

SCHOOL NAME: Champion Middle School

DISTRICT NAME: Columbus City

Model: Transformation

Cohort: 1

Locale: Major Urban

Grades: 6-8

Number of Students: 286

Eligible for Free & Reduced Lunch: 94.8%

Highlights of Reform Model

Champion Middle School has just completed year 3 of their School Improvement Grant (SIG) serving students in grades 6-8. The school has been identified as a persistently lowest achieving building based on low passage rates on the Ohio Achievement Assessments (OAs).

Principal Edmund Baker led his staff in the school improvement process by focusing on the implementation of school-wide reading goals. Systematized professional development was developed based on these goals. Teachers engaged in collaborative professional dialogue utilizing Learning Circles, a research-based data analysis program. Through data dialogue, Champion Middle School teachers were able to monitor individual student academic progress and differentiate instructional practices.

Champion Middle School was recently recognized by NBC 4 for their outstanding reading program with a \$10,000.00 grant.

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
6th Grade	Reading	35.7%	45.9%	26.6%
	Mathematics	28.6%	34.4%	22.8%
7th Grade	Reading	37.9%	24.7%	28.8%
	Mathematics	36.4%	25.8%	11.3%
8th Grade	Reading	36.8%	39.7%	25.0%
	Mathematics	31.6%	35.9%	19.1%

Evidence-Based Best Practices Observed:

The STAR Reading Test, a pretest provided baseline data for the implementation of a school wide researched based reading program focus on increasing student literacy. All students were tested at the beginning of the school year. With individual reading levels identified, teachers reviewed and discussed compiled data in TBT's and individually with each student. Students were given a span of reading levels to choose books from for independent reading. Students were recognized and rewarded incrementally as reading levels increased.

Seventy-two percent of all students have made some growth in individual reading levels. Approximately thirty-five percent of all students have demonstrated one-year growth in their reading level.

Systemic Changes Observed:

Teachers in conjunction with the Reading Coach continuously focus on analyzing the data from STAR short cycle assessments. This systemic practice has impacted academic growth in reading at all grade levels.

Student participation in reading increased monumentally for the entire school. To date, 14,623 books have been read and over 80 million words have been read.

Current Barriers to Achievement:

A researched-based instructional model must be identified and adopted by the staff.