Office of School Turnaround

SIG School Profile 2012-13

Ohio | Department of Education

SCHOOL NAME: Columbus Bilingual Academy
DISTRICT NAME: Richland Academy
Model: Transformation
Cohort: 2
Locale: Community School
Grades: K-8
Number of Students: 197
Eligible for Free & Reduced Lunch: 99.5%

Highlights of Reform Model

The current Principal at Columbus Bilingual Academy (CBA) was hired this past fall. This year, improving teacher instruction was targeted by conducting walk-throughs and giving staff immediate, specific, feedback for improvement. Teachers were provided over 100 hours of Professional development, the bulk focusing on reading and analyzing student data. Flexible student grouping has become the norm at CBA. Extended learning time has been implemented, supported by the updating of a computer lab to make possible the use intervention programs, such as Study Island. Summer school is being provided for all students. To support exemplary student behavior, PBIS has been implemented at CBA. To secure business support and to win the trust of parents, a community day was held on April 20, 2013. Twenty-two new business and financial partnerships were formed. To aid parents in a smooth cultural assimilation, classes were offered in securing employment, acquiring insurance, selecting a banking institution and cooking nutritionally with American products.

Transformation Specialist Completing Report

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Test Grade	Test Subject	2011-2012 School Year Proficient Percentage	2010-2011 School Year Proficient Percentage
3rd Grade	Reading	60.0%	41.7%
	Mathematics	80.0%	66.7%
4th Grade	Reading	81.8%	60.0%
	Mathematics	81.8%	90.0%
5th Grade	Reading	NC	38.9%
	Mathematics	NC	27.8%
6th Grade	Reading	NC	50.0%
	Mathematics	NC	35.0%
7th Grade	Reading	NC	70.6%
	Mathematics	NC	64.7%
8th Grade	Reading	90.9%	57.1%
	Mathematics	81.8%	50.0%

Evidence-Based Best Practices Observed

The Director of Instruction, Donray Bennett, conducts daily walk-throughs. Each teacher receives written data indicating targets met. Practical strategies for instructional improvement are listed and expected to be practiced at the next day's observation. This best practice has focused staff on increasing student achievement.

Systemic Changes Observed

The use of NWEA map testing has been implemented this year. Over 75 hours of Professional development to support staff in reading and understanding data has occurred. Flexible student groupings have been implemented in response to Map data. A Kindergarten class has been created specifically focusing on promoting advanced students for the next three years. Tremendous increases in Math and Reading are occurring at CBA. At the beginning of last year 83% of students in Reading and 89% in Math were below grade level. This year 45% of students in Reading and 59% in Math showed 1.5 years of growth.

Current Barriers to Achievement

Common Core PD needs to take place at CBA. This is being arranged through contacts made with Rachel Lang via the Transformation

Specialist. A common ESL curriculum needs to be selected for use at CBA. A committee of involved stakeholders has been formed to critique and select this curriculum for implementation, 2013. This will create both horizontal and vertical alignment to instruction in the Common Core.