

SCHOOL NAME: Fairwood Alternative Elementary School
DISTRICT NAME: Columbus City School District
Model: Turnaround
Cohort: 2
Locale: Major Urban
Grades: K-5,P
Number of Students: 390

Highlights of Reform Model

The SIG turnaround model provided the platform for Fairwood Alternative School to begin implementation of a comprehensive school reform plan. Principal Dewayne Davis reports significant changes through SIG that are resulting in a more progressive school culture and a united focus on increasing student academic achievement.

Several key elements of change instituted at Fairwood under SIG include the implementation of a common instructional model utilized by all teachers, an increase in professional development hours from three days each year at the district level to 75 hours of job-embedded professional development, and the use of short-cycle assessments. Addition of a full-time counselor, social worker, and nurse provide services to address non-academic barriers to student achievement. Instructional coaches in reading and math provide job-embedded professional development for staff centered on formative instructional practices.

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	34.7%	36.8%
	Mathematics	42.9%	33.3%
4th Grade	Reading	57.4%	32.8%
	Mathematics	48.1%	13.1%
5th Grade	Reading	36.8%	11.4%
	Mathematics	12.3%	2.3%
6th Grade	Reading	--	--
	Mathematics	--	--

Evidence-Based Best Practices Observed

Principal Davis conducts daily classroom rounds and provides immediate feedback to teachers using Observation 360. Through this technology, principal Davis recommends pertinent training videos for teachers based on results of the observation.

User-friendly data reports are provided for teachers after each formative assessment by external partner, Learning Circle.

Battelle for Kids identified Fairwood Alternative as being in the top two percent of high achieving buildings in Ohio during 2011-2012. AYP scores in reading show an achievement increase from 24.7 (2010) to 43.1 (2012). In math, achievement increase went from 12.3 (2010) to 33.8 (2012). The Performance Index improved from 52.0% (2010) to 63.6% (2012).

Systemic Changes Observed

Teachers work together at Teacher Based Team (TBT) meetings and during extended learning time to create formative assessments in reading and math. Principal Davis notes that teachers analyze the data after each assessment and modify instruction to provide intervention strategies and enrichment opportunities for students. Implementation of Read180, LLI, Reading Recovery, and math tutoring services are providing additional academic support to students.

Current Barriers to Achievement

Application of instructional strategies for adding rigor to the content taught to students continues as a challenge for teachers.