



Eastmoor Academy High School
Columbus Public School District
Columbus, Ohio
Principal: Darryl C. Sanders
<http://www.columbus.k12.oh.us>

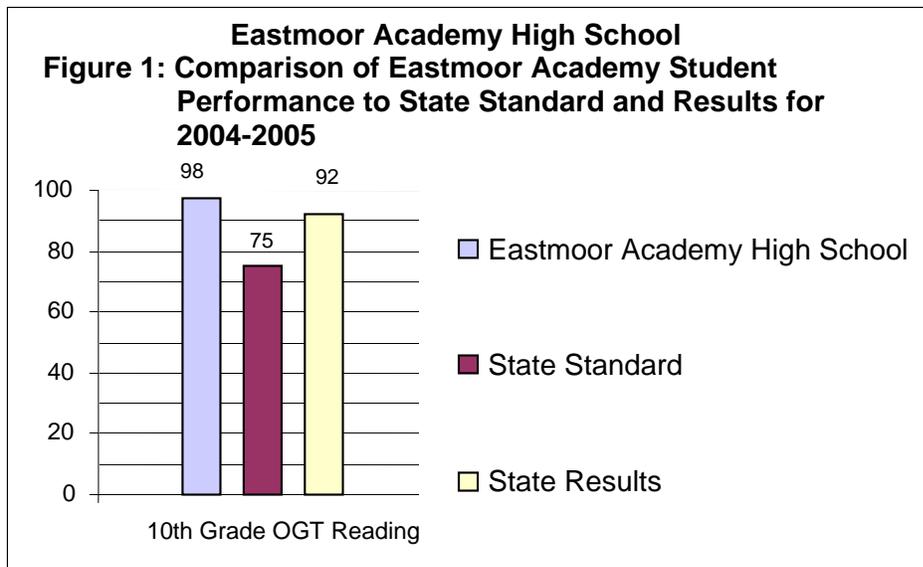
Eastmoor Academy High School (EAHS) is a high poverty, high performing high school serving grades nine through 12 in the Columbus Public School District. Approximately 97 percent of Eastmoor’s students graduate with a high school diploma (compared to the state standard of 90 percent and state graduation rate of 85.9 percent in 2003-2004). Many EAHS graduates enter post-secondary education on scholarships. For example, the graduating class of 2006 received over \$2 million in scholarships.

In 2004-2005, the Ohio Department of Education (ODE) recognized Eastmoor Academy as an “Effective” school meeting 3 out of 7 indicators and as a *School of Promise* (SOP) for performance in 10th-grade reading on the Ohio Graduation Test (OGT). To meet the criteria for *Schools of Promise*, Eastmoor Academy had to enroll at least 40 percent or more of students from economically disadvantaged backgrounds and meet or exceed the State standard of 75 percent passage in reading and/or mathematics (overall and for each racial/ethnic student group).

2004-2005 Eastmoor Academy High School Profile	
2004-2005 Building Rating	Effective
Student enrollment	730
Grade Levels	9-12
Economically Disadvantaged Students	56.2%
African American Students	88.4%
White Students	7.8%
Hispanic Students	1.8%
Multi-racial Students	<10
Students with disabilities	13.6%
2003-2004 Graduation Rates	97.1%
Attendance Rate	92.4%
Source: <i>Ohio Department of Education, 2004-2005 School Year Report Card for Eastmoor Academy High School</i>	

Comparison of Eastmoor's Student Performance to State Standard and Results

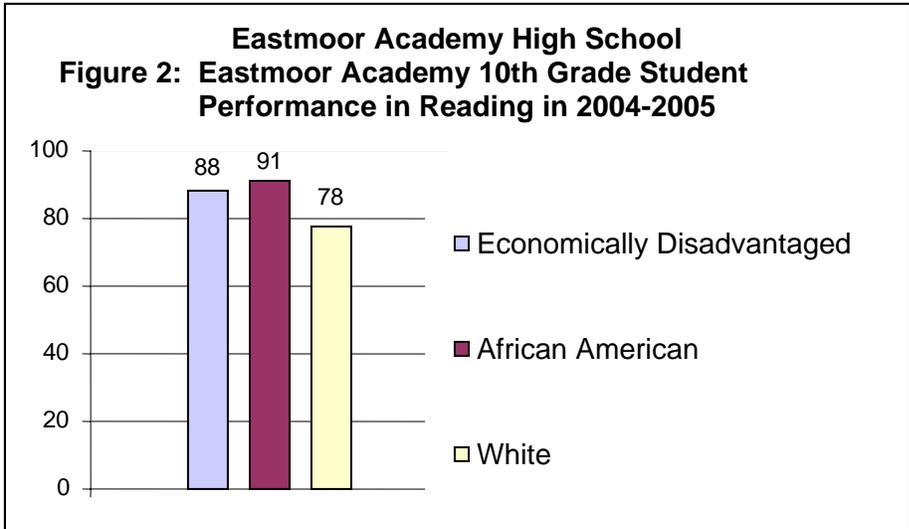
In 2004-2005, 98 percent of Eastmoor's students scored proficient or above on the Ohio Graduation Test in reading in comparison to the state standard of 75 percent and the state's average of 92 percent (see figure 1).



Sources: Ohio Department of Education, 2004-2005 School Year Report Card for Eastmoor Academy High School; Ohio Department of Education, 2004-2005 Annual Report on Educational Progress in Ohio

Eastmoor's OGT Disaggregated Reading Performance by Student Groups in 2004-2005

Figure 2 provides a breakdown of the percentages of Eastmoor's students who scored proficient and above on the tenth-grade OGT in reading by student groups. The percentages included: 88 percent of economically disadvantaged students, 91 percent of African-American students, and 78 percent of White students in 2004-2005.



Source: Ohio Department of Education, 2004-2005 School Year Report Card for Eastmoor Academy High School

Methodology

The purpose of the Schools of Promise Multiple Case Study is to highlight and document effective research-based strategies used by selected urban schools according to the *SOP Framework of Practice* (a review of research and literature organized around five themes) and the *SOP Implementation Inventory*. The study focused on the schools piloting the *SOP Implementation Inventory*, which is a tool designed to help a school examine and document its practices using the *SOP Framework of Practice*.

The Ohio Department of Education selected six urban schools for the study based on student performance on state assessments in either, or both, reading or mathematics. Once a school agreed to participate in the study, a researcher from RMC Research Corporation visited each site and trained the principal and school team in the use of the *SOP Framework of Practice* and the *SOP Implementation Inventory*. The school principal and a team s/he appointed completed the *SOP Implementation Inventory* and submitted the completed Inventory with supporting documentation to RMC. Additional records were obtained from the school and the Web sites of the Ohio Department of Education, the district and the school. The researchers

reviewed and analyzed the completed inventory and documentation according to each theme and sub-theme of the *SOP Framework of Practice*. RMC identified additional questions to be asked during validation site visits. Two researchers conducted a two-day validation site visit in April 2006 that included six classroom observations and six interviews with the principal, assistant principal, staff and students. The researchers collected data on the classroom observations using a standard protocol. The interview questions were open-ended and tailored to each school. The researchers reviewed and qualitatively analyzed all collected data using the five themes of *Schools of Promise*.

Background Information on Student Enrollment

Students from Eastmoor's neighborhood as well as across Columbus enroll in EAHS. Columbus Public Schools has a community choice and intra-district open enrollment program in which parents may apply for their child to attend another school of their choice rather than the neighborhood school. All high schools in CPS have lottery seats. The district operates a lottery in January for the following school year. While EAHS does not have entrance criteria, there is a district-wide high school application that must be completed by parents to request enrollment in Eastmoor through the lottery. For example, in the lottery for 2006-2007 school year, parents had to apply for their child and identify three schools of choice in January 2006. The lottery drawing is by grade and by school.

Rigorous Instruction Aligned to State Standards

The first of five SOP themes is: Ohio *Schools of Promise* deliver rigorous instruction aligned to the state's academic content standards. Eastmoor is a traditional college preparatory school. Its mission is to prepare students for college or other post-secondary education by meeting or exceeding all goals set forth by the state and district.

Eastmoor Academy's school day begins at 7:30 a.m. and ends at 2:30 p.m. The school day consists of eight periods, each lasting 49 minutes. Teachers have one planning period per day.

The school is focused on students meeting or exceeding state and district goals through a strong academic program and community involvement. The school views the Ohio academic content standards as the minimum requirements for students to meet. Ninth- and tenth- grade instruction is targeted to expectations represented by the OGT. During the week, Eastmoor classes focus on preparation for the OGT and standardized assessments. Eastmoor uses the previous OGT results to refine the focus of their current curriculum. For example, the comprehension of nonfiction texts became a priority in 2005-2006 after the school reviewed the results on the 2004-2005 OGT. Therefore, during 2005-2006, the English department focused the weekly OGT instructional sessions in classes on comprehension of nonfiction texts.

Students identify EAHS as having high expectations for college preparatory courses. A student survey in 2004-2005 found 90 percent of eleventh-grade students identified that EAHS courses were challenging and EAHS teachers expected students to do excellent work. Ninety-three percent of the students reported that EAHS had prepared them for the Scholastic Aptitude Test (SAT) or the American College Test (ACT). Seventy-eight percent of surveyed 11th graders reported that the school had helped students prepare a post-secondary school application.

All Eastmoor teachers are expected to include the benchmarks for their content area in lesson planning, implementation, and assessment. The state's academic content standards are posted in every classroom. Eastmoor uses the district's curriculum guides which are aligned to state standards and the district's matrices to enhance its courses. School staff is constantly refining the district's curriculum matrices during the school year on an as needed basis. For example, Eastmoor's English, social studies and humanities teachers created matrices which combined the benchmarks for English and social studies. The matrices took into consideration

the pacing for the OGT, vertical alignment of English readings and content, and standardized test preparation.

Eastmoor's humanities program is an innovative, creative interdisciplinary curriculum that is team taught by a history and English teacher. The humanities course is based on courses originally developed by Columbus Alternative High School, one of 22 other high schools in the district. Course content includes English Language Arts, social studies, the arts, philosophy and religion, and architecture. Every ninth-grader enrolls in Introduction to Humanities while tenth-grade student enrolls in World Humanities. The humanities courses are scheduled for two consecutive periods a day and students earn two credits, one credit in English and one credit in history. Interviewed staff reported that the ninth-grade humanities class introduces students to the requirements of college preparatory courses and higher order thinking skills.

Many courses at EAHS require students to read and work during the summer. For example, the 2006 Summer reading assignment for the Introduction to Humanities course included reading *Ishmael: An Adventure of the Mind and Spirit* by Daniel Quinn. In addition to reading the book, students had to: (1) write extended paragraphs on 10 subtopics addressed in the book; (2) collect and write about 10 quotations from the book in a scrapbook; and (3) collect articles from newspapers and magazines on environmental problems or disasters. Summer assignments are also required for students with disabilities who receive special education services at all grade levels, tenth-grade Humanities, eleventh-grade American Literature and Advanced Placement (AP) English, twelfth-grade Issues in World Literature, and AP courses in American History, U.S. Government, and Literature and Composition.

Eastmoor places a heavy emphasis on students learning to write well. The school uses the district's mandated *Collin's Writing Program*, which defines five types of writing assignments with clear methods for evaluation of each. In addition, EAHS students learn the *Cornell Notetaking System*, which involves three steps students take before, during and after lectures.

Ninth graders focus on writing five paragraph themes, forming thesis statements from prompts, literary and metrical terms, vocabulary and preparation for the OGT. In addition to addressing the writing skills taught in the ninth-grade, tenth-graders learn the style manual of the *Modern Language Association of America* and write research papers. Eleventh-graders focus on analytical and critical writing and introduction to literary criticism. Twelfth-graders focus on writing without prompts, literary criticism, analysis, research papers, and analytical and critical writing.

As a result of the above efforts, 78 percent of Eastmoor's students scored proficient and above on the 10th-grade OGT in writing in 2004-2005 compared to a state standard of 75 percent. EAHS has received the *Creative Communication's Poetic Achievement Award* three times for exhibiting special merit. Eastmoor students have published their poems in the *Young Poets Speak Out Anthologies* and the *Ohio/Michigan What's Important to Me Anthology*. In 2005-2006, five Eastmoor students also participated in the Carrier Writing Awards in which their writings were judged by a team from the Carrier Corporation and The Ohio State University.

Providing Leadership that Leads to Continuous Improvement

The second SOP theme is: *Schools of Promise* have leadership that leads to the continuous improvement of the school. The school has a principal and three administrators. The Principal, Darryl Sanders, is in his second year at Eastmoor. Interviewed staff described the principal's leadership style as purpose-driven, collaborative, and democratic. Mr. Sanders believes that it takes teachers, students and parents working together to accomplish their best.

On a 2005 professional staff survey, 90 percent of Eastmoor's staff indicated that the school had a shared vision that guided instruction and 86 percent of the staff reported that the principal's leadership was focused on student learning. Interviewed staff reported that the principal has guided the faculty to become more purposeful and forward looking. Monthly staff meetings are geared towards improving instruction and discipline, sharing best practices, and

recognizing and celebrating successes. During staff meeting, the principal believes in spotlighting teachers for successes.

A major focus for Eastmoor in 2005-2006 was the development of a professional learning community. During the summer of 2005, the staff met for a one day retreat in which they reviewed their reading of Richard Dufour's and Robert Eaker's *Professional Learning Communities at Work: Best Practices for Enhancing Student Achievement* (1998). During the retreat, the staff, 85 percent of whom had completed the assigned reading, reached general consensus on school goals for 2005-2006. For example, one of the school goals was to be more efficient in communication. To reach that goal, the Principal used school funds so that staff could create accounts on the Web-based *Mygradebook.com*. This Web-based system allows staff to update and enter grades so they can be accessed at any time by teachers, students and parents.

The Professional Learning Community (PLC) Leaders and teachers now plan Eastmoor's professional development where in the past it was planned solely by administration. With input from the staff, the PLC leaders choose a theme and then make connections between the theme and the school's mission and vision. The focus of the PLC is to improve the climate and culture of the school and enhance teaching and learning so that Eastmoor becomes an excellent institution of learning.

Eastmoor has a number of governing teams and committees involved in setting and monitoring the school's continuous improvement goals (e.g., meeting and exceeding state standard of 75 percent on the OGT in science, mathematics, and social studies; improving student performance on ACT/SAT exams). For example, the All School Improvement Team (ASIT) includes the principal, the school union representative, and two volunteer staff members. The team meets in the summer and quarterly to review student data and review school goals with input from the departments and staff. There is also an Association Building Council that consists of five teachers elected by secret ballot, principal appointed members, the principal and

the principal's staff. The council advises and assists Eastmoor's administrators with the development of policies and procedures. They meet monthly with the professional learning community Leaders.

Teacher leaders include six department chairs (communication, mathematics, science, societal studies, cultural studies/foreign languages, and personal development). The department chairs are elected by faculty. In addition to administrative duties (e.g., schedules and placements of students), they lead department meetings, plan professional development activities and consult with administrators on issues related to curriculum.

The district provides one professional development day every other month and early release days for professional development every other month. District-wide professional development usually focuses on specific content subjects and teaching strategies. Professional development activities have addressed topics, such as higher level questioning, Socratic Seminars, assessment criteria, data analysis and student engagement. Teachers have individual personal development plans that identify personal goals in relationship to building goals.

Providing Instruction to Ensure Every Students Success

Theme three of SOP is: *Schools of Promise* design instruction to ensure every student's success. The school's social worker and attendance secretary check on all students who are absent more than four days without a call to the school. The Student Assistance and Intervention (SAIL) Committee is a school-based problem solving process to identify student strengths and barriers to academic success. The SAIL Committee examines attendance data to develop a school-wide attendance intervention effort. The Committee designates a specific staff person to coordinate all attendance intervention efforts.

Student progress is checked daily or weekly by each teacher. Some students, especially athletes, request weekly progress reports for coaches and parents. The school reports student

progress at nine and 18 weeks twice a year. Teachers either display student achievement in classes through the electronic grade book system or physically by student numbers. Parents and students have access to their grades and progress at any time using the electronic grade book system. Data on OGT testing is provided to each teacher and department chair. Student achievement also displayed in hallways.

The school staff analyzes student assessment scores and each department determines the area of focus for the school year. For example, the English department focused on vocabulary enhancement as a result of assessment results on the ACT.

Students who are struggling academically receive individual tutoring help from teachers. Each teacher has tutoring times available before school, after school or during a conference period. The mathematics and science teachers provide students help during their lunch periods. Tutoring in mathematics is also available every day after school. The humanities program offers an after-school humanities seminar for students who need intervention once a week. During the seminar, teachers provide interventions or tutor students who need assistance. The school also offers ACT and OGT tutoring after school.

Counselors and teachers meet by the first quarter interim reports to identify students at risk of failing one or more courses. If students are identified at risk, a meeting of the Intervention Assistance Team is scheduled for students, parents, the counselors, teachers, and psychologist to attend. An intervention plan is developed and the student's progress monitored.

If a student fails a course or grade, the student is given the opportunity to complete the district's Credit Recovery Program after school. The Credit Recovery Program is a self-paced instructional program which combines individualized teacher instruction with the use of technology. The program is aligned with CPS curriculum guides. According to interviewed staff, approximately 50 percent of the tenth-grade students have participated in Credit Recovery in 2005-2006.

To address the needs of English Language Learners (ELL), the school has one English-as-a-Second-Language (ESL) teacher and one assistant to serve students in two periods of ESL classes per day. During these periods, the students actively participate in the humanities courses. In addition, ELL students attend general education classes. Once a student demonstrates English proficiency on an assessment, a conference is held with the ESL teacher, student, and parents to determine the students' general education classes. The parents have the right to have students placed in English classes, even if the student is not proficient in English. School staff closely monitors students who exit the ESL courses into general education classes. If a student seems to be falling behind in general education classes, they will receive additional ESL support and tutoring.

Engaging Parents and the Community to Support Student Performance

The fourth SOP theme is: *Schools of Promise* engage parents and the community to support student success. Eastmoor uses a variety of activities to engage parents and the community. For example, during the summer prior to the start of school, Eastmoor sponsors a new parent/student orientation. An Open House is held during the fall in which parents and students meet staff and learn about Eastmoor's expectations and policies. Parent conferences are held throughout the school year.

Eastmoor has two parent liaisons and a social worker. The *No Child Left Behind Title II Section* for parent engagement funds the parent liaison positions. The parent liaisons make phone calls to students and parents on attendance, standardized testing, and conferences. Parents are also informed during the school year through the school's newsletter.

According to the principal, seventy percent of Eastmoor's parents are involved in the Eastmoor Academy Booster Parent Teacher Association (EABPTA). The EABPTA meets monthly. The association funds scholarships, supports and recognizes teachers, works with students and parents, and supports various school academic and athletic programs and

activities. The EABPTA provides breakfast to students on the mornings of the OGT testing. The EABPTA also cater an appreciation luncheon for teachers during teacher appreciation week in May.

Eastmoor has several community partnerships to support the school's academic programs. For example, Eastmoor is a participant in the *Books4Kids2Keep* project in which excess books are donated by Half Price Books to eight CPS high schools. Ten boxes of books are delivered to Eastmoor each grading period. Students and parents can select books to take home. Capital University provides tutorial assistance to Eastmoor students.

All Eastmoor students have career passports that help them focus on educational, occupational, and life goals. In 2005-2006, Eastmoor hosted its first Career Day in which guest speakers helped freshmen and sophomore students understand what they need to do to reach occupational aspirations. Eastmoor's students in tenth through twelfth grade participate in internship opportunities within the community during a Thursday release day. Students earn .5 credit per year for the internships. The internships are arranged by the student, parent, and an internship coordinator. Some internships last for a semester while others may extend for a school year. For example, one interviewed student reported that she had an internship at St. Ann's Hospital during her sophomore and junior year. As a senior, she is interning with DSW (shoe store). The Internship sites provide hands-on work and career exploration experiences.

To assist Eastmoor students in applying for post-secondary education, the guidance department offers a workshop to senior students and their parents on how to complete the Federal Application for Student Federal Aid. Eastmoor has a partnership with *I Know I Can*, which assists students with college applications, financial aid applications, and fee waivers for college applications.

Creating a Culture Where Individuals are Valued

The fifth SOP theme is the school creates a culture where each individual feels valued. Principal Sanders models behavior that he expects to see from teachers, such as forming positive relationships with students. Mr. Sanders believes that, 'It takes all of us to do the work.' He works to empower his staff to be their best. Interviewed staff emphasized that relationships among staff and students are the key to success. Teachers ensure that students are told that teachers will not let students fail because supports are available.

Because the school draws students from all over the city, the student population is diverse in terms of cultures, socioeconomic backgrounds, race/ethnicity, and religions. The school sponsors a variety of activities to increase student sensitivity to diversity (e.g., International Fair and African-American assembly). In addition, Eastmoor has established programs to promote positive student relationships. For example, the Impact Team is a student operated club that focuses on positive community influences. The Gentleman's Club helps groom male students to become positive role models in the community.

In addition to the above activities, the school offers students a variety of sports activities, including football, volleyball, cross country, golf, soccer, tennis, basketball, wrestling, swimming, baseball, track and field. Many of Eastmoor's graduate athletes receive sports-related scholarships for post-secondary education.

When students meet and/or excel Eastmoor's expectations, EAHS faculty recognizes students with academic and attendance honors. The EAHS Web site and monthly EAHS newsletters highlight when and how staff, students, and the school have been recognized within the school and by other organizations. Students with perfect attendance who have not had any tardies or absences during each grading period are recognized in newsletters and events. Students are identified for the honor roll if they have earned a Grade Point Average (GPA) of 3.0 to 3.5. Super Honor Roll recognizes students with GPA of 3.5 or higher. Each grading period, Eastmoor holds an honors recognition event. The events may include an assembly,

picnic, or ice cream social. At the end of the year, the school has an Academic Awards Program and a Visual and Performing Arts Awards Program.

Summary

Eastmoor Academy High School is a high poverty, high performing traditional college preparatory high school located in Columbus Public School District. EAHS students are drawn from the Eastmoor neighborhood as well as through a CPS district-wide lottery. Ninety-seven percent of EAHS students graduate with a regular high school diploma. In 2004-2005, the Ohio Department of Education recognized EAHS as an effective school (based on indicators) and a *School of Promise* (SOP) for the first time (based on aggregated and disaggregated student performance in reading on the Tenth-Grade Ohio Graduation Test).

The mission of EAHS is to prepare students for college or other post-secondary education. To achieve that mission, EAHS assists all students in identifying their educational, occupational, and life goals. To identify specific occupational goals, EAHS provides students career exploration opportunities through weekly community internships in addition to a traditional college preparatory program. The curricula of EAHS courses are intellectually challenging and aligned with state academic content standards and the expectations of the Ohio Graduation Tests. EAHS coursework and ongoing activities ensure that students are prepared to perform well on the OGT as well as college entrance examinations. To promote students' continuous learning, the interdisciplinary humanities courses as well as several other courses require students to read and complete writing assignments during the summer. During the school year, all EAHS students learn to write extensively through a structured writing across the curriculum program. Student progress is monitored by teachers on a weekly basis. EAHS faculty use student assessment data to make immediate adjustments in curricula and instruction. If students have difficulties meeting EAHS academic expectations, teachers institute

a variety of timely interventions to assist students. As students prepare for post-secondary education, EAHS assists students and families in applications for colleges and scholarships.

Under the leadership of a new principal in his second year at EAHS, EAHS staff has focused on becoming a professional learning community during 2005-2006. A professional learning community is characterized by a shared purpose that focuses on all students learning and meeting high expectations; a culture of collaboration in which staff, parents, and students work together to achieve that shared purpose; and collective responsibility for students learning and meeting expectations among all staff.