

REPORT OF THE STUDENT ACHIEVEMENT COMMITTEE

The Student Achievement Committee (SAC) met on Thursday, July 19, 2018 at 2:30 PM at the Cincinnati Public Schools Education Center in the Conference Room 1-A.

ATTENDEES

Student Achievement Committee Members

Chairperson Eve Bolton, Ozie Davis III, Mike Moroski

Administration/Staff

Scott Adams, Chief Operations Officer; Tianay Amat, Assistant Superintendent; Susan Bunte, Assistant Superintendent; Emily Campbell, Manager, Mathematics; Margaret Hall, Manager, Student Services; Yenetta Harper, Teacher/Principal Evaluation Manager; Justin Leach, Manager, Curriculum, Social Studies; Paul McDole, Human Resources Director; Laura Sanregret, District Wide Lead Teacher; Chris Walters, ELA Manager

Community Members/Parents

Marlena Brookfield; Anna Byers; David Brenner; Carol Gibbs; Jim Helton; Linda Westendorf

Cincinnati Federation of Teachers (CFT)

Julie Sellers, President

Community Learning Center Institute

Kate Eisenpress

YMCA of Greater Cincinnati Extended Day

Programming

Carrie Gibbs King, Director

Walnut Hills Students

Lucy Beauchamp, Yousuf Munir , Sarah Grace Smith, Kayla Reidy

Project Search

Margaret Hall, Manager and incoming Director for Student Services, updated the Committee on her following memo and capacity report.



Cincinnati Public Schools Education Center The Department Of Student Services

Kevin Jamison, Ed.D. Director

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Memorandum

April 26, 2018

To: Susan Bunte, Assistant Superintendent

From: Margaret Hall, Manager Department of Student Services

RE: Project Search Education Center Location

I am providing an update and clarification regarding the Project Search Programs at Cincinnati Public Schools. During the 2017-2018 school year we continued to support three locations for our Project Search Programs, including Fifth Third Bank at 580 Walnut, Hamilton County Sheriff's Office at 800 Broadway and the Cincinnati Public Schools Education Center at 2651 Burnet. At this time we do not have enough students entering our program for the 2018/2019 school year to support three locations. We are closing the Education Center location.

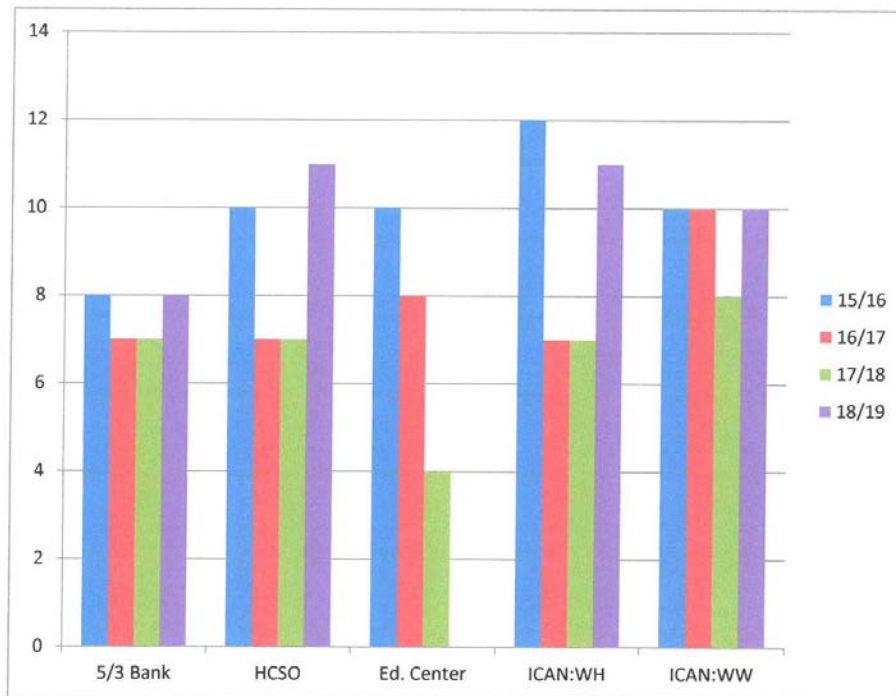
Here are some additional points of clarification:

1. Capacity is 31 students with 3 locations and 20 students with 2 locations
2. We started the 2017-2018 school year with 26 students. Historically, we do have students decide over the summer not to participate in the program.
3. We ended this year with a total of 16 students across all 3 locations;
 - a. 7 at Fifth Third
 - b. 6 at Sheriff's Office
 - c. 3 at the Ed Center
4. Student are invited to shadow at all three locations and there is an application process which provides guidance on student assignments into the programs.
5. We had 20 students apply for and offered positions for the 2018/2019 school year program
 - a. 8 students for Fifth Third
 - b. 12 for the Sheriff's Office
 - c. 0 for Education Center

The Education Center has been a wonderful site over the years and we are sad we do not have the student population at this point in time to support the program for the 2018/2019 school year.

Year	Applications	5/3 Bank	HCSO	Ed. Center	ICAN:WH	ICAN:WW	Total
15/16	58	8	10	10	12	10	50
16/17	57	7	7	8	7	10	39
17/18	51	7	7	4	7	8	33
18/19	50	8	11	0	11	10	40

Project Search Capacity: 31 students
 ICAN Capacity: 24 students



ACTION: Ms. Hall will obtain longitudinal data for Project Search from the Opportunities for Ohioans with Disabilities (OOD) organization and inform the SAC at their August 16, 2018 Committee meeting.

ACTION: Ms. Hall will meet with Board Member Ozie Davis III to provide him with an overview of Project Search Program and ViaQuest.

Curriculum and Assessment

Financial Literacy Scope

Mr. Leach reported that financial literacy is a requirement mandated by the [Ohio Department of Education](#) (ODE). Substitute Senate Bill 311, also known as the Ohio Core, requires integration of economics and financial literacy within social studies classes or another class.

[Ohio Revised Code 3313](#) also specifies that Financial Literacy is a requirement for graduation; however, there is no specified grade level or credit requirements for the teaching of financial literacy.

Mr. Leach updated the Committee on the following financial literacy matters:

- [Ohio Revised Code 3313.6015](#) Middle Grades (7-8) Financial Literacy Requirement
 - The Board's Resolution Adopting the Teaching of Financial Literacy and College and Career Readiness in Grades Seven and /or Eight and in the High School (July 23, 2012)
 - CPS Financial Literacy for Middle Grades (7-8)
 - Financial Literacy High School Graduation Requirement
 - EverFi Financial Literacy Curriculum Pilot (May 2018)
- Financial Literacy Concepts:
- Students Manage their own Food Truck Business
 - Saving Startup Capital and Creating a Budget
 - Economic Decision Making
 - Income
 - Taxes
 - Variable and Fixed Expenses
- EverFi Financial Literacy Curriculum Next Steps
 - Financial Literacy Instruction in Advisory
 - Financial Literacy Instruction in Career Pipelines
 - Financial Literacy Instruction in JCG (Jobs for Cincinnati Graduates) Curriculum

ACTION: The Committee advised the Administration to send a summary of CPS' Financial Literacy Instruction to Senator Lou Terhar Senate Building 1 Capitol Square, Ground Floor Hometown: Green Township (614) 466-8068.

A copy of the full report is available in the Board office.

District Grading and Assessment

Chris Walters, ELA Manager, updated the Committee on the scope of work for Grading and Assessment. He reported that the scope included:

- Audit of current standards-based assessment and grading policies across the District and all schools.
- Exploration of grading and standards-based assessment practices utilized by other Ohio schools, large Urban districts, and districts across the country.
- Research into best practices around standards assessment and grading.

A copy of the full report is available in the Board office.

HB 591 Ohio Report Card Reform Status Update

Committee Chairperson Bolton reported that a new report card is being considered. HB 591 would create a new school report card system that is no longer focused on letter grades. The bill is designed to

create a report card system that is understandable, provides value and can be trusted by school districts, parents and legislators. The Bill is not official as of yet.

Graduation Requirements Update

Ms. Bolton reported that according to the most recent information from OSBA, the current graduation requirements for this year will last until next year. Larry Obhof, President of the Ohio Senate, is not allowing the requirements to last for two years.

The YMCA Extended Day Programming

Dr. Carrie King, Director of Extended Day Programming at the YMCA, updated the Committee about the Extended Day Programming and benefits of the program.

The YMCA of Greater Cincinnati offers Extended Day Programming (EDP) for both preschool and school-age children. These programs are licensed by the State of Ohio, and provide a curriculum focused on social-emotional growth through education, mindfulness and play. The program's curriculum complements the school day. The YMCA Extended Day Program includes but is not limited to: Mindfulness, Yoga, Science, Technology, Engineering, Arts and Math (STEAM), homework assistance, character development, and FUN!

Dr. King presented to the Committee the following regarding the YMCA Extended Day Program Hubs.

Pilot – YMCA “Hub” locations for Extended Day Programs for smaller schools or schools with space issues.

Issue – Recently, CRC's have decided that they will no longer provide extended day (afterschool) care to preschoolers. In conjunction, smaller preschool locations, including Rising Stars - OTR, Rising Stars - Westwood, and Corryville Catholic Elementary School, are seeking extended day options, but may not have the space or numbers to run a program out of their location.

We have been contacted by Corryville Catholic seeking assistance with extended day programming for their preschool, kindergarten, and first grade students. In addition to Corryville Catholic, we have been in constant communication with Rising Stars - OTR who is also looking for extended day programming. Corryville Catholic does not have adequate space for an on-campus Extended Day Program, and neither location has enough preschoolers to support a freestanding program in their facility. Currently, Corryville Catholic's bus service is through CPS and RSA-OTR is not bussed.

Possible Resolution – Creating YMCA "Hubs" at identified schools and transporting children to said "Hub" locations from schools unable to house their own Extended Day Programs.

Benefits –

- Extended day programming helps alleviate issues for parents
- Quality programming focuses on social-emotional growth
- Assists schools by promoting reduction in education gaps
- Improves and expands relationships through community partnerships
- Overall support of our community and our children

Barriers –

- Cost for bussing of preschoolers vs. deviated stop for older children
- Maintaining staff:child ratios on bus for preschoolers
- Ensuring the "Hubs" are centrally located for all parents involved
- Maintaining open, timely communication with the traveling school to ensure we have updates on the children's day and the areas of focus or needs of these children

A copy of the full report is available in the Board office.

ACTION: The Administration will review and investigate the possibilities of the Proposal.

Safety at Walnut Hills

Lucy Beauchamp, Yousuf Munir, Sarah Grace Smith, Kayla Reidy – Walnut Hills Students

Students from Walnut Hills discussed with the Committee their concerns about safety at their school. The Students presented the following report.

Good afternoon, first off I would like to say thank you. We appreciate this time and a chance to open up such an important discussion. My name is Lucy Beauchamp, a rising senior at Walnut Hills High School, and I am here today with a number of my truly amazing peers. In the past year there have been numerous walkout demonstrations, petitions, social statements, and important discussions at our school. Sparked by the recent events across the country, the Walnut community is more determined than ever to make a change.

Students are tired of feeling fear in what should be *their* learning environment. Our high school community should not feel helpless regarding their daily safety. I would like to point out that the select students here today are far from an accurate representation of Walnut's students, faculty, and families that want to be involved. Sadly with it being mid-July, it is a difficult time to best orchestrate a large scale meeting but I do hope that you all have had the opportunity to see the petition that was sent to Mrs. Mitchell—signed by almost 400 students and staff—which requested a meeting for discussion. School members want to have a voice in these, what can be life or death, decisions. We want to know how CPS intends to involve students and staff in school safety measures? When you open up discussion to a wider range of people really involved in school safety on a daily basis I promise you will learn.

Through my conversations with people simply interested in changing school safety regarding gun violence my eyes have been opened. Do you know that school volunteers arrive at Walnut specifically during bell changes because, "if you come then you don't have to mess around with signing in, you can just walk through the front doors with all the kids."? Do you know that most students are completely unaware that Walnut even has a therapist. Do you know that the high school counselors at Walnut are responsible for roughly 600 students each? Do you know that students were told that walk out demonstrations would no longer be affiliated or condoned by the school? Do you know that it is common knowledge between Walnut high schoolers that professionals will tell you, "Walnut is probably at the highest risk for a school shooting because of the size and sheer academic intensity." Do you know that I have been told during class discussions that emergency escape ladders are not an option because they would need to be replaced regularly and that is very expensive? Do you know that students have come up to me after yet another school shooting has occurred and simply said, "I don't know what to do anymore. We have tried everything and they aren't listening. How can we actually be heard and change something, does it have to take being shot?" When the students and staff of the top public high school of Ohio and one of the top public high schools in the nation are not proud of their safety we have a problem. We are without appropriate and realistic safety drills, resources for communication in order to facilitate change, and almost out of hope that we can change things before a true tragedy occurs. There is no reason for students and faculty in the education system to feel threatened and voiceless. There is no reason to simply be reactionary instead of proactive when it comes to keeping our Cincinnati Public School family safe. We understand that this process of making our education safer will take time but we believe it is truly necessary.

Students' ACTION Recommendation

To begin this process we would like to propose the idea that CPS creates a Schoology account specifically for school safety. Schoology is a learning management system used in CPS schools that allows users to create, manage, and share content and resources. The website already connects students to faculty, so why not to safety experts? With an account dedicated to safety, both students and staff of CPS schools could have access to resources, reminders, updates, and most importantly it could provide lines of communication with safety professionals. The CPS Safety Schoology page could give Schoology users the opportunity to report concerns they have regarding their specific schools safety—such as doors that don't lock and safety drills that are not followed. A line of communication between professionals that can make important changes and those observing safety concerns in their schools on a daily basis could prevent a future catastrophe. This account would give students and staff across the city, at numerous schools, a voice and hopefully help our safety professionals gain insight. *The students would like Schoology up and running by school year 2018-2019*

Taking full advantage of the resources we have will be an influential first step towards safety and security. We hope that these meetings continue and perhaps with the help of Schoology, these discussions will grow to include other groups of students, staff, and families.

ACTION: The SAC in August 2018 will conduct an afterschool Committee meeting with the Walnut Hills and other students to learn more about their safety concerns and find resolutions to the challenges mentioned in the above report. This meeting will be NOTICED as a public meeting as it will also include Board members and the Superintendent.

Ohio Teacher Evaluation System (OTES)

Ms. Harper informed the Committee on the below evaluation items over which the local school district currently has discretion. She reported the following:

To use the Original framework or the alternative framework:

- If a district chooses the original framework, the teacher performance measure and student growth measure shall be 50 percent each.
- If a district chooses the alternative framework, the teacher performance measure shall account for 50 percent. The student academic growth measure shall account for 35 percent; and the chosen alternative component(s) shall account for 15 percent of the original Framework or the growth measure.

Alternative frameworks can consist of one or more of the following: student surveys, teacher self-evaluations, peer review evaluations, student portfolios, or a district determined component. If selecting the alternative framework, districts may use one of the department-approved instruments below with the selected alternative component.

Student Growth Measure

- Shared attribution as a Local SGM measure.

Evaluation Cycle for Skilled

Teachers rated skilled for last year may be evaluated annually or districts may choose to evaluate them every two years under Ohio Revised Code 3319.111. If a district elects to evaluate these teachers every two years, an observation, conference and a student growth measure score will be necessary during the

year they are not fully evaluated. The evaluation schedule must be noted in eTPES in the fall of the school year.

Evaluation for Newly Licensed Teachers

School board can elect not to conduct an evaluation of a teacher who is taking RESA for the first time; the district will indicate "exemption" in eTPES. The exemption option is a onetime exemption per teacher.

Ms. Harper also updated the Committee on the:

- Workforce Index Report 2016-17 (State)
- Every School in the District Workforce Indicators
- Compliance to Equitable Access to Excellent Educators Component

ACTION: Ms. Bolton reported that documents contained in the [AIR Ohio Educator Standards Board Recommendations for Revising the Ohio Teacher Evaluation System](#) report (Recommendations 1-6) will be discussed at August and/or September SAC meetings.

Overload Difference of Opinion Regarding Numbers and Reasons

Mr. McDole informed the Committee about teachers that are electing or not electing to use a paraprofessional. He reported that paraprofessionals will be moving to a seven-hour day, which should help with class overload. Operational paraprofessionals will be added at all elementary schools, except Montessori schools. This will provide assistance to operational functions and avoid removing paraprofessionals to do operational work. He also reported that funding is well under the contractual amount with less money being spent this year.

Ms. Sellers recommended that substitute Paraprofessionals be available when other paraprofessionals are out for long-term illnesses.

Possible Agenda Items for August 16, 2018 Meeting

- Vision 2020 Imbedding the Programmatic Curriculum in School Day and within the CLC
- Fine Arts Budget Recommendations and Implementation
- [CUBE](#) Presentation for [NSBA](#)
- AIR Tests and AIR Ohio Educator Standards Board Recommendations for Revising the Ohio Teacher Evaluation System Report (Recommendations 1-6)
- Ohio's New Graduation Requirement
- Dropout Rates – Graduation Rates
- District Staffing, Recruitment and Retention
- Professional Development – Internal and External
- Longitudinal data for Project Search from Opportunities for Ohioans with Disabilities (OOD)
- Preschool Workforce Development

The meeting adjourned at 4:05 PM.

Student Achievement Committee

Eve Bolton, Chair
Ozie Davis III
Mike Moroski

Staff Liaisons

Tianay Amat, Assistant Superintendent
Bill Myles, Assistant Superintendent