

**SCHOOL NAME:** Collinwood  
**DISTRICT NAME:** Cleveland Municipal  
**Model:** Turnaround  
**Cohort:** 1  
**Locale:** Major Urban  
**Grades:** 9-12  
**Number of Students:** 672  
**Eligible for Free & Reduced Lunch:** 93.5%

**Highlights of Reform Model**

Collinwood High School is utilizing the Turnaround Model. Two building principals administer to three small schools adopting the High School that Works framework along with College Board support for Advanced Placement students. Both models were implemented with the goal of building capacity of teachers to address differentiation within instruction. Job-embedded professional development totaling 104 hours supported the instructional models with 225 hours of intensive intervention provided through extended learning opportunities. A strategic governance structure has been added to Collinwood which includes grade level teams, common content planning time as well as common plan time for special education teachers which address the needs of the high at-risk student population. Teachers meet weekly in teacher-based teams, where the focus is on review of student data, conversations on effective teaching strategies and changes in teaching practices to increase student achievement. Multiple social agencies provide services for students and families.

**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	56.5%	65.8%	59.5%
10th Grade	Mathematics	48.1%	53.5%	54.3%
11th Grade	Reading	72.5%	73.0%	79.3%
11th Grade	Mathematics	59.8%	64.9%	67.8%
12th Grade	Reading	71.5%	86.8%	93.2%
12th Grade	Mathematics	68.1%	78.6%	84.1%

**Evidence-Based Best Practices Observed**

Principal Kevin Payton reports that the administrative team performance of daily classroom walkthroughs with feedback to teachers as well as effective teacher based teams has resulted in an increase in student achievement. Classroom walkthroughs attributed to instructional consistencies, while Collinwood’s teacher met weekly in TBT’s both subject and grade level to analyze student data.

**Systemic Changes Observed**

Through master schedule changes, Collinwood increased class time by 15 minutes from 40 minutes periods to 55 minutes. This schedule adjustment allowed for extended learning time during the school day. Additionally, repeat instructional sections for reading and math, in response to intervention were added to the schedule. Credit recovery and pre-advanced placement classes support both enrichment and intervention. Moreover, content specific common plan time and common plan time for special education teachers support data driven changes to teaching and learning.

**Current Barriers to Achievement**

Collinwood has a large gang presence that often infiltrates into the school. Increased discipline concerns negatively impact effective teaching and learning. High turnover in teachers also have a significant influence on consistencies with curriculum and instruction.