

SCHOOL NAME: Dunbar High School
DISTRICT NAME: Dayton City
Model: Transformation
Cohort: 1
Locale: Major Urban
Grades: 9-12
Number of Students: 609
Eligible for Free & Reduced Lunch: 77.8%

Highlights of Reform Model

Dunbar High School utilizes the Madeline Hunter Direct Instruction and the Power of Teaching models. The school is moving in the direction of project-based learning with the goal of having a project in every core class. Socratic Seminars are in effect at the senior grade level where 21st century skills of listening and speaking are practiced. Tenth grade OGT Boot Camp is organized into a Four Block Schedule using technical resources such as clickers, computers, and visuals. Partnerships with area colleges and universities provide students with college and career readiness activities. A FIP Your School consultant meets weekly with a team of 10th grade teachers to assist teachers with instructional practices. A 9th grade transition coordinator develops programming to aid student matriculation and transition to high school. A school nurse and social worker provide services to address non-academic issues, and a curriculum intervention and instruction coach works closely with faculty to provide job-embedded professional development.

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	51.3%	53.1%	51.7%
	Mathematics	48.7%	65.3%	47.4%
11th Grade	Reading	65.1%	69.8%	79.6%
	Mathematics	63.9%	59.4%	71.8%
12th Grade	Reading	77.4%	83.9%	81.6%
	Mathematics	74.2%	79.6%	80.6%

Evidence-Based Best Practices Observed

External partner Learning and Leadership provides monthly consultations centered on five goals: flexible grouping, student engagement, higher order questioning, pacing, and incorporating real world relevance into assignments. The PD 360 evaluation tool is used to provide teachers with professional development videos to address identified needs. Videos are discussed at monthly staff development meetings.

The Dunbar Academy, an intervention program, serves as an alternative credit recovery option for students with recurrent issues including poor attendance, behavior, and low grades. According to Principal Marlayna Randolph, these students are finding success in the program and are improving academically.

Participation in the Battelle for Kids FIP Your School Program is contributing to student achievement. Curriculum intervention and instruction coach, Christopher Sidner, reports an increase of 13% growth on short cycle assessments (SCAs) for the Language Arts 2 students and a 4% growth on SCAs for students enrolled in Geometry classes.

Systemic Changes Observed

Instructional practices are improving through partnerships with external providers and job-embedded professional opportunities afforded to teachers.

Current Barriers to Achievement

Using data to change instruction continues as a challenge.