

REPORT OF THE STUDENT ACHIEVEMENT COMMITTEE

The Student Achievement Committee (SAC) met on Thursday, November 15, 2018 at 2:00 PM at the Cincinnati Public Schools Education Center in the Conference Room 1-A.

ATTENDEES

Student Achievement Committee Members

Chairperson Eve Bolton, Mike Moroski

Administration/Staff

Laura Mitchell, Superintendent; Tianay Amat, Deputy Superintendent; Ife Bell, Community Partner Manager; Susan Bunte, Assistant Superintendent; Emily Campbell, Director, Curriculum; Tanya Ficklin, Walnut Hills Counselor; Yenetta Harper, Director of Teacher & Principal Development and Evaluation; Sheila Hess, Executive Communications Assistant; Sandi Horine Aiken Counselor; Justin Leach, Testing, Interim Director; Paul McDole Jr., Human Resources Director; Bill Myles, Assistant Superintendent; Laura Sanregret, District-Wide Lead Teacher; Jennifer Williams, Science Curriculum Director; Lauren Worley, Chief Strategic Communications Engagement Officer

Cincinnati Federation of Teachers (CFT)

Kendra Phelps, Professional Issues Representative

Community Learning Center Institute

Kate Eisenpress

Crayons to Computers

Amy Cheney, President/CEO, Stefanie Clayton, Sara Westrich

Community Members/Parents

Marlena Brookfield; David Brenner; Elisa Hoffman; Kareem Moffett; Craig Rozen; Jilda-Adams Vargas; Tim'm West; School Board School Members

Junior Reserve Officer Training Corps (JROTC)

Superintendent Mitchell updated the Committee about the possibility of offering the JROTC program. These programs are funded by the State and the Federal Government. Unfortunately, the number of programs is currently capped.

However, Superintendent Mitchell reported that the District could offer the program if CPS provides the funding. There would need to be at least 100 students enrolled for the program districtwide.

ACTION: The Committee said it would be important enough to proceed in planning for the possibility. Superintendent Mitchell will gather additional information (cost, etc.) about what it would take to offer the program and provide an update to the full Board.

The U.S. Army Junior Reserve Officer Training Corps (*JROTC*) is a program offered to high schools that teaches students character education, student achievement, wellness, leadership, and diversity. Committee Chair Bolton mentioned that there is also a program called TRIAD that could be part of the new Health and PE curriculum development.

Prechool Naming Recommendations

Committee Chair Bolton provided the group the following recommended name changes for the preschools, as developed by Vera Brooks and the Early Childhood Department. The Superintendent has approved the name changes.

Current Name	Recommended Name
Aiken	Rising Stars @ Aiken New Tech/College Hill
AMIS	Rising Stars @ AMIS
AWL	Rising Stars @ AWL
Bond Hill	Rising Stars @ Bond Hill
Carson	Rising Stars @ Carson
Carthage	Rising Stars @ Carthage
Chase	Rising Stars @ Chase
Cheviot	Rising Stars @ Cheviot
College Hill	Rising Stars @ College Hill
Douglass	Rising Stars @ Douglass
Evanston	Rising Stars @ Evanston
Fairview	Served at RS@Vine
Hays-Porter	Rising Stars @ Hays-Porter
Midway	Rising Stars @ Midway
Mt. Airy	Rising Stars @ Mt. Airy
Mt. Washington	Rising Stars @ Mt. Washington
Oyler	Rising Stars @ Oyler
J.P.Parker	Rising Stars @ John P Parker
Pleasant Hill	Rising Stars @ Pleasant Hill
Rees E. Price	Rising Stars @ Rees E. Price
Riverview East	Rising Stars @ Riverview East
Roberts Academy	Rising Stars @ Roberts Academy
Rockdale Academy	Rising Stars @ Rockdale Academy
Roll Hill	Rising Stars @ Roll Hill
Roselawn	Rising Stars @ Roselawn
Rothenberg	Rising Stars @ Rothenberg
Sayler Park	Rising Stars @ Sayler Park
Silverton Paideia	Rising Stars @ Silverton Paideia
South Avondale	Rising Stars @ South Avondale

The following schools will maintain their current name:

- Clifton Area Neighborhood Schools (CANS) Preschool
- Dater Montessori Preschool
- North Avondale Montessori Preschool
- Pleasant Ridge Montessori Preschool
- Parker Woods Montessori Preschool
- Sands Montessori Preschool

Aiken Space

Ms. Bolton reported that she visited Aiken space made available by the departure of Carpe Diem. Principal Votaw informed her that the space will be used by SWOOP and Wings, Preschool Classes, a CVS Store Front for Pre-Pharmaceutical Training, Word Play, Lawnlife. An Education Career Pathway for Early Childhood partnership with Miami and the University of Cincinnati will be housed in the building. Dental facilities, a Freestore FoodBank, and possibly an optical services facilities may also be in the building.

SWOOP (Students Working on Occupational Pathways) is a program that works with students on their employment skills and offers internships.

Wings is a program that targets 7th and 8th grade students who are in need of additional support.

Lawnlife is an organization that focuses on workforce development and experience.

Recommendations for Later Starts for High Schools

The Student Achievement Committee shared the recommendation developed from the 18-month review of the Later Starts for High Schools initiative. Ms. Vargas-Adams reviewed the below recommendations with the Committee.

FIRST RECOMMENDATION: Continue the dialogue with current advocates, widen the discussion with the community and add the K12 and K8 buildings into the planning and measurement of impact of any change. In fact, it is obvious that all CPS buildings and their transportation needs may figure into any change in start times.

SECOND RECOMMENDATION: The Board should review the online survey of high school students in March 2018, assess the summary of the March 15 Community Meeting hosted by Lauren Worley and her staff, evaluate the online Community Thought Exchange, and solicit staff reflections from attending the Hispanic Fest and the Black Family Reunion in which views on later starts for high schools were solicited. Any unfinished engagement should be concluded in time to inform decisions no later than February 2019. Any implementation of LSFHS will require additional and deliberate engagement throughout such implementation.

THIRD RECOMMENDATION: Later Starts for High Schools (LSFHS) Initiative should be viewed more as health and development issues to be addressed, rather than achievement or performance strategies.

FOURTH RECOMMENDATION: The Board and Administration and Community Advocates should dialogue about LSFHS with a focus on the District's 2015 Whole Child Initiative and the District's increasing emphasis on Social and Emotional development.

FIFTH RECOMMENDATION: If start times have to be changed in order to provide increased instructional time and choice, we recommend that the changes be made to make the correlating start times later and not earlier times. It is also possible that start times, extended programming, and transportation redesign might be all able to complement each other, and to the degree that all can be implemented will likely be unable to accomplish at every high school at once, or even over three years. It's possible that designing later starts for all may not be able to be instituted until the District and its operations are redesigned via an overall strategic redirection determined by the Board and the Strategic Engagement and Planning Committee.

SIXTH RECOMMENDATION: Through a Transportation Summit, extensive Committee work, and a new Budget Process, gather as much information about current transportation practices and costs. Consider the impact of any change on the CPS transportation and client transportation.

SEVENTH RECOMMENDATION: Convene all of our yellow bus, Metro, and special transportation vendors for a series of meetings over a two- to three-month period to address how all might offer suggestions as to how the District continue to provide at least the same service as offered now, but with adjusted starts for all schools keeping in mind the health, brain physiology, and safety of students. In all likelihood this transportation change cannot be answered by Metro alone. Yellow bus vendors and the existing and future transportation schedules will need to be informed by the science as well as the dollar. Younger children too are impacted by start times. In fact, science has not ever been a consideration when scheduling transportation routes. Science and the physiological realities of human development must be part of any planning for 2019-2020 and beyond. The group's ultimate goal is a set of proposals

that would attend to student health, wellbeing, and safety, ensure equitable instructional hours, and implement 8:30 a.m. or later start times.

EIGHTH RECOMMENDATION: Meet with the local political leadership and managers regarding transportation and pedestrian policies and practices that impact student transportation and access to schools. It is absolutely critical that the District review the District-Wide Safety Plan of “2015” and the resulting infrastructure improvements done by the City with the awarded dollars (\$1 million-?). It’s critical, also, to review and list and rank each of our schools (particularly neighborhood) by the percentage of walkers attending. It is also recommended that the District create an Inventory of Need regarding safety infrastructure such as cross walks, lights, speed rates and street cameras. Finally, for the coming calendar year, a complete review of need, location, and shifts of crossing guards needs to be completed. After that review, the District needs to again communicate and negotiate with the city regarding the payment, hiring, and assignment of the City’s crossing guards that currently are not going to be paid with start of calendar year 2019.

NINTH RECOMMENDATION: Meet with our District lobbyists and outline a transportation legislative campaign to address the following specific concerns:

- a. Increase the state and federal transportation subsidy available to CPS.
- b. Reduce or end the requirements that force CPS to provide equivalent transportation services to non-district charter, private and parochial schools that function inside the District's geographic boundaries.
- c. Require charter, private, and parochial schools to reimburse CPS for transportation services which should be the cost to do business for those for-profit and non-public schools.

TENTH RECOMMENDATION: Options to change transportation services to charter, parochial, and special needs schools should aggressively be explored including combining services and/or changing times of service.

ELEVENTH RECOMMENDATION: The District will need to have an accountable and reservable number of transports for both school day and extended day. CPS will need to create an internal van fleet available to high schools and a dedicated bus fleet for expanded learning opportunities and extracurricular programming.

TWELVTH RECOMMENDATION: The Administration should share their concerns and endorsements for the Later Starts Initiative. Such a report should include the cost, impediments, and benefits of changing (**INSERT ADMINISTRATION COST BENEFIT REPORT**).

THIRTEENTH RECOMMENDATION: A complete review of the impact of District school choice on the District's financial stability, instructional support, extracurricular participation, the health of the students, neighborhood schools, and equitable access should be made. It is important to reconsider the amount and location of magnet schools and neighborhood schools and the curricular and career offerings at high schools. Curricular and extracurricular offerings have an impact on choice and thereby enrollment. Instructional choices by the Administration need to be informed by transportation feasibility and cost. Finally, rethinking attendance boundaries, the geographic outline and subdivision of the District could help both large-scale and long-term redesign of the District.

FOURTEENTH RECOMMENDATION: Having reviewed the specific recommendations, it is obvious that any change, regarding early starts, needs to be discussed and envisioned in a manner that does not necessarily limit options to the existing practices, vendors, or schedules and must be done in recognition of the larger community transportation (vehicle and pedestrian) behaviors. And any change to high schools may have an impact on all schools—CPS and non-CPS. It should also be apparent that LSFHS is just one part of the overall transportation overhaul that is required by the current and future realities facing the District.

Throughout the LSFHS initiative discussion, the SAC has reiterated time and time again that the Walking School Bus needs to be reinstituted and also expanded, in the belief that the Walking School Bus, together with cars and buses, is part of the transportation picture.

Crayons to Computers

Amy Cheney, [Crayons to Computers](#) President/CEO, updated the Committee about the organization and their goal of reaching out to schools to make sure they are aware and taking advantage of the resources available to them. Their mission is to bridge the gap between families in need and educational resources.

The organization, through their Teacher Free Store and Mobile Outreach Program, are able to offer a variety of materials that support learning, including basic supplies like books, crayons, paper, scissors, and pencils, as well as enrichment and incentive items that teachers can use to motivate and inspire student engagement. Products are donated or purchased at reduced or wholesale prices from partnering companies.

Ms. Cheney also updated the Committee on CPS usage of the organization beginning school year 2015 to the present.

School	YTD % (partial yr.)	YTD \$	Shopping participation %			Total Visits (15-18)	15-18 Value	Change between 15-16 and 17-18
			17-18 %	16-17 %	15-16 %			
AMIS	38%	\$9,316.47	60%	67%	78%	212	\$96,177	-18%
AWL	28%	\$9,632.96	31%	55%	50%	240	\$97,597	-19%
Aiken	45%	\$18,317.28	45%	50%	58%	295	\$120,454	-13%
Bond Hill	62%	\$20,414.88	63%	78%	74%	264	\$106,409	-11%
Carson	44%	\$10,916.25	56%	48%	66%	250	\$106,925	-10%
Carthage School	100%	\$7,399.09						
Chase	53%	\$10,319.79	57%	57%	60%	162	\$74,483	-3%
Cheviot	40%	\$16,506.00	56%	49%	56%	188	\$84,949	0%
College Hill Fundamental	24%	\$5,403.82	42%	62%	62%	165	\$66,413	-20%
Covedale	28%	\$9,692.99	51%	41%	54%	174	\$91,839	-3%
CPS Alt. to Susp. A2E	23%	\$4,110.32	36%	41%	37%	176	\$51,017	-1%
CPS - Itinerant Prk	40%	\$9,491.59	50%	100%	81%	153	\$57,674	-31%
CPS Virtual	42%	\$5,830.65	29%	65%	85%	83	\$29,121	-56%
Dater High School	47%	\$23,100.30	51%	61%	56%	373	\$160,466	-5%
Douglass	48%	\$14,738.97	61%	76%	66%	188	\$83,808	-5%
Ethel Taylor	22%	\$2,324.80	55%	46%	48%	130	\$76,766	7%
Evanston	44%	\$16,311.30	56%	59%	73%	172	\$85,957	-17%
Gamble Montessori	13%	\$5,507.55	38%	30%	55%	192	\$84,144	-17%
Hartwell	29%	\$14,773.03	45%	53%	58%	215	\$109,672	-13%
Hays-Porter	58%	\$15,085.70	53%	74%	78%	201	\$103,433	-25%
Hughes High School	38%	\$14,086.45	51%	51%	45%	281	\$114,490	6%
John P Parker	18%	\$3,054.17	36%	52%	78%	155	\$72,803	-42%
LEAP Academy North Fairmount	70%	\$18,599.99						
Midway	29%	\$9,897.20	50%	51%	61%	194	\$72,705	-11%
Mt. Airy	20%	\$5,759.54	48%	53%	49%	172	\$78,868	-1%
Mt. Washington	16%	\$7,177.20	29%	31%	29%	71	\$29,066	0%
North Avondale	42%	\$13,928.16	55%	57%	76%	276	\$97,063	-21%
Oyler	24%	\$5,663.08	39%	43%	50%	175	\$83,289	-11%
Parker Woods Montessori	25%	\$9,639.57	37%	55%	68%	189	\$92,350	-31%
Pleasant Hill	35%	\$14,305.32	41%	46%	61%	161	\$73,905	-20%
Pleasant Ridge Montessori	44%	\$16,816.23	64%	64%	64%	303	\$116,517	0%
Rees E Price	56%	\$13,101.94	54%	65%	63%	278	\$130,928	-9%
Rising Stars at Ezzard Charles	100%	\$636.16						
Rising Stars at Gamble	75%	\$3,356.97						
Rising Stars at Vine	75%	\$4,084.05						

Rising Stars at Westwood	0%	\$0.00							
Riverview East	23%	\$8,346.80	51%	30%	47%	178	\$83,894	4%	
Roberts Academy	34%	\$15,016.06	49%	68%	52%	300	\$142,347	-3%	
Rockdale	68%	\$20,858.93	49%	54%	65%	264	\$150,366	-16%	
Roll Hill	44%	\$17,806.23	67%	74%	73%	285	\$162,486	-6%	
Roselawn Condon	46%	\$24,410.35	65%	63%	56%	262	\$124,598	9%	
Rothenberg	69%	\$24,947.40	55%	59%	57%	193	\$119,933	-2%	
Sayler Park	29%	\$4,184.13	44%	37%	55%	126	\$70,599	-11%	
Shroder Paideia	45%	\$16,435.91	68%	57%	56%	283	\$99,751	12%	
Silverton Paideia	31%	\$7,406.12	59%	66%	63%	235	\$169,386	-4%	
South Avondale	50%	\$9,716.76	59%	59%	63%	174	\$84,661	-4%	
Taft Elementary	42%	\$11,763.37	42%	67%	50%	174	\$85,893	-8%	
Taft High School	39%	\$9,578.69	64%	53%	52%	206	\$67,168	12%	
Western Hills	46%	\$27,217.82	63%	60%	43%	395	\$174,731	20%	
Westwood	33%	\$5,163.80	61%	59%	64%	239	\$105,597	-3%	
Winton Hills	18%	\$3,296.41	49%	55%	58%	180	\$70,863	-9%	
Withrow	42%	\$24,343.84	56%	54%	56%	600	\$226,522	0%	
Woodford Paideia	56%	\$13,221.53	77%	57%	70%	173	\$80,450	7%	
Woodward	40%	\$21,506.94	48%	82%	58%	521	\$181,001	-10%	

Non-Qualifying School Info - Volunteer-to-Shop Teachers

Clark	--		--	--	--	2	\$1,342
Dater Montessori	--	\$1,424.76	30%	45%	--	117	\$65,103
Hyde Park	--	\$1,002.42	--	--	--	17	\$8,091
Kilgour	--	\$2,602.78	--	--	--	7	\$11,480
Sands Montessori	--		--	--	--	1	\$102
SCPA	--	\$985.39	--	--	--	14	\$10,602
Walnut Hills	--	\$3,393.12	--	--	--	72	\$34,719

Current Year
TOTAL \$643,929.33

Previous Years
TOTAL \$4,980,975

Health and P.E. Curriculum Discussion...How Best to Involve the Public

Ms. Campbell and Dr. Williams updated the Committee on the following family and community engagement outreach strategies to support curriculum and resource adoption.

Health Wellness and Physical Education Family & Community Engagement

Strategy	Implementation Schedule
<ul style="list-style-type: none"> LSDMC Presentation @ Budget Training or CLC Reboot training School Messenger Call/Text Website Brochure Blue Jeans Web Session/ Build Q & A Sheet to share with All Parents Co-Host Open House Night with Parents for Public Education (Walton & Davis) Parent Newsletters Digital Draft Sharing 	<p>Beginning of January 2019</p> <p>December 2018 and January 2019</p> <p>December 2018</p> <p>End January 2019</p> <p>February 2019</p> <p>February 2019</p> <p>February 2019</p>

<p>LSDMC Presentation</p> <p>Share Policy Change</p> <p>Share Progress</p> <p>Ask for Completion of Google Form/Paper Survey</p> <p>Share Vendor Resources that are under consideration</p>	<p>Blue Jeans Web Session</p> <p>Present data & findings to support proposed changes and National Standards, Curriculum Drafts, and Vendor Resources</p> <p>Collect Parent Questions and Answers</p>
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<p style="text-align: center;">Co-Host Open Host Night</p> <p>Team with Parents for Public Schools to have an open house with vendor presentations and hand-on activities and learning that could happen with students School Messenger Call/Text – Exit Ticket data on Parent Feedback</p>	<p style="text-align: center;">Parent Newsletters & Website Sharing of links to Drafts</p> <p>Parent Schoology Alert Share process, SAC, Council, EIP, and BOE presentation date The support of Public Affairs to create Newsletter will be needed</p>
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School Nurses – What’s the Criteria for Assignment and What Would it Take to Have One In Every School

Assistant Superintendent Bunte reported that the Board of Health assisted the District in creating the following criteria to help determine a need for nurses at every school site.

1. Population at the School
2. Poverty Rate
3. Number of Students with Chronic Illnesses
4. Number of Students with Special Procedures
5. Number of Students with Diabetes
6. Medical Service being on Site (School Based Health Center)
7. Funding

The Committee inquired about Ohio Revised Code for nursing being in all school buildings.

ACTION: Ms. Bunte will provide the Committee with a report to address the following questions:

1. What is the Ohio Revised Code for School Nurses?
2. Why does CPS pay the City’s employees for school nurses? Why doesn’t the City pay its own employees? Is there any recourse? Negotiate this being in the City’s budget, and does the ending of the 1999 agreement have an impact here?

She will also provide a chart that outlines costs of the various types of nurses in the District, as well as salaries, along with constraints on what the various nurses can do based on their certifications (Nurses Aids, RN’s LPN’s, etc)

State of CPS School Counselors

Ms. Ficklin updated the Committee on the role of counselors and what they are trained to do and how their role has evolved beyond what they are trained to do.

She also informed the group that their caseloads have increased tremendously.

She advised that Board Policy 2411 – Guidance and Counseling needs to be updated to align with Policy 3220.01 – School Counselor Evaluation.

A copy of the State of CPS School Counselors is available in the Board office.

ACTION: The SAC will make an assignment to refer the counselor policies to the Policy Committee for review and provide Policy Committee with the needed information. The Committee will also put Counseling Review on its budget list for consideration.

Gifted Identification, Referral and Academies

Ms. Bunte updated the Committee on the following gifted information:

Gifted Count for District

Total count of gifted students academically, cognitively, creatively and/or artistically = approximately 4,300

Fall Assessment Counts

- Total number of students assessed with a MAP reading and/or math test grades K-8 = 15,241
All elementary schools participate
- Total number of students reassessed or screened due to referral with tests other than MAP = 151

Gifted Assessment Dates

- First session for cognitive and academic – September 24-October 12
- Second session for cognitive and academic – January 28-February 15
- Arts assessments run at different times depending on discipline
- October 1-12 – All 2nd and 6th grade students are assessed with the Terra Nova (reading, math, science and social studies) and the InView (cognitive and creativity)
- In addition, students in grades K-3 have 2-3 testing windows each year in which they are assessed with an ODE approved version of the MAP reading test (K and 2 test winter and spring while other grade levels are fall, winter, spring). MAP math is an optional test to use in all schools.

A copy of the full report is attached.

CLC Revenue Sources and Expenditures for Resource Coordinators, Lead Agencies

Ms. Bell updated the Committee on her “Powering up CLCs” session that was conducted with Principals and Lead Agencies in October 2018.

Her report included:

- SY2018-2019 Resource Coordinator Budget
- Transforming Schools, Revitalizing Neighborhoods
- The Role of the LSDMC in CPS Community Learning Centers
- Role of the Lead Agency for Resource Coordination within CPS and Job Description
- Resource Coordinator Competencies
- The Role of Resource Coordinators in Cincinnati Public Schools’ Learning Centers

A copy of the documents are attached.

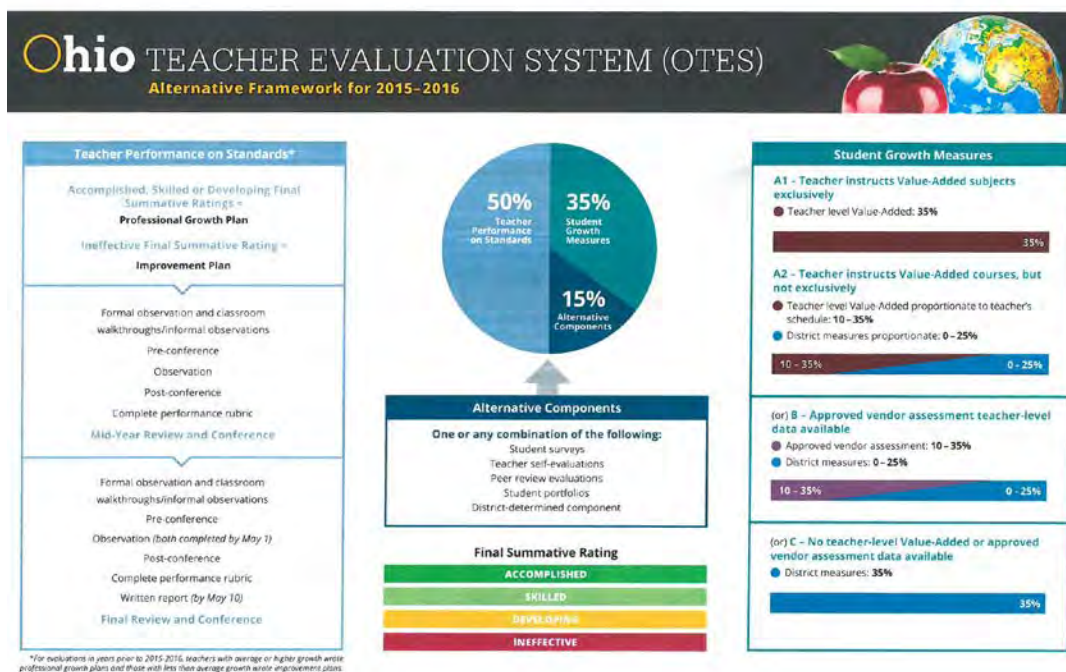
Administration Recommendation for the Six A.I.R Recommendations for Teacher Evaluation

Mr. McDole informed the Committee that the District will participate in the pilot. He also reported that the Administration is in favor of removing Shared Attribution for next or this year under certain circumstances. The circumstances are as follows:

Administration Teacher Evaluation Proposal

- Remove Shared Attribution for this year or next;
- Evaluation numbers and cycles and sequences remain as they are;
- Walk-throughs remain as they are;
- Observations change from one announced and one unannounced to two unannounced; and
- Current 50/50 division of value would change to 50/35/15.

Please find below the Ohio Teacher Evaluation System Framework being recommended for school year 2020.



ACTION: The Committee, CFT, and the Administration had extensive conversation about keeping or removing shared attribution and the Administration's Proposal. The Administration and CFT will meet to talk through their shared and differing interests.

Update on the AP Study Group and Demographics

Mr. Moroski was pleased with the Administration's information regarding the demographics of AP students. Ms. Bolton reiterated that CPS still is not giving enough AP tests in number of students or number of courses.

The following agenda items will be added to the December SAC agenda:

- Attendance Boundaries Mapping and Timetable (CANS, PHA, Mt. Airy, WHA, PRM, Silverton, and Woodford)
- Board Policies 2120, 2131, 2220, 2262, 2271, 2280

The following items will be sent to the full Board:

- CUCI Update Memo
- Teacher Workforce Index, Urban Cohort, OTES Aggregate Ratings

The meeting adjourned at 6:10 PM.

Student Achievement Committee

Eve Bolton, Chair
Ozie Davis III, *absent*
Mike Moroski

Staff Liaisons

Tianay Amat, Assistant Superintendent
Bill Myles, Assistant Superintendent

Gifted Identification, Assessment, Academics

11/15/2018

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Gifted Academies

<u>School</u>	<u>Students identified as gifted</u>	<u>Teachers with gifted license/endorsement</u>
Cheviot Gifted Academy – grades 3-6	82	All teachers in the gifted academy gifted endorsed.
Spencer Center – grades 3- 9	185	4 teachers, with 5 scheduled to finish Dec 2018
Hyde Park Gifted Academy* – grades 5 and 6	241	All teachers in the gifted academy gifted endorsed

**Hyde Park's self-contained gifted program is 5th and 6th grade only due to the opening of Spencer Center who serves district-wide students. Hyde Park's 5th and 6th grades are grandfathered classes until students move on to secondary school.*

Gifted Itinerant Teachers are assigned to the following buildings:

<u><i>School</i></u>	<u><i>FTE</i></u>	<u><i># Gifted Students</i></u>
Dater Montessori	1 FTE	164
Fairview German	2 FTEs	269
Hartwell Elementary	0.2 FTEs	29
Kilgour School	2 FTEs	279
Mt. Washington	0.4 FTEs	52
North Avondale	0.2 FTEs	55
Parker Woods	0.2 FTEs	72
Pleasant Ridge	0.5 FTEs	91
Covedale	0.8 FTE	74
Sands Montessori	1 FTE	178
SCPA	0.5 FTEs	85
College Hill	0.5 FTEs	19
<u><i>TOTAL: 12 schools</i></u>	<u><i>TOTAL: 10.3 teachers</i></u>	<u><i>TOTAL: 1367 students</i></u>

Gifted students in buildings without gifted itinerant teachers have differentiated instruction provided in the general education classroom, but it is not defined as “service” by ODE.

NEW professional development requirements for general education teachers with gifted learners in classes:

- 15 PD hours for 4 yrs. Total - 60 hours related specifically to gifted education
- 7.5 hours of PD for AP teachers who already have hours for AP credentials
- On-going support thereafter
- Number of General Education Staff with PD requirement fulfilled for SY17-19: **75**

How does this affect our report card?

One of the three components of the report card is identification and service to our gifted identified students. We show strong numbers with identification, but the ODE definition of service changed last school year impacting our service numbers. A district and a school must meet all three components to pass the gifted indicator.

1. Districts cannot state that they are “serving” students in any of our schools unless every teacher of record teaching a gifted student in his/her gifted area has 15 Gifted PD hours each year for four years. For instance, if Fairview teachers all decide to take 15 Gifted PD hours this school year that does not impact their individual report card or the district report card for students served. For equity to all students, ALL teachers in the district have to have the Gifted PD or our whole district is not allowed to say we are “serving” gifted students. PD must be provided by persons with gifted credentials.
2. The only exceptions that we can count as service are:
 - a. Gifted magnet programs
 - b. First year accelerated students
 - c. Art identified students taking arts classes

Gifted PD data for this year:

- 87 teachers enrolled in our Gifted Movie PD (total of 15 hours will be available this school year)
- 35 teachers in the Schoology Online Gifted Book Study (total of 30 hours will be given once course is completed)

Information on assessment Process

Gifted assessment is used to screen students who perform or show potential for performing at high levels of accomplishment in the areas of superior cognitive ability, specific academic ability, creativity, and visual and/or performing arts.

Identification of gifted children is legally mandated. Service is not.

Children may be referred for gifted assessment based on the following:

- Child request (self-referral);
- Teacher recommendation
- Parent/guardian request
- Child referral of peer
- Other (e.g., psychologist, community members, principal, gifted coordinator)

Based on the referrals, students are screened using:

- Group tests
- Individually-administered tests
- Audition, Performance
- Display of work
- Exhibition
- Checklists

Parents must be notified within 30 school days of receiving the screening results. Based upon these results, the next step in the process is one of the following:

- If the student's scores are high enough, no further testing is done. If the student's scores are not quite high enough, the student should be re-screened with a similar assessment during the next round of gifted assessments.
- If the student's scores are below the re-screening range, no further testing is done. The student is not identified as gifted.

ODE establishes a list of approved assessments for gifted identifications. Available on-line.

Academics - services and enrichment programs are offered through the following:

- (1) A differentiated curriculum;
- (2) Cluster grouping
- (3) Mentorships
- (4) Accelerated course work
- (5) The college credit plus program under Chapter 3365 of the Revised Code
- (6) Advanced placement
- (7) Honors classes
- (8) Magnet schools
- (9) Self-contained classrooms

Figure 2

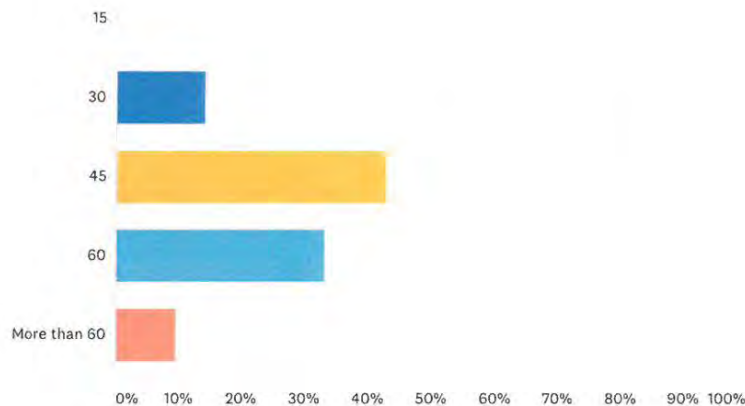
Q7

Customize

Save As ▼

Approximately how many minutes of center time per day do students in your classroom have?

Answered: 21 Skipped: 0



ANSWER CHOICES

- ▼ 15
- ▼ 30
- ▼ 45
- ▼ 60
- ▼ More than 60

TOTAL

RESPONSES

0.00%

14.29%

42.86%

33.33%

9.52%

0

3

9

7

2

21

Figure 3

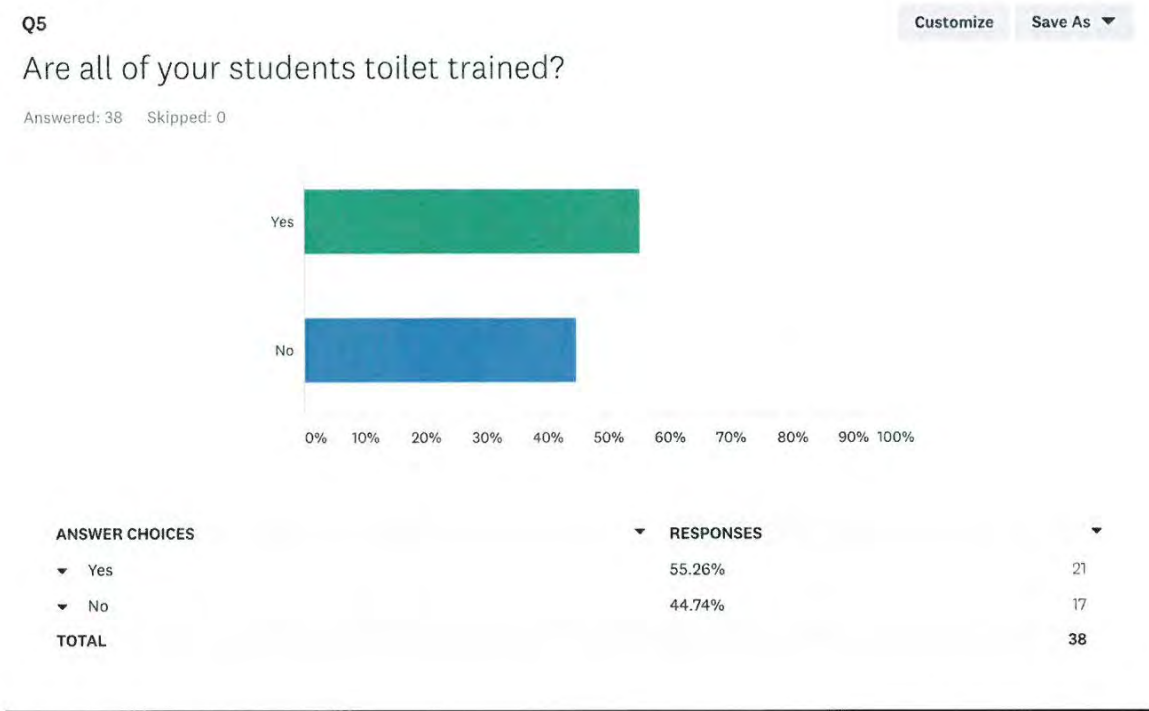
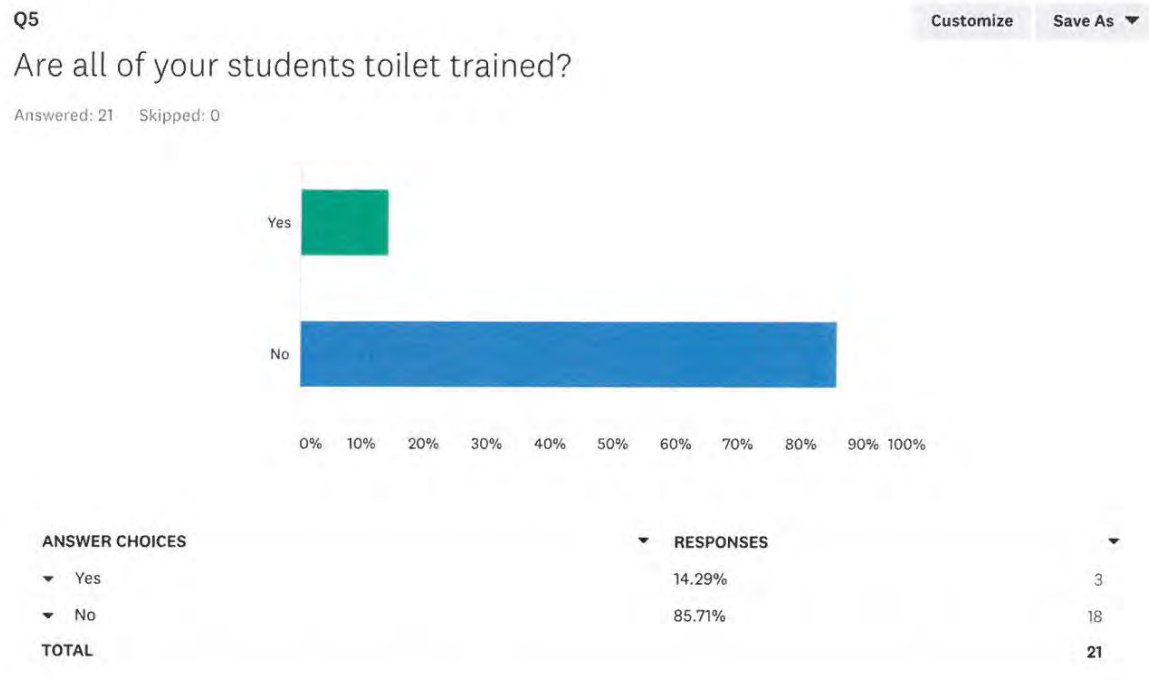


Figure 4



CPS Community Learning Centers

Transforming Schools, Revitalizing Neighborhoods



The story of Cincinnati Public Schools' Community Learning Centers (CLC) and their Resource Coordinators is the story of a community's quest for the success of its children, its schools, and its neighborhoods. The success of schools and the communities they serve are inextricably linked. Seldom does one succeed without the success of the other.

When, more than a decade ago, Cincinnati Public Schools (CPS) set out to rebuild its school facilities, it was with the intent of redesigning schoolhouses to serve both students and the community — creating places where students learn and achieve and the community feels at home.

From that vision grew CPS' Community Learning Centers. The goal? To leverage a community's strengths and assets — families, neighborhoods, businesses, churches, civic groups, health organizations, social services, among others — in order to lift students to a high level of achievement and thereby improve schools and revitalize neighborhoods. In this process, taxpayers would see the kind of return on their investment in public schools that reinforces the model, and inspires even greater community participation and support.

Once the idea of a few community and district leaders, it has since become a national model supported by the generous contributions of a few local funders, including the Greater Cincinnati Foundation, United Way of Greater Cincinnati, and the Haile Foundation. Community Learning Centers have transcended the work of individuals to become a district and citywide movement. As we enjoy the national attention on our work, we are cautious not to call our mission complete. We continue our commitment as a district to develop partnerships with our community to transform all schools into Community Learning Centers, fine-tuning our educational programs and linking our expansive community assets to our students and families.

CPS starts the 2018-19 school year with 44 Community Learning Centers with full-time Resource Coordinators whose role is to work with the school's staff and the community to develop partnerships that

support academic success and promote neighborhood engagement. These partnerships are carefully chosen, formally stated, monitored for impact on desired student outcomes, and supported by the Resource Coordinator. Using a process called **REFORM**, an acronym for Review data, Engage partners, Focus on individual student interests and needs, Offer support, Reset or adjust as needed and Measure impact, Resource Coordinators are able to align and support partners to meet the diverse student needs.

Resource Coordinators intentionally recruit and engage community partners to strengthen students' outcomes aligned to CPS' One Plan, and to promote vibrant communities for students' success year round.

The success of our CLC movement is attributed to the generosity of our community, including the taxpayers who voted for the renovation of our schoolhouses in 2002. It is overwhelming how many partners, including a variety of organizations, businesses and philanthropic groups have come forward to support district goals - that every student graduates from CPS, equipped with the skills necessary to pursue post-secondary education and/or career training and is prepared for life.

Individual volunteers and everyday citizens of our community, support our students inside and outside of our buildings, making a seamless connection between what is learned in the school and what is reinforced in the community. For our schools to transform, our neighborhoods must be revitalized. For our neighborhoods to revitalize, our schools must be transformed. They are dependent on each other and CLCs are the link.

CPS CLC Key Stakeholders



Office of Communication and Engagement Community Learning Center Engagement Team

The CPS Community Learning Center Engagement Team is committed to building partnerships with families and community stakeholders to positively impact student success through our nationally recognized Community Learning Center model. The CPS CLC Engagement Team provides equitable access to learning opportunities/experiences to impact student success by empowering and actively engaging. Serving as the district lead for all schools.

Community Learning Center (CLC)

Communities and schools are strongly linked — one seldom succeeds if the other fails. Schools need families and communities that are involved in the education of students; communities need schools that serve as centers of neighborhood life. A CLC serves as a hub for community services, providing a system of integrated partnerships that promote academic excellence and offer recreational, educational, social, health, civic and cultural opportunities for students, families and community. The goal of CLCs is to support student achievement, revitalize neighborhoods, and maximize the community's return on its investment in public schools. CPS Board of Education policy No. 7500 states that all district school buildings will serve as Community Learning Centers the result of a ten year facility master plan that rebuilt or remodeled all schools in the district. The Board also developed written guidelines for the establishment of partnerships transforming the physical space of a school building; however, is not enough to assure that schools actually become centers of community. More than 700 CLC community partners have provided services valued at over \$10 million to students and families. These partnerships are integrated and aligned to school goals, resulting in improved academic outcomes for CPS students.

Local School Decision Making Committee (LSDMC)

The Local School Decision Making Committee (LSDMC) is the primary governing body for each school in the Cincinnati Public School District. This committee gives insight and input into important decisions that greatly impact students' lives and shape their educational experiences. LSDMC membership includes a minimum of 12 members: three parents, three community members, three teachers selected by the Instructional Learning Committee (ILC), and three non-teaching staff, including the principal. The LSDMC carries out several important responsibilities, including developing a school's CLC vision, selecting a Lead Agency, providing input on the selection of the Resource Coordinator, and approving CLC partnerships. The LSDMC must make the decision to begin the transformation process - first identifying the funding, then choosing a lead agency and Resource Coordinator, and establishing a vision for the outcomes to pursue.

Lead Agency

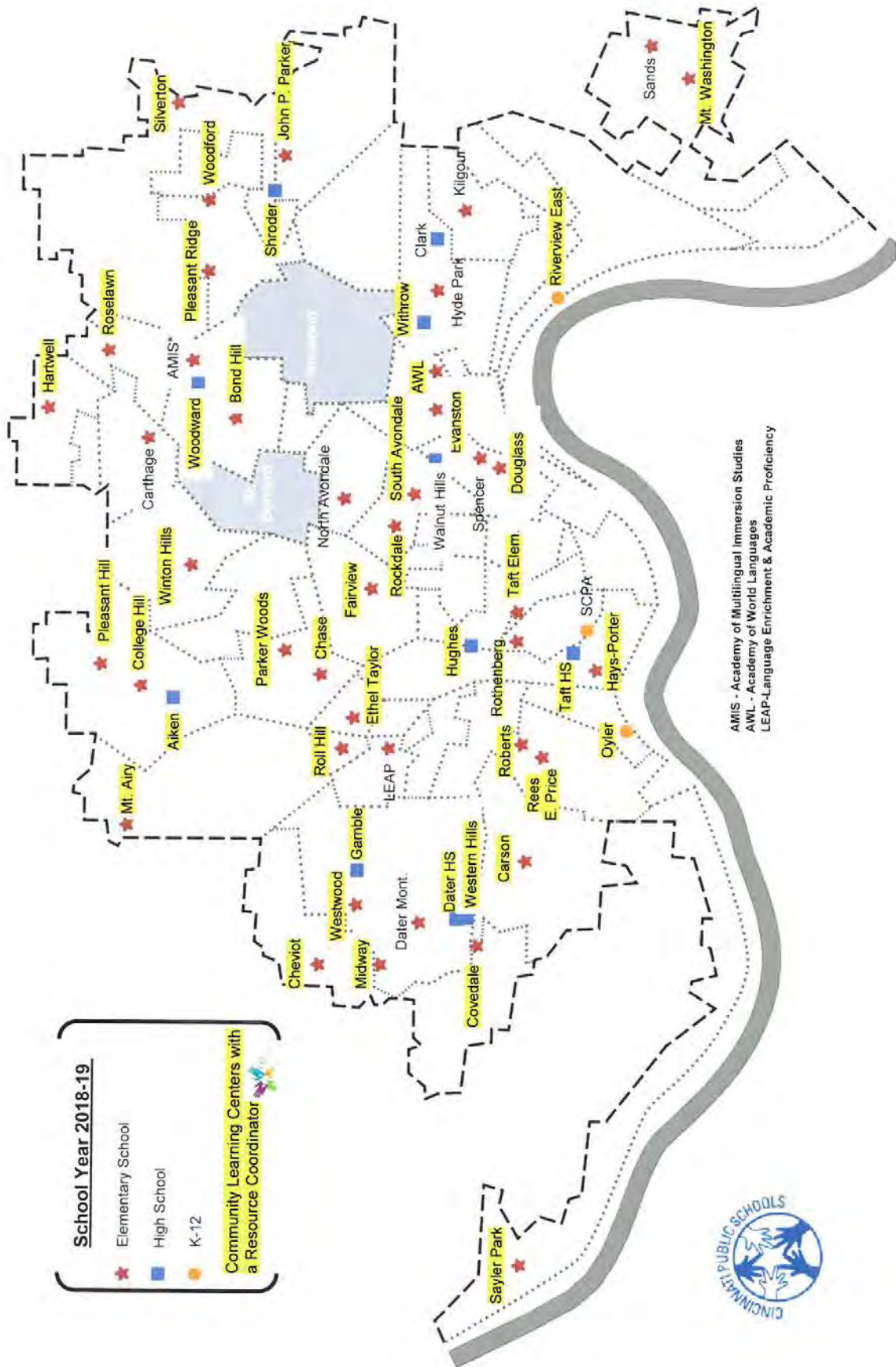
Each CLC site has the opportunity to choose one key partner in each service area, known as a Lead Agency. A lead agency is a non-profit, community based organization that has a vested interest in the success of the school and community. This organization, chosen by the school LSDMC, provides a staff in the building to coordinate and manage resources in their area of expertise. For example, the lead agency for after-school programming provides a Coordinator who manages all other partners providing after school activities in the building. The Lead Agency for Resource Coordination provides a full-time Resource

Coordinator and supports the development of the school into a successful CLC. Lead agencies make a commitment to work with the school to achieve CLC goals and are either under contract with the district or provide their own funding. Through the use of lead agencies, schools expand their support infrastructure and better utilize CLC partners to meet student and community needs.

Resource Coordinator (RC)

Each Community Learning Center (CLC) includes a full-time resource coordinator who understands the needs of the school, families and community. The Resource Coordinator supports Cincinnati Public Schools (CPS) in the implementation of the Community Learning Center (CLC) nationally recognized model of creating schools as centers of the community to strengthen students' outcomes aligned to CPS' One Plan, and to promote vibrant communities for students' success. They are selected by a school's LSDMC (Local School Decision Making Committee) with input from the Principal and Lead Agency. The Resource Coordinator is employed by the Lead Agency and supervised by Lead Agency (on-site supervision by the Principal, and with the LSDMC's advice and consent).

For more information on Community Learning Centers, please contact Ife Bell, Interim Manager, Community School Partnerships in the Office of Communications and Engagement at 513-363-0301 or bellife@cps-k12.org





Transforming Schools • Revitalizing Communities

The Role and Responsibilities of Resource Coordinators in Cincinnati Public Schools' Community Learning Centers

Full-Time Resource Coordinators are selected by a school's LSDMC (Local School Decision Making Committee) with input from the Principal and Lead Agency. The Resource Coordinator is employed by the Lead Agency and supervised by Lead Agency (on-site supervision by the Principal, and with the LSDMC's advice and consent).

The Resource Coordinator supports Cincinnati Public Schools (CPS) in the implementation of the Community Learning Center (CLC) nationally recognized model of creating schools as centers of the community to strengthen students' outcomes aligned to CPS' One Plan, and to promote vibrant communities for students' success.

Specifically, Resource Coordinators in Cincinnati Public Schools will:

- **Recruit, develop, coordinate and maintain** strong partnerships with strategic community partners and stakeholders (students, staff, parents, community) that align with outcomes to meet the diverse needs of individual students, using the REFORM model (**R**eview data and set goals, **E**ngage partners and stakeholders, **F**ocus on individual students, **O**ffer support, **R**eset when necessary, **M**easure impact)
- **Connect** students and families to the appropriate partner service/strategy to meet needs
- **Promote trust and collaboration** by fostering and building relationships among CPS' internal and external stakeholders for a culture of high expectations.
- **Share accountability.** Understand the needs and interests of the school, families and community; act as liaison between school and community.
- **Engage with the school's leadership.** Help the Principal to, "Use community resources to improve student learning." (Standard 5.1 on CPS' principals' evaluation)
- **Actively engage regularly** with the school's LSDMC, parent organizations, ILT (Instructional Leadership Team), partners, community and others.
- **Engage with community leaders** by regularly attending Community Council meetings, Business Council meetings, and other civic group gatherings.
- **Create effective communication** to include and motivate partners to engage with the school; assist both the school and the district in community conversations.

October 30, 2018



The Role and Responsibilities of Resource Coordinators in Cincinnati Public Schools' Community Learning Centers

Resource Coordinators in Cincinnati Public Schools will (continued):

- **Facilitate and host** regular and consistent partner meetings. Share data, monitor progress towards goals, and identify gaps and opportunities, using the science of continuous improvement to develop strategies for meeting needs and outcomes; and work in collaboration with the school's leadership to lead an annual school CLC needs-assessments and evaluation process.
- **Collect actionable data.** Use data management and analysis to identify resources that will benefit students using Learning Partner Dashboard (LPD) and other means. Review student data (Class profile No. 1 or No. 2 High School), update data by the 12th & 24th of each month and track student-partner connections (No. 51) using approved service types.
- **Use Standard Operating Procedures** to support the implementation and maintenance of the CLC model. Update and share CLC school-based Partner Summary Log, Organization Charts with goals, and partners' MOU (Memorandum of Understanding) agreements.
- **Connect with CLC Community Partnership Specialist** designee on a regular basis.
- **Be an Active Learner.** Seek opportunities for learning, development and coaching to enhance skills and abilities; attending all district-sponsored professional development and training for Resource Coordinators, including monthly Resource Coordinators Learning Circles, quarterly networking, and others.
- **Coordinate school partnerships, resources and programs to serve students, including but not limited to:** Learning Supports (academics), enrichment and experiences, health and wellness, arts and culture, sports and recreation, college (enrolled), career (employed), military, (enlisted), family, civic/community, basic needs, tutoring, and mentoring. Provide coordination, support, monitoring and supervision for services and programming before, during and after school.
- **Comply with applicable CPS Board policies and guidelines** in accordance with local, state, and federal laws, including data use that prohibits disclosure of students' information per the signed confidentiality agreement, even to the school's lead agency.

October 30, 2018



The Role and Responsibilities of Resource Coordinators in Cincinnati Public Schools' Community Learning Centers

Principals' role in supporting Resource Coordinators:

- **Promote trusting relationships** and collaboration among CPS' internal and external stakeholders for a culture of high expectations.
- **Collaborate and actively engage** with the Resource Coordinator on a regular basis to, "Use community resources to improve student learning," (Standard 5.1 on CPS' principals' evaluation) based on the school's goals and outcomes.
- **Provide on-site supervision** and support to the Resource Coordinator.
- **Provide dedicated office space** at the school for the Resource Coordinator; without cost and conducive to the nature of the work including office equipment, technology needs, email and phone services, building access, and facility maintenance as provided within the school.
- **Support the Resource Coordinator with data** necessary for measurement of required outcomes and evaluations in accordance with CPS' policies, and local, state and federal laws.
- **Include Resource Coordinators in school training**, including training from Ohio Department of Education and U.S. Department of Education, CPS' My Tomorrow - Vision 2020 initiative, and other meetings and committees to ensure alignment of the CLC model with the school's goals.



Transforming Schools · Revitalizing Communities

Role of the Lead Agency for Resource Coordination within Cincinnati Public Schools

Selecting a Lead Agency may be the most important decision in transforming a traditional school into a Community Learning Center. The Lead Agency's mission must be consistent with Cincinnati Public Schools' vision of the Community Learning Center; mutual benefit is probably the best predictor of long-term success and the best incentive for the hard work involved in this partnership.

The Lead Agency plays a critical role in supporting the transformation from traditional schoolhouses to Community Learning Centers, or creating "hubs" of activities, programs, partnerships and resources that benefit children, families and communities.

Specifically, Lead Agencies within Cincinnati Public Schools (CPS):

- **Employee a Full-Time Resource Coordinator** selected by the school's LSDMC (Local School Decision Making Committee), with input from the Principal and Lead Agency. The Resource Coordinator supports CPS in the implementation of the Community Learning Center's nationally recognized model of creating schools as centers of communities to strengthen students' outcomes aligned to CPS' One Plan and to promote vibrant communities for student success. (*See Resource Coordinator Job Description and Role & Responsibilities.*)
- **Provide supervision and support.** The Resource Coordinator is employed by the Lead Agency and supervised by the Lead Agency (on-site supervision by the Principal, and with advice and consent of the school's LSDMC). Lead Agency provides on-going support for its Resource Coordinator, in the form of regular meetings, reviewing action plans and annual goals, and providing opportunities for professional development.
- **Collaborate and actively engage with the school's leadership.** Promote trust and collaboration by fostering and building relationships among CPS' internal and external stakeholders for a culture of high expectations. Lead Agency meets regularly with the Principal and LSDMC to discuss progress with development of the CLC and the work of the Resource Coordinator.
- **Share accountability.** Understand the needs and interests of the school, families and community, and, likewise, the school should understand the Lead Agency's mission, vision and goals. The Lead Agency should find the intersection of both, and work together with the school to meet goals and share progress for continuous improvement, using Standard Operating Procedures to support implementation and maintenance of the CLC model.
- **Participate on Advisory Teams.** Assist CPS in establishing effective practices in supporting CLC Lead Agencies and partners; actively engage in Lead Agency engagements including quarterly meetings.
- **Comply with applicable CPS' Board policies,** in accordance with local, state and federal laws, and ensure that the Resource Coordinator and other Lead Agency staff also follow these policies.

Updated October 30, 2018



The Cincinnati Public Schools Community Learning Center (CLC) Engagement Team is committed to building partnerships with families and community stakeholders to positively impact student success through our nationally recognized Community Learning Center model.

Guidelines for Partner Memorandums of Understanding in Cincinnati Public Schools (CPS) Community Learning Centers (CLCs)

1. Memorandums of Understanding (MOUs) are required for all Partners operating in all CPS schools whether or not there is a staffed Resource Coordinator. In addition, Partner-specific MOUs are required for each, whether they are a General Partner, Health Partner or Behavioral Health Partner per the definitions listed below. All partnerships should be vetted by the school LSDMC prior to completing the MOU process. (Note that General and Health partners have different MOUs and Behavioral Health Partners require an addendum to the Health MOU to be completed).
 - a. **General Partner:** An organization that provides a program or activity at a CLC on an on-going basis. General partners are eligible to access aggregate level data regarding the progress of students being served through the Learning Partner Dashboard (LPD) system. Access to LPD can be provided by contacting Angie Okuda, Senior Manager of Early Learning Success, StrivePartnership at okudaa@strivepartnership.org or 513-378-7509. Partners seeking access to individual student data in LPD must have a signed Parent/Guardian Consent Form-Student Computerized Records for each student for which information is being requested. These forms should be submitted to Anita Khamisi, Senior Support Specialist, Information & Technology Department, Cincinnati Public Schools at khamisa@cps-k12.org or 513-363-0360.
 - b. **Health Partner:** An individual, association, private-sector organization, public institution, or behavioral health agency that has met certification or licensing requirements approved or recognized by the Ohio Department of Education ("ODE"), and that has an ongoing relationship with a School and/or CLC to provide health-related services. (See above under General Partners for instructions regarding access to aggregate and individual student data.)
 - c. **Behavioral Health Partner:** An association, private-sector organization, or public institution that has met certification or licensing requirements approved or recognized by ODMHAS to provide mental health diagnosis, substance abuse diagnosis, or any combination thereof, and that specializes in other areas of mental and behavioral health including, but not limited to, depression and suicidal ideation, anti-harassment, intimidation, bullying, teen relationship abuse, and child abuse and neglect. (See above under General Partners for instructions regarding access to aggregate and individual student data.)



2. The MOU is completed in collaboratively with the school leadership and the Partner. In schools where there is a staffed Resource Coordinator, s/he is responsible for the submission of MOUs. In schools where there is not a staffed Resource Coordinator, the Principal or a designee of the Principal is responsible for the submission of MOUs. The MOU is then submitted to the school for approval signatures by the Principal and LSDMC Chair. A signed copy of each MOU should be e-mailed to the Office of Communication and Engagement CLC Engagement Team at clcinfo@cps-k12.org for CPS signature. A return e-mail with an attached, fully executed MOU document will be provided by the Office of Communications and Engagement and should be kept on file at the school. **All MOUs should be signed and submitted via e-mail within 15 days of the partner beginning service delivery in the school.**
3. **District Level MOU's:** Any Partner serving more than five schools with the same service should contact Ife Bell, Interim Manager, Community School Partnerships, Cincinnati Public Schools (bellife@cps-k12.org or 513-363-0301) to complete the MOU. The MOU will then be submitted to the school's designee for approval by the Principal and LSDMC Chair via email. A return e-mail with an attached, fully executed MOU document will be provided by the Office of Communications and Engagement and should be kept on file at the school. (Reminder that all partnership are to be vetted by the school's LSDMC prior to beginning the MOU process.
4. MOUs are for CLC partners only and should **not** be used in lieu of a contract for any organizations receiving monetary compensation for services.
5. Partners are required to submit a Facilities Rental Application if using the building during non-school hours and for a non-school-sponsored event. This usage agreement can be completed online and can be found at: <https://www.cps-k12.org/about-cps/facilities-rental>
6. Any MOU presented to the school for signature (other than the Partner, Health or Mental Health CLC MOUs) should be sent to the Ife Bell, Interim Manager, Community School Partnerships, Cincinnati Public Schools (bellife@cps-k12.org or 513-363-0301) for review before execution.
7. CPS encourages partnerships. MOUs are to clearly state the expectations of each party for everyone's protection. If anyone has questions or concerns about these documents, please notify Ife Bell at bellife@cps-k12.org or 513-363-0301 to resolve partner concerns.