

**SCHOOL NAME:** Crittenton Community School

**DISTRICT NAME:** Crittenton Community

**School**

**Model:** Transformation

**Cohort:** 1

**Locale:** Community School

**Grades:** 6-9

**Number of Students:** 111

**Eligible for Free & Reduced Lunch:** 86.5%

**Highlights of Reform Model**

Crittenton Community School (CCS) is implementing the Transformation Model. The former principal was replaced and the current principal is Norbert Tate. Mr. Tate ensured that he frequently conducted classroom walkthroughs and provided feedback to teachers concerning their instructional practices and student learning. Teachers received over 110 hours in professional development. All teachers met weekly in teacher-based teams, where the focus was on using data to guide instruction. CCS adopted the Springboard curriculum, a research-based rigorous pre-AP program for 6<sup>th</sup>-12<sup>th</sup> grade students. CCS worked in conjunction with the Direction for Youth and Families organization and Extra Mile Program personnel to provide services for students and families. Through the Extra Mile program, students received academic enrichment, assistance with homework, and participated in community-based service projects. In 2012-13, Crittenton students participated in over 300 hours of extended learning time.

**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      | NC  | NC  | NC  |
|            | Mathematics  | NC  | NC  | NC  |
| 7th Grade  | Reading      | NC  | 42.1%                                       | NC  |
|            | Mathematics  | NC  | 21.1%                                       | NC  |
| 8th Grade  | Reading      | 62.5%                                       | 42.9%                                       | 11.1%                                       |
|            | Mathematics  | 43.8%                                       | 21.4%                                       | 0.0%  |

**Evidence-Based Best Practices Observed**

Crittenton’s Math, Reading and support teachers met weekly in TBTs to analyze math and reading data. They used this data to adjust flexible student groups. According to Principal Tate, the Short Cycle Assessment data shows an increase in scores with an average gain of 16% in Math for 6-9th grades. In ELA, there was an average gain of 43% in Vocabulary and Comprehension. There was targeted PD to increase the teachers’ competency in classroom management. The teachers’ acquired management skills aided in the reduction of discipline incidents that detracted from instruction and negatively impacted student learning. According to Principal Tate, there was a decrease of 14% in suspensions in 2012-13.

**Systemic Changes Observed**

Crittenton Community School hired a Parent Liaison in the 2012-13 school year. Studies have shown that many parents struggle to comprehend the language of learning and are disadvantaged in the methods they use to encourage their children to attain their expectations (Hattie, 2009). Therefore, to reduce the barrier between the school and home or the effects of home on the student learning, the Liaison conferred and worked with school principal, teachers and other professional staff, as well as parents regarding problems affecting the students’ progress and achievements, behavior, personal wellbeing or other school related problems they were experiencing.

**Current Barriers to Achievement**

There was a high teacher turnover rate this school year and that affected the instructional continuity and routine school climate. There were also high incidences of student non-attendance and low student

enrollment. Therefore, unfortunately, Crittenton  
Community School will close on June 30, 2013.