

SCHOOL NAME: Meadowdale High School
DISTRICT NAME: Dayton City
Model: Transformation
Cohort: 1
Locale: Major Urban
Grades: 9-12
Number of Students: 605
Eligible for Free & Reduced Lunch: 82.5%

Highlights of Reform Model

Meadowdale High School is using the transformation model and Principal Walter has been principal since July 2011. The OTEs (Ohio Teacher Evaluation System) model was piloted in 2012-13 with teachers and this links student achievement to teacher evaluations. A part of the teacher financial incentive plan will be paid based upon multiple measures of students’ growth. The classroom rounds/walkthrough form was online and teachers were given immediate feedback from the administrators. Teachers met with the administrator who conducted their evaluations on a quarterly basis to assess their impact on student growth, based upon multiple measures including quarterly assessments.

The Madeline Hunter instructional model, in conjunction with the Power of Teaching (modeling desired teacher behaviors) is used at Meadowdale High school. The International Baccalaureate program is available to students achieving at high levels. The highest priority for closing the achievement gap is meeting the needs of the Special Education population (29.3%).

Teachers participated in over 95 hours of job embedded professional development in 2012-13. Teachers met in teacher based teams, with their academic department and with the Building Leadership Team on a regularly scheduled basis.

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 | 52.3% | 51.7% | 52.8% |
| | Mathematics | 52.6% | 44.8% | 50.0% |
| 11th Grade | Reading | 75.4% | 86.9% | 76.0% |
| | Mathematics | 73.7% | 86.9% | 84.0% |
| 12th Grade | Reading | 87.9% | 81.5% | 85.3% |
| | Mathematics | 87.1% | 79.2% | 81.3% |

Evidence-Based Best Practices Observed

Preliminary data (spring, 2013) on student performance on the Ohio Graduation Tests is shown on the chart below for Meadowdale High School 10th grade students.

Systemic Changes Observed

Students participated in over 275 hours of extended learning in 2012-13. Success Camps (summer and spring) were offered to students who need to pass an OGT to graduate. Students were individually invited to attend. Calls were made to their homes. Times and dates were posted throughout the school, on the website and on the marquee. 40 students attended the summer program and 12 students were 100% successful with students passing 38 sections of the Ohio Graduation Test. In the spring, the schedule was redesigned to include OGT Tutorial Block Weeks. Teachers sacrificed their planning times in order to provide additional instructional time for these students.

A jump-start program was conducted during the summer to ease the transition between 8th and 9th grades. Tutoring was offered each Monday, Wednesday and Friday. Staff members worked in Math, LA, Science and Social Studies to assist students as needed.

Current Barriers to Achievement

The message of change that is shared with all stakeholders is to “Restore the Roar” at Meadowdale. Ohio Graduation Test scores are very low, but they are trending upward. It is a challenge to change the mindset of the teachers, the students, and the parents so that high expectations and differentiated instructional opportunities are provided to all students in all classes for the entire academic year.