

SCHOOL NAME: William H Taft Elementary

DISTRICT NAME: Cincinnati City

Model: Transformation

Cohort: 1

Locale: Major Urban

Grades: K-6,P

Number of Students: 328

Eligible for Free & Reduced Lunch: 88.1%

Highlights of Reform Model

William H. Taft Elementary School utilized the Transformation Model and Principal Lane was assigned to the building in 2010-11. Serving as both a neighborhood and magnet school, it focused upon a STEM (science, technology, engineering and mathematics) model partnering with a local university and another outside partner. The STEM approach encompasses the principles of Problem Based Learning (PBL), Universal Design for Learning (UDL) and differentiated instruction through science technology, engineering and math.

Teachers piloted OTES (Ohio Teacher Evaluation System) during 2012-13 linking student achievement to teacher performance.

The school housed a school based health center (SBHC) that provided health care, dental care and behavioral health care for students. The school employed school community/resource coordinators to offer services for the school aligned to student needs and provided strategies and workshops for parents. In addition, the school had many volunteers who work with students either individually or in small groups on a regular basis. The performance index rose over time at William H. Taft. In 2009-10 it was 62.6, then rose to 70.6 and was at 73.8 for 2011-12. Taft was a K-8 school until 2011-12 when the 7-8 students moved to a neighboring STEM high school. This may have had an impact on the performance index since 7-8 students were not included in 2011-12.

Transformation Specialist Completing Report

Eileen Diamond, PhD (614) 551-5689
eileen.diamond@education.ohio.gov

Test Grade	Test Subject	2011-2012 School Year Proficient Percentage	2010-2011 School Year Proficient Percentage	2009-2010 School Year Proficient Percentage
3rd Grade	Reading	57.8%	64.5%	33.3%
	Mathematics	51.1%	61.3%	33.3%
4th Grade	Reading	44.4%	56.5%	50.0%
	Mathematics	44.4%	34.8%	22.7%
5th Grade	Reading	40.0%	18.5%	38.9%
	Mathematics	31.4%	18.5%	16.7%
6th Grade	Reading	66.7%	58.1%	20.0%
	Mathematics	55.6%	38.7%	26.7%
7th Grade	Reading	--	38.9%	39.1%
	Mathematics	--	27.8%	34.8%
8th Grade	Reading	--	73.9%	37.5%
	Mathematics	--	43.5%	37.5%

Evidence-Based Best Practices Observed

Every Wednesday teachers met in weekly data meetings. Teachers and the building coach provided short cycle assessments and used that data to provide intervention or enrichment for students. In 2012-13, teachers participated in over 98 hours of job embedded professional development that included working in lateral, horizontal and data teams and working with external partners on STEM implementation. The building had a full time instructional coach and a full time literacy specialist working with grades K-3 teachers. Both of these coaches provided job embedded professional development and helped with data analysis for the staff. Literacy instruction used the Elementary Initiative model requiring a 90 minute reading block every day for all grade levels. Classroom rounds were completed on a daily basis to ensure that instruction was aligned and implemented efficiently and effectively.

Systemic Changes Observed

The students at William H. Taft participated in over 354 hours of extended learning time during 2012-13. These experiences included expanding and extending the school day and offering a full day of learning/enrichment experiences during the summer. Students also attended numerous field experiences with local business partners that served as learning laboratories to bring STEM concepts to life. The extended learning program (ELP) was offered Tuesday and Wednesday afternoons from 2:30-4:00 for students in grades 3-6. Boys and Girls Club

provided enrichment and academic interventions and was offered daily 2:15-6:00 for students in grades K-6. This program included a snack and a hot meal for the students enrolled in the program.

Current Barriers to Achievement

Taft did not meet Adequate Yearly Progress for the 2011-12 school year and only met one out of the 10 school indicators on the state report card. Many students at William H. Taft came to school with social-emotional issues that could interfere with their ability to be successful in the classroom. The school was being marketed for the elementary STEM magnet program, but many parents/guardians may be reluctant to enroll their students at the school until the reported data on the state report card improves.