

SCHOOL NAME: Belmont High School
DISTRICT NAME: Dayton City
Model: Transformation
Cohort: 1
Locale: Major Urban
Grades: 7-12
Number of Students: 971
Eligible for Free & Reduced Lunch: 85.2%

Highlights of Reform Model

Since becoming a SIG school, Belmont’s school climate and staff morale has improved dramatically. Previously, according to first year Principal Ken Kraemer, Belmont was a school where the district’s lowest-performing and most trouble students were assigned. Kraemer focused on creating a positive school climate where students felt staff knew and cared for them. This he stated was a key motivational element in the learning process for improving academic achievement. Staff participated in professional development aligned to student engagement, instructional practices for differentiation, and restoring a safe and nurturing school climate.

SIG has enabled Belmont to provide students with resources for after school tutoring for the Ohio Graduation Test, and an “Artist in Residence” program. The artwork created by Belmont’s students has been recognized by local T.V stations and the Dayton Daily News. The walls at Belmont are aflutter with color and intrigue.

Transformation Specialist Completing Report

Jeanette Osborn (614)296-2923
 Jeanette.osborn@escoco.org

Test Grade	Test Subject	2011-2012 School Year Proficient Percentage	2010-2011 School Year Proficient Percentage	2009-2010 School Year Proficient Percentage
7th Grade	Reading	50.0%	--	--
	Mathematics	20.0%	--	--
8th Grade	Reading	47.4%	--	--
	Mathematics	47.4%	--	--
10th Grade	Reading	63.4%	57.8%	50.3%
	Mathematics	64.9%	54.2%	49.7%
11th Grade	Reading	82.2%	74.4%	74.2%
	Mathematics	80.6%	70.9%	75.8%
12th Grade	Reading	79.1%	85.4%	83.8%
	Mathematics	77.0%	80.8%	81.9%

Evidence-Based Best Practices Observed:

Harvey Silver’s “The Strategic Teacher” handbook was used to create a “train the trainer” teacher study group. The study group met weekly to review the research-based instructional practices discussed in Silver’s book. The “trainers” were assigned peers to work with during the grade level meetings. The “trainers” would additionally observe the instructional strategies that were discussed for assessment. Student engagement increased based on data evidence collected during daily classroom rounds conducted by administrators.

Systemic Changes

Under the new leadership, the school achieved dramatic reductions in discipline. Discipline has improved and the freshman promotion rate increased from 30% transitioning in year one of the grant to 84% transitioning in year three. Teachers have a conduit for input at the grade level team meetings. Building leadership has expanded to weekly BLT meetings.

Current Barriers to Achievement

Belmont High School has high-level poverty and a high specials needs population. A rebranding of the school is essential for elevating academic expectations and improving community perceptions.