

REVISED
REPORT OF THE STUDENT ACHIEVEMENT COMMITTEE

The Student Achievement Committee (SAC) met on Monday, January 23, 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; Elisa Hoffman; Daniel Minera

Administrators

Cheryl Broadnax, Assistant Superintendent; Susan Bunte, Director of Student Services; Gabriel Lofton, Assistant Superintendent; Laura Mitchell, Deputy Superintendent; Bill Myles, Assistant Superintendent

Mayerson Academy

Beth D'Amico, Professional Development Specialist

Cincinnati Academy of Collaborative Professionals

Pete Dillon, PhD, Family Relation Specialist

Parent

Anna Byers, Walnut Hills, High School Start Times

Meeting Dates and Suggested Topics for This Year's Work

Committee Chair Bolton reported that she has created a list of 2015-16 SAC workplan items that can be removed because they have been initiated and now may only be in need of oversight.

Organizing for Implementing 2020 and My Tomorrow

Laura Mitchell, Deputy Superintendent

Mrs. Mitchell reported that her team has been moving forward in the design of the new Spencer Center for Gifted and Exceptional students and the new LEAP (Language Enrichment and Academic Proficiency) Academy which offers Spanish language and culture and instruction throughout all grades. It is modeled after Fairview School on the East Side.

She provided the Committee with a copy of an informational flyer about the new Spencer Center and LEAP Academy. The document will be mailed to parents. Please find attached flyers for both schools.

Mrs. Mitchell informed the Committee about the selection criteria for the Gifted and Exceptional Students. She highlighted for Gifted, the need to score in the 95th percentile in two subjects: reading and one other subject, or math and one other subject, or reading and math. She reported that after looking at student scores in the Exceptional area, there were many under-represented minority students that fell in the 85 to 95 percent range. Cognitive skills were looked at using the Terra Nova Inview Test to increase the scores to maintain the integrity of the program.

The TerraNova InView Test is a cognitive abilities aptitude test that measures skills and abilities that are important for academic success. It is sometimes used as an entrance exam for gifted programs throughout the United States. <http://www.originstutoring.com/blog/inview-test>

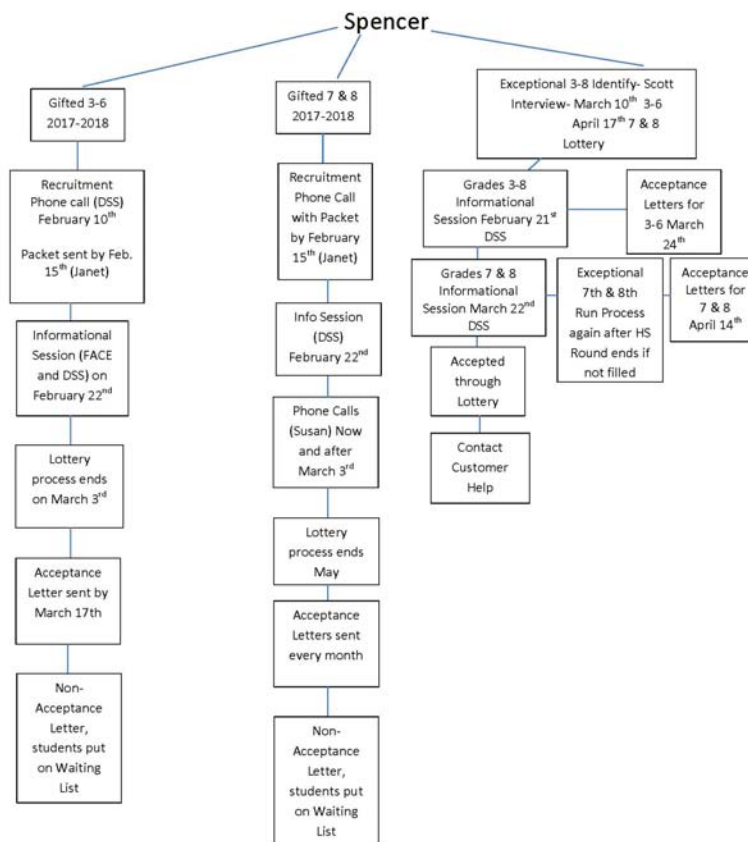
For school year 2017-2018, a total of 345 students are enrolled in these: 175 students in Spencer Center for Gifted and Exceptional Students, and 170 students the LEAP Academy. She also reported that enrollment will out-pace the Spencer Center building within three to four years due to the number that could qualify.

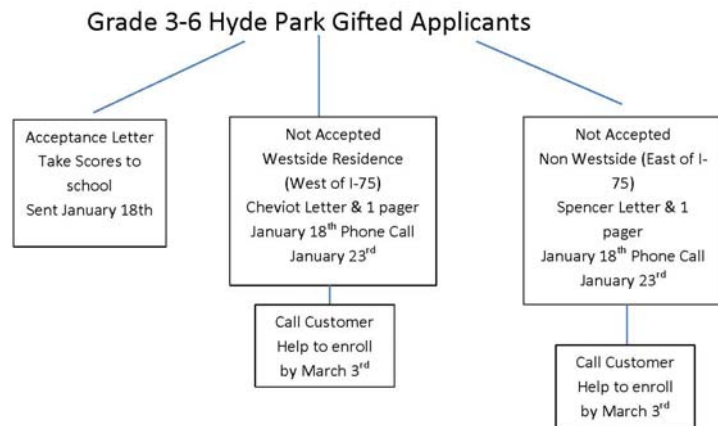
The Spencer Center for Gifted and Exceptional Students will grow to be a 3-12 grade school.

Mrs. Mitchell informed the Committee about the process and flow of acceptance and non-acceptance for Hyde Park Gifted applicants for grades 3-6. Acceptance letters are sent to those accepted and those not accepted due to capacity and are Westside residents, will receive a letter and a phone call about being enrolled into the Cheviot School. If you qualify for gifted and are a non-Westside student, a letter and a phone call about Spencer will be provided to parents.

She also updated the group on the flow and process for recruitment into the Exceptional and Gifted program at Spencer for grades 3-8. The process will consist of recruitment phone calls, informational sessions, packets of information, and acceptance letters that may include an offer to attend Spencer if not able to get into Hyde Park Gifted due to capacity.

Following are the flow charts for Hyde Park/Gifted and Spencer.





Mrs. Mitchell provided the Committee with a copy of a timeline for the opening of LEAP Academy at North Fairmount and the Spencer Center for Gifted and Exceptional Students schools. The document included dates for: Acceptance Letters, Curriculum, Exceptional and Gifted Informational Sessions, Exceptional and Magnet Lottery dates Furniture, Identification of Partners, Marketing, Materials, Naming the Schools, Principal Interviews and Recruitment Fair, Program Design, Teacher Job Fair, Teacher Selection, Technology, and Transportation

ACTION: Committee Chair Bolton advised that the school is named The Donald and Marion Spencer School and that the Deputy Superintendent might and should reach out to Mrs. Spencer to update her and her family on the school's development.

Mrs. Mitchell reported that she and Student Services Director Susan Bunte met with Accelerate Great Schools for their interest in supporting the schools. The organization was very excited and looking forward to providing assistance.

Susan Bunte informed the Committee that she and Board Member Daniel Minera met with members of the North Fairmount community about the LEAP Academy. The community was very grateful and thankful that the Board brought the school back to their community.

She reported that questions came up around services and support, having a school-based health center, partnering, and how the school can be an integral part of the neighborhood and revitalization. Ms. Bolton reiterated that the community requested two years ago that a Community Learning Center be established there.

Ms. Bunte reported that the work was done in four buckets and the same process that was used for the Spencer school was used for the LEAP Academy at North Fairmount.

The buckets included:

1. How to recruit students in K-3 with a focus on both native English speakers and English Language Learners
2. Pre-Kindergarten
3. Leadership
4. Staffing

She also reported that Human Resources is recruiting bilingual staff for all aspects of running the facility and that she has been successful in recruiting bilingual paraprofessionals and working hard to recruit bilingual teachers.

Mrs. Mitchell reported that a summer gathering will occur to meet with parents and students to add welcoming decorations and festivities to resonate with the Latino culture on the first day of school.

Committee member Minera advised the Administration to:

- Find a lead agency for the school. Mrs. Mitchell will follow-up with Xavier University, as they are interested.
- Have an inventory of staffing, as it relates to skills and questioned what other qualities the staff have that could be used.
- Keep the same integrity that is at Fairview and Spencer, at LEAP Academy.

Ms. Bolton advised the Administration to make sure that the grounds at LEAP Academy are well kept as well as at the other schools.

Committee member Hoffman advised to reach out to the Teach For American Network for bilingual teachers.

Mrs. Mitchell advised that with the growth of programming and the additional schools, Senior Management may need to be expanded with a mind toward Agile Project Management.

High School Developments

Gabriel Lofton, Assistant Superintendent

Start Times

Dr. Lofton informed the Committee that John Davis, Transportation Director, met with Metro/SORTA a number of times about how transportation limits would limit any major changes in high school start times.

Mr. Davis informed Dr. Lofton that there are not enough Metro buses to accommodate later start times due to the amount of buses Walnut Hills uses to transport students and the length of the trips. Walnut Hills has approximately 3,000 students and uses more buses and mileage than any other high school in the District.

SORTA advised that start times for other high schools would need to change in order to accommodate schools that want to start later.

Dr. Lofton reported that the City advised that later start times would affect traffic patterns with all the buses and cars moving during those times. There would be an increase of traffic across the city even if Metro was able to accommodate later start times for all of the high schools.

Aiken, Clark Montessori, Hughes, Withrow, and Walnut Hills are all interested in later start times.

ACTION: Assistant Superintendent Myles will look into the possibility of adding additional routes for yellow bus service. He will also meet with Dr. Lofton and the Interim Chief Operations Officer on what the costs would be to increase bus transportation and the availability of drivers for yellow bus service.

ACTION: The District and Metro will continue discussions about next year.

ACTION: Member Hoffman advised that we need an ACES meeting regarding transportation. *Councilman PG Sittenfeld's ACES (Alliance for Community and Educational Success)*

ACTION: The Committee assigned the Transportation Director to contact other districts on how they route schools that have moved to later start times.

AdvancED Accreditation

Dr. Lofton reported that work has continued in having all CPS high schools AdvancED Accredited.

The following high schools are Accredited:

- Hughes STEM
- School for the Creative and Performing Arts
- Robert A. Taft Information Technology
- Walnut Hills
- Western Hills University
- Withrow University
- Woodward Career Technical

The following schools are in progress for Accreditation:

- Clark Montessori (Fall 2017)
- James N. Gamble Montessori (Fall 2017)
- Oyler School
- Riverview East (Spring 2017)
- Shroder (Spring 2017)

Applying in 2017-2018

- Aiken New Tech

Dr. Lofton informed the Committee that CPS is the only mid to large urban school district in the Midwest which have all of its high schools accredited.

He also reported that the District went up in its ACT composite score from 19 to 20. This score puts the District up with the national average

High School Principal Professional Development (PD)

Dr. Lofton updated the Committee about work that has been done around professional development for high school principals to create a professional learning community. High school principals attended the following PD events.

Summer 2015 – Improving Schools: The Art Leadership, Harvard University

- Identify areas of school improvement, establish priorities, develop strategies and build a base of support around a change initiative.

Summer 2016 – Professional Learning Communities at Work Institute, Minneapolis, MN

- Build school cultures where learning thrives.

Summer 2017 – Model School Conference, Nashville, TN

- Real challenges and solutions for increasing rigor, relevance, relationships and results.

Seventh Bell as an Equity Issue

Dr. Lofton reported that Superintendent Ronan is interested in moving to a 7-bell day. Adding a seventh bell in five high schools plus adjusting transportation will represent a major increase in the general fund budget, but will also move the District to greater equity.

Once solved, seventh bell could be implemented in school year 2017/2018. Dr. Lofton has advised Principals to begin planning for a 7-period day (50 minutes) to offer core electives.

Career Paths and Curricular Programming

Dr. Lofton will lead the effort to increase the career paths offered and using distance learning as a method of instruction. The following are 2016-2017 Career and Technical Education Programs offered at the high schools.

Agricultural and Environment Systems
Business and Administrative Services
Construction Technologies
Health Science
Information Technology

Arts and Communication
Career Based Intervention
Engineering and Science Technologies
Hospitality and Tourism

Dr. Lofton will add Distance Learning to the list.

Please find attached a copy of the programs offered at the schools.

Truancy Pilot and Student Chronic Absenteeism

Bill Myles, Assistant Superintendent

Mr. Myles reported that he met with Senator Peggy Lehner. The Senator is interested in doing a pilot program with the district on truancy. The truancy bill that she is introducing creates several provisions to help a child who is consistently absent, which includes intervention teams that can help that child avoid the court system. She'd like to eliminate suspensions and expulsions of children younger than nine years old, with some exceptions. She believes that the schools should have alternative options for kids – many of whom are struggling with mental health issues.

<http://www.ideastream.org/stateimpact/2016/07/01/senate-proposed-changes-to-truancy-bill>

He advised that the District is interested in participating in the pilot and that he visited Northwest School district who does an attendance court. General Counsel Hoying and Mr. Myles have spoken with Juvenile Court to begin offering attendance court once a week.

He is also looking into having an attendance clerk in every building to follow-up with students who do not show up for school.

ACTION: Mr. Myles will update the Committee on school attendance/absenteeism and the connection between achievement and absenteeism at the next Student Achievement Committee meeting.

School Culture or "Culture at the Site"

Restorative Practices and Standards (RPS) and Professional Development

Mr. Myles continued to update the Committee on branding and developing the District's work on restorative practices, increasing mental health efforts in our elementary schools and using the CPS/CFT partnership in these areas.

Cultural Competency

Dr. Lofton reported that there have been conversations with organizations that train in cultural competency. He advised that Superintendent Ronan and Pat Neal-Miller, Director of Family and Community Engagement, have met with individuals.

Code of Conduct

Mr. Myles reported that he would like SAC to review the CODE for discussion at the February 27, 2017 Student Achievement Committee.

U.S. Department of Education Office of Civil Rights Equity and Opportunity Gaps

Committee Chair Bolton reported that the Office of Civil Rights *Key Data Highlights on Equity and Opportunity Gaps In Our Nation's Public Schools* Civil Rights Data Collection (CRDC) report provides 2013-14 to 2015-2016 equity and opportunity data on the following topics:

- Access to distance education courses, credit recovery, and dual enrollment
- Availability of free or partial-payment preschool in school districts
- Bullying and harassment
- Chronic student absenteeism
- Civil rights coordinators in school districts
- Early learning
- Educational access in justice (detention, correctional or residential) facilities
- Pathways to college and career readiness (including access to math/science and AP courses)
- Prevalence of and student participation in interscholastic athletics
- Restraint and seclusion
- School finance
- Student discipline
- Sworn law enforcement/school resource officers in schools
- Teachers and other school personnel

Ms. Bolton will provide the Administration with a copy of the report.

2013-2014 Civil Rights Data Collection

<https://www2.ed.gov/about/offices/list/ocr/docs/2013-14-first-look.pdf>

February Preview Proposal

The following items will be discussed at the February 27, 2017 SAC meeting.

1. Schedule E Inventory By Site
2. Walnut Hills High School Capacity Solution Alternatives
3. Activities Beyond the Classroom (ABC) Contract Regarding Extra Curricular Programs
4. Sandy Hook Promise
5. Thriving Learning Communities
6. Absenteeism

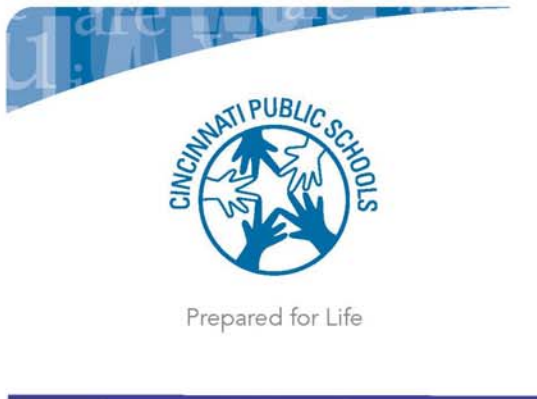
The meeting adjourned at 1:16 PM.

Student Achievement Committee

Eve Bolton, Chair
Elisa Hoffman
Daniel Minera,

Staff Liaisons

Mary A. Ronan, Superintendent
Laura Mitchell, Deputy Superintendent
Cheryl Broadnax, Assistant Superintendent
Gabriel Lofton, Assistant Superintendent
Bill Myles, Assistant Superintendent



Introducing ... the New Spencer Center for Gifted and Exceptional Students

- Opening August 2017 in Walnut Hills as a citywide magnet school
- Prepares students for the rigor of nationally acclaimed Walnut Hills High School
- Gives students a highly personalized learning experience with opportunities to travel abroad

New Citywide Magnet School Serving Cincinnati's Brightest Students

Cincinnati has a new home for its most academically promising children at the Spencer Center for Gifted and Exceptional Students, set to open in August 2017 for grades 3 through 8. Students will blossom in this flexible, yet rigorous, environment that prepares them for success in the Special College Preparatory Program (SCPP) at Dater and Walnut Hills high schools.

Gifted and Exceptional Students will Benefit From:

- A rigorous curriculum that connects the classroom to actual workplaces – providing students with opportunities for internships and career-based experiences that will prepare them for the real world.
- Opportunities to study through exciting field experiences in Cincinnati, and, eventually abroad.
- A robust offering of extracurricular activities and sports.
- Latin to prepare students for the Special College Preparatory Program (SCPP) offered at Dater and Walnut Hills high schools.
- Unique electives, such as Yoga, Tai Chi, Robotics, Foreign Language and Mindfulness.
- Project-based, hands-on learning incorporating problem-solving and design thinking to bring academic concepts to life.

Who Can Attend the Spencer Center for Gifted and Exceptional Students?

Students currently attending Cincinnati Public Schools, as well as those in charter or non-public schools located within the district, are eligible to apply as long as they meet eligibility requirements:

For Gifted Students (grades 3-8)

- Rank at the Superior Cognitive level on a cognitive abilities test,
OR
- Score at the 95th percentile or higher in two of the following subjects on the Terra Nova or other standardized achievement test: Reading, Math, Social Studies or Science. One of the two subjects must be either Math or Reading.

For Exceptional Students (grades 3-8)

- Scores between 85th and 94th percentile on the Terra Nova reading test,
OR
- Scores at 123 or above on the Inview Cognitive Skills Index,
OR
- Scores at 123 or above on the CogAT Student-Aged Score (SAS).

For More Information

Application Process:

Customer Help Center (513) 363-3223

Programming:

Student Services Department (513) 363-0281



Prepared for Life



Introducing ... the LEAP Academy

Giving students an academic advantage with world language instruction in Spanish

- **New magnet school serving Cincinnati's West Side students in grades PreK-3**
- **Ensuring early language and literacy exposure in Spanish**
- **Enrolling now for the 2017-18 school year**

The benefits of learning a foreign language are numerous, and doing so at an early age leads to a level of mastery far beyond those who get a later start. Language fluency is easier to come by when you start earlier, and LEAP Academy offers Spanish language instruction as early as preschool. Language instruction is infused with cultural arts to achieve a rigorous, yet enriching, experience for both native English and native Spanish speakers. LEAP Academy will begin the 2017-18 school year serving grades PreK-3. Additional grades will be added each year until the school serves grades PreK-6.

The LEAP Advantage:

- Daily exposure to Spanish language and culture enriches each student's educational experience.
- Early exposure to Spanish ensures that students are well-prepared to tackle the foreign language high school graduation requirements.
- Integration of fine arts into instruction exposes students to the cultures of Latin America and Spain.
- A small school environment allows a team of highly qualified teachers and caring administrators to build strong ties with students and their families.
- A supportive Community Learning Center delivers resources to students and families during and beyond the traditional school day.
- State-of-the-art technology aids students in learning, while tapping them into cultures around the world.

Learning a Second Language at an Early Age:

- Has a positive effect on intellectual growth.
- Encourages more flexibility in thinking, greater sensitivity to language and a better ear for listening.
- Improves a student's understanding of his/her native language.
- Opens the door to other cultures and helps students understand and appreciate people from other countries.
- Increases job opportunities in many careers where knowing another language is an asset.

Ready to Enroll?

Your family is welcome to apply to attend **LEAP (Language Enrichment and Academic Proficiency) Academy** beginning in the 2017-18 school year. Apply through our **Magnet Lottery**, which runs from **Feb. 1 - March 3, 2017**. For more information, visit **cps-k12.org** or call our Customer Help Center at **513-363-0123**.

Form 7441

**Cincinnati Public Schools
High School Facts and Data
January 23, 2017**

2016-2017 Career and Technical Education Programs		
Career Field	School(s)	Pathway
<u>Agricultural and Environmental Systems</u> - Includes technical- and profession-level careers in animal and crop production, agricultural services and engineering, food processing, horticulture, natural resource management, environmental services, agricultural and environmental education, communications and research.	Hughes STEM Gamble Gamble Middle School	Agribusiness (Zoo Academy) Environmental Production Systems Agriculture, Food and Natural Resource
<u>Arts and Communication</u> - Includes technical- and professional-level careers related to the humanities and the performing, visual, literary and media arts.	SCPA SCPA	Media Arts Performing Arts
<u>Business & Administrative Services</u> - Includes technical- and professional-level careers in business management, administrative support, human resources and business administration that encompass planning, organizing, directing and evaluation business functions essential to efficient and productive business operations.	Withdraw	Business Management (Finance & Law)
<u>Construction Technologies</u> - Includes technical- and professional-level careers in designing, planning, managing and building and maintaining the built environment, including roadways and bridges and industrial, commercial and residential facilities and buildings.	Woodward Woodward	Construction Technologies Construction Management
<u>Engineering & Science Technologies</u> - Includes technical- and professional-level careers in planning, managing, and providing scientific research and services such as laboratory and testing and research and development; and (b) design, process and development services such as electrical engineering, industrial engineering, materials science, nanofabrication, fuel cell technology and robotics.	Aiken New Tech Hughes STEM Western Hills Woodward Hughes Stem Middle School Aiken New Tech Middle School	Engineering & Design Energy Science Engineering Technology Manufacturing Technologies PLTW Gateway to Technology PLTW Gateway to Technology
<u>Health Science</u> - Includes technical- and professional-level careers in planning, managing and providing therapeutic services, diagnostic services, health informatics, support services and biotechnology research and development	Hughes STEM Riverview Riverview Woodward Woodward Woodward	Biomedical Science PLTW Clinical Healthcare Services Medical Office Biotechnology Clinical Healthcare Services Fitness/Sports Medicine
<u>Hospitality & Tourism</u> - Includes technical- and professional-level careers in the management, marketing and operations of restaurants and other food services, lodging, attractions, recreation events and travel-related services.	Gilbert Dater	Culinary and Food Service Operations
<u>Information Technology</u> - Includes technical- and professional-level careers in the design, development, support and management of hardware, software, multimedia and systems integration services. The four IT pathways are Information Support and Services, Communication Network Services, Programming and Software Development/Applications and Interactive Multi-Media Development.	Hughes STEM Taft Taft	Programming & Software Development Interactive Media Network Systems (IT)
<u>Career Based Intervention</u>	Withdraw	Global2Local Interpreter Certification