

SCHOOL NAME: Alum Crest High School

DISTRICT NAME: Columbus City

Model: Transformation

Cohort: 1

Locale: Major Urban

Grades: 9-12

Number of Students: 120

Eligible for Free & Reduced Lunch: 94.8%

Highlights of Reform Model

Alum Crest High School has just completed year three of their School Improvement Grant (SIG). The school is designed to serve emotionally disturbed students in grades 9-12.

Under the leadership of Principal Alison Labarre, the staff implemented Mike Schmoker’s instructional model to develop strategies to create meaningful student achievement goals. Teachers meet weekly with IAs in teacher-based teams using the IEP for each student to frame a data review plan. The data reviewed includes behavioral, academic, and mental health information. These teams meet to process teaching practices and needed interventions to increase student achievement. The building leadership team comprised of both classified and certified staff has developed and worked to create protocols for student data review. This year allowed for the addition of two full-time instructional coaches, who visit reading and math classrooms and model instructional strategies. Alum Crest has engaged 2 social agencies to provide services for students, parents, agencies, and guardians.

Transformation Specialist Completing Report

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Test Grade	Test Subject	2011-2012 School Year Proficient Percentage	2010-2011 School Year Proficient Percentage	2009-2010 School Year Proficient Percentage
10th Grade	Reading	36.0%	9.1%	15.4%
	Mathematics	40.0%	0.0%	7.7%
11th Grade	Reading	42.9%	60.0%	50.0%
	Mathematics	28.6%	55.0%	58.3%
12th Grade	Reading	40.0%	39.1%	42.1%
	Mathematics	33.3%	39.1%	27.8%

Evidence-Based Best Practices Observed

The administrative team performs daily classroom walkthroughs providing immediate feedback to teachers. The average teacher participation in posting learning objectives and targets has increased from 25% at the start of grant implementation in 2010-2011 to 95% by the close of the 2012-2013 school year. Alum Crest math and reading teachers meet bi-weekly in EBT’s to analyze math and reading data based on short-cycle assessment and planned response to classroom assessments. Specialists have worked use this data to create intervention or enrichment plans for student.

Systemic Changes Observed

Through master schedule changes, the administrative team provided 45 additional minutes of weekly team time for EBT to meet for common planning. Teams use this time to share reading and math data, to plan lessons, review IEP data including needed behavioral and mental health supports. Before the SIG grant, the administrative team did not have a protocol for walkthroughs with a tool to deliver immediate feedback.

Current Barriers to Achievement

Teachers and instructional aides who have established relationships with students can potentially be assigned to a different school each year based on fiscal allocations. Mental health

escalations can be a barrier to student success
and can present challenges.