

SCHOOL NAME: Akron Opportunity Center
DISTRICT NAME: Akron City
Model: Transformation
Cohort: 2
Locale: Major Urban
Grades: 6-8
Number of Students: 79
Eligible for Free & Reduced Lunch: 83.5%

Highlights of Reform Model

Research of best practices following a needs assessment directed the AOC team towards selecting the STEM instructional model enhanced by problem based learning to support the Transformation model. The new governance structure guided the hiring of a PBL coach as well as an instructional coach. The newly assigned principal, Rebecca Green led her team through 114 hours of job-embedded professional development, with an initial focus on improving student behaviors that impact achievement. The team of teachers meets weekly to review data and align instruction to assist with increasing student achievement. In addition to summer school and Saturday school opportunities for intervention, AOC extended the school day by 50 minutes in order to address the critical deficits in achievement through increased instructional hours. AOC has engaged 3 social agencies to provide services for students and families as well as 3 programs that address the social emotional issues that are prevalent throughout the school community.

Transformation Specialist Completing Report

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Test Grade	Test Subject	2011-2012 School Year Proficient Percentage	2010-2011 School Year Proficient Percentage
6th Grade	Reading	57.9%	NC
	Mathematics	26.3%	NC
7th Grade	Reading	40.0%	11.8%
	Mathematics	20.0%	17.6%
8th Grade	Reading	57.1%	50.0%
	Mathematics	35.7%	12.5%

Evidence-Based Best Practices Observed

Principal Green reports that daily classroom walkthroughs with feedback to teachers have had a significant impact on student engagement. She states that standards and learning goals were not previously clear during instruction and there was a lack of relevance to lessons. She also reports that students were not engaged, leaving classrooms during instruction and not participating in classroom activities when present. According to Green, 87.5% of the staff are now planning and posting clear learning objects and discipline issues have declined as a result of the positive behavioral program facilitated by Positive Educational Program (PEP).

Systemic Changes Observed

Improvement in student behaviors became a major focus of the team at AOC. A behavioral coach as well as the services from PEP assisted with establishing a plan of action for students, teachers and administrators. High expectations were established for all stakeholders with a timeline for monitoring progress. Creative scheduling supported an extended school day affording the opportunity for intensive intervention that students were not participating in when offered after school. This supported additional time for reading and math instruction.

Current Barriers to Achievement

AOC has a diverse population of students who are behaviorally challenged. Discipline continues to be the major barrier to academic achievement.

Lack of student engagement and interest and lack of respect displayed by students to adult figures are catalyst for a lack of student achievement.