

SCHOOL NAME: East Technical High School
DISTRICT NAME: Cleveland Municipal
Model: Turnaround
Cohort: 1
Locale: Major Urban
Grades: 9-12
Number of Students: 875
Eligible for Free & Reduced Lunch: 95.1%

Highlights of Reform Model

East Technical High School is utilizing the Turnaround Model. The principals for the 2012-13 school year were Paul Hoover, Jesse Winston, and Christy Nickerson. The school was transformed from a neighborhood high school to a small schools concept, incorporating a community wraparound academy, and engineering and science academy, and a ninth grade academy. To support shared governance, each academy established its own BLT and the building also had a centralized BLT. TBTs in each academy were developed to monitor student data and adjust instructional practices to increase achievement. Through 4 quarters of reporting, East Tech students have participated in 281 hours of extended learning time, and teachers have participated in 92 hours of professional development. East Tech has engaged City Year and High Schools that Work to support increased student achievement. As a part of the Cleveland Plan, East Tech staff is eligible for financial incentives based on increased student achievement.

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
8th Grade	Reading	--	--	--
	Mathematics	--	--	--
10th Grade	Reading	34.6%	40.9%	42.1%
	Mathematics	33.6%	37.7%	44.3%
11th Grade	Reading	60.6%	56.3%	78.4%
	Mathematics	52.7%	46.1%	73.3%
12th Grade	Reading	73.7%	80.3%	92.3%
	Mathematics	64.7%	71.1%	93.3%

Evidence-Based Best Practices Observed

Principal Paul Hoover reports that the East Tech BLT established a common assessment program for the 2012-13 school year. According to Hoover, East tech academies showed preliminary gains in Performance Index (PI) ranging from 2 to 5 points. In addition, East Tech has implemented Data Teams (TBTs) with a focus on RTI and collaborative planning. Common planning time was built into the school’s master schedule and has been in place for 2 years. Principal Hoover reports that PI gains as measured by NWEA tests have risen from 50 in the fall of 2010 to 80 in the winter of 2012. Hoover reports that OGT PI scores have followed a similar trend in the same time period, increasing from 57 to 66.

Systemic Changes Observed

Prior to the SIG grant, the building did not have a BLT or TBTs, and was not engaging in a culture of data-driven decision-making. As the academies got started, each academy and each teacher tended to work in isolation. For the last 2 school years, the principals of each academy have worked together to address achievement, and have held their data teams accountable for the same adult behaviors of collaboration and data-driven decision-making.

Current Barriers to Achievement

Due to financial cuts at CMSD, teachers are moved each year, which causes difficulties in consistency. Professional development must be repeated to ensure fidelity to instructional models and intervention protocols.