

SCHOOL NAME: West High School
DISTRICT NAME: Columbus City
Model: Transformation
Cohort: 1
Locale: Major Urban
Grades: 9-12
Number of Students: 948
Eligible for Free & Reduced Lunch: 82.3%

Highlights of Reform Model

West High School has just completed the third year of the SIG grant. Principal Jason Johnson, states that when the school improvement process began, student engagement was identified as the primary challenge hindering academic growth. Hence, a STEM program design was implemented juxtaposed with project-based learning. This year a significant emphasis was placed on strengthening the STEM program. Teachers have been involved in professional development on planning interdisciplinary lessons and project design to ensure students are engaged in rigorous and relevant curriculum. An external partnership with the PAST Foundation has also provided ongoing job-embedded professional development which is conducted weekly during common team planning time.

Transformation Specialist Completing Report

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Test Grade	Test Subject	2011-2012 School Year Proficient Percentage	2010-2011 School Year Proficient Percentage	2009-2010 School Year Proficient Percentage
10th Grade	Reading	60.9%	70.1%	69.8%
	Mathematics	59.8%	63.8%	67.5%
11th Grade	Reading	78.0%	84.0%	74.2%
	Mathematics	74.6%	76.9%	69.4%
12th Grade	Reading	89.9%	83.6%	89.3%
	Mathematics	83.2%	77.5%	84.2%

Evidence-Based Best Practices Observed:

The Triple-A instructional model (Aim, Agenda, and Assessment) is being used by all teachers. This model provides students with a consistency of content delivery. In every classroom a daily AIM (learning target) is posted, Agenda of activities, and formative assessments are provided to students. Additionally, with a twenty-eight percent mobility rate and a sixty-six percent graduation rate, the extended learning time program offered after school has vastly improved student academics. For example, during Quarter 2, thirty one of the forty five students who participated in extended learning improved at least one course grade from unsatisfactory at interim to a passing grade at the end of the quarter.

Systemic Changes

West High School bolstered the core academic program by adding Math, Science, and Reading Specialist who helped facilitate the implementation of short-cycle assessments to monitor student standards mastery throughout the school year. Sixty-nine percent of the staff surveyed responded that short-cycles provided data to ascertain differentiation and adjustments to instructional practices.

Current Barriers to Achievement

Barriers to achievement can be aligned to a lack of resources needed to solidly support the STEM program design and project-based learning.