achievement Committee Workplan Adoption

ACTION: The Committee will recommend the SAC Workplan to the Board for approval at the April 3, 2019 Regular Business Meeting.

Please find attached a copy of the Committee's Workplan.

School Naming and IRN Numbers

The Administration presented a chart that listed all of the CPS schools and the various names for each that appear in different places, as well as the numerous inconsistencies among all schools. The most pressing issue included in this larger charge to the Committee is settling on names for the following schools: the new Mercy site school, the old Gamble site, and the new Clifton school site.

ACTION: SAC recommends to the Board to adopt the following names for the coming year.

- James N. Gamble Montessori High School
- James N. Gamble Montessori Elementary School
- Clifton Area Neighborhood School

ACTION: SAC and the Administration will review the remaining school names for consistency and accuracy at the April Committee meeting.

A copy of the chart listing the names of the schools is attached to this report.

Neighborhood Boundaries Discussion for CANS, Winton Hills Academy, Pleasant Hill Academy, Mt. Airy, Chase, Pleasant Ridge Montessori, Woodford, Silverton, Parker Woods

Dating back to the early discussion of CANS' boundary lines three years ago, the creation of LEAP and Spencer Center and continued work in the SAC and Policy committees, the Administration and respective Board Committees have continued to review boundary lines in the District's North Central and Near Eastern regions.

The creation of CANS and the persistent school and community concerns regarding overcrowding at PRM have continued to be discussion and action items in both SAC and Policy committees.

Board review of District growth and transportation costs has helped focus attention on low enrollment at two Eastside District Magnets (Woodford and Silverton). In light of the District's recommitment to neighborhood schools through Vision 2020 and the costly and inefficient transportation line item, SAC is bringing forward and recommending the following ACTION ITEMS for board approval.

Region One for Option 3 (See Attached)

Region Two for Option 2 (See Attached)

In Region One the CANS attendance boundaries, as determined last year, closely match the recognized neighborhood boundaries of Clifton, CUF and Spring Grove Village. The new CANS boundaries, as well as the new District effort to match neighborhood and attendance boundaries, will impact four of the many neighborhood schools near CANS—Winton Hills Academy WHN, Pleasant Hill Academy CHN, Mt. Airy Elementary School MAN, and Chase Elementary School NN. The Administration has recommended against the expansion of CANS boundaries into Camp Washington neighborhood due to the belief that such expansion might lead to early overcrowding of CANS.

ACTION: The Administration is implementing CANS boundaries with some minor adjustments. Administration will, with Board approval, implement an announced transition plan for the new boundary and attendance lines of OPTION 3 for Region One.

In Region Two there is an attempt to reduce the enrollment of PRM, increase the enrollment of Woodford, and realign the boundaries of Silverton and John P. Parker. Woodford and Silverton no longer would be magnets, but rather neighborhood schools and so identified.

Students and families could be grandfathered for the duration of their matriculation and through the two years of the public information process.

ACTION: SAC recommends OPTION 2 for Region Two, but is referring it back to the Policy Committee for their concurrence prior to adoption by the full Board.

FOR BOARD INFORMATION

Preschool Paid Student Interns

Carrie Gibbs King, Ph.D., shared the possibility of CPS students interning for pay and experience with the YMCA in the area of early childhood education if those students are enrolled and participating in appropriate career education tracts.

A copy of the proposal is attached.

ACTION: Deputy Superintendent Amat will connect Dr. Gibbs King to CPS Career and College Readiness Department for a review of the requirements.

William Howard Taft Historical Site Competition

Carol Gibbs shared an opportunity for current CPS sophomores and juniors to compete in a documentary making competition regarding William Howard Taft's achievements and views. The competition will be held in September in association with the 50th Anniversary of the William Howard Taft Historical Site. Besides all high schools having the opportunity to participate, Taft Elementary (named for Taft) and Woodward Career Technical High School (Taft was an alumnus) will be featured.

2019 William Howard Taft Birthday Celebration

CPS High School Challenge

Proposal

Did you know? As U.S. president from 1909 to 1913 and chief justice of the U.S. Supreme Court from 1921 to 1930, William Howard Taft became the only man in history to hold the highest post in both the executive and judicial branches of the U.S. government.

Competition for 2018-19 Sophomore and Junior Students at all CPS High Schools

Each High School team can submit a documentary film for competition that answers the question:

How would Wm H Taft's approach to these issues, that he faced during his time in public service, differ today with the same or similar situations ?

- a) Human Rights
- b) Civil Rights and Civil Liberties
- c) Government reform
- d) Presidential Powers

The team should pick one of these issues to address, research how Taft addressed it in some or all of his career, and present on the approach as the issue presents itself today.

During his lifetime, Wm H Taft served as a private practice Attorney, Chairman of the Second Philippine Commission (which included writing a Bill of Rights while there), Secretary of War, President of the United States, Chief Justice of the United States and Law Professor.

The competition will be judged by seven judges: representatives from Taft Elementary School, Taft High School, Woodward High School, Taft Law Office, Taft Historic Site, UC Law School and the Taft Family.



Taft, who was born in Cincinnati on September 15, 1857, attended Woodward High School and UC Law School.

Awards will be made to the students who serve on the team and the school that they represent.

ACTION: Deputy Superintendent Amat suggested possibly aligning the activity to the established Link Project for next year and will connect Ms. Gibbs to the newly appointed Social Studies Curriculum Manager, David W. Traubert.

Professional Staff Evaluation Improvement Process

Committee member Davis inquired earlier about the services provided to teachers and administrators when further development is viewed as being required. Paul McDole, Human Resources Director, provided a description of both established programs offered to principals and teachers. Kendra Phelps, CFT Educational Issues Representative, offered an alternative or addition to the current programs which would necessitate the hiring of four additional FTEs. The Administration responded that the current Budget Draft includes adding one additional FTE.

ACTION: This item will be discussed further at the Committee's April meeting. Mr. Davis expressed support for providing more assistance.

Senate Bill 216: Paper/Online Option for Third Graders Taking Math and ELA Tests

The Ohio Department of Education is requiring school boards to determine a position via Board Resolution regarding paper versus online administration of Math and English/Language Arts tests for third graders. After extensive internal engagement of the professional staff, the Administration presented their recommendation.

Additional information about Senate Bill 216 is attached to this report.

ACTION: The Committee agreed with the Administration and directed the Administration to draft a resolution based on the Administration's recommendation. The resolution will be presented for adoption at the April 3, 2019 Regular Business Meeting.

ODE 22 Plus Graduation

The State now provides and/or recognizes the possibility of non-traditional high school students up to the age of 22 to be granted high school diplomas from the school districts in which they reside—even if the requirements are provided by a private or other public provider. The school district must issue such diploma.

ACTION: The Committee will refer this item to the Policy Committee for necessary drafting. SAC also suggested that since this is required, it would be in our residents' and the District's interest to expand our Aspire Program and be able to offer such accreditation, as well as the traditional GED program we currently offer.

Artworks and Stargel Stadium Mural

The Committee reviewed the renderings of the Ezzard Charles Main Entry and recommended adjustments to the lettering. The major discussion focused around the nature of the Board-initiated murals for the available wall surfaces. The Committee members agreed that there should be two murals. One of the murals should be commemorating the neighborhood's impressive history, and another capturing the great tradition of world class athletes produced at and by Cincinnati Public Schools during its segregated and integrated eras. The Committee also will recommend to the Board that a bust or some sort of physical symbol for Coach Stargel also be present inside the stadium. Mr. Moon also contributed that the FCC folks are also contemplating some sort of homage to the neighborhood in its stadium as well.

ACTION: Lauren Worley will expand her contact with Dan Hurley to include history experts suggested by Mr. Moon, as well as Artworks and Artist Cedric Cox.

Physical Education and Health and Wellness Curriculum

Upon re-referral to SAC, the Administration deepened and more fully explained the extensive engagement used to draft the proposed curriculum for Physical Education and Health and Wellness. All public reveal and access, all verbiage, and optional removal by parental choice required by ORC and state legislative rules have been met. SAC has had a year in review and guidance with the Administration and all Board members have had the Draft Curriculum before them.

ACTION: SAC recommends Board approval and adoption of the proposed curriculum for Physical Education and Health and Wellness. It will be included in the Superintendent's Recommendations for Board approval.

Later Starts Follow Up From Board Assignment

Upon re-referral to SAC, the Healthy Starts Advocacy Group returned to present again to SAC key points from their Board presentation. Key points raised in the SAC discussion were:

- Member Bolton's assignment to the Administration regarding the feasibility of adding Withrow and Aiken to the Administration's option regarding later starts for Dater and West High.
- The Superintendent's recommendation that at this time it is not the best use of the Administration's time to continue discussing or plan for SY 2019-2020 implementation of any later starts.
- SORTA's February Data used by the Healthy Starts Advocacy Group.
- Bus utilization required or anticipated by including all four high schools into existing routes and number of buses.
- How the processes available to community members, the Administration, the Board, Board Committees, and Board Members were properly used throughout.
- That following the Transportation Summit, the Administration and the Healthy Starts group were to work together in the Administration's Matrix Group which was to include people outside of the Administration and vendors. They did work together as directed.
- Recent Matrix meetings have been cancelled.
- The need to have dialogue with someone from Better Bus Coalition.
- Explanation of the Drop Dead March 15th date.
- That the Transportation Department and Director are functioning well and offer the Board a great opportunity, but within the Superintendent's recommendation further effort has been suspended.

ACTION: All three SAC members support Healthy Starts for our high school students and therefore the SAC recommends that at the Board Meeting on April 3, 2019, as scheduled by President Jones, the Board discuss the Superintendent's Recommendation.

ACTION: That all parties reconvene and continue to share information and work together.

CLC Institute (CLCI)

Kate Eisenpress and Adelyn Hall reported on the Cross Boundary Leadership Team for and available to all CPS Community Learning Centers. More significantly, they shared their work in community engagement in the Oyler community regarding pedestrian and vehicle safety. Their work there will be extended to CLCI's other five schools and can serve as a model for at least the 46 CPS CLCs.

A copy of the documents are available in the Board Office.

Student Code of Conduct and Character Support Follow Up

SAC Members had no more suggestions for the document draft.

ACTION: Assistant Superintendent Myles will present at the April SAC meeting the new draft including members' previously suggested revisions. SAC will work with Board Members and President Jones to write the Board letter included in the booklet. A new Board picture needed for the booklet will be taken when the new Board Member is seated.

The meeting adjourned at 4:40 PM.

Student Achievement Committee

Eve Bolton, Chair

Ozie Davis III

Mike Moroski

Staff Liaisons

Tianay Amat, Deputy Superintendent

Bill Myles, Assistant Superintendent

STUDENT ACHIEVEMENT COMMITTEE -- WORK PLAN TOPICS -- 2018

Curriculum and Instruction	Curriculum and Instruction (cont'd)	Whole Child	
<ul style="list-style-type: none"> Math and Algebra Initiatives and Scores AIR Tests KRA - Preschool Instruction and Assessment ELL Assessment Inventory (Districtwide school wide) AP Expansion for Sumner of Students Schools Districtwide College Preparatory (4-6, 7-8 Access) AP Evaluation and Support for Students Social Studies Credits and Staffing (WHHS, WHHS vs Oyster, Woodward, Riverview East, Taft, SCPA) Ohio's New Graduation Requirement College Credit Plus and Dual Enrollment and Post K-12 Advanced ED Accreditation for all High Schools Dropout Rates - Graduation Rates High School Bell Schedules and Equity Issue Implementation College Acceptance requirements, NCAA requirements Gifted Testing and Issues Role of Curriculum Managers, Alignment to MT Gifted Academics and Talent Programs Student Services, Identification and Referral IEP Rising ELL Population District and Each School's Data on Achievement/Culture - School Capacity, Achievement by Subgroups, Class Data, Teacher Turnover, Student Disabilities, Discipline Data, Class Overload, Report Cards, HET "Curriculum" Review and Adoption Instructional Migration and Testflow Adoption Pacing Guides Financial Literacy Suzuki Program Co-Curricular and Extracurricular Programs Inventory Arts Education Inventory Summer Learning Early Learning Division- 3rd Grade Reading Guarantee Business Education Community Council Career Pathways and District Career Center New School and New Programming Options 	<ul style="list-style-type: none"> Health, P.E. and Algebra Curriculum Monitoring State Report Card (8/6/2018) Monitoring the Development of Newly Created Schools (Spencer, Lepp, CANS) Assessing the Development of the Original Vision 2020 Schools Reviewing Implementation of Phase Two of Vision 2020 Development Plan for Phase Three of Vision 2020 Algebra Developmental Project Curriculum, Instruction and Professional Development Updates: Science, P.E., Math, Social Studies 	<ul style="list-style-type: none"> School Culture and Discipline Character and Supports-Code of Conduct K12 Positive School Culture Discipline Practices and Policies re: Proportionality Mobility Issues (Problems and Solutions) Nutrition Initiative Time for Lunch and Time for Physical Activity Information & Programs to Enable Parental Advocacy "Reporting to Parents" Parent Organizations Supervised Parent Visiting, Contact and Consistency Surveys and Forms to Parents Community Learning Center Operations, Resource Coordinators Evaluations - Full Review Good Attendance Masking Problems Attendance Initiative APM and Preschool Enrollment Issues (1 offices, stats, decentralized) Child Abuse Prevention Sexual Abuse, Sexual Discrimination/Sexual Harassment Sexual Orientation, Transgender Issues Study Tables, Academic Requirements and Responsibility of Coaches, Extra- and Co-Curricular Eligibility Expansion and Equitable Division of Dollars in Schedule E Health, Mental Health Services - Consent Participation Percentage School-based Health Centers, Mindpeace High School Start Time Income-based Diversity Impact on Achievement Mindfulness, Rigor and Grit Athletic and Extra-Curricular Code of Conduct Behavior Contract Behavior Contract for Students in Extracurriculars Student-led Prevention Advocacy 	<ul style="list-style-type: none"> Accelerator of Great Schools Madpace MOU Implementation - Status Carlye MOU Implementation - Status Safety Issues - Physical Plant and Practices Local School Decision Making Committees (LSDMCs) - Need Meeting Dates, Membership Lists for Each ESSA Updates Implementation Performance Matters Monitoring Bullying and Suicide Prevention
	<h2>Human Resources</h2> <ul style="list-style-type: none"> Teacher Evaluation and School Ratings Administrative Evaluations District Staffing, Recruitment and Retention Funding and Training for Montessori Professional Development - Internal and External Personalized Professional Development, Inventory of PD Dollars PD Impact on Student Learning Administration (C/AAS) Learning CTET Training School Calendar We Collaborate (Contract Implementation) - Calendar, CTES, LSDMC, Student Services, Testing Review, Overload Claims, Evaluation Cycle, ILT, EIP Other Contractual Language and Structures that Need Review Due to Dismissed Hourly Role Transfer Rooms EEOC Compliance Accelerator of Great Schools Superintendent Evaluation (completed by March 1) Superintendent Tool Workforce Development Council 		<h2>System Issues</h2> <h3>Still in Student Achievement Committee</h3> <ul style="list-style-type: none"> High Schools of Choice Census Participation Neighborhood Boundaries in Magnet Community Report OSBA Legislative Agenda (for next year) Review of Board Policies Relevant to SAC Review By-laws Toldeo Measurements - "Count-Down" Ohio-Civil Rights Reassessment - Reassessment for Equality Path Forward Report (Chamber of Commerce Education of African Americans) - as References Fordham Mobility Study - as References OECD (Organization for Economic Cooperation and Development) U.S. Justice Dept. Civil Rights Division - Equity Measures <h3>Need Training for Board</h3> <ul style="list-style-type: none"> Federal and State Mandates Black in Cincinnati Childhood Poverty Initiative Cincinnati Health Department Initiative The Equity Cases

COLOR - August	COLOR - September	COLOR - October	COLOR - November	COLOR - December
COLOR - January	COLOR - February	COLOR - March	COLOR - April	COLOR - May
				COLOR - June

Ohio Educational Directory System (OEDs)	POWERSCHOOL & DATA WAREHOUSE	CINCINNATI PUBLIC SCHOOLS WEBSITE	Current Grade Levels -OEDs	Current Grade Levels CPS Website
Bond Hill Academy Elementary School	Bond Hill Academy	Bond Hill Academy	K-6, P	K-6, P
Dater Montessori Elementary School	Dater Montessori	Dater Montessori School	K-6, P	K-6, P
Chase Elementary School	Chase	Chase School	K-6, P	K-6, P
Cheviot Elementary School	Cheviot	Cheviot School	K-6, P	K-6, P
College Hill Fundamental Academy	College Hill	College Hill Fundamental Academy	K-6, P	K-6, P
Covedale Elementary School	Covedale	Covedale School	K-6	K-6
Gilbert A. Dater High School	Gilbert A. Dater High School	Dater (Gilbert A.) High School	7-12	7-12
Frederick Douglass Elementary School	Frederick Douglass	Douglass (Frederick) School	K-6, P	K-6, P
Fairview-Clifton German Language School	Fairview	Fairview-Clifton German Language School	K-6, P	K-6, P
Hartwell Elementary School	Hartwell	Hartwell School	K-8, P	K-8, P
George Hays-Jennie Porter Elementary	Hays-Porter School	Hays-Porter School	K-6, P	K-6, P
Evanston Academy Elementary School	Evanston Academy	Evanston Academy	K-6, P	K-6, P
Kilgour Elementary School	Kilgour	Kilgour School	K-6	K-6
John P. Parker Elementary School	John P. Parker	Parker (John P.) School	K-6, P	K-6, P
Midway Elementary School	Midway	Midway School	K-6, P	K-6, P
Ethel M. Taylor Academy	Ethel M. Taylor Academy	Taylor (Ethel M.) Academy	K-6, P	K-6, P
Mt. Airy Elementary School	Mt. Airy	Mt. Airy School	K-6, P	K-6, P
Mt. Washington Elementary School	Mt. Washington	Mt. Washington School	K-6, P	K-6, P
North Avondale Montessori Elementary School	North Avondale Montessori	North Avondale Montessori School	K-6, P	K-6, P
Oyler School	Oyler	Oyler School	K-12, P	K-12, P
Pleasant Hill Elementary School	Pleasant Hill Academy	Pleasant Hill Academy	K-6, P	K-6, P
Pleasant Ridge Montessori School	Pleasant Ridge Montessori School	Pleasant Ridge Montessori School	K-6, P	K-6, P
Roberts Academy: A Paideia Learning Community	Roberts Academy	Roberts Paideia Academy	K-8, P	K-8, P
Rockdale Academy Elementary School	Rockdale Academy	Rockdale Academy	K-6, P	K-6, P
Roselawn Condon Elementary School	Roselawn Condon School	Roselawn Condon School	K-8, P	K-8, P
Rothenberg Preparatory Academy	Rothenberg Preparatory Academy	Rothenberg Preparatory Academy	K-6, P	K-6, P
South Avondale Elementary School	South Avondale	South Avondale School	K-6, P	K-6, P
Sands Montessori Elementary School	Sands Montessori	Sands Montessori School	K-6, P	K-6, P
Saylor Park Elementary School	Saylor Park	Saylor Park School	K-8, P	K-8, P
Shroder Paideia High School	Shroder	Shroder High School	7-12	7-12
Silverton Paideia Elementary School	Silverton	Silverton Paideia Academy	K-6, P	K-6, P
William H Taft Elementary School	Taft Elementary	Taft (William H.) School	K-6, P	K-6, P
Robert A. Taft Information Technology High School	Taft IT High School	Taft (Robert A.) Information Technology High School	7-12	7-12
Walnut Hills High School	Walnut Hills High School	Walnut Hills High School	7-12	7-12
Westwood Elementary School	Westwood	Westwood School	K-6, P	K-6, P
Winton Hills Academy Elementary School	Winton Hills Academy	Winton Hills Academy	K-6, P	K-6, P
Parker Woods Montessori	Parker Woods Montessori School	Parker Woods Montessori School	K-6, P	K-6, P
School For Creat & Perf Arts High School	SCPA	School for Creative and Performing Arts (SCPA)	K-12	K-12
Woodford Paideia Elementary School	Woodford Paideia	Woodford Paideia Academy	K-6, P	K-6, P
Academy Of World Languages Elementary School	Academy of World Languages	Academy of World Languages (AWL)	K-8, P	K-8, P
Clark Montessori High School	Clark Montessori	Clark Montessori High School	7-12	7-12
Carson Elementary School	Carson School	Carson School	K-6, P	K-6, P

Ohio Educational Directory System (OEDs)		POWERSCHOOL & DATA WAREHOUSE	CINCINNATI PUBLIC SCHOOLS WEBSITE	Current Grade Levels -OEDs	Current Grade Levels CPS Website
Virtual High School		Virtual High School	Virtual High School	9-12	9-12
Western Hills University High School		Western Hills University H. S.	Western Hills University High School	7-12	7-12
Academy for Multilingual Immersion Studies		Academy of Multilingual Immersion	Academy of Multilingual Immersion Studies (AMIS)	K-8, P	K-8, P
Riverview East Academy		Riverview East Academy	Riverview East Academy	K-12, P	K-12
Withrow University High School		Withrow University High School	Withrow University High School	7-12	7-12
Rees E. Price Elementary School		Rees E. Price	Price (Rees E.) Academy	K-6, P	K-6, P
Woodward Career Technical High School		Woodward Career Technical HS	Woodward Career Technical High School	7-12	7-12
Aiken High School		Aiken High School	Aiken High School	7-12	7-12
Roll Hill School		Roll Hill Academy	Roll Hill School	K-6, P	K-6, P
James N. Gamble Montessori High School		James N. Gamble Montessori	Gamble (James N.) Montessori High School	7-12	7-12
Hughes STEM High School		Hughes STEM High School	Hughes STEM High School	7-12	7-12
Hyde Park School		Hyde Park School	Hyde Park School	K-6, P	K-6
Rising Stars at Vine		Rising Stars Academy Vine Street	Rising Stars Academy at Vine	K-1, P	K-1, P
Rising Stars at Westwood		Rising Stars Academy Westwood	Rising Stars Academy at Westwood	P	P
Rising Stars at Ezzard Charles		Rising Stars Academy OTR	Rising Stars Academy at Ezzard Charles	P	P
Rising Stars at Gamble		Gamble Preschool	Rising Stars Academy at Gamble	P	P
Clifton Neighborhood School		Clifton Area Neighborhood School	Clifton Area Neighborhood School	K-2	K-1, P
Rising Stars at Aiken New Tech/College Hill		Rising Stars Academy Aiken New Tech	Rising Stars Academy at Aiken New Tech/College Hill	P	P
		WRC Step Program	STEP/Work Resource Center (WRC)	9-12	9-12
		(part of Virtual)	Cincinnati Digital Academy	K-12	K-12
Carthage Elementary		Carthage Elementary	Rising Stars Academy at Carthage	K, P	K, P
LEAP Academy at North Fairmont		LEAP Academy North Fairmount	LEAP Academy	K-6	K-4, P
Spencer Academy		Spencer Center	Spencer Center for Gifted and Exceptional Students	3-12	3-10
			Hospital/Satellite Program Office	K-12	K-12
			Jacobs Center Elementary A2S/A2E	4-6	4-6
			Jacobs Center High School A2S/A2E	7-12	7-12
			Juvenile Detention Center	9-12	9-12



03/12/2018

Proposed Partnership with Cincinnati Public Schools for Student Employment

Under the Ohio Jobs and Family Services Child Care Center Rules (5101:2-12-08, Appendix B (B)A(1)and(2), child care staff can include individuals who:

Are enrolled in the second year of or have completed a two year career-technical program in child development to be a high school senior and also enrolled in a college credit program in child development. (See attached highlighted section of the rule for complete language.)

This rule requires written verification from the school that such requirements are met. With the inclusion of this rule the YMCA would like to propose a partnership with Cincinnati Public Schools for their students studying Early Childhood Education, where the YMCA could supply said students with gainful employment during the school year and/or the summer.

Employment with the YMCA would provide the students with benefits, including but not limited to: a Y membership for themselves, the ability to opt into a 403B, and/or the Y retirement fund after two years of employment and reaching the age of 21, and half off on programming (swim lessons, gymnastics, etc.) More importantly the center directors with the help of CPS teachers will be able to assist these students in setting up their OCCRRRA accounts, take necessary training and ultimately preparing these individuals to be ahead of the curve in the career field they are pursuing.

Attached are the ODJFS Child Care Center Rules regarding employment, a brief description of benefits from the Y, and the Job Description for the Teacher Aide position.

We look forward to continued work with CPS to strengthen our community.

Thank you,

Carrie Gibbs King, PhD
Director, Extended Day Programming
YMCA of Greater Cincinnati
CKing@MyY.org

In August 2018, the Ohio General Assembly passed **Senate Bill 216** and it was subsequently signed into law by then Governor John Kasich. One of the provisions of SB216 gives school districts an option to administer the third grade English language arts and/or mathematics and/or the Alternate Assessment for Students with Significant Cognitive Disabilities (AASCD) tests in a paper format beginning in the 2019-2020 school year. A decision to move to paper assessments in English language arts (ELA) and/or math and/or the AASCD would need to come in the form of a Board resolution by May 1st, 2019.

Important Considerations:

SB 216 Components: <ul style="list-style-type: none"> • SB216 applies only to third grade state testing. All fourth grade tests will remain online. • The decision around SB216 applies to all schools in the District. • The decision around SB216 can be made by test (ELA, Math, AASCD) but applies for all administrations of that test during the full school year (fall, spring, summer). • ODE is required to issue a report comparing results of online and paper testing using data from 2019-2020 and 2020-2021 state tests. • This decision can be reviewed annually. 	Accommodations & Accessibility: <ul style="list-style-type: none"> • With online testing, students needing paper copies in an IEP or 504 plan would still receive paper copies. • With paper testing, students needing online versions of the test in an IEP or 504 plan could still test online. • Paper accommodations as accessibility features as described in the Ohio Accessibility Manual would still be available if testing is administered online. Universal tools like text to speech for the math test would no longer be available for all students on paper assessments.
Scoring & Results: <ul style="list-style-type: none"> • Paper testing requires extended responses to be human scored. • Online testing results in a quicker turnaround time on the District and Schools receiving results back from ODE. 	Updates to Alternate Assessment in 2019-2020: <ul style="list-style-type: none"> • The AASCD 2.0 will be updated to align with Ohio's New Extended Learning Standards. • The AASCD 2.0 will be computer adaptive, while the paper version is not.

Feedback from Elementary Educators:

Survey: <ul style="list-style-type: none"> • Google Form survey sent to all K-6, K-8, and K-12 buildings. • Survey format: <ul style="list-style-type: none"> ◦ Role / Grade Level / Content ◦ Preference (Paper or Online?) <ul style="list-style-type: none"> ■ 3rd Grade ELA ■ 3rd Grade Math ■ 3rd Grade AASCD ◦ Top factors or considerations informing the preference for paper or online testing. • SB216 information and survey shared with ELA, Math, K-3, and Intervention Specialist Curriculum Councils on 2/19. 	Results: <ul style="list-style-type: none"> • 260 responses received • Breakdown of respondents: <ul style="list-style-type: none"> ◦ Teachers = 59.6% ◦ Intervention Specialists = 17.3% ◦ Reading Specialists = 10.4% ◦ Principals/Assistant Principals = 6.9% ◦ Building Test Coordinator = 6.2% ◦ Other (School Psychologists, ESL Coordinators, Technology Coordinator) = 5.2% • See page two for more survey results
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Feedback from Elementary Educators:

3rd Grade ELA	3rd Grade Math	3rd Grade AASCD 2.0
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Preferences: <ul style="list-style-type: none"> • Paper = 54.6% (142) • Online = 35.8% (93) • No Preference = 9.6% (25) 	Preferences: <ul style="list-style-type: none"> • Paper = 51.5% (134) • Online = 35% (91) • No Preference = 13.5% (35) 	Preferences: <ul style="list-style-type: none"> • Paper = 48.5% (126) • Online = 18.8% (49) • No Preference = 32.7% (85)
Common Factors/Considerations	Common Factors/Considerations	Common Factors/Considerations
<ul style="list-style-type: none"> • Easier for 3rd grade students to access paper text and interact with text (highlighting, annotating) (37) • Concern that student keyboarding skills are a barrier on 3rd Grade ELA test (35) 	<ul style="list-style-type: none"> • Built in accommodations & accessibility features online: All students have access to text to speech and other universal tools for Math online (22) • Easier for students to show work on paper (14) <i>Note: All students are allowed to have blank paper during online testing</i> 	<ul style="list-style-type: none"> • Physical manipulatives with paper testing are easier for students to manage (3) • Bulk of materials and items for paper versions of AASCD is burdensome for staff (3)
Common Factors/Considerations		
<ul style="list-style-type: none"> • Preparing students for the future: computer literacy is a vital skill in 21st century / need to begin preparing students beginning in third grade (52) • Students making progress in technology skills / schools are becoming more proficient in using online tools and materials in class (39) 		

Recommendation from Educational Initiatives Panel (EIP)

EIP Recommendation: The above information regarding SB216 and data, feedback from the survey was shared with EIP on March 12th. Based on this information EIP agreed upon the following recommendation regarding SB216:

- For 3rd Grade ELA Testing: Paper Administration
- For 3rd Grade Math Testing: Online Administration
- For 3rd Grade AASCD 2.0 Testing: Paper Administration

Rationale: Consensus was reached for the above recommendation based on the following reasons:

- The third grade ELA test results are connected to student grade promotion through Ohio's Third Grade Reading Guarantee. A large portion of the responses from the SB216 communicated that paper versions of the test are easier for student to interact with the the text (i.e, highlighting and annotating paper versions of the test).
- While some survey responses identified that it's easier for students to show work on the Math test with paper, ODE does allow students to use blank paper and physical tools like approved calculators during online testing. Additionally, all students taking the online Math test have access to universal tools like text-to-speech, that would not be available with paper testing. Delivery of the math test online would also give third graders the experience of testing online. The State will still expect all students to take all tests online in fourth grade.
- Online operational AASCD 2.0 tests in 2019-2020 at grades 4-8, HS can inform 2020-2021 decision.