## Office of School Turnaround

## SIG School Profile 2012-13



**SCHOOL NAME: Cox** 

**DISTRICT NAME: Xenia Community City** 

Model: Tier III Strategies

Cohort: 1 Locale: Urban Grades: K-5

Number of Students: 314

**Eligible for Free & Reduced Lunch**: 66.9%

### **Highlights of Reform Model**

Cox Elementary is a Tier III SIG school and is implementing several school reform strategies to meet their students' academic and socialemotional needs. Strategies include Teacher Based Teams (TBTs), Building Leadership Teams (BLTs), short-cycle assessments, Co-Teaching and extended learning time. They have strengthened teaching instruction by partnering with their ESC and SST to provide training in Common Core, collaborative planning, shared governance and PBIS. They hired a technology/data, math and RTI coach to provide job embedded professional and build the capacity of their teachers to collect and analyze data, deliver higher-level thinking math instructional strategies, and provide differentiation and tiered interventions. Cox has partnered with their local YMCA to provide students enrichment activities during extended day. They collaborated with two other Tier III SIG schools, in their district, to hire a school social worker to meet their students' socialemotional needs. As a result, Cox moved from Continuous Improvement to Effective.

## **Transformation Specialist Completing Report**

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Test		2011-2012 School Year Proficient	2010-2011 School Year Proficient	2009-2010 School Year Proficient
Grade	Test Subject	Percentage	Percentage	Percentage
3rd Grade	Reading	74.4%	61.5%	75.0%
	Mathematics	72.1%	62.7%	65.0%
4th Grade	Reading	69.8%	75.0%	75.6%
	Mathematics	60.4%	70.8%	65.9%
5th Grade	Reading	75.0%	62.8%	44.2%
	Mathematics	63.9%	67.4%	46.2%

#### **Evidence-Based Best Practices Observed**

Principal Lisa Peterson reports that her students academic needs warrant services beyond the regular school day. Cox offers Extended Learning Time (ELT) to all students, and targets students reading below grade level or scoring below proficient on state assessments. Students receive math and reading intervention based on teachers' review of Success Maker and Guided Reading bi-weekly data. Students also receive enrichment in science, physical activity and art. Students' ELT progress reports show gains in reading and math.

## **Systemic Changes Observed**

Prior to SIG, Cox did not offer extended learning time. ELT has evolved into an effective data driven academic intervention and enrichment program. In 2010-2011, ELT was offered to all students before and after school. Student participation was sporadic and students needing extra support were not attending. In 2011-2012, ELT was transformed into a two-part academic and enrichment program. Students were targeted and received math and reading intervention aligned to individual needs. Cox partnered with the YMCA to provide students enrichment activities. To increase student participation, teachers called parents and hosted family nights to explain the educational benefits.

## **Current Barriers to Achievement**

Due to loss of SIG funds, the enrichment program with the YMCA will be eliminated. Cox will use Title I funds to sustain the academic intervention.

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Cox fears student participation will decrease as a result of losing the enrichment program.