

SCHOOL NAME: E. J. Brown PreK-8 School
DISTRICT NAME: Dayton City
Model: Transformation
Cohort: 2
Locale: Major Urban
Grades: P,K-8
Number of Students: 525
Eligible for Free & Reduced Lunch: 81.1%

Highlights of Reform Model

The transformation model was selected when Edwin Joel Brown Pre-K-8 Elementary School became a SIG site. Principal Croker was appointed in 2011-12 and she worked with the Building Leadership Team to develop a common message. *Edwin Joel Brown is positioned for academic excellence for every child!* This message was shared in newsletters, by the secretary when someone calls the school, is posted and shared at the start and the closing of every day.

There are two full time academic coaches and three external partners who work with the teachers to provide job embedded professional development. All teachers meet in data meetings with the principals and in both vertical and horizontal teams on a weekly basis. During the 2012-13 academic year the school provided over 100 hours of job embedded professional development for teachers. Partnerships with local universities provide job embedded professional development with the teachers including time for peer modeling and collaboration.

Another shift for the school was expanding the school day to provide extended learning opportunities for students. In the 2012-13, students participated in over 285 hours of extended learning time activities. To increase community involvement, a parent involvement team, comprised of building administration and the BLT, developed a calendar of both academic and enrichment events for the year. Attendance at parental involvement activities has increased over the past two years as activities for parents increased.

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	33.3%	60.0%
	Mathematics	26.7%	53.3%
4th Grade	Reading	42.2%	48.9%
	Mathematics	20.0%	44.7%
5th Grade	Reading	28.9%	31.0%
	Mathematics	13.2%	19.0%
6th Grade	Reading	48.7%	39.1%
	Mathematics	30.8%	20.0%
7th Grade	Reading	31.4%	34.9%
	Mathematics	22.9%	33.3%
8th Grade	Reading	38.7%	43.2%
	Mathematics	25.8%	11.4%

Evidence-Based Best Practices Observed

The administrative staff has a daily presence in the classrooms and feedback is generated and shared electronically with teachers within minutes of the visit. Some teachers are also given a professional development video to watch and reflect upon as a part of the observation process. Edwin Joel Brown piloted OTES in 2012-13 and student achievement data will be linked to teacher evaluations. Student Learning Objectives are being developed and refined and plan to be fully implemented for the 2013-14 academic year. On self-reported data sheets, administrators have increased their presence in classrooms by 25% from Quarter 1-Quarter 4 and increased the number of classrooms visited

Systemic Changes Observed

The principal noted that when she first arrived in the building teachers were working in isolation basing instruction on opinion instead of data. Very few teachers were using formative data to guide their instructional practices. After the first predictive assessment this academic year for grades 3-8, 41% were predicted to be proficient in reading and 37% were predicted to be proficient in math. These results led to the creation of a targeted instructional dialogue plan for student success. On Mondays, content area teachers met to ensure vertical collaboration. Tuesdays were cluster-meeting days. Wednesdays were set aside for linear collaboration by grade level teams. Thursdays were for data dialogue with administration. Teachers brought student data and

discussed benchmarks. Students who showed little or no improvement were flagged for referral to the Intervention Assistance Team. Friday was used for Reflection and Lesson Planning for teams.

Current Barriers to Achievement

The Ohio School Diagnostic review conducted during the 2011-12 academic year showed no evidence of team teaching or students engaged in cooperative learning experiences. These continue to be areas of concern. Another serious issue is finding qualified substitute teachers who can deliver instruction for the students when a teacher is unable to be in the classroom. The performance index was 60.2 in 2009-10, went up to 63.2 in 2010-11 and went back down to 60.9 in 2011-12. Even though the school made reading value added growth in grades 5-8 and grades 6-8 in Math on the state report card, the test scores are still significantly lower than the state average. Edwin Joel Brown used the transformation model, which does not require replacing the staff and the reforms were not fully embraced by the staff already in place at the school site when it became a S.I.G. building in 2011-12. The principal did make grade level assignment changes in 2012-13 in order to implement needed grade level reforms.