

## REPORT OF THE STUDENT ACHIEVEMENT COMMITTEE

The Student Achievement Committee (SAC) met on Thursday, February 15, 2018 at 2:15 PM at the Cincinnati Public Schools Education Center in the Board Office Conference Room.

### ATTENDEES

#### Student Achievement Committee Members

Chairperson Eve Bolton, Mike Moroski, Lannis Timmons

#### Administration/Staff

Laura Mitchell, Superintendent; Tianay Amat, Assistant Superintendent; John Davis, Director of Transportation; Brittney Cousins, Coordinator, Curriculum, Career Based Learning; Anna Hutchinson, Director, Curriculum and Instruction; Justin Leach, Social Studies Manager; Lauren Worley, Public Affairs

#### Activities Beyond the Classroom

Brian Leshner

#### Community Members/Parents

David Brenner, Marlena Brookfield, Tom Conlan, Carol Gibbs, Adelyn Hall, Dave Hapner, Brian Neal, Craig Rozen, Laura Sanregret, Jeffrey Stec, Sue Wilke (Letter)

#### Cincinnati Federation of Teachers

Julie Sellars, President

Jamie Beirne

Kendra Phelps, Issues

#### Mayerson Academy

Beth D'Amico, Director of Operations

### Executive Session

The Committee recessed into Executive Session at 2:15 p.m., to Consider the Employment of a Public Official or Employee. The Committee recessed out of Executive Session at 2:30 p.m., and in to public session at 2:31 p.m.

### Committee Work Plan

Assistant Superintendent Amat reviewed a draft of the Committee's Workplan that outlines topics that will be discussed in the SAC meetings in the areas of: Curriculum and Instruction, Human Resources, System Issues, Training for Board Members and the Whole Child Initiative. The Superintendent has assigned dates for the various topics. The document represents the work of the Administration and the Student Achievement Committee.

**ACTION:** The Committee agreed to use Ms. Amat's additional information and will recommend the plan to the Board for approval at the February 26, 2018 Regular Business Meeting.

## **Community Reports**

### **Sayler Park and Community School Engagement**

Ms. Bolton informed the group that community engagement has been done with students, teachers, parents, administration, school partners, community residents, business owners and neighborhood leaders to help understand the community's vision for the *Sayler Park Learns: Education + Youth Initiative* as a part of the Vision V2020 plan. The Vision 2020 plan with a focus on project based learning and learning in place.

Ms. Adelyn Hall, Director of Housing and Neighborhood Development from the Community Learning Center Institute (CLCI), was present and informed the group that the CLCI is the lead agency for six of the CPS schools, which includes Sayler Park. Ms. Hall facilitated Sayler Park's community planning process that created Sayler Park's neighborhood plan.

Please find below information about the Sayler Park Learns Initiative and the Vision 2020 Program Proposal.

## **SAYLER PARK PLAN**

### **SP Learns: Education + Youth**



**VISION: Sayler Park is an educated community that values life-long learning, resulting in empowered and engaged citizens that invest back into the community.**

**Goal 1: Sayler Park Community Learning Center will be an outstanding school that attracts young families to the neighborhood and serves as a vibrant hub connecting the school and the community.**

#### *Strategies:*

1. Redevelop Sayler Park School's academic program to extend beyond the classroom walls and engage students with experiential learning rooted in the Sayler Park community and aligned to its priorities— from history and the natural environment, to commerce and the economy

- Develop plan for CPS Vision 2020 proposal and secure funding from CPS for planning revamped rigorous, high quality curriculum

- Extend Sayler Park Community Learning Center to include high quality early childhood education

- Extend Sayler Park Community Learning Center to connect to a quality high school program

- Continue to expand extended day and year-round enrichment for children (Math/Tech/Science/Book/Sports/Film/Language Clubs, Drop-in-Play, NBH Youth Council, Summer Internships, SP School newsletter, Adopt-a-Class, Community Days, etc.)

- Offer programs and other opportunities for parents to be engaged in their children's education

2. Engage families and community in promoting Sayler Park to attract new families and reinforce the community learning center as the anchor of a connected, vibrant neighborhood

- CLC signage, wayfinding and marketing

#### *Next Steps:*

- Complete community engagement and research to guide the selection of a new academic program for the CPS Vision 2020 application

- Secure funding to enable teachers, parents, and community members in the Education and Youth Implementation Team to visit exemplars of the model chosen for Sayler Park

- Pursue potential partners for early childhood program and high school

**Goal 2: Develop robust adult continuing education and enrichment programming lead by local community experts.**

#### *Strategies:*

1. Engage community experts to offer evening and weekend classes for adults (Book/Genealogy/Cooking Clubs, Mt. St. Joe College Advisory, GED, Computer Programming, Internet Café, etc.)

2. Host community educational, cultural, civic, social, and other events to enrich the quality of life for the neighborhood

#### *Next Steps:*

- Complete inventory of community programming and identify local experts

- Continue engagement process to identify what is of interest to community, including segments of the demographic (e.g. retired, parents of young children, etc.)

- Seek partnerships to manage and provide programming

#### *Potential Partners:*

Coast Guard  
Cincinnati Children's Hospital  
Cincinnati Early Learning Center  
Cincinnati Library  
Cincinnati Parks Board  
Cincinnati Public School  
Cincinnati Zoo  
City of Cincinnati  
Community Learning Center Institute  
Hamilton County Redevelopment Authority  
INEOS  
Mad Cap  
Mercy Hospital  
Mt. St. Joseph University  
Osher Life-Long Learning Center  
Paper Street Farm  
Proctor and Gamble  
St. Aloysius on the Ohio School  
Santa Maria Home Visitation Program  
Sayler Park Cincinnati Recreation Commission  
Sayler Park Thornbank Garden Club  
Sayler Park Historical Society  
Sayler Park School  
Sayler Park Sustains  
Shakespeare in the Park

#### *Potential Resources:*

S-PhD  
Edutopia  
High Tech High  
Place Based Learning Ohio  
Vision 2020  
Yellow Springs Project Based Learning



## **Vision 2020 Program Proposal**

**School:** Sayler Park School

**Date:** 10/20/2017

**Program Focus:** Project-based/place-based learning which links the school to the community by integrating the resources and experts of the Sayler Park Community, City of Cincinnati, and around the world to enrich the curriculum and promote authentic learning experiences for all students.

### **Program Description:**

Through an intensive community engagement process the following priorities developed as long-term goals for Sayler Park:

1. Innovative, engaging, and personalized learning through K-8 authentic learning experiences integrated with community resources and assets.
2. Early childhood education integrated with the K-8 place-based curriculum that provides quality preparation for kindergarten and full-day child care for families of all socio-economic backgrounds.
3. Extension of Sayler Park to high school with seamless connection to college including dual enrollment option.
4. Broad array of partnerships integrated into the curriculum and serving the children, families and community to ensure academic excellence and a vibrant center to enhance the quality of life for the community.

The project-based education desired by the school community would be provided through an innovative blend of the 3 to PhD program in Portland, Oregon, the early college high school model, and the Tennessee work-based learning model.

**Vision 2020:** Sayler Park School's goal for the Vision 2020 program is to redevelop our academic program to extend beyond the classroom walls and engage students with experiential, authentic learning rooted in the Sayler Park community, Greater Cincinnati community, and world around us – from history and the natural environment, to commerce and the economy. We will implement a project-based learning model in K-8 that provides the authentic learning experiences that connects experiences across the curriculum that will help students not only progress academically, but will also teach the collaboration, communication, creativity and critical thinking/problem solving skills that will allow them to be successful in the 21<sup>st</sup> century.

### **Supporting Research:**

Project-based learning is widely recognized as an effective, engaging philosophy and method of instruction that develops not only academic skills through hands-on authentic learning, but also, the essential skills for success in the future workforce and the functioning of our democracy such as problem solving, collaboration and communication. Various curricula have been developed to guide project-based learning, many with a differing



Although lab schools at colleges began as far back as 1896 at the University of Chicago, they are usually private schools funded through tuition or subsidized by their host university. The state of Virginia has recently encouraged the development of lab school partnerships between universities and public schools and other states are beginning to follow. Although the Ohio Department of Education has not specifically articulated university lab schools in partnership with public schools as a strategy, the new focus by ODE on Prepared for Success measures on the state report card expects dual enrollment and college credit courses with state funding streams attached. Bard College is partnering with Cleveland Public Schools to create an early college academy and has been able to braid state education revenue streams to create a sustainable financial model and strong academic outcomes. <http://bhsec.bard.edu/cleveland/>

Through a partnership with Mt. St. Joseph, Saylor Park could go farther than Portland's 3 to PhD with a preK-12 school, partnered with the college for the full implementation of place-based education in preK-8 and continuing in partnership with the MSJ to provide a university lab school that would enable students to earn up to two years of college credit while still in high school.

Modeled after another aspect of Tennessee's innovative strategy for place-based education, the Saylor Park – Mt. St. Joseph partnership could continue with work-based learning which would provide a pathway of internships, apprenticeships, and co-op opportunities beginning in high schools and continuing while the student completes college to fully prepare students for meaningful careers. <http://tn.gov/education/topic/work-based-learning>

Ms. Bolton recommended looking towards the future in having Pre-K through 16 in the building.

#### Local School Decision Making Committee Members Training

Ms. Bolton informed the group that the Board is interested in reviewing, revitalizing and reinvigorating the LSDMCs.

Mr. Jeffrey Stec, Executive Director of Citizens for Civic Renewal, reported that he has been working with Leap Academy to establish their LSDMC as well as others to discuss refreshing the committees. His concern was also that the committees are being under-utilized.

Ms. Carol Gibbs, Chair of Taft Elementary's LSDMC discussed with the Committee the importance of training for LSDMC members and entered into the record a letter from Sue Wilke, Education Chair for the Northside Community Council.

#### **Statement about LSDMCs from Sue Wilke, LSDMC member at Parker Woods Elementary and chair of the Education Committee, Northside Community Council**

The status of LSDMCs has been the subject of ongoing discussion at meetings of the Northside Education Committee, a group of over 30 interested community members, parents and school staff, for several years. Based on these conversations and my own service, I would make the following observations:

- The district should take a step back and review the roles and responsibilities of the LSDMCs and where LSDMCs fit in the broader structure of how CPS engages with the entire community
- LSDMCs should always be led by a parent or community member and not run as an ad hoc committee of the principal



- Training of LSDMC members simply does not occur. Building capacity of LSDMC members is essential if they are to make realistic contributions to the life of the schools and be a real link between school and community
- The LSDMCs have no real role in the development of the school as a community learning center and our schools are not functioning CLCs
- Many of the roles and responsibilities outlined on the District website are not happening and if they were some LSDMCs may lack the capacity to carry them out (e.g. setting goals based on a needs assessment, developing the One Plan, participating in the selection of the school principal, etc.)
- The LSDMC Manual provided on the website is inadequate and contains irrelevant information
- The quarterly LSDMC meetings are not relevant to growing and developing in the role. Good information is provided but the sessions are mostly presentations and provide little or no opportunity for LSDMC members to engage with their counterparts and share information
- Any study or changes to the LSDMCs or development of training should be involve broad level and facilitated community engagement opportunities

I am sure members of the Northside Education Committee and our school's LSDMC members (Chase Elementary and Parker Woods Montessori) would be willing to volunteer to assist CPS in any assessment of the LSDMCs.

February 12, 2018

David Brenner reported that the current LSDMC roster is out of date and that he would suggest the involvement of Lauren Worley, the District's Chief Strategic Communications Engagement Officer.

**ACTION:** Ms. Bolton recommended that SAC get input from the Administration in order to move forward in the revitalization of the LSDMCs. She also advised to focus on training and communication. The Administration will update the Committee at the March 15, 2018 Student Achievement Committee meeting.

#### CANS Update

An update will be provided at a later date.

#### Later High School Start Times

Ms. Worley informed the Committee that she is working on scheduling community engagement meetings to gather input about later high school start times. The meetings will be a community conversation and targeted to take place in March 2018. The topic is also scheduled to be discussed at the Board's joint meeting with City Councilman PG Sittenfeld's ACES committee.

Please find below Ms. Worley's report to the committee.



**TO: Student Achievement Committee**

**FROM: Lauren Worley, Chief  
Communications and Engagement Officer**

**INTER-OFFICE  
CORRESPONDENCE**

Office of the Superintendent  
**Phone:** 363-0073 **FAX:** 363-0055

**DATE: February 15, 2018**

**RE: School Start Times**

The Student Achievement Committee is addressing a proposal to alter the start times for all CPS high schools. Research has demonstrated that a later school start time contributes to higher achievement and alertness for high school students.

Currently, the start times for CPS's 14 high schools and Virtual High School fall into three general groupings.

7:30 am to 7:45 am		
	Aiken High School	7:30 am to 2:30 pm
	Clark Montessori	7:30 am to 2:30 pm
	Dater High School	7:40 am to 2:10 pm
	Oyler School	7:45 am to 2:15 pm
	Walnut Hills	7:30 am to 2:30 pm
	Western Hills	7:45 am to 2:15 pm
8 am to 8:35 am		
	Hughes STEM	8:35 am to 3:25 pm
	SCPA	8:26 am to 2:54 pm
	Taft IT	8:30 am to 3:30 pm
	Virtual High School	8 am to 11 and 11:30-2:30
	Withrow	8 am to 2:30 pm
8:45 am to 9 am		
	Riverview East	9:15 am to 3:45 pm
	Shroder	8:45 am to 3:30 pm
	Woodward	9 am to 3:30 pm

There is a financial and academic impact of changing school start times. In March 2017, Ted Meyer, Manager of Planning and Scheduling at Metro, submitted a memo to CPS outlining the potential impact later start times would have on the Metro service. In short, Meyer stated that starting at CPS high schools at a later time would require two years of planning and acquisition, increase of 50 to 100 buses to the fleet, and would cost \$25 million to \$50 million. Meyer's memo is attached.

**Future Meetings**

Working in conjunction with the Cincinnati City Council Education Committee, CPS will hold a stakeholder meeting in March to hear from interested parties on this topic. The event will be livestreamed, and an online conversation will be encouraged. A suggested outline for this meeting is attached to this memo.

This topic will also be added to the future ACES Committee meeting.

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### **Hackathon**

A community-driven "hackathon" is being scheduled. The purpose of the hackathon is to better quantify the cost and service impacts of moving to an 8:30am school start time on the transportation resources used to bus CPS high schools students to their schools. The hackathon participants will look for opportunities for efficiencies and transportation resource optimization.

As a result of the mined information, the participants will be able to refine the cost estimates of a later school start time to include in a proposal for moving the CPS high school start times to 8:30am for those schools currently starting before that time.

Mr. David Hapner provided the Committee with the below information on how later high school start times affect the health of students in a positive way. The American Medical Association states that high school students should begin school no earlier than 8:30 a.m.

He was also impressed that the District was much further along in high school start times than he thought.

**The Compelling Case for Starting School Later—Dave Hapner ([dhapner@fuse.net](mailto:dhapner@fuse.net)) 1/8/2018**

**The following are studies indicating the need for a later time of day school start:**

- **Centers for Disease Control and Prevention (CDC)—2011-2012 School Year**

Study stated that 66% of all high school students slept 7 or less hours per night. Also, 40% slept 6 hours or less per night, while 33% reported falling asleep in school. Of these students surveyed, 43% started school prior to 8:00 AM. Study was replicated (findings) 2013.

- **American Academy of Pediatrics-2014**

To ensure optimum sleep, which was found to be 8.5 to 9.25 hours per night, study found that middle school and high school should begin no earlier than 8:30. Study based on circadian sleep rhythms of these students.

- **American Academy of Sleep Medicine-2014**

Teens should sleep between 8-10 hours per night to achieve good health. Study found that students sleeping less hours were more overweight, exercised less, showed symptoms of depression and otherwise exhibited increased unhealthy risk behaviors.



- **Rand Corporation-2014**

Discovered that students starting school 8:30 or later were involved in 70% less auto accidents in the morning hours (Jackson Hole, Wyoming HS), in addition to performing better on standardized tests.

- **Journal of Learning, Media and Technology-2015**

Based on research from the University of Oxford, Harvard University and University of Nevada (Reno), study suggested optimum start times for high school is 10:00 AM and for college, 11:00 AM, and found that modifying starting times would be the least expensive intervention used to boost student performance.

In the 1950s and 1960s, most high schools started between 8:30-9:00. Today, the average start time is 7:59 AM.

**Summary of findings:**

The common thread through all the above studies, including one by the American Medical Association was high school students should begin school no earlier than 8:30 AM.

## **Administration Reports**

### **Science Curriculum and Instructional Materials: Discovery Education**

Ms. Bolton and Ms. Amat informed the group that Discovery Education has been approved by the Board. Ms. Amat updated the group on how curriculum is moving forward with the tool, and how decisions are being made in order to adhere to curricular and instructional policies.

#### **Discovery Education:**

- Aligns to Ohio Learning Standards for multiple content areas
- Has Science Techbook uses 5E Model
- Includes Tech Enhanced Items
- An Interactive Techbook
- Includes Videos
- Includes Lesson Plans
- Offers Online Professional Development and More

Ms. Michele Hughes Linne

re, Science, Health and Physical Education Curriculum Manager, introduced Mr. Chip Knudsen, Department Chair at Woodward High School. Mr. Knudsen reported that he has had great success in using the tool at Woodward. Mr. Chip also showed a “test drive” (video) of the tool to the committee.

### **Professional Development Proposal (PD)**

Ms. Amat updated the Committee on the 2018-2019 Professional Development Proposal. She reported that she is working on an educational summit task force. Groups of teachers and administrators will all come together to talk about the purpose of their work and what they can do to improve.

Currently August 13-14 are identified as Staff Professional Development and meeting days. Students start on August 15, 2018. The proposal is to have August 13-17 be identified as Staff Professional

Development and meeting days and students start August 20, 2018. This will provide an additional three days for PD.

Ms. Bolton pointed out that it also means three days less of instruction for students.

**ACTION:** The SAC will inform the full Board about the proposal in order to have a full Board discussion, but the Committee did not yet recommend approval.

Please find below a copy of her PD proposal.



**Professional Development 2018-2019 Proposal**

**"To create real solutions to improve learning and the environment of the classroom(s) and school."**

- George Couros

**Objective:** Currently, August 13-14 are identified as Staff Professional Development and Meeting Days. Students start on August 15, 2018. We propose August 13-17 be identified as Staff Professional Development and Meeting Days and students start August 20, 2018.

Opening Week				
Monday, 8.13.2018	Tuesday, 8.14.2017	Wed, 8.15.2018	Thursday, 8.16.2018	Friday, 8.17.2018
<b>Building Professional Meeting Day</b>	<b>Building Proposal</b>	District Wide	District Wide	District Wide
Site: Building	Site: Building	Site: Conference	Site: Conference	Site: Building
Principal Meetings Teachers set-up classrooms and instructional materials	Buildings submit Annual PD Proposal in Spring 2018 for Approval by Curriculum Department  Plans Might Include: <ul style="list-style-type: none"> <li>Vision 2020 Program Needs</li> <li>Montessori Needs</li> <li>Gifted</li> </ul>	Curriculum Department in collaboration with DSS provides PD on Core Expectations: <ul style="list-style-type: none"> <li>Assessments for Learning</li> <li>Curriculum Pedagogy and Model Units</li> <li>Social Emotional Literacy and Advisory</li> <li>Ed Plan</li> <li>The Arts</li> </ul>	Educators collaborate, process and plan according to District Wide Goals and One Plans.	

District Wide PD	September 17th, 2018
Conference Style	<ul style="list-style-type: none"> <li>Curriculum Department Message: The Why behind Core Expectations</li> <li>Educators select sessions according to Personal Growth</li> </ul>

Building PD	October 22th, 2018
Site: Building	Buildings submit Annual PD Proposal in Spring 2018 for Approval by Curriculum Department

District Learning Team	November 7th, 2018
Site: Building	You Have Data, Now What?

District Wide PD	January 14th, 2019
Conference Style	<ul style="list-style-type: none"> <li>Curriculum Department Message: The Why behind Core Expectations</li> <li>Educators select sessions according to Personal Growth</li> </ul>

Building Learning Team	February 6th, 2019
Site: Building	Buildings submit Annual PD Proposal in Spring 2018 for Approval by Curriculum Department

District Learning Team	March 6th, 2019
Site: Building	Assessment for Learning Building Action Plans with Data over Time

Building Learning Team	April 3rd, 2019
Site: Building	Buildings submit Annual PD Proposal in Spring 2018 for Approval by Curriculum Department

District Level Professional Development Site: Varies between Buildings and Conference Sites <ul style="list-style-type: none"> <li>Curriculum Department Plans Core Expectations as well as Differentiated Sessions</li> </ul>	
Building Level Professional Development Site: Often held at the Building, but subject to change <ul style="list-style-type: none"> <li>Building submits Annual PD Proposal in Spring 2018 for Approval by Curriculum Department</li> </ul>	

\*Safe Schools will require a certain number of hours that teachers will need to complete in the 2018-2019 school year.

\*Currently the state requires 910 hours for elementary schools and 1001 hours for high school. With the new professional development model, we would still exceed the required hours. Elementary schools would have a minimum of 1002 hours and high schools would have a minimum of 1031 hours.

### Curriculum Fine Arts

Dr. Izzy Rudnick provided the Committee with a copy of his proposed Extra-Curricular Arts Programming for Underserved Schools 2018-19. The proposal is in alignment with the District's [Policy 2255 – Equity and Excellence In Education](#).



A copy of the Extra-Curricular Arts document is available in the Board office.

**Activities Beyond the Classroom (ABC)**

Mr. Brian Leshner provided the group with a copy of his activity catalog. The catalog contains enrichment activities in the areas of Arts, Environmental, Health and Wellness, Physical, Leadership, and STEM.

A copy of the Activity Log is available in the Board office.

**Distribute 2018 Ohio School Boards Legislative Platform**

The Committee will discuss any amendments to the Platform at their March 15, 2018 Committee meeting.

The meeting adjourned at 4:09 PM.

**Student Achievement Committee**

Eve Bolton, Chair  
Mike Moroski  
Lannis Timmons

**Staff Liaisons**

Tianay Amat, Assistant Superintendent  
Cheryl Broadnax, Assistant Superintendent  
Bill Myles, Assistant Superintendent