

SCHOOL NAME: John F Kennedy High School
DISTRICT NAME: Cleveland Municipal
Model: Turnaround
Cohort: 1
Locale: Major Urban
Grades: 9-12
Number of Students: 908
Eligible for Free & Reduced Lunch: 93.4%

Highlights of Reform Model

The Turnaround Model guides the team at John F. Kennedy High School. Three principals lead three academies in the building; a Freshman Academy, an Interactive Media Academy and an Entertainment and Marketing Academy. A needs assessment directed the principals and Building Leadership team towards implementing the High School That Works Framework as the buildings instructional model to support the goals of the implementation of differentiation, Accelerated Readers and Literacy across the Curriculum. The goals were also supported through job-embedded professional development, which included more than 75 hours for the staff at JFK. The program’s effectiveness was monitored by new governance, with the BLT and teacher based teams reviewing data and results of instructional strategies to monitor student achievement. JFK reports student participation in 250 hours of extended learning time supporting intensive intervention. Various social agencies provide services for students and families of this high poverty community.

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
10th Grade	Reading	49.4%	47.6%	46.6%
10th Grade	Mathematics	37.3%	34.0%	41.6%
11th Grade	Reading	65.5%	71.9%	77.7%
11th Grade	Mathematics	50.7%	54.0%	58.7%
12th Grade	Reading	77.5%	96.1%	87.8%
12th Grade	Mathematics	69.3%	78.6%	70.4%

Evidence-Based Best Practices Observed

Principal Jason Tidmore reports the administrative team performs daily classroom walkthroughs with feedback to teachers to ensure consistency within instruction. According to Tidmore, classroom walkthroughs and the focus on “Literacy across the Curriculum” attribute to an increase in the graduation rate from 43.2% to 53.3%. Tidmore adds that an average of 4% increase in four out of five content areas can also be attributed to the focus on curriculum adjustments and administrative walkthroughs.

Systemic Changes Observed

The establishment of the 9th grade Academy provided 9th graders the opportunity to strengthen academic skills while developing social emotional deficits that were prevalent factors effecting achievement. Moreover the 9th grade academy helped to ensure a successful transition to the innovative academies while offering students opportunities to make successful career choices. In addition, the building leadership team and teacher based teams analyze math and reading data, to plan common lessons to improve instructional practices. Teachers in core academic areas designed formative assessments to administer bi-weekly and the use of short-cycle summative assessments was also created by teachers and administered quarterly.

Current Barriers to Achievement

Student attendance and low graduation rates continue to be a barrier at JFK. Additionally the high teacher turnover impacts consistency.