

REPORT OF THE STUDENT ACHIEVEMENT COMMITTEE

The Student Achievement Committee (SAC) met on Wednesday, June 13, 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, Ozie Davis III, Mike Moroski

Administration/Staff

Laura Mitchell, Superintendent; Tianay Amat, Assistant Superintendent; Jonathan Futch, Manager, A2S/A2E; Paul McDole, Human Resources Director; Helen Mattheis, Manager, Community and School Partnerships; Bill Myles, Assistant Superintendent; Laura Sanregret, District Wide Lead Teacher; Chris Wolff, Sub Administrator; Lauren Worley, Chief Strategic Communications Engagement Officer

Community Members/Parents

Marlena Brookfield; Kate Eisenpress; Marcia Futel, Carol Gibbs; Sam Peters, and Elizabeth Root, Students, Xavier University, Laura Sanregret

Cincinnati Federation of Teachers (CFT)

Julie Sellers, President; Kendra Phelps, Education Issues

Mayerson Academy

Joe Moorman, Senior Director, Organizational and Community Development

Policy 1230 – Superintendent of Schools

The Board and the Administration are in the process of reviewing policies on a three-year cycle. Policies in the 1000 – Administration series are scheduled for review.

The Policy Committee, at its May 17, 2018 meeting heard from General Counsel that no changes to Policy 1230 were recommended. Policy 1230 was referred to the Student Achievement Committee for its review.

The Policy consists of language that designates the Superintendent being directly responsible to the Board of Education for the performance of various duties and responsibilities.

The Committee reviewed and discussed revisions that would meet the Objectives, Vision, Mission, and Goals set by the Board of Education.

The Committee advised Superintendent Mitchell to review the document and submit any changes to the SAC. SAC will then submit the document to the Policy Committee for review at the June 21, 2018 Policy Committee meeting.

Preschool Workforce Development Council (PWFDC) Plans

Ms. Sanregret reported that the Council and CFT have designed a Child Development Associate (CDA) Attainment Funding Proposal. In order to earn a CDA, applicants must document 120 hours of professional development hours in the following subject areas:

- Planning a safe and healthy learning environment
- Advancing children's physical and intellectual development
- Supporting children's social and emotional development
- Building productive relationships with families
- Managing an effective program operation
- Maintaining a commitment to professionalism
- Observing and recording children's behavior
- Understanding principles of child development and learning

The CFT is proposing an innovative CDA program with supplemental mentoring services provided by CPS preschool and kindergarten teachers with a special focus on kindergarten transitions into CPS and what children and their families can expect in CPS kindergarten classrooms. These mentoring services would be available to any early childhood educator working in a private preschool program within the Cincinnati School District and participating in a CDA preparation program through 4C, the University of Cincinnati, Cincinnati State Technical and Community College, or other programs.

Ms. Sanregret reported that employees of the District can obtain credits through the Mayerson Academy. The private sector will get accredited through the [Ohio Child Care Resource and Referral Agency](#).

ACTION: Ms. Sanregret will add funding sources to documents that will be distributed to the public in order to show how the program is being expensed.

Chairperson Bolton summarized that the PWFDC is in full swing and serving CPS and private providers and that funding is coming from preschool and general fund dollars.

Ms. Sanregret is seeking funding to get classes ready for the private sector.

Ms. Bolton also reiterated that CPS staff does not have to pay to earn a CDA. Private providers will not have to pay as the Preschool Workforce Development Council will be proposing that CDA provide funding from Preschool Promise funds.

ACTION: Assistant Superintendent Amat, and Human Resource Director Paul McDole will meet about what can be included in the grant to determine implementation and dollars. This program is an attempt to help increase quality and staffing for preschool.

Additional information about the program is attached to this report.

Ohio Teacher Evaluation System (OTES)

Ms. Harper reported that criteria for the Teacher Evaluation System are currently up to date.

Kendra Phelps of CFT informed the Committee that the State has passed updates to the Teacher Evaluation System related to shared attribution and that they are waiting on legislation to pass the revisions. The changes have been recommended by the Ohio Educator Standards Board (ESB), the Ohio State Superintendent, and the Ohio State Board of Education.

Ms. Phelps and the Committee discussed only **Recommendation 3: Remove Shared Attribution** that was referenced in the *Ohio Educator Standards Board Recommendations for Revising the Ohio Teacher Evaluation System* report.

The Student Achievement Committee discussed this issue last year as well. At that time the Committee was supportive of removing Shared Attribution.

Recommendation 3: Remove Shared Attribution

Overview of Current OTES Policy

Shared attribution is defined as a student growth measure that can be attributed to the group. This measure was intended to encourage collaboration across educators in a building or district. Currently, districts can use a cohort, building, or district value-added rating; content-area and specialized-area building team's value-added progress score from the building or district report card; or a building-based or district-based vendor assessment composite or local measure.

ESB Recommendation

Remove the use of shared attribution in calculating teacher evaluation ratings.

Rationale for Recommendation

Shared attribution does not accurately measure individual teacher performance or student growth because the measure uses assessments for a cohort of students that the educator does not teach. In addition, this measure did not encourage collaboration across educators as intended. By embedding student growth measures within the revised rubric, OTES places a greater focus on a teacher's individual performance on improving student learning. Shared attribution would not be a valid source of evidence for an individual teacher's performance or provide relevant data for an evaluator to provide feedback focused on individual improvement.

A copy of the full report is available by clicking on this link:

[Ohio Educator Standards Board Recommendations for Revising the Ohio Teacher Evaluation System](#)

The CFT is recommending Shared Attribution be eliminated for school year 2018-2019. Ms. Harper recommended having a conversation with the Board to determine their needs. She also stated that in the past, the Administration strongly recommended incorporating Shared Attribution into the OTES.

ACTION: Ms. Harper and the Administration will create a list of Evaluation issues that the District is locally responsible for and those issues will be discussed at the July 19, 2018, SAC meeting.

Committee member Bolton provided the group with NSBA's Planning for Action Workbook for School Board Implementation of the ESSA. A copy of the report is available in the Board office.

ACTION: The Administration will review Worksheet 6: Equitable Access to Effective Teachers and update the Committee at the July 19, 2018 SAC meeting about ways of determining and measuring equitable distribution of effective teachers.

ACTION: Ms. Harper will provide the Committee with a Workforce Index Report for discussion at the July 19, 2018 SAC meeting.

Community Learning Center (CLC) Review/Committee Discussion

Helen Mattheis, Communications and Engagement Community Partner Manager, gave an overview and reviewed CPS' Community Learning Centers, along with the Lead Agencies and Resource Coordinators.

Please find attached a copy of the CPS Community Learning Centers.

The Administration and SAC will be conducting a review and possibly refresh the District's Community Learning Centers.

The SAC will study the evenness and effectiveness of the current CLC's as well as the possibility of continuing to increase the number of the District's CLC's. Concern was expressed that CLC's remain a community/school partnership and not merely an extension of the District's instructional apparatus, but rather focused on the Board's Whole Child Initiative.

Class Overload (as Instructional Strategy, Unsustainable Budget Line Item, and CBA Requirement)

Mr. McDole forwarded SAC a memo on June 13, 2018 that stated that the total amount of overload payments for the 2017-18 was \$1,424,365.00. During the 2016- 17, the total spent was \$1,698,661.00.

Overload pay is necessary to compensate Paraprofessionals in assisting teachers in the classroom due to the number of students in the classes.

ACTION; Mr. Mcdole and CFT President Julie Sellers will meet to discuss the difference in understanding of the number of teachers requesting overload pay for paraprofessionals.

Community Presentation – Social and Emotional Learning (SEL) Curriculum

Sam Peters and Elizabeth Root, Xavier University Students informed the Committee about a project on policies to address suicide in the City of Cincinnati, Ohio, and find ways to decrease it. The goal is to use Social and Emotional Learning within the schools and put policies in place based on their research that would aid in the reduction of suicide. Ms. Peters would like to recommend to the Board policies to be implemented within the schools around Social and Emotional Learning.

ACTION: Assistant Superintendents Amat and Myles will meet further with Ms. Peters and Ms. Root, about the initiative.

Ohio Report Card Update

Assistant Superintendent Myles reported that appropriate Administrators reviewed the Report Card and submitted suggestions to Superintendent Mitchell. Mrs. Mitchell will be speaking with legislators about the suggestions.

ACTION: Mr. Myles will update the SAC about the outcome of the conversation with the legislators at the July 19, 2018 SAC meeting.

Character and Support Guide – Code of Conduct K-12 (Draft #2)

Mr. Myles reviewed the Guide with the Committee and reported that he has included the Board's initial changes in the document.

ACTION: The Current draft will be reviewed by SAC members over the weekend and proposed edits and additions will be sent to Mr. Myles by Monday, June 18, 2018.

Submission of the Following for a Recommendation

The LSDMC Handbook has been submitted to the Board for their review and recommendation for Adoption.

The Committee will refer back to the Policy Committee the proposed changes to the Bylaws and Handbook for LSDMC’s. The Policy Committee is scheduled to meet on June 21, 2018.

Submission for the Record

Later Start for High Schools Report

Ms. Worley submitted the following memo dated June 13, 2018 for the record.

Since March, the Office of Communications and Engagement has been engaged in a community outreach initiative regarding the concept of starting high schools later in the morning.

Thus far, CPS has held a community engagement session, conducted an online survey of high school students, and conducted a community ThoughtExchange. Several media outlets have conducted their own unofficial surveys as well. WVXU's Cincinnati Edition devoted a 30-minute segment to the topic.

CPS has created a Google drive to collect critical information submitted by the committee.

CPS has requested that Metro provide an update to its March 2017 memo on the potential cost of changing school start times. The March 2017 memo indicated a significant price increase for Metro bus transportation for CPS high school students at one start time; the renewed request asks Metro to consider two later school start times.

A community hackathon to review potential efficiencies that can be found in the Metro schedule is to be held.

CPS should also commission some kind of survey to students and parents of Title I schools to ensure greater community participation in the conversation on this topic.

The Student Achievement Committee has committed to making a recommendation to the Board. There will be no changes implemented for the 2018-19 school year.

The Office of Communications and Engagement shall summarize the findings of the surveys and the Metro study, along with the other supporting information.

Superintendent Evaluation Tool School Year 2018-2019

The evaluation tool has been submitted to the Board.

Please find attached a copy of the tool.

The meeting adjourned at 4:22 PM.

Student Achievement Committee

Eve Bolton, Chair

Ozie Davis III

Mike Moroski

Staff Liaisons

Tianay Amat, Assistant Superintendent

Cheryl Broadnax, Assistant Superintendent

Bill Myles, Assistant Superintendent

Cincinnati Federation of Teachers Child Development Associate (CDA) Attainment Funding Proposal

The Child Development Associate (CDA) credential is a professional development opportunity for early educators working with children ages birth to 5 years old to demonstrate their knowledge, skills and abilities in the early childhood education field. Many early childhood educators earn a CDA before completing their associates or the bachelor's degree. It is often described as the "best, first step". For educators working in Cincinnati preschool programs participating in Cincinnati Preschool Promise, a CDA credential could demonstrate their expertise and provide a stepping stone to pursuing higher education opportunities at surrounding colleges and universities many of whom recognize the CDA and have robust early childhood degree programs.

In order to earn a CDA applicants must:

- Document 120 professional development hours covering the following eight subject areas crucial to working with young children:
 - *Planning a safe and healthy learning environment*
 - *Advancing children's physical and intellectual development*
 - *Supporting children's social and emotional development*
 - *Building productive relationships with families*
 - *Managing an effective program operation*
 - *Maintaining a commitment to professionalism*
 - *Observing and recording children's behavior*
 - *Understanding principles of child development and learning*
- Have at least 480 hours of experience and a high school diploma or GED
- Compile a portfolio showcasing your work with young children and their families.
- Undergo an observation and portfolio assessment with a professional development specialist certified through the Council for Professional Recognition
- Pass a test given on a computer at a designated testing center
- Pay a \$425 fee
- Renew (a \$125-150 fee) their CDA every 3 years

For many working early childhood providers juggling multiple full time jobs and completing the CDA is demanding and expensive. In addition, while the CDA helps educators advance on Ohio's career pathway (a CDA advances a teacher to pathway level III, and enables their center to have three stars on Step Up to Quality), as a national credential, administered by a national body, the Council for Professional Recognition, the CDA does not have any requirements specific to Ohio or Cincinnati.

The CFT is proposing an innovative CDA program with supplemental mentoring services provided by CPS preschool and kindergarten teachers with a special focus on kindergarten transitions into CPS and what children and their families can expect in CPS kindergarten classrooms. These mentoring services would be available to any early childhood educator working in a private preschool program within the Cincinnati School District and participating in a CDA preparation program through 4C, the University of Cincinnati or Cincinnati State Technical and Community College or other programs

For educators that are not currently participating in a CDA preparation, the CFT proposes offering the following CDA preparation program.

Supplemental Mentoring Program

- Review of CDA portfolio
- Formal CDA portfolio visit with a professional development specialist
- Mentors support the member in their teaching by possibly modeling lessons, observing lessons, supporting documentation, and other needs the participant may have.
- Materials-*Supporting Teachers as Learners* book
- Navigator- an experienced teacher, perhaps also serving as a mentor teacher, assists participants in documenting their professional development and learning about professional development and higher education opportunities
- Mentor or navigator stipend
- Substitute costs
- Total costs per participant \$300.00

CDA Preparation Program

The CFT would partner with Cincinnati State. All trainings would be offered at Cincinnati State where participants would also learn about the Cincinnati State degree programs in early childhood education, financial aid services, and become familiar with the campus.

The CDA program that the CFT would offer would be one of the first seven programs in the country to hold the Council for Professional Recognition Gold Standard Certification.

Classes would be small, enrolling no more than 15 participants.

Many classes would also be OCCRRA certified and all classes would be taught by instructors who are approved by the OCCRRA.

- Instructor costs for the 120 training (this is for two instructors for the first year at \$32.34/hr) is **\$7,761.60**
- Materials for the class total is **\$8805.00**
 - CDA book packet \$112/ pp**
 - Binders and copies \$50/pp**
 - Application packet \$425/pp**
- CDA support specialist stipend **\$300/pp or \$4,500/class of 15**
- Total: **\$21,066.6** per CDA class of 15 people (if less people attend the only cost cutting is from the materials.

While several of the classes have been put through the OCCRRA system there are others that need to be adapted. Several people have trained in the classes but now have to reposition the classes to be appropriate for only early childhood. All of the courses included in the CFT CDA program are rich in content and would benefit preschool educators as well as educators in elementary grades. In order for the courses to become OCCRA certified so that preschool educators get the most institutional credit possible, AFT trainers would need to adapt the materials to OCCRRA time constraints and submit them.

- Two trainers to meet and adapt one training five six hour days **\$1,940.40**
 - review information from AFT
 - adapt to time constraints for OCCRRA
 - adapt for preschool and areas of CDA

- One OCCRRA expert to put it into the OCCRRA system five six hour days **\$970.20**
(This would be CFT teachers getting the courses OCCRA certified with Laura Sanregret's assistance)
 - Placing the course adapted into the OCCRRA system
 - Reviewing it if the course is returned by OCCRA for more work

Total per course of \$2,910.60

The CFT has three courses in need of OCCRA certification: Managing Behaviors, Foundations, and Mind in the Making. The estimated cost is **\$8,731.80**

Beginning Reading and Thinking Math would be scheduled for the fall of 2018. The estimated cost would be **\$5,821.20**

Workforce Development Possible Costs

Instruction and Educator Assistance Costs

Two instructors for the 120 hours of instruction	@ \$32.34 per hour per CBA	\$3,880.80 X 2 \$7,761.60	
Materials Costs			
CDA Book Packet	\$112/pp		
Binders and Print materials from classes	\$50/pp		
Application Fee for CDA	\$425/ pp	Total cost is \$425/pp Class of 15 \$8,805	
CDA Support Specialist Stipend Observation and support with portfolio and test Support 1:1 5 hours Test Prep 5 hours	\$300/ pp	Total cost class of 15 \$4,500	

Class of 15 cost of **\$21,066.60**

Possible CPS funding

OCCRA Course Preparation Cost Estimates

Trainers Prep		
Two trained teachers Review the AFT training Adapt to PreK Adapt for the CDA areas	5 days of prep with 6 hours/day \$32.34/ hr per CBA	\$1,940.40
OCCRRA Expert		
Place the trainings into OCCRRA Adapt where needed Deal with the call backs from OCCRRA	5 days of prep with 6 hours/day \$32.34/ hr per CBA	\$970.20
		Total cost per course designed \$2,910.60

The total needed for course preparation and adaptation for Foundations, Managing Behavior In School Communities, and Mind in the Making: **\$8,731.80**

In the fall, CFT proposes to adapt Beginning Reading and Beginning Math for a total of **\$5,821.20**

Combined course prep would be \$14,553

**CPS Community Learning Centers
Lead Agency and Resource Coordinators 2018-19 (Grouped by Lead Agency)**

School	Vision 2020 Focus	Title I	Lead Agency	Resource Coordinator	Address	Phone
Current - 42						
Aiken High School - New Tech (7-12)	HS	Yes	ABC Foundation	Dana Bierman	5641 Belmont Ave, 45224	513-363-6700
College Hill (Preschool-6)	Expeditionary Learning	Yes	ABC Foundation	Tracy Bishop	1625 Cedar Ave, 45224	513-363-1600
Douglass (Frederick) School (Preschool-6)	Contemplative Arts and Sciences	Yes	ABC Foundation	Sheena J. Dunn	2627 Park Ave, 45206	513-363-1900
Roselawn Condon (Preschool-8)		Yes	ABC Foundation	Darcus Anderson	1594 Summit Rd, 45237	513-363-4800
Silverton Paideia Academy (Preschool-6)	Digital Leadership	Yes	ABC Foundation	Linda Johnson-Towles	7451 Montgomery Road, 45236	513-363-5400
Winton Hills Academy (Preschool-6)	Technology & Arts	Yes	ABC Foundation	Shelby Zimmer	5300 Winneste Ave, 45232	513-363-6300
Gamble (James N.) Montessori (7-12)	HS	Yes	Central Clinic	Tom Haid	2700 Felicity Place, 45211	513-363-2600
Dater (Gilbert A.) High (7-12)	HS	Yes	Cincinnati Youth Collaborative	TBD	2146 Ferguson Rd, 45238	513-363-7200
Academy of World Languages (Preschool-8)		Yes	Community Learning Center Institute	Jill Smith	2030 Fairfax Ave, 45207	513-363-7800
Mt. Airy School (Preschool-6)	Formative Learning through Integrated Technology Education (F.L.I.T.E.)	Yes	Community Learning Center Institute	TJ Smith	5730 Colerain Ave, 45239	513-363-3700
Mt. Washington School (Preschool-6)	Expeditionary Learning	Yes	Community Learning Center Institute	Ilene Hayes	1730 Mears Ave, 45230	513-363-3800
Oyler School (Preschool-12)	PreK-HS	Yes	Community Learning Center Institute	Jami Harris-Luggen	2121 Hatmaker Street, 45204	513-363-4100
Roberts Paideia Academy (Preschool-8)		Yes	Community Learning Center Institute	Tracy Power	1702 Grand Avenue, 45214	363-4600
Saylor Park (Preschool-8)	Project-based	Yes	Community Learning Center Institute	Joy Rosebrook	6700 Home City Avenue, 45233	513-363-5100
Fairview-Clifton German Language School (Preschool-6)		No	EPS	Krushawna Harper	3689 Clifton Ave., 45220	513-363-2100
Hartwell School (Preschool-8)		Yes	EPS	Deb Chambers	8320 Vine St, 45216	513-363-2300
Parker (John P.) School (Preschool-6)	Global Environmental	Yes	EPS	Pamela Knox	5051 Anderson Pl, 45227	513-363-2900
South Avondale School (Preschool-6)	Creative Integration of Arts & Sciences	Yes	EPS	Ingrid Sandidge	636 Prospect Place, 45229	513-363-5500
Taft (William H.) School (Preschool-6)		Yes	EPS	Elizabeth Cone	270 Southern Avenue, 45219	513-363-5600
School	Vision 2020 Focus	Title I	Lead Agency	Resource Coordinator	Address	Phone
Bond Hill (Preschool-6)	Math & Science Discovery	Yes	FamiliesFORWARD	Leslie Henry	1510 California Ave, 45237	513-363-7900
Hays-Porter School (Preschool-6)	High Technology	Yes	FamiliesFORWARD	Richara Richardson	1030 Cutter St, 45203	513-363-1094
Withrow University High (7-12)	HS	Yes	FamiliesFORWARD	Shane Fletcher	2520 Madison Rd, 45208	513-363-9200
Riverview East Academy (Preschool-12)	Pre-K-HS	Yes	GRAD Cincinnati	Cristan Hodge	3555 Kellogg Ave, 45226	513-363-3400
Roll Hill Academy (Preschool-6)	High Technology	Yes	GRAD Cincinnati	Kyle Reiser	2411 Baltimore Ave, 45225	513-363-4000
Taft (Robert A.) Information Technology High (7-12)	HS	Yes	GRAD Cincinnati	Monica Keenon	420 Ezzard Charles Dr, 45214	513-363-8200
Western Hills University High (7-12)	HS	Yes	GRAD Cincinnati	Angela Campbell-Harris	2144 Ferguson Rd, 45238	513-363-8900
Shroder High (7-12)	HS	Yes	Talbert House	Pam Wilder	5030 Duck Creek Rd, 45227	513-363-6900
Covedale School (K-6)	Community Leadership Academy	Yes	University of Cincinnati	Tiffany LaCour	5130 Sidney Rd, 45238	513-363-1700
Hughes STEM High (7-12)	HS	Yes	University of Cincinnati	Mildred Kennedy	2515 Clifton Ave, 45219	513-363-7400
Woodward Career Technical High (7-12)	HS	Yes	Urban League	Casey Fisher	7005 Reading Rd, 45237	513-363-9300
Evanston Academy (Preschool-6)	Career Awareness & Exploration	Yes	Xavier University	Monna Beckford	1835 Fairfax Ave, 45207	513-363-2700
Rothenberg Preparatory Academy (Preschool-6)	Student Enterprise	Yes	Xavier University	Barbara Bell	241 E. Clifton Avenue, 45202	513-363-5700
Chase School (Preschool-6)	Arts & Culture	Yes	YMCA	Ashanti Dawson	4151 Turrill St, 45223	513-363-1300
Cheviot School (Preschool-6)	Gifted	Yes	YMCA	Onyango Collier	4040 Harrison Ave, 45211	513-363-1400
Midway School (Preschool-6)		Yes	YMCA	Corey Parker	3156 Glenmore Avenue, 45211	363-3500

