

**SCHOOL NAME:** Summit Academy Middle School - Columbus  
**DISTRICT NAME:** Lucas County ESC  
**Model:** Transformation  
**Cohort:** 2  
**Locale:** Community School  
**Grades:** 5-8  
**Number of Students:** 41  
**Eligible for Free & Reduced Lunch:** 70.7%

**Highlights of Reform Model**

Summit Academy is implementing the Transformation Model. The former principal was replaced and the current principal is Chris Wheeler. All teachers meet weekly in teacher-based teams (TBT), where the focus is on using student data to make changes in instructional practices to increase student achievement. Math and Literacy coaches were hired to develop and administer benchmark assessments, use data to assess student growth, enter data into the progress monitoring tool and work in conjunction with the teachers and BLT to set individual goals for students. Summit Academy implemented a system, called the Passport Program, which tracked student behavior during the day and set a level of high expectations and accountability throughout the building. The program promoted positive classroom behavior, reduced discipline issues that detracted from instruction and focused on increasing student engagement. Students received over 225 hours of extended learning time and teachers received 160 hours of Professional Development (PD).

**Transformation Specialist Completing Report**

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Test Grade	Test Subject	2011-2012 School Year Proficient Percentage	2010-2011 School Year Proficient Percentage
6th Grade	Reading	45.5%	37.5%
	Mathematics	27.3%	31.3%
7th Grade	Reading	52.6%	NC
	Mathematics	26.3%	NC
8th Grade	Reading	20.0%	58.3%
	Mathematics	33.3%	8.3%

**Evidence-Based Best Practices Observed**

Principal Chris Wheeler has indicated that the instructional practices as well as progress monitoring has changed dramatically this school year. Some of the changes included changing the school schedule so as to maximize student learning and task on time. In addition, the extended learning time in the morning and afternoon were focused on standards that were not mastered by students and tailored to the academic levels of the participants. Teachers received professional development and kept data on the progress of the students in this setting. Summit Academy also used various assessments to frequently group students according to academic ability levels. In the mornings, students were taught in their homogenous groups and in the afternoon, they received exposure to grade level instruction. The groupings were flexible and teachers were able to assess and track students' academic levels to verify growth or identify trends of needs. The change in instructional practices have resulted in increased student performance, as evidenced by increases of student scores in the Short Cycle Assessments (SCA) and AIMS web testing (as reported in Indistar).

**Systemic Changes Observed**

Summit Academy piloted the Ohio Teacher Evaluation System (OTES) this school year. The Principal, Assistant Principal, and Academic Coaches attended the required OTES trainings and became credentialed teacher evaluators. Furthermore, they conducted professional developments at the school site to inform teachers about the role of the OTES model, professional growth plans and Student Learning Objectives (SLO). According to the ODE website, "Ohio's new system for evaluating teachers will

provide educators with a richer and more detailed view of their performance, with a focus on specific strengths and opportunities for improvement.” By focusing on the improvement of teachers’ instructional practices, this will in turn positively impact student performance outcomes and growth.

**Current Barriers to Achievement**

Research shows that schools that have high teacher turnover rates are usually congruent with schools that have lower student academic success. High teacher turnover, especially in high-need schools, undermine the ability to close the student achievement gaps. In the 2012-13 school year, there was a high amount of teacher and support staff turnover. This was a source of concern for the instructional continuity, school climate and the morale of the remaining staff. Furthermore, the principal had to spend an inordinate amount of time outside the classroom to seek qualified candidates and get them quickly acclimated to the school culture, policies, tailored curriculum, student progress monitoring measures, and behavior management techniques.