

SCHOOL NAME: Buchtel High School
DISTRICT NAME: Akron City
Model: Transformation
Cohort: 2
Locale: Major Urban
Grades: 9-12
Number of Students: 713
Eligible for Free & Reduced Lunch: 81.1%

Highlights of Reform Model

Buchtel Community Learning Center is operating under the Transformation Model. The current principal is Sonya Gordon. Job-embedded professional development was initiated by a school wide conversion to New Tech with Project Based Learning as the instructional model. As a cohort 2 SIG school, Buchtel embraces a governance structure that is led by the principal and a building leadership team whose responsibility is to monitor student data. Teachers meet weekly in teacher-based teams, where the focus is also on student data and changes in teaching practices to increase student achievement as directed by assessment results. Intensive intervention through more than 330 hours of extended learning time supports the model, and teachers have participated in over 131 hours of professional development. Buchtel has involved 3 social agencies to provide services for students and families and have multiple mechanisms for family and community engagement to assist with developing students emotionally and socially.

Transformation Specialist Completing Report

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Test Grade	Test Subject	2011-2012 School Year Proficient Percentage	2010-2011 School Year Proficient Percentage
7th Grade	Reading	--	--
	Mathematics	--	--
8th Grade	Reading	--	--
	Mathematics	--	--
10th Grade	Reading	67.1%	76.4%
	Mathematics	60.1%	63.7%
11th Grade	Reading	86.5%	84.0%
	Mathematics	76.4%	73.3%
12th Grade	Reading	83.1%	82.2%
	Mathematics	78.5%	78.1%

Evidence-Based Best Practices Observed

A needs assessment indicated that Buchtel’s students struggled with higher order critical thinking skills and its curriculum lacked rigor. Principal Gordon states that the implementation of the instructional model New Tech has assisted with increasing student engagement. Attendance rates have increased to an all-time high at 93%, discipline has decreased by 37% and graduation rate has increased to over 87%. She also attributes these gains to the partial implementation of PBLs. According to Principal Gordon the implementation of OTES has also had an impact on student engagement. She contends that SLOs have allowed for more of a focused approach to understanding student learning needs and styles, which has increased student engagement.

Systemic Changes Observed

At the end of the 2011-12 school year a rigorous staffing process took place with the replacement of 50% of the staff. Through master schedule changes, Buchtel decreased the number of class periods from 9 to 8 eliminating study halls and increasing instructional time. Additionally, ninth and tenth grade students that assessed below grade level in reading and math were scheduled for an intervention class along with their general LA and math class. Classroom walkthroughs have

also been a consistent systematic change that impacts teacher performance.

Current Barriers to Achievement

The high number of at-risk and special needs students continues to challenge this economically disadvantaged community.