

SCHOOL NAME: Glenville High School
DISTRICT NAME: Cleveland Municipal
Model: Turnaround
Cohort: 1
Locale: Major Urban
Grades: 9-12
Number of Students: 943
Eligible for Free & Reduced Lunch: 95.9%

Highlights of Reform Model

Glenville High School is utilizing the Turnaround Model. Glenville is set up as a small school with three academies. There are three principals for each of the academies. The ninth grade principal was replaced at the beginning of the 2012-13 school year. Jacqueline Bell is the current principal of the Ninth Grade Academy, Doris Redic is the current principal of Exercise Sports & Recreation Academy and Teresa Conley is the current principal of the Programming & Software Development Academy. Glenville has concentrated on whole faculty study groups along with more job embedded professional development. The whole faculty study group implementation has been the new governance structure added to Glenville. The whole faculty study groups were used by teachers to discuss and analyze data. It was also used to identify, read and discuss research based best practices. By the end of the 2012-13 school year, Glenville teachers have participated in 77 job embedded professional development hours and students over 225 extended learning time with reading and math being the primary focus. There are several social & emotional agencies working with Glenville students and their families which include local churches.

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	--	--	--
10th Grade	Reading	47.0%	53.5%	51.0%
	Mathematics	41.2%	36.3%	35.9%
11th Grade	Reading	73.5%	77.2%	85.2%
	Mathematics	57.9%	65.0%	68.8%
12th Grade	Reading	82.2%	80.9%	92.9%
	Mathematics	77.9%	72.9%	81.8%

Evidence-Based Best Practices Observed

Principals Conley, Redic and Bell reports that the job embedded professional development on differentiated instruction has been very beneficial for the students and staff at Glenville. Due to this best practice being used on consistent basis, OGT test scores raised to 83% in both reading and writing. Short cycle assessments showed there were skills not mastered in both reading and math, therefore the plan of action taken was pre-diagnostic and formative bi-weekly testing along with NWEA testing and short cycle assessments. Many of the external providers (i.e., Renaissance Learning, Achieve 3000, Read 180) used by Glenville will assist the students for OGT preparation.

Systemic Changes Observed

Prior to the SIG grant administrators were not conducting classroom rounds. Principals at Glenville are now beginning to understand the relevance of daily classroom rounds and how it can change instruction. Ongoing job embedded professional development has assisted teachers to have a better understanding on how to effectively use best practices in their classrooms.

Current Barriers to Achievement

Administrators and teachers are moved each year and throughout the year, which causes difficulties in consistency. Professional development must be repeated to ensure fidelity to instructional models and intervention protocols. Classroom rounds should be conducted by principals on a daily basis.