

SCHOOL NAME: Lincoln-West High School

DISTRICT NAME: Cleveland Municipal

Model: Turnaround

Cohort: 1

Locale: Major Urban

Grades: 9-12

Number of Students: 911

Eligible for Free & Reduced Lunch: 91.1%

Highlights of Reform Model

Lincoln West High School is utilizing the Turnaround Model. Lincoln West is set up as a small school with four academies. Two of the three principals have been consistent since they were hired. Maria Carlson started in 2009 and is the current principal of Community Wrap Around Academy and Dr. Irene Javier is the current principal of World Cultures Academy. She started there in 2008. An interim principal has been overseeing the Programming & Software Development Academy since January 2013. Rhonda Saegert is the principal of the 9th Grade Academy located in Thomas Jefferson. She started as principal of the 9th Grade Academy in 2012. She replaced the previous principal. Lincoln West has concentrated on problem based learning and data team implementation. The data team implementation has been the new governance structure added to Lincoln West. By the end of the 2012-13 school year, Lincoln West teachers have participated in over 375 job embedded professional development hours, students over 650 extended learning time with reading and math being the primary focus. There are several social & emotional agencies working with Lincoln West students and their families. According to the Cleveland Plan, Lincoln West has been selected as one of the Investment Schools for the upcoming school year.

Transformation Specialist Completing Report

Kelly D. Washington, Ph.D. (614) 381-8355
 kelly.washington@escoco.org

Test Grade	Test Subject	2011-2012 School Year Proficient Percentage	2010-2011 School Year Proficient Percentage	2009-2010 School Year Proficient Percentage
10th	Reading	48.8%	55.5%	54.9%
Grade	Mathematics	46.4%	43.7%	54.7%
11th	Reading	72.3%	78.0%	80.6%
Grade	Mathematics	63.3%	72.3%	74.1%
12th	Reading	83.3%	93.3%	90.7%
Grade	Mathematics	75.5%	85.1%	85.7%

Evidence-Based Best Practices Observed

Principal Maria Carlson, Dr. Irene Javier, Ms. Saegert reports that they have been conducting classroom rounds on a regular basis and sharing their findings either in newsletters, staff meetings or in team meetings. Also they provide feedback to the teachers immediately after rounds. Short cycle assessments have given the principals and their data teams a way to review and put a plan of action together for instruction. For example students in the 10th grade were struggling with Literary Text and characterization, therefore the plan of action was to create student learning charts, direct instruction, sample test questions, and continue reinforcement with daily bell work. The teachers are focused on data to drive instruction and differentiate learning. The teacher based teams (data teams) have been established and meet weekly to monitor data. As a result of being more data driven, the actual OGT 2012-13 scores showed a 13% increase in reading and 2% increase in math. Finally, the project based learning has allowed the students an opportunity to learn in a different learning style.

Systemic Changes Observed

Prior to the SIG grant, administrators were not conducting classroom rounds on a regular and continuous basis but now administrators are in the rooms regularly and providing feedback. Principals are seeing a change in instruction and the delivery of the lessons due to the immediate feedback provided to the teachers. This has been worked through by much communication with the union and the administrative personnel. In addition, administrators and teachers are utilizing short cycle assessments and having discussions on how to better improve student achievement and to effectively change instruction.

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.