

REPORT OF THE STUDENT ACHIEVEMENT COMMITTEE

The Student Achievement Committee (SAC) met on Thursday, August 16, 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, Deputy Superintendent; Susan Bunte, Assistant Superintendent; Emily Campbell, Curriculum Director, Dr. Lori Cargile, Interim Mathematics Curriculum Manager; Yenetta Harper, Teacher/Principal Evaluation Manager; Justin Leach, Social Studies Curriculum Manager; Laura Sanregret, District-Wide Lead Teacher; Jennifer Williams, Science Curriculum Manager; Lauren Worley, Chief Strategic Communications Engagement Officer

Cincinnati Union Co-op Initiative

Christina Brown, Project Manager; Ellen Vera, Director of Development and Co-op Organizing

Community Members/Parents

Marlena Brookfield, David Brenner, Anna Byers, Jilda Vargus-Adams

Preschool Workforce Development Council

Clement TSAO

Cincinnati Federation of Teachers (CFT)

Julie Sellers, President

Kendra Phelps, Education Issues

Community Learning Center Institute

Kate Eisenpress

YMCA of Greater Cincinnati Extended Day

Programming

Carrie Gibbs King, Director

Updates / Follow-Up

Date for Walnut Hill Students – Safety Conversation

Committee Chair Bolton reported that representatives from the Performance Leadership Team met with leadership at Walnut Hills. She also informed the group that the Student Voice initiative is moving forward and the Schoology page is being worked on to use as a communication to address safety at the school.

CUBE Presentation

Assistant Superintendent Bunte informed the group that CPS will be presenting information about mental health supports that are available for CPS students at the Council of Urban Boards of Education (CUBE) Conference in Las Vegas, Nevada September 27-29, 2018.

Preschool Extended Day Pilot / Partners – and Corryville Catholic and YMCA

Ms. Bunte informed the Committee that she has spoken with Vera Brooks, Interim Director of Early Childhood, about details regarding the Pilot at Corryville Catholic Elementary School and the YMCA Pilot at Rising Stars Academy. Ms. Bolton encouraged Administration to reach out to Dr. King.

Later High School Starts Report to the Board

Ms. Bolton reviewed and discussed the following *draft* report with the Committee. She informed the group that the change in start times would not occur this school year, but this will be the year for the final push to make it possible if that is the final District decision.

Committee member Moroski reported that he has been in continued communication with City Officials assigned to coordinate a Hackathon about Later Start Times. The initiative has not yet moved forward. He has also been following up with officials on signage that was said to be installed at Western Hills High School after a student was hit by a car last year. He is working with PG Sittenfeld’s office on the Hackathon and installation of the sign.

Mr. Moroski recommended that the Chamber of Commerce be a part of the initiative. He also recommended that the District look at having a District-wide transportation and safety plan. Ms. Bolton reminded the Administration that there does exist a District-wide transportation and safe schools plan, which was the first in the state, and that it would be good to get the results of the nearly million dollars as a result of this plan awarded the City for prioritized infrastructure improvements.

Draft Report

Student Achievement Committee – Later Starts for High Schools Report

For nearly two years during four different Committee memberships, the Student Achievement Committee (SAC), as assigned, has been investigating and reporting on the possibilities of later starts for our 7-12 high school buildings.

Though the current SAC membership was not involved at the beginning of the process, the early work has been compiled, the Committee's charge remains the same, and the previous members' work and discussion needs to be reported.

Our work and/or recommendations have been extensive and largely driven by community advocates. We have reached some conclusions, held firmly to the Administration’s non-committal position, and developed new reservations about how widespread the support for earlier starts actually is. SAC is ready to make some initial recommendations regarding next steps in order to frame the Board's and Administration's decisions about the Later Starts for High Schools Initiative for the next school year 2019-2020.

1. While we have concentrated on changing the start times for our 7-12 buildings, we have not fully discussed later starts for our several K-12 and possibly K-8 buildings. K-12 and K-8 buildings present obvious specific scheduling problems in possible proposed changes.

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.

2. Thus far, regardless of all the engagement, testimony, media exposure, surveys and public discussion, there remains more interest and advocacy only in a few

high school buildings. Support is found predominately in Walnut Hills, Clark, Dater, and to a lesser extent Gamble. Some attempts to increase exposure and support for later starts in other CPS high schools have been made, but have been limited in part due to the inability to reach out to school LSDMCs. The unevenness of LSDMCs is another example of the LSDMC's inability to conduct cross district dialogue opportunities. (Another reason to have the current refresh of the District's LSDMCs.)

SECOND RECOMMENDATION: Use existing structures like LSDMCs, student councils, PTOs, the Board's Student Voice Initiative, and surveys to solicit how widespread support for later starts is. A very intensified effort needs to be made in our high school communities that have not expressed an interest.

3. SAC has heard and accepts that there is significant data and research that indicates the adolescent mind benefits greatly from more and longer sleep and functions better if the mind is engaged later in the day. Optimally the adolescent brain works best with a school start no earlier than nine and preferably as late as ten. SAC has, over time, accepted research which indicates that early school starts help cause sleep deprivation thus disrupting the adolescents' sleep cycle of midnight to nine.
4. The earliest (no pun intended) research (2014) in the field suggested that schools not start prior to 8:30 and more recent research substantiates that recommendation. However, while the science is clear regarding sleep cycles and optimal brain engagement, doctors maintain that individuals within groups, all groups, do vary. There are such folks within groups that are "morning persons" and "night persons." But those exceptions should not negate the science. Generally, adolescents do better not having to intellectually or operationally engage early in the day. To the degree that is true, it would explain why some research suggests that student achievement increases, vehicle accidents decrease, and there is greater stability in the social and emotional development of adolescents if the sleep cycle is not interrupted.
5. Other claims that are made by later starts advocates include reduction in suspensions, disciplinary actions, tardiness and an increase in overall attendance and better emotional and mental health among students. Frankly, the correlation between later starts and student achievement and community safety are strong, but very often challenged when interpreted as cause and effect versus as correlations.
6. Claims regarding the relationship or correlations among sleep deprivation, biological sleep cycles, and adolescent overall health and safety are seldom contradicted.

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: Pursue further Board and Administration and Community dialogue about LSFHS with a focus on the District's Whole Child Initiative and Social and Emotional development rather than as a strategy to increase achievement.

7. LSFHS has been in District discussion for two years, but the length of the high school day in both minutes and number of periods have been discussed at least since SY 2008-2009, in short for a decade. In view of that long discussed and proposed implementation now being done in accordance with the Board Policy Equity and Excellence in Education, it's possible that the LSFHS may be a lower

priority than access to equitable instructional time, program choices, career development, and extracurricular opportunities.

FIFTH RECOMMENDATION: Enact no late starts in 2018-19 unless the changes are made to achieve the same instructional time and bell schedules that provide equitable choices in all high schools. 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. (That recommendation was made last Spring.)

8. The District currently provides free bus transportation to school for our students K-12 well beyond the state requirements. That budget line item is a large part of our annual expenditures. It's believed that moving to later starts for high schools would cost additional dollars and therefore impact the District's financial stability and conceivably impact all transportation scheduling. The assertion that an increase to cost has been made; however, there has not been a comprehensive effort to research the strategy and cost of implementing LSFHS.

SIXTH RECOMMENDATION: Gather as much information about current transportation practices and costs. Consider the impact of any change on the CPS transportation clients.

SEVENTH RECOMMENDATION: Convene all of our yellow bus, Metro, and special transportation vendors for an extended meeting 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.

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.

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-profit schools.
 - d. Require the transportation clients of CPS to adjust their start and end times to meet the CPS times and starts.
9. While the Administration has participated in most of our public meetings and information gathering sessions, the SAC members have not received a compilation of the Administration's concerns or insights as to the value of changing to later starts or the capacity to do so.

TENTH 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.

10. Any discussion or resolution to this community-led initiative should address the additional time and expense of travel due to the existence of high schools of choice and magnet schools.

ELEVENTH 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.

TWELVTH 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.

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

Finally, the SAC Committee, over time, has been pretty adamant about the early start dialogue should open a several month comprehensive dialogue about overall transportation at CPS. That dialogue needs to be freed from the convention of current practice and made with long-term financial issues, attendance concerns, and existing distribution of pupil population awareness. Such a dialogue needs to be conducted and finished prior to very early Spring 2019 in order to begin to accomplish whatever is decided.

Community Reports

Preschool Workforce Development Council (PWDC)

Clement TSAO, PWDC

Ellen Vera, Cincinnati Union Co-op Initiative (CUCI), Christina Brown, Project Manager, CUCI

Mr. TSAO updated the Committee about the Board's mandate for Preschool Promise providers to pay a living wage of at least \$15 to its employees. He also reported that the median wage for preschool teachers in the Cincinnati area is between \$10-\$11 per hour that is in line with the State's hourly rate.

He also reported that the PWDC is partnering with the Cincinnati Union Co-op Initiative to look at ways of getting to the \$15 rate.

Ms. Vera updated the Committee on their Wage Implementation Project. CUCI's project objective is to work with stakeholders to understand the opportunities and challenges of implementing a \$15 hourly wage floor, up to parity (conservative estimate of a parity wage \$20.83 hourly plus benefits) in pay and benefits with preschool teachers working for Cincinnati Public Schools.

The CUCI will conduct a charrette on September 5, 2018, 6-8 p.m., at the American Red Cross for stakeholders to assist in coming up with solutions on how to get to the \$15 wage. They also encourage the Board to attend.

ACTION: CUCI will update the SAC on scenarios that other cities have used to reach their wage goals at the September 20, 2108 Student Achievement Committee meeting.

Professional Development Budget

ACTION: Assistant Superintendent Bunte will check with the Treasurer about appropriate funds for professional development (PD) for the PWDC. She will determine if General Fund dollars can be carried over for PD.

A.I.R. and OTES

A.I.R. Recommendation 3: Shared attribution

Committee Chair Bolton reiterated the Administration's recommendation that *Recommendation 3: Shared Attribution* remain as part of the Ohio Teacher Evaluation System, while CFT continues to request that Shared Attribution be eliminated. This is one of six recommendations that are contained in the Ohio Educator Standards Board Recommendations for Revising the Ohio Teacher Evaluation System, provided by the American Institutes for Research (AIR).

ACTION: Committee Chair Bolton advised the Administration to report back their position on all six of the AIR Recommendations.

Evaluation Items over which CPS Has Discretion

Ms. Harper reported that to date the State has not made any changes to the Ohio Teacher Evaluation System. The Administration has opted and recommended using the original framework: 50 percent Student Growth Measures and 50 percent Teacher Performance.

She also reported that if the District chooses the Alternative Framework, teacher performance measures shall account for 50 percent, student academic growth measure shall account for 35 percent, and the chosen alternative component(s) shall account for 15 percent.

ACTION: The Administration will continue discussion of OTES at the September 20, 2018 SAC meeting.

Workforce Index Report

Committee Chair Bolton reviewed and expressed concern about how data is reported in the Workforce Index Report for the District, the State and the schools.

ACTION: Ms. Bolton advised the Administration to provide a comparative analysis on other urban school districts.

NSBA Equitable Access to Effective Teachers

ACTION: Ms. Bolton advised the Administration to provide an update how the District is doing.

August Workplan Items

Mathematics

Emily Campbell, Curriculum Director; Dr. Lori Cargile, Interim Mathematics Curriculum Manager

Dr. Cargile updated the Committee on the following:

Modeling and Reasoning

Math Teaser

- Subitizing with multiplication
- Make learning visible to students, so that they may become their own teachers
- Pictorial concrete models and abstraction

Celebration

- Dream Big: Engineering Our World
 - 232 Seventh Graders
 - 18 Buildings
 - UC and ASCE partners
 - Math Mindset Movement - September 15, 2018

Preliminary Data

- ACT - from 18.8 2016-17 to 19.2 2017-18 t .4 pt

Quality Improvement

- Algebra I
- Grade 8 (8 schools)
- PD Training at the Zoo 8/13

The meeting adjourned at 3:55 PM.

Student Achievement Committee

Eve Bolton, Chair
Ozie Davis III
Mike Moroski

Staff Liaisons

Tianay Amat, Deputy Superintendent
Susan Bunte, Assistant Superintendent
Bill Myles, Assistant Superintendent