

**SCHOOL NAME:** Academic Enrichment

Academy

**DISTRICT NAME:** Lorain City

**Model:** Transformation

**Cohort:** 2

**Locale:** Major Urban

**Grades:** 1-12

**Number of Students:** 603

**Eligible for Free & Reduced Lunch:** 85.7%

**Highlights of Reform Model**

Mary M. Bethune Elementary School is utilizing the Turnaround Model. The former principal was replaced in 2009. The current principal is Robert Early. To fully participate in job-embedded professional development, Bethune has added a full-time instructional coach, who visits classrooms and models instructional strategies. A new governance structure has been added to Bethune. All teachers meet weekly in teacher-based teams, where the focus is on student data and changes in teaching practices to increase student achievement. A building leadership team has been developed and is responsible for monitoring all student data. Through 3 quarters of reporting, Bethune students have participated in 218 hours of extended learning time, and teachers have participated in 112 hours of professional development. Bethune has engaged 3 social agencies to provide services for students and families. As a part of the Cleveland One Plan, Bethune staff is eligible for financial incentives based on increased student achievement.

**Transformation Specialist Completing Report**

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		2012-2013 School Year
Test Grade	Test Subject	Proficient Percentage
10th Grade	Reading	73.4%
	Mathematics	47.0%
11th Grade	Reading	94.4%
	Mathematics	55.6%
12th Grade	Reading	93.3%
	Mathematics	86.7%

**Evidence-Based Best Practices Observed**

Principal Robert Early reports that he and his administrative team perform daily classroom walkthroughs with feedback to teachers. According to Early, average teacher participation in posting learning targets has increased from 72% in quarter 1 to 98% in quarter 3. Bethune’s math and reading teachers meet weekly in TBT’s to analyze math and reading data. They use this data to adjust flexible student groups. According to Early, math scores on short-cycle assessments have increased an average of 13% from quarter 1 to quarter 3. Average reading gains from the same assessments are at 15%.

**Systemic Changes Observed**

At the beginning of the 2011-12 school year, teachers were not afforded common planning time, so no team analysis of data was taking place. Through master schedule changes, Early provided 25 minutes of weekly team time, and now teachers use this time to share math and reading data, to plan common lessons, and to adjust student flexible learning groups. Before the SIG grant, the administrative team was not doing walkthroughs. Early and his team perform daily classroom walkthroughs now, and have been able to work with union reps to assure that daily rounds are an accepted practice at Bethune.

**Current Barriers to Achievement**

Due to financial cuts, teachers are moved each year, which causes difficulties in consistency. Professional development must be repeated to ensure fidelity to instructional models and intervention protocols.

