

SCHOOL NAME: Shaw High School
DISTRICT NAME: East Cleveland City
Model: Transformation
Cohort: 2
Locale: Major Urban
Grades: 9-12
Number of Students: 1311
Eligible for Free & Reduced Lunch: 74.0%

Highlights of Reform Model

The Transformation Model guides the team at Shaw High School. The current principal, Deborah Moore and the BLT directed their focus on a “Rigor and Relevance” framework as an instructional model. A needs assessment suggested that high expectations needed to be the catalyst to increasing achievement. Job-embedded professional development has been led by Scholastic, and supported by the 5-step process through TBTs and the OIP. The building level governance structure support teachers meeting weekly in teams, with data teams, and a BLT monitoring student data and altering teaching practices to increase student achievement. Shaw High School students have participated in over 237 hours of extended learning time or credit recovery with a focus on math and reading, and teachers have participated in over 188 hours of professional development. Social and emotional support services are supplied throughout the school supported by PBIS systems. Additionally community supports are provided including neighborhood counseling services.

Transformation Specialist Completing Report

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| Test Grade | Test Subject | 2011-2012 School Year Proficient Percentage | 2010-2011 School Year Proficient Percentage |
|------------|--------------|---|---|
| 10th Grade | Reading | 61.4% | 65.2% |
| | Mathematics | 57.1% | 49.8% |
| 11th Grade | Reading | 83.8% | 82.9% |
| | Mathematics | 71.8% | 69.6% |
| 12th Grade | Reading | 86.3% | 87.4% |
| | Mathematics | 79.1% | 74.4% |

Evidence-Based Best Practices Observed

Principal Moore reports that job embedded professional development attributes to the success of the implementation of best practices at Shaw High School. Guided focus on reading and math led by Scholastic supports teachers through the implementation stages of effective instructional strategies, while teachers are observed and monitored by principals and coaches with consistent and immediate feedback. Despite insignificant gains in student achievement during the 2012-13 school year, Principal Moore and the BLT insist that students are engaged and an increase in student achievement will become evident. For the first time in several years, the graduation rate has increased.

Systemic Changes Observed

Teachers were afforded common planning time, through a master schedule design that allowed for the facilitation of grade level teacher based teams. Previously facilitated whole group staff meetings were redesigned to allow for subject area team meetings as well. Through these adjustments, teachers use this time to share math and reading data, to plan common lessons, and to adjust student flexible learning groups.

Current Barriers to Achievement

The building Principal was out for the entire third quarter due to illness. An official leader was not assigned until a month into the quarter. Additionally, high numbers of special education

and at-risk students attribute to the struggle with student achievement.