

SCHOOL NAME: Fairview PreK-8 School
DISTRICT NAME: Dayton City
Model: Transformation
Cohort: 2
Locale: Major Urban
Grades: P,K-8
Number of Students: 378
Eligible for Free & Reduced Lunch: 80.4%

Highlights of Reform Model

Fairview PK-8 is a neighborhood school center designated building that is a part of a community/city wide project/Phoenix Project. Business and community partners facilitate and collaborate regularly with the principal and building leadership team. Fairview had been in Academic Watch for the past 13 years and Principal Collie was newly appointed to Fairview in 2012-13. The performance index for 2009-10 was 59.2, 66.9 for 2010-11 and 63.0 for 2011-12. The new principal communicated a renewed sense of urgency to create an academic culture of learning with the staff and students. In addition, the teacher based teams were re-designed. The continuous use of data, WOW Wednesday meetings and teacher ownership of student data in the data room became established routines at Fairview.

The OTES (Ohio Teacher Evaluation System) was piloted in 2012-13, linking academic performance of students to teacher evaluations. Staff collaboratively reviewed assessment data in order to identify areas of strengths and weaknesses and used the data to make adjustment and to analyze the academic progress of students. In the beginning of the 2012-13, the family site coordinator, transition coordinator, building SIG coach and principal set goals to increase the extended learning opportunities for the students. During the year, students at Fairview participated in over 500 hours of extended learning programs. These programs included remediation along with enrichment experiences. In addition, there was an increase in community events promoting "School to Home" learning experiences for families.

Transformation Specialist Completing Report

Eileen Diamond, PhD (614) 551-5689
 eileen.diamond@education.ohio.gov

Test Grade	Test Subject	2011-2012 School Year Proficient Percentage	2010-2011 School Year Proficient Percentage
3rd Grade	Reading	34.9%	43.2%
	Mathematics	20.9%	29.7%
4th Grade	Reading	32.7%	53.1%
	Mathematics	21.2%	34.4%
5th Grade	Reading	42.5%	48.6%
	Mathematics	12.5%	35.1%
6th Grade	Reading	70.8%	50.0%
	Mathematics	33.3%	44.4%
7th Grade	Reading	38.1%	52.2%
	Mathematics	16.7%	47.8%
8th Grade	Reading	59.1%	50.0%
	Mathematics	34.8%	23.3%

Evidence-Based Best Practices Observed

Teachers participated in over 200 hours of job embedded professional development in 2012-13. Teacher based teams met every week with the principal and building coach at the WOW Wednesday meetings focused on student data analysis. Teachers shared weekly teacher-created assessments aligned with the district developed pacing guide and the Common Core standards. The results of these assessments were shared at the weekly meetings and charted on data tracking forms. The teacher-based teams then discussed interventions and students who might benefit from additional remediation or enrichment. Two upward trends are shown graphically below.

	OAA 11-12	Predictor 3 (spring)
Grade 7 Reading	38.1%	69.0%
Grade 6 Math	33.3%	35.0%

Systemic Changes Observed

The Building Leadership Team started monitoring data on a routine basis this year and they worked closely with teacher-based teams to ensure that all grade levels were focused upon instruction. Teacher leaders helped guide and mentor other teachers, took on roles as facilitators and provided teacher modeling and support for their colleagues. Two university partnerships provided job embedded professional

development in both reading and mathematics focusing on ways to design lessons linked to the Common Core and collaborating with other teachers. Administrators are in the classrooms on a daily basis and provide electronic feedback to the teachers using their iPad devices.

Current Barriers to Achievement

State assessment results showed limited improvement for 2010-11, but declines on the 2011-12 state report card for most grade levels. The Ohio School Diagnostic Review Process (2011-12) indicated that the rigor of instruction was limited and very few higher order-questioning skills were observed in classrooms. This continues to present a barrier for increased academic achievement for the students at Fairview. Another area of concern is providing building level substitute teachers so that there is no loss of instruction when teachers are working with external partners on job embedded professional development at the school site.