

SCHOOL NAME: Chaney High School
DISTRICT NAME: Youngstown City Schools
Model: Turnaround
Cohort: 2
Locale: Major Urban
Grades: 6-12
Number of Students: 401
Eligible for Free & Reduced Lunch: 89.8%

Highlights of Reform Model

Chaney High School is utilizing the Turnaround Model. The former principal was replaced in 2009. The current principal is Diane Rollins. Chaney Campus earned an Effective rating on the Ohio report card and has maintained the rating for two consecutive years. The administrative team and BLT have been invited to present both locally and nationally with High Schools that Work on effective TBTs. To ensure transference of effective instructional strategies in the classroom, the administrative team conducts daily classroom walkthroughs. All teachers meet weekly in teacher-based teams, where the focus is on student data and changes in teaching practices to increase student achievement. The building leadership team also meets weekly and is responsible for analyzing data trends for all grades and subgroups. Through 4 quarters of reporting, Chaney students have participated in 547 hours of extended learning time, and teachers have participated in 168 hours of professional development. Chaney Campus partners with a variety of community organization.

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	74.3%	--
	Mathematics	57.1%	--
7th Grade	Reading	78.8%	--
	Mathematics	66.7%	--
8th Grade	Reading	66.2%	--
	Mathematics	64.6%	--
10th Grade	Reading	73.8%	58.2%
	Mathematics	52.4%	36.8%
11th Grade	Reading	93.1%	81.8%
	Mathematics	86.7%	78.3%
12th Grade	Reading	91.8%	85.8%
	Mathematics	88.2%	75.2%

Evidence-Based Best Practices Observed

Principal Diane Rollins reports that BLT and TBTs meet weekly to discuss student achievement data, instructional modifications, RTI monitoring, and academic interventions. According to Rollins, teachers have accepted ownership of the student achievement data. They are using the data to adjust instructional delivery in an attempt to engage all learners. Rollins attributes the increased student achievement to the climate of collective efficacy. Rollins states, Chaney campus adopted a Direct Instruction model infused with Marzano’s 9 instructional strategies. Dr. Renee Willis, Instructional Coach, conducted instructional rounds to ensure fidelity of the instructional model. Dr. Willis modeled lessons that targeted specific strategies and provided one on one coaching.

Systemic Changes Observed

At the beginning of the 2011-12 school year, teachers were not afforded common planning time, so no team analysis of data was taking place. Through master schedule changes, Rollins modified the master schedule to include common planning time. Before the SIG grant, the administrative team was not doing walkthroughs. Rollins and her team perform daily classroom walkthroughs now.

Current Barriers to Achievement

Chaney Campus has enacted policies, procedures, and community supports to eliminate most barriers to student achievement. Chaney Campus earned an effective rating at the conclusion of school year 2010-2012 and has maintained that rating for two consecutive years.