REPORT OF THE STUDENT ACHIEVEMENT COMMITTEE

The Student Achievement Committee (SAC) met on Monday, December 11, 2017 at 11:30 AM at the Cincinnati Public Schools Education Center in the Board Office Conference Room.

ATTENDEES

Student Achievement Committee Members
Chairperson Eve Bolton, Member Elisa Hoffman

Administrators
Tianay Amat, Assistant Superintendent; Stephanie Bisher, Math Teacher, Kilgour; Susan Bunte, Assistant Superintendent; Matthew Ernst, School Community Coordinator, Information and Technology Management; Erin Heinrich, Blending Learning Coordinator, Information Technology; Justin Leach, Social Studies Manager; Michelle Hughes Linerre, Science Curriculum Manager; Pat Neal-Miller, Director of Family and Community Engagement

Cincinnati Federation of Teachers
Kendra Phelps

Community Members/Parents
Pete Dillon, Mary Welsh Schlueter

Mayerson Academy
Beth D'Amico

Partnership for Innovation in Education (p!e)

Mary Welsh Schlueter

Ms. Schlueter provided the Committee with the following remarks and written report about a 21st Century Grant to offer a drone program at the high schools. Matthew Ernst, School Community Coordinator and founder of the Taft Drone Club, informed the Committee that he is applying for a grant through the Ohio Department of Education to offer a course at Robert A. Taft Information Technology High School. The course is also slated to be offered at Aiken and Shroder.

Stephanie Bisher, Math teacher from Kilgour updated the Committee on the several year old gelato case study at Kilgour.

Mary Schlueter Brief Remarks to Cincinnati Public Schools

The **Partnership for Innovation in Education** (PIE) is a 501(c) 3 nonprofit organization developing transformational educational tools preparing the 21st century workforce for success.

Since our "authentic learning" curricula first debuted in 2012 with CPS, we have partnered with over 75 business and arts organizations, four universities, and 2 community colleges to offer both in-classroom and after school programs that allow students a "pipeline of hope", as characterized by Secretary of State Jon Husted who awarded PIE the "Top Ohio Nonprofit of 2017" this past July with CPS educators, CPS students and Cincinnati business partners in attendance.

This year, we are partnering with Xavier University, MIT, Harvard University, Teradata University, Clark State Community College and University of Cincinnati as we develop more pathways to graduation for CPS students. These partnerships will allow CPS students to learn and apply Chemistry, Algebra 2, Pre-Calculus and American History using the case method, AND deliver new Career Tech credentials, such as a Drone Commercial Pilot's License, with the ODE and the Federal Aviation Administration (FAA).

We look forward to writing three 21st Century Grants this coming year with 3 CPS high schools showcasing Data Analytics with Macy's, Health Science with Christ Hospital and Drone Engineering and Fabrication with the FAA, EDVentures and Drone Camp Co., and we ask CPS to consider a Striving Readers ODE Grant opportunity, using case method as a pedagogy to ignite deeper reading using a capstone format for middle and high school students.

Committee member Hoffman asked how this type of curriculum and instruction can be scaled in the District. Administrators answered that both My Tomorrow and Vision 2020 initiatives can incorporate these approaches. Committee Chairperson Bolton said there is a community and political reason to pursue these approaches because it allows the District to continue to interface with the business community and further embed our partnerships.

OSBA Updates from Capital Conference Topics

Eve Bolton, Chairperson, Student Achievement Committee

Ms. Bolton reported that Governer Kasich was at the conference and gave a speech about having counselors at all high schools, not just for psychological services, but for individual career plans and academic plans beginning in 9th grade.

He also talked about mental health services. Most important to him was the interfacing with the business community, which emphasized his point of the need for school districts to have business committee support or partnership of some sort.

If the district can show that there is a strong ongoing partnership that shows interfacing with curriculum, financing, partnership and scaling, business involvement. As a district, we can offer far more workforce efforts than our surrounding districts.

Community Conversations on Later Starts Planning

Committee chairperson Bolton reported that speakers have been identified as well as dates and times for the hack-a-thon that is being offered by the City in February 2018. Start times will be suggested as a topic for discussion at an ACES meeting in January 2018.

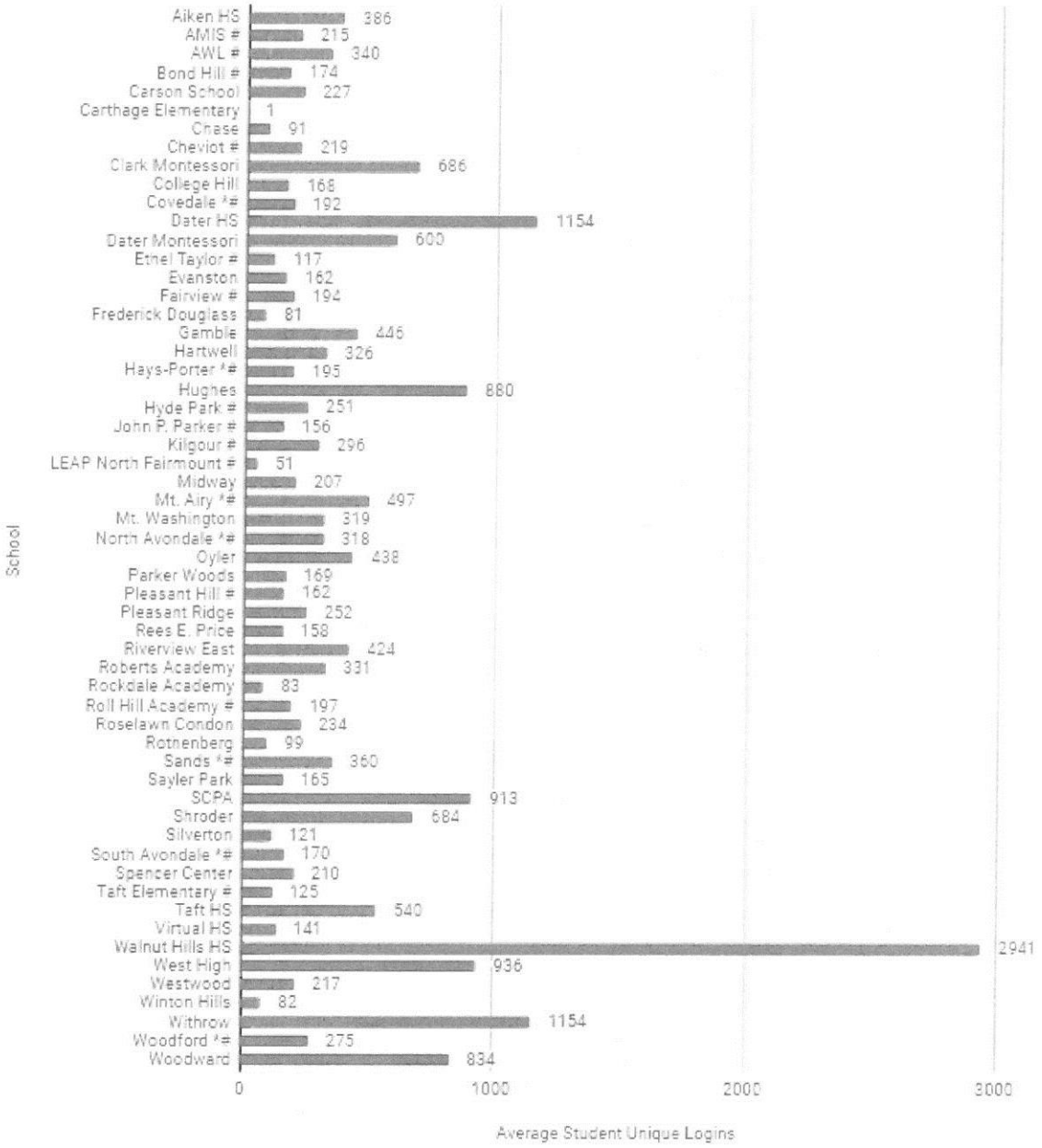
Mrs. Hoffman reiterated the outline or expectation of what would occur at the community conversations. Ms. Bolton will provide Ms. Neal-Miller with the information that the later start advocate sent regarding the date and time of the hack-a-thon, a list of early and late school start times, and additional information. Lauren Worley, Chief Strategic Communications Engagement Officer, is taking the lead in organizing the community conversation.

Schoology Follow-UP

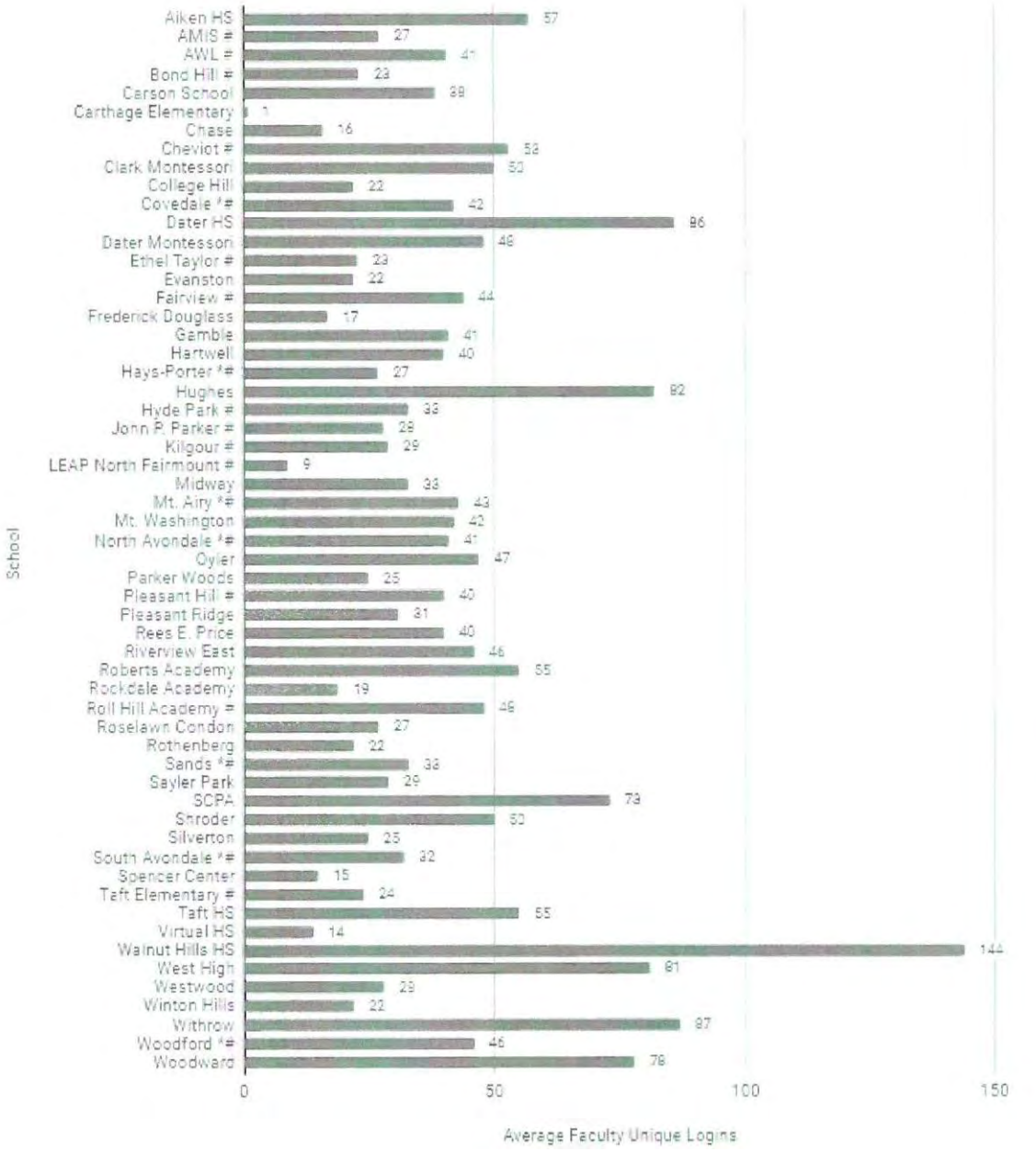
Erin Heinrich, Blended Learning Coordinator

As assigned at the November SAC meeting, Ms. Heinrich provided the following charts regarding Schoology usage by school. SAC will continue an information technology equity analysis as it pertains to instruction and family access.

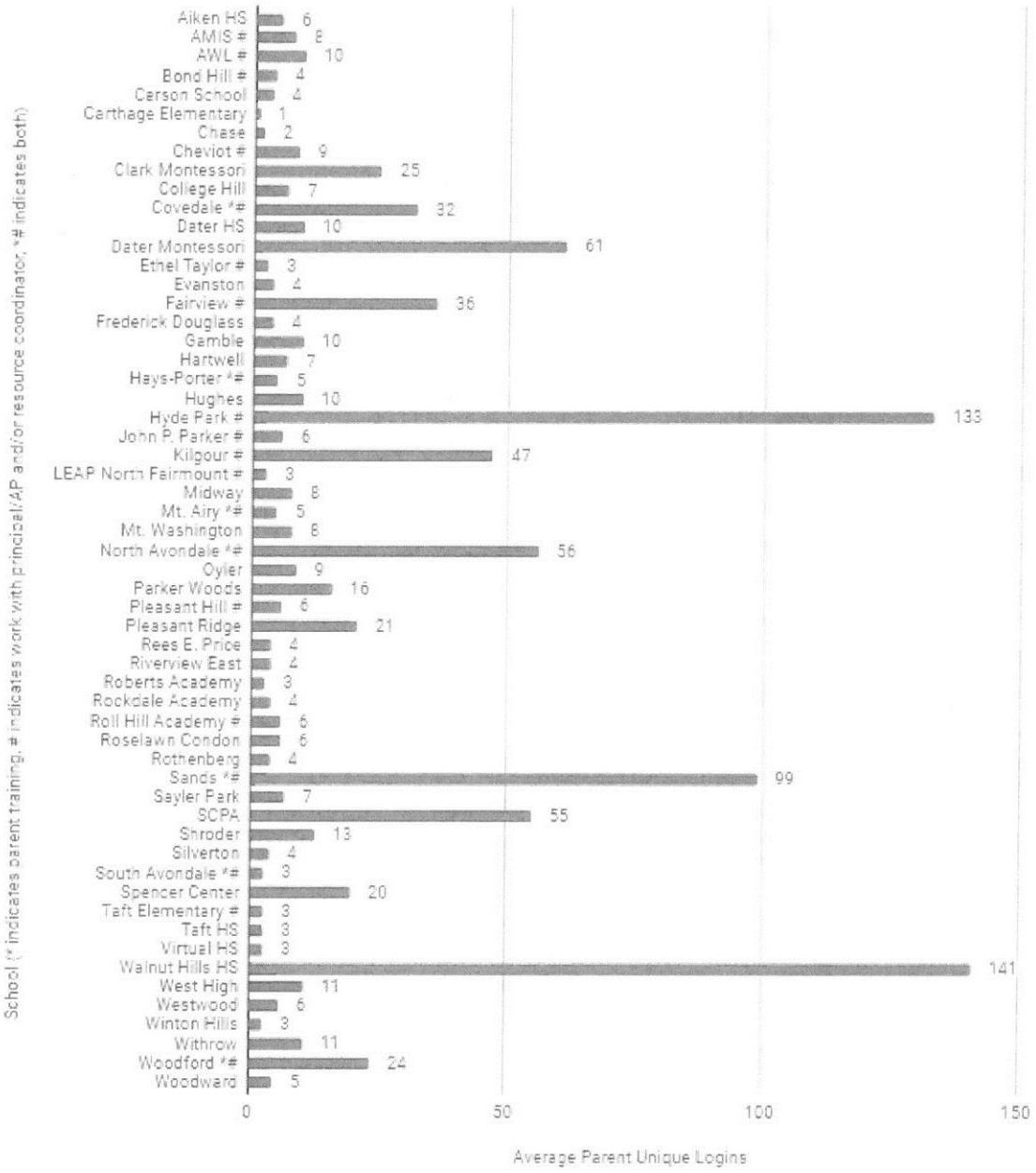
Schoology Average Student Unique Logins by School: CPS September – November 2017



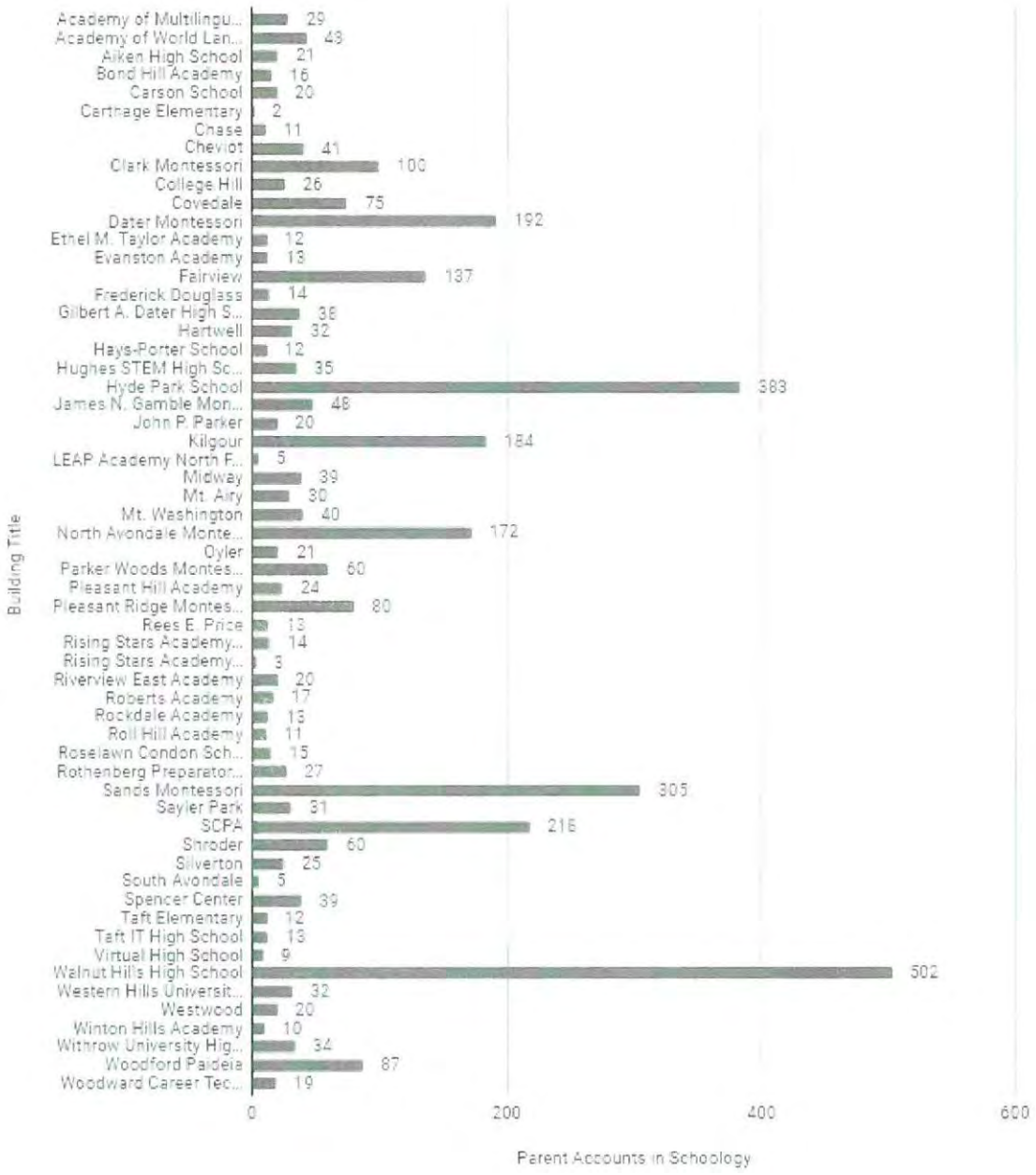
Schoology Average Faculty Unique Logins by school: CPS September – November 2017



Schoology Average Parent Unique Logins by School: CPS September – November 2017



Parent Accounts Per Building

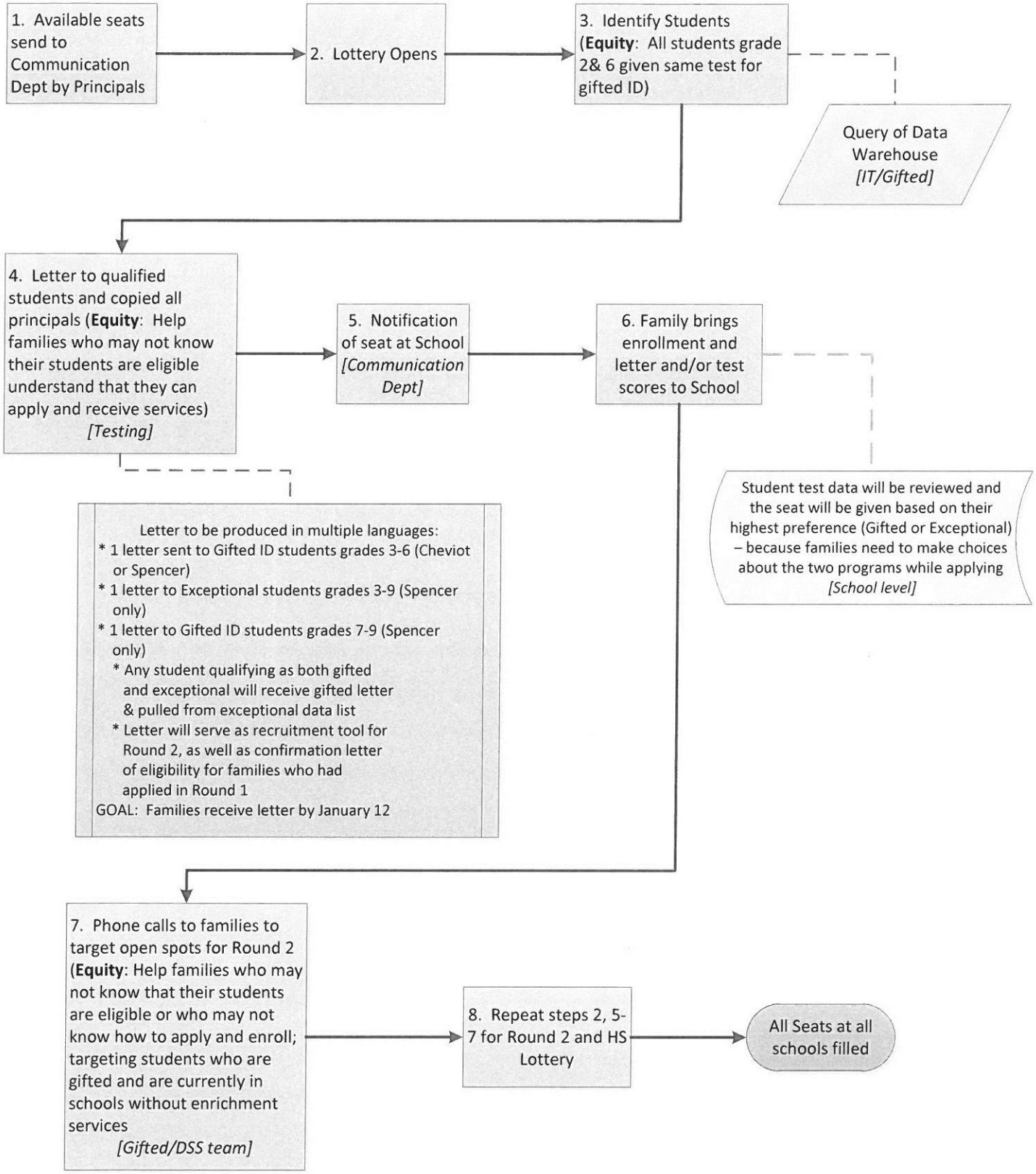


Gifted Magnet Enrollment Process

Tianay Amat, Assistant Superintendent

Ms. Amat updated the Committee on the gifted and enrollment process.

Gifted Recruitment and Enrollment Process Mapping 2018-2019



The Committee expressed concern about students being accepted into the Cheviot and Spencer Gifted Schools before CPS students learn if they qualify for the school. It was expressed by Committee member Hoffman that some families could pay for private testing before all CPS students have received their results and know to apply. Thus those families would fill up the seats prior to the qualifying CPS students.

ACTION: The Committee advised that they will recommend to the Board that the Administration push the lottery for round one back to January for those two schools due to enrollment being closed before the students receive their test scores. The Administration will delay sending out acceptance letters until calls are made to parents notifying them their child has qualified, and then round one will be extended.

ACTION: Assistant Superintendent Amat will check to see how far along the process is for this year and report back to the Committee.

Performance Matters Platform

Tianay Amat, Assistant Superintendent
Michelle Hughes, Science Curriculum Manager
Justin Leach, Social Studies Manager, and

Ms. Amat provided the Committee with a chart from the Ohio Department of Education: "Priority Schools at a Glance," that outlines what all schools need to implement.

	Priority Schools at a Glance	All Priority Schools	2nd-Year Priority Schools
	Precisely implement their selected School Turnaround Intervention Model	Required	Required
	Along with their districts, implement the Ohio Improvement Process with the oversight of the district and support from the State Support Team, using state and local data sources.	Required	Required
	Complete the OIP Implementation Rubric within 60 days of official designation or within 60 of the start of the school year (whichever is later), and annually thereafter.	Required	Required
	All district designees and school principals will attend a technical assistance orientation	Required	Required
	District designees and school principals participate in onsite monitoring and technical assistance by the assigned Ohio Department of Education transformation specialist to ensure the exact implementation of their School Turnaround Intervention Models and the Ohio Improvement Process.	Required	Required
	Implement Ohio Improvement Process precise, including the creation and implementation of a School Improvement Plan for the building and the OIP rubric, collaborating with the transformation specialist.	Required	Required
	Implement Teacher-based Team common planning time for at least 40 minutes per week. Implement Building Leadership Team meetings of at least 120 minutes per month, using the five step process. Student data must form the basis of discussions by TBTs and BLTs.	Required	Required
	Use the Decision Framework to inform the School Improvement Plan.	Required	Required
	Use the School Improvement Diagnostic Review, as directed by the Ohio Department of Education, to inform the School Improvement Plan.	Required	Required
	Implement a tiered model of intervention within the school day, focusing on Tier I core instruction.	Required	Required
★	Use frequent formative and quarterly assessments to inform instructional practices and monitor the impact of the School Improvement Plan.	Required	Required

	Incorporate strategies for diverse learners into School Improvement Plan.	Required	Required
	Priority Schools' districts will be placed in an Intensive Support District status and will be required to assign staff to serve as internal facilitators for the OIP and School Turnaround Intervention Model implementation. Click here for more information about supports and requirements for Intensive Districts.	Required	Required
	Include research-based strategies to support early literacy in elementary schools and include college and career readiness and planning for middle school and high school students. These strategies must be aligned to the School Turnaround Intervention Model components in the School Improvement Plan.	Not Required	Required
	Provide 40 additional hours per school year of school-wide professional development outside of the regular school day, aligned to building needs and one of the following intervention model components: Ohio's new Learning Standards, formative instructional practices, research-based early literacy strategies and research-based college and career readiness.	Not Required	Required
	Principals must use eTPES in their recruiting and hiring practices to ensure ineffective or developing teachers are not placed in second-time schools.	Not Required	Required
	Principals who have been leading buildings for a minimum of three years will be evaluated by the district using the Ohio Principal Evaluation System (OPES). The district will provide professional development on principal leadership and areas identified in the performance review, and will monitor the principals' progress for one year. Principals not showing progress on the OPES rubric should be considered for removal.	Not Required	Required
	Exercise the Option to implement Career Pathways Framework into high School Improvement Plans	Not required	Not Required

She highlighted "Use frequent formative and quarterly assessments to inform instructional practices and monitor the impact of the School Improvement Plan" and how the Administration plans to address that requirement. Currently the Administration believes this is not being met because the District lacks a Districtwide, unified test in all the required grades and subjects.

The Administration is requesting that the Board approve the Performance Matters platform to meet this need.

Mr. Leach updated the Committee on the following needs for an assessment management system:

- One platform for teacher created assessments, school created assessments, and District assessments
- Platform for teachers to deliver quick formative assessments
- Platform that could allow teachers to create assessment items that are aligned to the tech-enhanced questions on the state tests
- Easier access to assessment data from various sources
- Platform that supports PLC and TBT work at schools
- System that would reduce the amount of time teachers spend on organizing data and allow teachers to spend more time analyzing data to inform instruction

An RFP was produced with the following timeline:

- Phase 1: RFP feedback and input (January 2017 – March 2017)
  - Various stakeholder groups were engaged to gain feedback and input to be used in creating RFP
- Phase 2: Creation of RFP (March 2017)
- Phase 3: RFP posted and initial submissions reviewed (March 2017 – April 2017)
- Phase 4: RFP finalist demonstrations and awarding of RFP (May 2017)

The RFP Selection Committee included teachers, principals, instructional coaches, ITM, Testing and Accountability, and Department of Student Services. Five finalists were evaluated, and the live demonstrations were held on May 10 and 11, 2017.

Performance Matters' Unify Platform was selected by the RFP Selection Committee for the following reasons:

- Usability
- Assessment items that are:
  - Tech-enhanced
  - Can be aligned to higher levels of depths of knowledge (DOK)
  - Linked to multiple standards
  - Linked to free form tags for organizing
- Ability to automatically grade paper based assessment with GradeCam and use of that data on Performance Matters
- Supports rubric based assessments in areas of writing, fine-arts, performance tasks (includes multiple raters and blind scoring options)
- Access to Certica and Key Data System assessment item banks
- Ease of access to assessment data
- "Baseball Card"
  - Data from multiple sources for a student organized on one page
  - Data from teacher assessments can be seen alongside State assessment data and other sources of data
  - Graphic and visual display of data
- Data can easily be imported into system and exported from system
- Ease of access to detailed data and reporting
  - Can filter students by subgroups
- Ability to support multi-tier system of supports/RTI
- Early warning system

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.

Committee member Hoffman questioned whether teachers will be required to use Performance Matters. It will not be mandatory; however there will be an incentive to use the software. Committee chairperson Bolton said it would have to be mandatory to accomplish its purpose.

The value is that the tool can be used to evaluate across the District. Principals were contacted regarding conducting a pilot of the program, and 40 of them wanted to be participants.

Ms. Bolton questioned if we are adding tests, what tests will be eliminated?

Mrs. Hoffman expressed interest as to how this could help teachers and District Administration but that it should not lead to punitive action. In order to be successful it will need positive participation and full buyin.

Committee chairperson Bolton remained unconvinced that the implementation of this major change districtwide has been fully developed and communicated.

ACTION The Administration will provide information on how much testing is taking place.

ACTION The Administration will look at the Third Grade Reading Guarantee implementation model. That implementation model could inform how Performance Matters is implemented. Assistant Superintendent Amat will present the implementation program to the Committee in January 2018 after further Administration discussion and planning.

The meeting adjourned at 2:45 PM.

Student Achievement Committee
Eve Bolton, Chair
Elisa Hoffman
Daniel Minera, *absent*

Staff Liaisons
Cheryl Broadnax, Assistant Superintendent, absent
Bill Myles, Assistant Superintendent, absent