

SCHOOL NAME: Romig Road Community

School

DISTRICT NAME: Ohio Council of Community

Schools

Model: Transformation

Cohort: 2

Locale: Community School

Grades: K-8

Number of Students: 500

Highlights of Reform Model

Romig Road Community School is engaged in the Turnaround Model. The results of a needs assessment directed the building leader, Christopher Haynes and his leadership team to employ a Collaborative Co-Teaching Instructional Model which guides the staff towards addressing the issues that affect how poverty in an inner city setting impacts achievement. To support the essentials Romig Road has added a family advocate, a full time counselor, additional discipline support, as well as additional coaching and academic support personnel to enhance the instructional model. Job-embedded professional development is directed through a train the trainer model with coaches providing best practices through teacher based team meetings, modeling instruction and monitoring teacher performance. Romig’s governance structure leads teachers to meet in teacher-based teams, where the focus is on student data that address changes in teaching practices, differentiated teaching strategies and response to interventions to increase student achievement.

Transformation Specialist Completing Report

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Test Grade	Test Subject	2011-2012 School Year Proficient Percentage	2010-2011 School Year Proficient Percentage
3rd Grade	Reading	39.5%	40.0%
	Mathematics	43.2%	52.9%
4th Grade	Reading	36.5%	36.7%
	Mathematics	31.7%	35.0%
5th Grade	Reading	22.6%	34.1%
	Mathematics	16.1%	29.5%
6th Grade	Reading	47.8%	--
	Mathematics	34.8%	--

Evidence-Based Best Practices Observed

The Collaborative Co-Teaching Model supporting two teachers in the classroom gives additional and individualizes academic support to students. Small group instruction, one-on-one, as well as whole group differentiation demonstrate use of best practices. Principal Haynes points out that assessment data confirms the above mentioned best practices have improved student achievement. He states that students improved at a minimum of 12% to above 30% in targeted classrooms following implementation of interventions as determined by NWEA standardized tests. In addition to the increased achievement, students also demonstrated a decrease in behavior incidents by 133 referrals compared to the same period of time during the 2011-2012 school year.

Systemic Changes Observed

By way of an innovative school calendar, Romig added 40 minutes to the school day. The increase in the school day, allowed for intensive intervention, with coaches, intervention specialists, and title I teachers providing one-on-one and small group sessions to address student needs. Haynes and his coaches perform daily classroom walkthroughs with immediate feedback given electronically. Additionally, OTES was implemented this school year, with teachers monitored more effectively and efficiently.

Current Barriers to Achievement

A high transient rate of students and teachers continue to be a barrier at Romig Road. Additionally, student discipline remains problematic in many classrooms.