

 VIDEO
4:47 min

Full Details and Transcript



State Support for Turnaround Schools Part 2

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

Topic TURNING AROUND CHRONICALLY LOW-PERFORMING SCHOOLS

- Highlights**
- » The state transformation specialist conducts a School Improvement Grant visit with the principal of Southern Local Jr./Sr. High School.
 - » During the visit, they review indicators and current data in Indistar. They also conduct classroom walkthroughs.
 - » At the end of the visit, they discuss next steps and the upcoming focus for the following week's classroom rounds or walkthroughs.

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

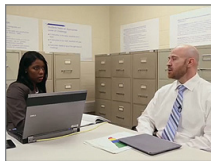
Demographics


(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




 **00:06 Narrator:** This video shows a routine meeting between the state transformation specialist and the principal of Southern Local Jr./Sr. High School.


 **00:15** The state transformation specialist and the principal conduct classroom rounds and discuss what they saw, review data and enter information into the Ohio Indistar monitoring tool, and discuss specific strategies for implementation and consider next steps.

Danielle Butler


 **00:32** Hi, my name is Danielle Butler. I’m a Transformation Specialist with the Ohio Department of Education. Today I’m meeting with Dallas Saunders, Principal of Southern Local Jr. High, High School. This is a conclusion of our typical meeting, so we’re going to review all the things we’ve seen in the classroom, his Indistar evidence, and the things that he needs to prepare prior to our next meeting.


 **00:53 Danielle Butler:** Classroom rounds. Let’s discuss. Are they still being conducted on a daily...daily?


 **Dallas Saunders:** Yes.


 **Butler:** Are they current in Indistar?


 **Saunders:** Yes.


 **Butler:** What trends are you noticing?


 **01:08 Saunders:** You know, student engagement is up. One of the things that we've been talking about and really looking for is the connection from previous lessons to future lessons and how we are integrating that material. And, you know...and I think our math department is extremely strong in that area, with having the ability to lay the foundation for some of the basic skills that are taught at the beginning of the year, refresh and remind as we progress through the year. That's an area of strength, especially in that department.

 **01:41 Butler:** What are your focuses for next week's classroom walkthroughs or instructional rounds?


 **Saunders:** I think—maybe you can help me with this—I think that since we're doing our testing this week, I'd like to implement how we're using that data in the classroom this week; whether it is... What are your thoughts? How can we...how can we implement the STAR testing and all the information we're getting into follow-up from the administrative end? Is it through differentiation and observing how we take that data and apply it?

 **02:27 Butler:** How soon will it be analyzed and ready for teachers?


 **Saunders:** Probably by Monday morning. When they're done testing, when they're completed testing. So probably this afternoon.


 **Butler:** So, and your next TBT is Tuesday, right?


 **Saunders:** Mm-hmm.


 **02:44 Butler:** I would start there. I would take that information to the TBTs and see how they...because they're not new at this process anymore.


 **Saunders:** Right.


 **Butler:** They own the data, they actually want to see how well their students are progressing. So I would pose that to them. How...when we are coming in for classroom walkthroughs, what could you be doing or what are the children doing that is evidence that this data is being implemented in the classroom?

 **Saunders:** Mm-hmm. I can do that.

 **Butler:** I would pose that question to them.

 **03:14 Saunders:** And one of the other areas that we talked about at our building leadership team meeting was...we're having some difficulty with short-answer and extended-response questions on our state testing. And one of the things that we decided to do was to make sure that we were implementing our extended response setup when answering those questions, and that's a schoolwide concept. So we call it *Rock You* and I told our building leadership team that we are...that I'll check that. Anytime we're doing a written response or extended response we will use that concept and integrate it into science, social studies, math, everywhere.

Danielle Butler  **04:05** This concludes our site visit. This is a typical site visit for a transformation specialist and a principal in school improvement. Today we discussed a specific topic to strengthen the school's ability to provide special education services for those students requiring them. We conducted classroom walkthroughs, we discussed potential professional development, looked at the school's data, and planned for our next visit.

Narrator  **04:30** In Part 1, the state transformation specialist and the principal of Southern Local Jr./Sr. High School discuss how they work together.

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