New Lexington High School

New Lexington City School District (Perry)



School Profile 2003-2004	
2003-2004 School of Promise in Reading	
	Continuous
School Rating	Improvement
Enrollment	582
Grade Levels	9-12
Percent Economically	45%*
Disadvantaged	
Percent Racial/Ethnic Minority	NC <10
*EI 1 CCD	

*The percentage as reported in the CCIP system.

District Profile 2003-2004	
	Continuous
District Rating	Improvement
District Enrollment	1,932

Lesson 1: Providing Rigorous Instruction Aligned to Standards

Attention to Standards: Extensive professional development over the past six years has helped staff understand the standards and modify the curriculum. Teachers underscored the value of in-services such as additional training in Literacy Curriculum Alignment Project (LCAP) short cycle assessment, use of technology, the Ohio Mathematics Academies Program (OMAP) and the Ohio Graduation Test (OGT). A portion of each monthly staff meeting is devoted to teacher learning, and early dismissals occur once a month for professional development.

Grants: The school has benefited from a number of grants that have paid for in-service training and expanded technological resources. The Martha Holden Jennings Initiative funded staff development activities related to incorporating the standards into instruction.

Lesson 2: Providing Leadership That Results in Continuous Improvement

Leadership Emphasis on Academics: The new principal has increased teachers' use of data to inform instruction, increasing alignment with state standards and preparing students for the OGT.

Highly Experienced Teachers: The average years of teaching experience at the school is 20 years and one-half of the respondents had taught at New Lexington High School (NLHS) for at least 11 years. Several recently hired teachers are themselves graduates of the school, having been taught by the veteran teachers.

Collaborative Working Relationships: Teachers believe their work on standards and professional development activities have resulted in greater collaboration. They regularly interact and work well together. The introduction of common planning time in 2003-2004 has facilitated teacher interaction.

Lesson 3: Designing Instruction to Ensure Every Student's Success

Emphasis on Reading: The school has implemented two major reading activities that involve the entire school. The School-Wide Reading Program has everyone in the school silently reading 30 minutes in the same book daily, with the school goal of reading three books per year. The school cut about five minutes from each class to allow for a reading period. Since the reading and accompanying exercises include all aspects of the curriculum, students are not losing educational time in any subjects. The committee selects books that are consistent with state reading and social science standards. Another major school-wide language activity is a vocabulary-building program called Word-of-the-Day. Each day, a new word is presented during announcements. Students are tested every Friday on the words for that week.

- Use of Data to Target Instruction: Teachers learned about using data analysis to inform instructional changes at Project SOAR (Battelle for Kids) workshop. All freshmen and sophomores take the LCAP short cycle assessment quarterly; teachers use item analyses of the scores to plan their instruction to address individual student needs. With LCAP, teachers can enter test results into a computer program to determine which standards have not been learned. In addition, teachers are also using the Riverside Test with freshmen and OGT results to guide alignment with the state standards.
- **Math Changes:** The math department has been working on standards and updating its curriculum for at least six years. The school has introduced Applied Algebra and Applied Geometry courses to better prepare all students for the OGT. These courses are explicitly aligned with the state standards. It has plans to offer Applied Algebra II next year.
- **Special Education:** When students with Individual Education Plans (IEPs) come into the school, they are usually placed in regular classes. The special education teachers work very closely with the regular teachers. The special education students participate in the school-wide reading activities, use many of the same textbooks, and take similar tests. As with regular education students, much of the focus is on preparing them to be successful on the OGT.
- **Intervention:** Students who need intervention have four options. They can work with a teacher during their study hall, attend a week-long summer program, use a computer tutoring program, and/or be assigned to the county Education Service Center (ESC) for additional services.
- **Use of Technology:** A \$20,000 technology grant provided the school with equipment and training for students and teachers. The school has about one computer per three students, nearly twice the average for Ohio public schools. The library has two labs which are in use most of the time; a computer aide manages each lab. All the computers are networked, enabling the technology director to do things such as downloading a video for viewing in a particular classroom. A recent professional development workshop introduced staff to an extensive suite of technology-based educational tools.
- Opportunities for College-bound Students: Through the district's Realizing Our Academic Dreams Model Access Program (Road Map), federally funded through Gear Up, current seniors have been in a college preparation program since they were in seventh grade. At year's end, 120 seniors remained and 85 percent had submitted at least one college application. Students are required to complete a Career Passport to graduate. All place their work and presentations on a CD-Rom; College Prep students include a mock college scholarship interview and Vocational students complete a job shadowing experience. Students also cover the academic standards they have learned.

Lesson 4: Engaging Parents and Community to Support Student Success

Parent Involvement: Parent involvement appears to be the school's weakest area. The school has parent conferences, open houses, activities for the seniors, college night, financial night, senior orientation night and information meetings, but parental participation is spotty. The school is planning more outreach to parents, including surveying them about their needs and willingness to participate.

Lesson 5: Creating a Culture Where Each Individual Feels Valued

Caring Teachers: The New Lexington High School staff seems genuinely to enjoy working with students and positive interactions were observed between teachers and students. Some teachers were especially effective at addressing different learning styles within a single classroom. The special education teachers were particularly "hands-on" in their approach, demonstrating a high level of empathy and compassion for their students. Students indicated that they felt respected and encouraged by the teachers.

Challenges

New Lexington is planning to modify its intervention program, specifically targeting intervention to students, primarily seniors, who have not passed the OGT. Staff may also want to consider introducing the year-long intervention approach used by some of the other case study schools.