REPORT OF THE STUDENT ACHIEVEMENT COMMITTEE

The Student Achievement Committee (SAC) met on Thursday, January 18, 2018 at 2:30 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
Tianay Amat, Assistant Superintendent; Susan Bunte, Assistant Superintendent; Brittney Cousins, Coordinator, Curriculum, Career Based Learning; Anna Hutchinson, Director, Curriculum and Instruction; Justin Leach, Social Studies Manager; Kayla Ritter Rickels, College Manager, Curriculum Department

Community Members/Parents
Tom Conlan, Kate Eisenpress, Marlena Brookfield, Dean W. Beebe

Election of Committee Chair
Mike Moroski nominated Eve Bolton as Committee Chair. Lannis Timmons seconded the nomination. Ms. Bolton accepted and was re-elected Chair of the Committee for year 2018.

Committee Meeting Schedule
The Committee agreed to conduct their meetings on the third Thursday of each month at 2:30 PM.

Committee Work Plan
Ms. Bolton provided the Administration with Board Policy 0150 – Responsibilities of the Student Achievement Committee and the SAC's previous workplan.

Ms. Bolton advised the Administration and the SAC to review the work-plan for items that need to be removed and added. The plan will represent the work of the Administration and the SAC.

ACTION: The Committee will discuss the plan at the February 15, 2018 SAC meeting.

Administration's Insights on Anticipated SAC Issues
Tianay Amat, Assistant Superintendent, will provide insights about graduation efforts during her *Performance Matters Platform and Implementation* update further down the agenda.

College and Career Curriculum Update
Kayla Ritter Rickels, College Manager, Curriculum Department, updated the Committee on *College Readiness*, *College Access* and *College Success*.

College Readiness
She reported that students need to be academically, emotionally and socially prepared to enter college and be on campus.

College Access
Students need to be able to move through the application process and be aware of what is available to them. This can be achieved by working with counselors and the type of programming and instruction in the classrooms.

College Success
Partnering with post-secondary and community members plays a part in student success. Those entities can follow up with students to ensure that they get enrolled and supported. Availability of funds is also key to making sure students have access to dollars that are available to them and that those students know about universities that offer funding for their education.

Ms. Ritter Rickels reported that Ohio higher education institutions are now performance based budget mandated. They are looking at retention as well as freshman enrollment. This will ensure that students stay enrolled.

She updated the Committee on pilots that Curriculum is doing to impact student college enrollments and careers. She also reported that the *Cincinnati Pride Grant* is another layer being used to assist students with funding their education.

The Cincinnati Pride Grant, in combination with federal, state and institutional aid, equals the full cost of tuition and a book allowance for those graduates of Cincinnati Public Schools (CPS) admitted into University of Cincinnati academic programs who might not otherwise be able to afford a college education. The grant recognizes UC's long-standing partnership with the Cincinnati Public School System and reaffirms its commitment to CPS's students. https://financialaid.uc.edu/sfao/cpg.html

Ms. Ritter Rickels reported that Curriculum is working towards building a college consortium that will bring regional college institutions together to talk about partnering to support students and help them understand options available to them to attend college.

Career Based Learning (CBL)
Brittney Cousins, Coordinator, Curriculum, Career Based Learning, informed the Committee about Career Based Learning in areas of *Advisory, CBL Activities* and *Employment.*

Advisory
She reported that she is looking at advisory for grades 3 through 12. The goal is to ensure that students are monitoring their academics, building community in the classroom, planning for their post-secondary success, and visioning for their future.

She advised that grades 3 through 6 are more traditional classrooms that are facilitated by the teacher. The high schools are student centered and student driven. Learning management systems are used and Naviance is used for career and post-secondary planning.

Ms. Cousins informed the Committee that Advisory is meeting the needs of the students, but some improvement is needed. There is a need to add more experiences that match what students are learning in the younger grades. She advised that Advisory for high school students needs to be more student centered and teacher facilitated.

Career Based Learning
Ms. Cousins reported that students in grade 9 start career readiness with a "speaker series," video. In person speakers are used to educate students on career fields with a focus on the journey.

Students in grade 10 are offered business training and hold mini workshops to practice learning "soft skills" (communication, productivity, punctuality).

The District will bring in its partner, the Business-Education Connectivity Council (BECC), for students in grade 11 to help them explore, better prepare for career areas, and potentially address job gaps. Students will participate in life ready initiatives, job expos, company research assistance, job shadowing, resume reviewing, and mock interviews of students by business partners.

Employment
Ms. Cousins reported that the focus is also on providing employment experiences for the students. She advised that DHL has partnered with Dater and Oyler high schools to bring a comprehensive program to the students. DHL will provide students with a paid co-op experience making up to $13.55 per hour.

She informed the group that Curriculum is working with the Regional Chamber of Commerce to expand the program to manufacturing.

Career-Technical Assurance Guides (CTAG)
Ms. Cousins informed the Committee about CTAG. Students who successfully complete specified technical programs are eligible to have technical credit transfer to public colleges and universities. This transfer of credit is described in Career-Technical Assurance Guides (CTAG). CTAGs are advising tools that assist students moving from Ohio secondary and adult career-technical institutions to Ohio public institutions of higher education. https://www.ohiohighered.org/transfer/ct2

Performance Matters Platform and Assessments Implementation Update
Ms. Amat provided the Committee with a comprehensive list of resources that the Curriculum department provides. The document provides information for the following content areas:

2017-2018 School Year and;
2018-2019 Proposed Resources for Content Areas

- Math
- ELA
- Science

- Social Studies
- Fine Arts
- Student Services

- Career-Based Learning
- Career-Based Learning
- Career and Technical Education

Each content area contains information for Instruction, Professional Development, Materials, and Technology and Assessments.

A copy of the document is available in the Board office.

Justin Leach, Social Studies Manager, updated the Committee on Assessments for national, state, District and teacher levels. He also informed the Committee about the three Tiers of Assessment that show what assessments students are getting at their grade level.

Tier two and three assessments show assessments that all students are not being administered. Those assessments could be tied to an IEP.

Ms. Amat proposed that students get tested only three times a year in order to measure students' academics. The three tests would not be for a grade, but to assess their academic level and move them forward.

Her concern is that students may be testing but have not been prepared for the test and benchmarks have not been put in place to get the data in order to help in offering appropriate instruction. This has the possibility of affecting student graduations.

Mr. Leach updated the Committee on CPS' Readiness Assessments. The purpose of the assessment within CPS is to inform about teaching and learning. It also helps the Curriculum department make informed decisions about resources that are being provided, strategies used with teachers, professional development, and obtain data to help determine what adjustments need to be made mid-year. Attached please find the CPS Readiness Assessment information.

Mr. Leach reiterated the need for use of Performance Matters. Performance Matters is a data assessment tool for instruction. It can pull demographic information from PowerSchool. Performance Matters has been used in large school districts across the county. It will not be a replacement for Dashboard; however, Dashboard will ultimately need to be replaced.

He reported that assessments that were done using Dashboard were no longer aligned with state assessments. The state assessments changed from paper to computer and Dashboard could not support the state's format. Teachers were spending many hours pulling data to put into spreadsheets.

ACTION: The Administration met with CFT, produced a list of student assessments district wide, and will review the 3rd grade reading guarantee implementation to use as a model for Performance Matters implementation. Therefore, the Committee will recommend approval to the Board of *Performance Matters* at its Regular Business Meeting through the Treasurers Report.

Community Meeting on High School Later Starts Update
Lauren Worley, Chief Strategic Communications Engagement Officer, reported that a meeting with the community will take place in March 2018. The Board will also conduct a joint meeting with Councilman PG Sittenfeld's ACES (Alliance for Community and Educational Success) Committee to discuss later high school start times.

She also reported that a Hackathon to discuss the impact of Metro bus costs and schedules for later start times will be planned.

ACTION: The Board will discuss later start times with ACES on February 7, 2018 [NOTE: Actual meeting date will be February 27, 2018 at 2 PM. Administration will discuss their needs in regards to later start times.

Other Business
Committee member Mike Moroski informed the group that Gamble Montessori will be conducting community conversations about race, on the third Wednesday of the month, 6:30 PM, at Gamble, until May 2018.

The meeting adjourned at 4:00 PM.

REVISED

<u>Student Achievement Committee</u>   **<u>Staff Liaisons</u>**

Eve Bolton, Chair   Cheryl Broadnax, Assistant Superintendent, absent
Mike Moroski   Bill Myles, Assistant Superintendent, absent
Lannis Timmons

CPS Readiness Assessments

December 7

2017

Summary

Readiness Assessments are formative in nature and should be used to inform instruction. This document provides guidance on the framework and design of assessments provided for ELA, Math, Science and Social Studies. In addition, the document includes tools to assist instructional teams with developing, selecting, and/ or evaluating items used in formative assessments.

CPS Readiness Assessments

Framework for AIR/EOC Readiness Assessments

Definition	Readiness assessments are aligned to AIR Test Item Specifications Blueprints for determining student proficiency with Ohio Learning Standards.
Purpose	Provide principals, teachers and students opportunities to monitor student progress towards proficiency on AIR content area assessments
Content Covered	AIR/EOC Readiness Assessments are aligned to the State Testing Blueprints. Content that is covered on the AIR/EOC Blueprints will be covered proportionally within the AIR/EOC Readiness Assessments. Content not addressed specifically on the State Testing Blueprint for each grade/course will not be covered on the AIR/EOC Readiness Assessments.
Assessment Item Types	Item types on AIR/EOC Readiness Assessments will be aligned to the item types referred to in the State Testing Blueprints. A readiness assessment may have 1-3 hand scored items with the remainder of the items being machine scored. The types of questions on the AIR/EOC Readiness Assessments will match the Blueprints proportionally.
Frequency	Please see the table below for assessment frequency
Assessment Length	One class period.
Accommodations	Accommodations for readiness assessments should be aligned to the accommodations outlined in the IEP or 504 plan for an individual student associated with State assessments. See hyperlink for more details on accommodations on state assessments.
Grading	These assessments are not designed to be administered for a grade or used to assign a grade to a student but are formative in nature as assessments FOR learning.
Platform	The long-term goal for assessment delivery and data access and analysis is a central platform for all content areas.
Professional Development	Professional development will be offered at District-wide Professional Development Days, Curriculum Council Meetings, and through direct Curriculum Manager and Instructional Coach support/professional development.

CPS Readiness Assessments

AIR/EOC Assessment Frequency for All Content Areas

Content Area	Frequency	Date Range	Type/Content
ELA	Quarterly (1, 2, & 3)	Two- week window (Dates TBD)	Reflective of OST/EOC Blueprints Skills Based Cold Read
Math	Quarterly (1, 2, & 3)	Two-week window (Dates TBD)	Reflective of OST/EOC Blueprints
Social Studies	Pretest, Quarterly (End of Quarters 1, 2, 3)	Two-week window (Dates TBD)	**Pretest**: Baseline Data to Inform Instruction **Quarterly Assessments**: Content will be aligned to pacing outlined in the Curriculum Maps and State Test Blueprint at each grade/course.
Science	Pretest, Quarterly (1, 2, & 3)	Two- week window (Dates TBD)	**Grades 4-8, Biology, Physical Science, Chemistry** **Pretest** aligned to curriculum maps and Test Item Blueprints for the appropriate grade/course **Interim Assessment**-(aligned to midpoint learning in maps) **Posttest**- mirrors pretest and is cumulative. Biology, is exempt from second semester posttest.

CPS Readiness Assessments

Assessment Criteria: Five Elements

Assessment Title: _____ Content _____

Type: _____ Grade: _____

Component	Description	Evidence
Alignment and Grade Level Appropriateness.	Alignment describes the degree to which the content of an assessment is aligned with the content elaboration and grade level the assessment intends to measure. Resources include Ohio Test Item Specifications for Grades 5, 8, Physical Science, and Biology. For grades 4-6, and 7, NGSS Performance Expectations were also considered..	
Precision	Precision means that assessments and items are accurate and clear. A *precise* assessment measures students' knowledge and skills, Assessments are free of items that clues of answers to other items	
Rigor	Rigor is the cognitive complexity of a skill within a standard or of an assessment item. Content area rigor is defined as: **ELA:** https://achievethecore.org/ **Math:** https://achievethecore.org/ **Science:** Ohio Cognitive Demand **Social Studies:** Social Studies State Test Specifications	
Bias	Bias occurs when an assessment provides an advantage or disadvantage to groups of students because of their personal characteristics, such as race, gender, socioeconomic status or religion.	
Scoring	Some well-designed answer keys explain why each choice is correct or incorrect, and provide a rationale for an exemplar response. Taking the time to think about these rationales as you write your assessments can help you diagnose common student errors, adjust your instructional strategies and plan areas for re-teaching.	

Kansas State Department of Education, "Assessment Literacy Project"; "Assessment Literacy: Identifying and Developing Valid and Reliable Assessments" (2013); Relay Graduate School of Education, *Designing and Evaluating Assessments* (2014); and Rhode Island Department of Education, "Deeping Assessment Literacy"; Gerunda Hughes, interview with the Reform Support Network, (July 22, 2014).
References: http://www.csai-online.org , http://www.csai-online.org/spotlight/part-ii-five-elements-assessment-design#part-4
Ohio Department of Education. "Assessment Literacy: Identifying and Developing Valid and Reliable Assessments." 2013.
http://education.ohio.gov/getattachment/Topics/Teaching/Educator-Evaluation-System/How-to-Design-and-Select-Quality-Assessments/AL-Training-PPT-FINAL-f or-Distribution.pdf.aspx

CPS Readiness Assessments

CPS Readiness Assessments: Frequently Asked Questions (FAQ)

What is the purpose of each district test?

Balanced district assessments are used as progress monitoring tools to inform teaching and learning.

Within CPS, "traditional tests" are one subset of the overall balanced assessment system. Tests are assessments but not all assessments are tests.

Assessments within Cincinnati Public Schools serve the purpose of Informing teaching & learning.

Formative Assessment are assessments for learning and can be used for diagnostic purposes. Formative assessment can be both formal and informal in structure and delivery. (ie. 3 Act Tasks and Exit Tickets in Mathematics)

Summative assessments are assessment of learning and an indication of what students know at the end of an instructional cycle. Summative Assessments also are used to inform future teaching & learning. (ie. Unit and EOC Assessments)

How reliable and valid are the tests?

District items are developed to align to consistently measure student mastery of the State and/or National Standards (i.e. Fine Arts Standards, ACT). These items are used within an assessment to achieve accurate measurement upon each administration of the assessment.

Do the tests have any diagnostic purpose?

Formative and summative assessment are diagnostic to inform teaching and learning.

Are the tests culturally biased?

District educators continually review items to identify any potential cultural biases in District item banks.

Are there students with disabilities for whom the tests are appropriate/harmful?

Appropriate accommodations and modifications are designed to alleviate any potential harmful effects. The vast majority of students with disabilities are held to the same academic standards as their non-disabled peers, so it is necessary to assess their academic progress in the same way.