

 VIDEO
4:53 min

Full Details and Transcript



State Support for Turnaround Schools Part 1

Southern Local Jr./Sr. High School, Ohio
January 2014

Topic **TURNING AROUND CHRONICALLY LOW-PERFORMING SCHOOLS**

- Highlights**
- » The state provides transformation specialists to work with schools on implementation of the School Improvement Grant.
 - » The transformation specialist coaches the principal and provides differentiated support.
 - » The specialist visits the school regularly. During a visit, the specialist conducts classroom walkthroughs and analyzes data in conjunction with the principal.
 - » The principal and transformation specialist work together to find resources that fit the needs of the school and staff.

About the Site **Southern Local Jr./Sr. High School Salineville, Ohio**

Demographics

(Source: Southern Local School District, 2014-15)


- » Grades 7–12
- » 457 students
- » 97% White
- » 3% Other


- » 19% Special Education
- » 54% Free or Reduced-Price Lunch
- » Rural


- » In 2009, Southern Local Jr./Sr. High School was identified as one of Ohio’s persistently lowest-achieving schools and began to implement the Ohio Improvement Process. In July 2011, the school received a School Improvement Grant.
- » The school developed Teacher-Based Teams and a Building Leadership Team to engage teachers in the turnaround process. The teams began to systematically collect and analyze data to strengthen teaching and learning.
- » The principal and associate principal began to conduct instructional walkthroughs known as Rounds. Through these walkthroughs, coupled with data analyses, the administrators and staff selected areas for professional development.
- » The school expanded its use of technology and provided a digital period for remediation and increased opportunities for course taking through community college and university partnerships.

Full Transcript




 **00:05 Narrator:** In this video, the state transformation specialist and the principal of Southern Local Jr./Sr. High School discuss how they work together.


 **00:14** I’m Dallas Saunders, associate principal of Southern Local Jr./Sr. High School.

 **00:18** My name is Danielle Butler. I’m a transformation specialist with the Ohio Department of Education.


Danielle Butler

 **00:24** In that role, we coach principals. We coach them on implementing the Ohio improvement process, starting with our TBT and BLT process, which is the teacher-based teams and the building leadership teams. We coach them on analyzing student data, finding professional development based on their student needs and their


teacher needs, providing them with professional development related to creating short-cycle assessments, and also increasing parent and community engagement.

 **00:54** The support we provide depends a lot on the school. The same way we ask them to differentiate instruction for the children and professional development for the teachers, so is our support. So in the beginning of the school improvement process, I was visiting Southern Local once a week. As they began to build their capacity the frequency of my visits decreased, so now I visit between once and twice a month, but we are in constant communication through emails, text messages, or calls so that we can still provide that level of support and not actually be face to face. When the visit starts, I typically come in, I meet with Dallas, we discuss what his focuses are for the classroom walkthroughs. So that while we're in the classroom we're looking for the same things and the teachers already know exactly what we will be looking for when we enter the classroom.


Dallas Saunders


 **01:45** One of the areas that we have really focused on in the last year and a half is the inclusion classroom co-teaching model. And so my assistant principal and I, Danielle would also go into the classrooms in a co-teaching setting, make observations, discuss what we saw and then we also discuss how we can improve it or is this a model within a school building that we see that we think is functioning properly, is being executed properly, and then we could also have in-house professional development provided by our teachers to other teachers.

Danielle Butler


 **02:22** We don't limit ourselves to just the school turnaround tool box, we research new and innovative professional development based on the needs of the students by using their student data and also this—the adult implementation indicators. We'd look to see what the teachers are doing and if what they're actually getting in professional development transfers into the classroom. And if it doesn't, those are conversations that Dallas I will have and we'll look for any resource that's available to us to help them be successful.

Dallas Saunders

 **02:51** The help from Danielle and the transformation specialist has helped me to develop as a leader, simply because there is a piece of accountability built in, there is some mentorship and leadership on how to implement the best practices that we know create high-functioning, high-performing schools. And it's always good to be able to have another set of professional eyes be able to come in to your school, have their perception, have their view, and help you to possibly refocus or put another fresh thought into how to expand upon what you started, developing educationally or to possibly fix an area where you have some sort of weakness.

 **03:47** I think that probably where Danielle and the transformation specialists probably across the state have made an impact is, as we transition out—this will be our last year of funding through the School Improvement Grant—so we will take those same concepts of evaluating data, looking at what programs have been successful, what we have made a difference in student success. We can use those same concepts to evaluate the programs and identify what programs we need to keep, what programs we may not keep, and use that higher order thinking to be able to transition out without the funding and still have success.

Narrator

 **04:32** In Part 2, the state transformation specialist and the principal of Southern Local Jr./Sr. High School conduct a meeting together. They conduct classroom rounds, discuss data, and develop next steps.

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