

**SCHOOL NAME:** South High School  
**DISTRICT NAME:** Columbus City School  
**District**  
**Model:** Restart  
**Cohort:** 2  
**Locale:** Major Urban  
**Grades:** 7-12  
**Number of Students:** 521  
**Eligible for Free & Reduced Lunch:** 83.9%

**Highlights of Reform Model**

South was the lowest performing high school in Columbus. The GR was less than 60%, OGT passage rates were below 50% in 10<sup>th</sup> grade and 60% in 11<sup>th</sup> grade. The first year of SIG, South hired an Educational Management Organization to reorganize their building. The promised and expected oversight was not forthcoming, so the contract was non-renewed. During the second year, MS students were added to South. Looking to strengthen academics, attendance and discipline, Diplomas Now, was adopted with a focus on supporting ninth and tenth graders. South also implemented, “City Year,” to support ninth graders with these same three issues. These “dressed alike,” tutors can be seen daily throughout ninth grade classrooms offering tutoring support. These support strategies coupled with daily walk-throughs with frank conversations with staff about needed instructional changes and the use of data to inform instructional practices, has turned the building in the direction of student growth. It is expected that OGT data results will show increases in Math and Reading.

**Transformation Specialist Completing Report**

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Test Grade	Test Subject	2011-2012 School Year Proficient Percentage	2010-2011 School Year Proficient Percentage
7th Grade	Reading	--	--
	Mathematics	--	--
8th Grade	Reading	--	--
	Mathematics	--	--
10th Grade	Reading	50.4%	57.8%
	Mathematics	46.4%	44.6%
11th Grade	Reading	75.9%	72.9%
	Mathematics	60.2%	58.8%
12th Grade	Reading	81.6%	77.1%
	Mathematics	77.6%	59.4%

**Evidence-Based Best Practices Observed**

Principal, Colon Lewis, conducted daily classroom rounds. At weekly staff meetings he shared specific instructional strategies the Transformation Specialist and he knew needed to be implemented. These required instructional changes were to be practiced, immediately. Mr. Lewis worked with District Personnel to remove ineffective teachers. He also provided evidence in Indistar for compliance.

**Systemic Changes Observed**

Mr. Lewis succeeded in raising student achievement at Southmoor Middle School (MS) from AE to CI, in two short years. He did this by teaching staff to analyze data provided by his external partner, the Learning Circle and by conducting daily walk-throughs with feedback, requiring immediate changes in teaching strategies and practices. When his (MS) was combined with South High School he took these two best practices with him. MS teachers quickly adopted, again, these two practices supported by their Common Planning Time. High school teachers, not previously provided PD in reviewing data to inform instruction and unaccustomed to having the Principal in their classes demanding instructional changes be made, were slower to adopt these two formative practices.

**Current Barriers to Achievement**

Mr. Lewis left South High this year. This fall will make three Principals in three years, creating inconsistencies in the implementation of the Restart Model. All staff needs to be proficient in the same best practices. This can be done through building capacity.