Office of School Turnaround

SIG School Profile 2012-13

SCHOOL NAME: Southern Local Jr/Sr High School
DISTRICT NAME: Southern Local School
Model: Transformation
Cohort: 2
Locale: Rural
Grades: 7-12
Number of Students: 457
Eligible for Free & Reduced Lunch: 53.8%

Highlights of Reform Model

Southern Local Jr/Sr High School is utilizing the Transformation Model. The former principal was replaced in 2011. The current principal is Dallas Saunders. Principal Saunders conducts daily classroom walkthroughs to ensure chosen instructional strategies are being used with fidelity. All teachers meet monthly in teacher-based teams, where the focus is on student data and changes in teaching practices to increase student achievement. The building leadership team is responsible for monitoring all student data, reviewing the components of the SIG, and monitoring interventions. To increase opportunities for extended learning opportunities developed a credit recovery program. To build staff cohesiveness, ongoing professional development centered around, Transforming School Culture by Anthony Muhammad. Through 4 quarters of reporting, Southern Local students have participated in 245 hours of extended learning time, and teachers have participated in 87 hours of professional development.

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	88.6%	66.2%
	Mathematics	72.9%	70.4%
8th Grade	Reading	75.4%	84.6%
	Mathematics	60.9%	52.3%
10th Grade	Reading	84.9%	77.9%
	Mathematics	82.2%	63.6%
11th Grade	Reading	94.2%	87.1%
	Mathematics	87.0%	82.9%
12th Grade	Reading	91.5%	92.9%
	Mathematics	90.1%	91.4%

Evidence-Based Best Practices Observed

Principal Dallas Saunders reports that each TBT meets weekly. The TBT meeting use the 5 Step Process and focused on data collection from assessments that are similar in format to the OGT/OAA assessment that students would be faced with in the spring, and adjusting instruction based on the data analysis. Since the implementation of the 5 Step Process, the Ohio report card rating increased to Continuous Improvement with 11 of 17 indicators and a Performance Index of 94.9. According to Principal Saunders, using Accelerated Reader and Math as a common formative assessments, student achievement, in those areas increased. Currently in spring of 2013, two years into using the Accelerated Reader and Math programs, the average scaled score in Reading is 905 with average grade equivalent is 8.3 and in Math, the average grade equivalent, is 11.3 with average scaled score is 834 for students in grades 7-12.

Systemic Changes Observed

In the summer of June 2011, an action plan was built with guidance from our State Support Team. This plan included quarterly District Leadership Team (DLT) meetings, monthly Building Leadership Team (BLT) meetings, and monthly department or Teacher Based Team (TBT) meetings. Prior to school year 2011-2012,

teachers did not meet to discuss data. Before the SIG grant, the administrative team was not doing walkthroughs.

Current Barriers to Achievement

Providing support and access to the general education curriculum for identified students.