

SCHOOL NAME: Progressive Academy
DISTRICT NAME: Lima City
Model: Transformation
Cohort: 1
Locale: Urban
Grades: 9-12
Number of Students: 365
Eligible for Free & Reduced Lunch: 70.4%

Highlights of Reform Model

In 2009, the staff and administration selected New Tech as their external partner. The Principal was given the operational flexibility to reconfigure the school for the implementation of computer based instruction, including building physical changes. New Tech was implemented at the ninth and tenth grade with a promise of full implementation over three years. The administration and staff attended PD on successful implementation. The Charlotte Danielson Instructional Model was dropped in favor of the on line model, Echo. At the close of the first year with New Tech, the building remained in the CI category, but dropped the following year to AW. The flurry of the New Tech adoption drew attention away from the importance of challenging and rigorous instruction for student engagement. Although classroom walk-throughs were regularly practiced the hard conversations about needed instructional changes were not made. The OIP process lagged in its implementation. This coupled with a levy failure during hard economic times, led to the decision to abort the New Tech project.

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	52.6%	76.2%	60.5%
	Mathematics	36.8%	57.1%	63.2%
11th Grade	Reading	87.5%	84.2%	78.0%
	Mathematics	79.2%	72.4%	83.1%
12th Grade	Reading	86.6%	82.7%	82.6%
	Mathematics	76.5%	78.7%	79.7%

Evidence-Based Best Practices Observed

Stacy Barker, the third Principal employed at Progressive Academy this year, hit the ground running. She attended all Transformation Model required opportunity PD sessions and immediately implemented the OIP process, establishing a BLT and regular meetings for TBT's. She made daily classroom rounds and began to have conversations with staff about required instructional improvement practices that urgently needed to be implemented.

Systemic Changes Observed

Ms. Barker set a calendar for BLT and TBT meetings. Teachers were encouraged to use Quality Core's data bank and Data Link to create short term formative assessments. Last year, the TS connected Progressive to their external partner, Learning Circle, a company that turns short-cycle assessment data around in three days or less. PD provided staff support in learning to read and analyze data to inform instruction. The staff is now ready to strengthen their instruction by making full use of instructional time with "demanding" student lessons. The staff will need to strengthen their short-cycle assessments and learn to use their data to target student instructional needs. This will require them to adopt flexible student groupings.

Current Barriers to Achievement

This coming fall, Progressive High School will experience its fourth new Principal in nine months. The district is eliminating the three small high schools concept and moving back to one. The new principal has not been trained in School Improvement Processes.