2008 No Child Left Behind–Blue Ribbon Schools Program

U.S. Department of Education   [X] Public   [ ] Private

Cover Sheet   Type of School
(Check all that apply)

[ ] Elementary   [ ] MIddle   [X] High   [ ] K-12
[ ] Charter   [ ] Title I   [ ] Magnet   [ ] Choice

Name of Principal   Mr. George Steyer

(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name   Solon High School

(As it should appear in the official records)

School Mailing Address   33600 Inwood Road

(If address is P.O. Box, also include street address.)

Solon	Ohio	44139-4132
City	State	Zip Code+4(9 digits total)

County   Cuyahoga   State School Code Number* 034835

Telephone (440) 349-6238   Fax (440) 349-8041

Web site/URL www.solonschools.org   E-mail gsteyer@solonboe.org

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

_____   Date _____
Principal's Signature

Name of Superintendent   Mr. Joseph Regano

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name   Solon City Schools   Tel. (440) 248-1600

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

_____   Date _____
(Superintendent's Signature)

Name of School Board
President/Chairperson   Mrs. Dorothy Seibert

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

_____   Date _____
(School Board President's/Chairperson's Signature)

Private Schools: If the information requested is not applicable, write N/A in the space.

Mail by commercial carrier (FedEx, UPS) or courier original signed cover sheet to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, US Department of Education, 400 Maryland Avenue, SW, Room 5E103, Washington DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

Include this page in the school's application as page 2.

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)

2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2007-2008 school year.

3. If the school includes grades 7 or higher, the school must have foreign language as a part of its core curriculum.

4. The school has been in existence for five full years, that is, from at least September 2002 and has not received the No Child Left Behind–Blue Ribbon Schools award in the past five years.

5. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district wide compliance review.

6. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.

7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available. Throughout the document, round numbers to the nearest whole number to avoid decimals, except for numbers below 1, which should be rounded to the nearest tenth.

DISTRICT (Question 1-2 not applicable to private schools)

1. Number of schools in the district:

4	Elementary schools
2	Middle schools
	Junior High Schools
1	High schools
	Other
7	TOTAL

2. District Per Pupil Expenditure: _____11373_____

   Average State Per Pupil Expenditure: _____9587_____

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

   [   ]   Urban or large central city
   [   ]   Suburban school with characteristics typical of an urban are
   [X]   Suburban
   [   ]   Small city or town in a rural area
   [   ]   Rural

4. ____11____ Number of years the principal has been in her/his position at this school.

   _____ If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total		Grade	# of Males	# of Females	Grade Total
Pre K			0		7			0
K			0		8			0
1			0		9	258	218	476
2			0		10	232	214	446
3			0		11	224	209	433
4			0		12	245	233	478
5			0		Other	1	7	8
6			0					
					TOTAL STUDENTS IN THE APPLYING SCHOOL			1841

6. Racial/ethnic composition of the school:

0	%	American Indian or Alaska Native
8	%	Asian or Pacific Islander
13	%	Black or African American
1	%	Hispanic or Latino
78	%	White

100 % TOTAL

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year ____3____ %

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred to the school after October 1 until the end of the year	29
(2)	Number of students who transferred from the school after October 1 until the end of the year	30
(3)	Total of all transferred students [sum of rows (1) and (2)]	59
(4)	Total number of students in the school as of October 1	1805
(5)	Total transferred students in row (3) divided by total students in row	0.03
(6)	Amount in row (5) multiplied by 100	3

8. Limited English Proficient students in the school: ____3____ %

____49____ Total Number Limited English Proficient

Number of languages represented: ____8____

Specify languages: Spanish, Cantonese, Romanian, Russian, Armenian, Ukranian, Chinese, Arabic

9. Students eligible for free/reduced-priced meals: ____3____ %

Total number students who qualify: ____56____

If this method does not produce an accurate estimate of the percentage of students from low income families, or the school does not participate in the federally supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 11   %

                                                      195   Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

10	Autism	0	Orthopedic Impairment
0	Deafness	44	Other Health Impairment
0	Deaf-Blindness	109	Specific Learning Disability
10	Emotional Disturbance	0	Speech or Language Impairment
0	Hearing Impairment	0	Traumatic Brain Injury
15	Mental Retardation	1	Visual Impairment Including Blindness
6	Multiple Disabilities		

11. Indicate number of full time and part time staff members in each of the categories below:

Number of Staff

	Full-time	**Part-time**
Administrator(s)	5	0
Classroom teachers	84	9
Special resource teachers/specialists	36	7
Paraprofessionals	9	2
Support Staff	14	3
Total number	148	21

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1   22   **: 1**

13. Show the attendance patterns of teachers and students as a percentage. Please explain a high teacher turnover rate. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy in attendance, dropout or the drop-off rates. Only middle and high schools need to supply dropout rates, and only high schools need to supply drop-off rates.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Daily student attendance	97 %	97 %	97 %	97 %	97 %
Daily teacher attendance	96 %	96 %	96 %	95 %	97 %
Teacher turnover rate	27 %	27 %	19 %	29 %	17 %
Student drop out rate (middle/high	0 %	2 %	2 %	2 %	3 %
Student drop-off rate (high school)	%	%	%	%	%

Please provide all explanations below

14. ***(High Schools Only. Delete if not used.)***

Show what the students who graduated in Spring 2007 are doing as of the Fall 2007.

Graduating class size	407	
Enrolled in a 4-year college or university	91	%
Enrolled in a community college	3	%
Enrolled in vocational training	1	%
Found employment	4	%
Military service	1	%
Other (travel, staying home, etc.)	0	%
Unknown	0	%
Total	100	%

PART III - SUMMARY

Solon High School is a four-year comprehensive, public high school with a diverse population of 1,840 students. Regarded as one of the finest schools in both the nation and the state of Ohio by publications such as Newsweek, Money Magazine, US. News & World Report and Cleveland Magazine, Solon High School is dedicated to providing all its students with a rigorous and extensive academic experience. Furthermore, the school is known for its outstanding faculty, innovative programming and its commitment to developing learning in an environment where 'embracing diversity is our way of life.'

The district's mission statement pledges to 'ensure all students attain the knowledge and skills necessary to succeed and become contributing ethical citizens.' To this end, Solon High School offers more than 140 courses with an emphasis on college preparation and includes vocational, honors and 19 advanced placement courses. In May of 2007, 594 Solon High School students took 1,285 AP tests. Every year, more than 90% of our graduates attend college (94% from the Class of 2007). Only a very small percentage of our special education students are not mainstreamed into regular education classes. Validation of this approach to expose all students to the regular education curriculum is the fact that in both 2006 and 2007 Solon High School was recognized as a 'School of Distinction' by the Ohio Department of Education. Meeting the rigorous award criteria signifies that a high percentage of students with disabilities, as a subset of all students in the school, are meeting standards, mastering the curriculum and achieving academic success.

A key element in assisting Solon High School in providing an educational program that strives to ensure the academic success of all students is the professional learning community that has been created at the high school. Seven years ago we created the PLC with a three-fold intent: to focus on student learning as the fundamental purpose of our school, to work together to achieve our collective purpose and to assess our effectiveness on the basis of results rather than intentions. Over the years, the staff has worked hard to adhere to these guidelines.

The district's mission also strives to 'inspire students to achieve their personal best.' Solon High School fully embraces this challenge by providing students with a vast array of extra-curricular and athletic opportunities as well. And just like Solon High students excel in the classroom, they do equally well on the playing fields through 23 varsity sports, on stage through drama and vocal and instrumental music, and in the community through the myriad of community service projects the students engage in throughout the year providing support and resources to others who are less fortunate than themselves. Almost every Solon High student participates in one or more of the more than 40 extra-curricular clubs and activities available, including Model United Nations, Key Club, SADD and Student Council to name a few. The school newspaper, the Courier, and literary magazine, Images, continually win awards for excellence. Similarly, students involved in competitive co-curricular activities, such as Science Olympiad, Speech and Debate, Future Problem Solvers and Mock Trial, have continually ranked among the top in the state and the nation.

The sum total of all of the components of the educational and co-curricular program described above has enabled Solon High School to keep its focus on student learning, hold all students accountable for meeting high standards in and out of the classroom and help meet the district's mission to 'ensure all students attain the knowledge and skills necessary to succeed and become contributing, ethical citizens.'

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

   Ohio began utilizing criterion-referenced 'proficiency' tests in the mid-1990s. Now the state has transitioned to standards-based 'achievement' tests for grades three through eight as well as for a condition of graduation, with the Ohio Graduation Tests in Reading, Writing, Mathematics, Social Studies and Science. The percentage of students in all of the Solon City Schools, including Solon High School, that pass these tests, is reported to parents and the community in the form of yearly District Report Cards issued by the Ohio Department of Education and posted online at the ODE website and the Solon Schools website.

   Individual student scores reported directly to parents rank students according to performance. In Ohio, students are assessed in all five subject areas on the OGT based on five ranking levels: Limited, Basic, Proficient, Accelerated and Advanced, with the latter three rankings preferred. Data is also disaggregated to give more information regarding program success across all subcategories of children, including those with learning disabilities.More information about Ohio's assessment system is available at: http://www.ode.state.oh.us.

   Data trends from the past five years at Solon High School demonstrate a consistent pattern of positive performance on state-mandated tests, surpassing the state goals by significant margins. On its individual school building report cards, the State of Ohio uses a performance index that measures student passage rates, but also assigns weighted scores according to the level of passage. Therefore, an 'advanced' or 'accelerated' score on the test is weighted higher than a 'Basic' passage score. Over the past few academic years, Solon High School's performance index score has been steadily on the rise. Student achievement trends resulted in a performance index of 111.1 in 2004-05, a score of 111.6 in 2005-06, and finally a performance index score of 110.3 in 2006-07. These high performance index score gains (out of a possible score of 120 if all students were scoring in the advanced range) clearly demonstrate a positive trend in student learning with increasingly higher percentages of Solon High School students scoring at the advanced and accelerated levels on state achievement tests. The exception in 2006-07 was the category of students scoring in the advanced range compared to the accelerated range on the writing test. The one-year dip in advanced scores and increased accelerated scores mirrored results for Solon's comparable high-achieving districts throughout Ohio. Teachers are watching those results carefully to ensure that one-year trend was simply a testing anomaly. Inspite of the fact that Solon High School has more students scoring in the advanced and accelerated ranges than some schools in Ohio have in the passing range, this is not an area where the teachers or administrators remain content to rest on the current achievement levels. There is considerable work done in every classroom in the school to ensure that all students are moving closer to the highest levels of achievement. This effort is borne out by the data showing the school's overall performance index ranks our students in the top 10% of all schools in the State of Ohio.

   In mathematics, Solon High School's students have continually scored above the standard in math proficiency. In the 2003-04 school year, Solon High School students achieved a passing, or proficient, rate of 93%. Subsequently, the scores of Solon High School students taking the Ohio Graduation Test in math improved by the 2006-07 school year, with 96% of students achieving a passing score. In analyzing the results, staff attributes these improved results to greater classroom focus on the math benchmarks and indicators, which provided a stronger balance between content and process. The proficiency results were further evaluated to determine strengths and weaknesses. This information helps to guide classroom instruction and improve on student learning in target areas for the future.

   In reading, Solon High School students score well on the Ohio Graduation Test reading assessment. Students tested in the 2003-04 school year had a proficient passing rate of 96%. For the past three school years, Solon High School students have consistently achieved proficient passing results of 98%, with 91%, 88% and 78% of students scoring in the advanced and accelerated ranges over that time.

   A new program of enrolling struggling students in a double-block language arts and/or math class as needed beginning in the middle school and continuing at Solon High School is showing results. By exposing students to the regular curriculum and maintaining the high expectations of Ohio's content standards but providing more time each day for those students to learn and

master the required concepts, student scores on the state assessments are rising and underscore the benefit of the investment in time and resources of the school's staff, parents and students.

2. **Using Assessment Results**

Solon High School uses a variety of formative and summative assessment data daily to drive instruction and improve student and school performance. Teachers utilize the district-constructed, web-based, student information system throughout the year to access summative data about individual student performance in the core content areas as well as results of standardized test data, such as state achievement results, namely the Ohio Achievement Tests and Ohio Graduation Tests. The teachers use this data-rich information to plan instruction for individual student needs.

The staff has aligned the curriculum with state standards, identified 'power' indicators and created pacing guides that ensure all students have access to the important knowledge and skills to be covered in each class. The teachers have created common assessments to measure student learning and have been trained in the use of formative assessments. Staff use the data gathered from assessments to guide instruction.

Analyzing data and assessment results through teacher collaboration is a major component of the professional learning process at Solon High School. All teachers meet once a week during the regular school day with each of their subject-specific teams. At these meetings the team discusses learning objectives, writes and analyzes assessments, and shares instructional strategies. Teams also discuss how to intervene in the classroom with students who are not achieving at the expected level.

Besides individual teacher interventions in the classroom, Solon High School provides a number of other alternatives for struggling students to receive assistance through an extensive and systematic Pyramid of Strategies. During their study hall time students may go to one of the teacher-supervised labs to get help. There are labs for writing, math, science, social studies and foreign language. The students may also attend the before-school and after-school study centers, which are monitored by tutors. Students who are highly at-risk academically are assigned to the Academic Resource Center during their study hall periods to receive individual guided assistance. Teachers also may use the Academic Support Form to monitor student progress. Through the use of this form, teachers collaborate with guidance counselors, parents, administrators and the students themselves to select appropriate intervention strategies to help the student meet specific learning targets.

Combined, all of these efforts based on use of student achievement data, both formative and summative, provide a collaborative framework through which staff can identify effective solutions for students who may need interventions to bolster their mastery of academic content.

3. **Communicating Assessment Results**

The continuing academic success of Solon High School students is a direct reflection of the commitment to excellence and partnership among Solon students, staff and parents. The key to the effectiveness of this educational partnership is adherence to a philosophy based on continuous and open communication with the district's target audiences, including students, staff, parents, community members, legislators and elected officials at the local, state and federal levels, as well as the media. The focus of this ongoing communication is the creation of dialogue regarding educational goals and initiatives, most importantly, student achievement as measured by assessment results.

Specifically, parents of Solon High School students receive information about upcoming state assessments through letters and email communications from the principal. As district report cards are issued by the State of Ohio each year, the Solon City Schools then disseminates information about those results in a variety of ways. Parents receive information through the PTA, and reports on student achievement are routinely included in press releases issued to the media and posted on the district's web site. In addition, information about assessment results is disseminated via a program established through the district's Strategic Planning process. The Key Communicators group includes representatives of all Solon Schools, including Solon High School staff, parents, students and community members. At its meetings, this visible community committee learns about the school district's educational initiatives directly linked to accountability

and student achievement data. A critical component of the district's communications efforts revolve around the development and nurturing of ongoing media contacts to ensure coverage about standards, assessment results and accountability that is accurate and better understood by the public.

The district relies heavily on email communication with families and sends releases of information that deals with student achievement (Internet connection among Solon families well exceeds 95%). Articles detailing assessment results and student achievement are regularly included in the district's community-wide newsletter, Know Your Schools. Reports related to assessment data are also made regularly during district Board of Education meetings, which are broadcast on Solon Education Television, a cable access station for the Solon Schools funded by the city of Solon's cable franchise fees, and streamed via the Internet on the district web page.

In addition, the district encourages the use of two important and easily accessible online communication tools for parents and students to better enable continual monitoring of students' academic progress. The Grade Book Parent Viewer system provides a real-time look at students' grades and their performance on individual assignments and assessments. A password to access the confidential online grade book is mailed to parents of freshmen and new students in a letter at the beginning of the school year. Students and parents use the same password throughout their time at Solon High School. The Family Information System, through which every staff member and the school itself have web pages, is another convenient way for parents and students to keep up with assignments and upcoming assessments.

Together, these coordinated communications assist students, parents and the community in more clearly understanding today's standards-based educational system.

4. **Sharing Success:**

The Solon High School professional learning community has eagerly embraced the infusion of accountability and public reporting of assessment results into education. The staff believes strongly that as educators they have the responsibility to share educational best practices with all colleagues to fully meet the vision of No Child Left Behind as well as learn more themselves to better ensure all students are meeting standards and achieving their potential.

In doing so, the staff collaborates regularly with colleagues at Solon Middle School, a 7th and 8th grade building for all Solon students, refining and enhancing instructional strategies and assessment data analysis. The philosophy of the Solon City Schools is that individual teachers do not bear sole responsibility for student success; instead all professionals have a collective responsibility to ensure that each and every student meets his or her academic goals. With that in mind, the high school administrators have worked hard over the past few years to maximize teachers' schedules, planning times and after-school meeting times. These times are now viewed as collaboration times with a focused purpose on improving student achievement. The success of the current schedule, which increased teacher time for collaboration without shortening the school day for students through late starts or early dismissals, has been shared with other school districts throughout Ohio upon request.

Similarly, the staff collaborates and models best teaching practices for teachers and administrators in other school districts as well. Educators from other districts visit Solon High School to observe the effective practices implemented by our staff and discuss how the professional learning community and team meeting structure developed. Our staff has traveled to other Ohio school districts to meet and share learning strategies for struggling students as well as to provide insight into the concepts that are working best for our special education students who have Individual Education Plans or 504 Plans. Specifically, Solon teachers and administrators have shared the successes of double-block classes for struggling students in algebra and English and the district emphasis on ensuring all students have access to the curriculum in the least restrictive environment.

PART V - CURRICULUM AND INSTRUCTION

1. **Curriculum:**

   The curriculum at Solon High School is aligned with all of Ohio's Academic Content Standards, including the core curricular areas of English/language arts, math, science and social studies as well as technology, foreign language and fine arts. Teachers from Solon High School in the various content areas have participated in a number of district-wide curriculum committees in the past few years to ensure that the core curriculum is aligned with the state standards as soon as they were adopted by the State of Ohio.

   Students must earn 21 credits to graduate from Solon High School. The vast majority of Solon High students follow the recommended course curriculum recommendations for college entrance, including four years of English, four years of math (algebra I, geometry, algebra II), three years of science (biology, chemistry, physics), three years of social studies, three years of foreign language and one year of fine, applied or performing arts. Through a partnership with other local school districts, Solon High students may also opt to participate in available vocational and technical programs such as culinary arts, commercial art, criminal justice and medical technologies, among others.

   The English program includes courses ranging from college preparatory through advanced placement, with a wide variety of electives, including communications, journalism, web publishing and film seminar. Throughout the English curriculum, instruction is centered on research-based practices in comprehensive literacy. Instruction focuses on regular, on-going assessment and includes direct strategy instruction on the craft and conventions of writing and includes ample opportunities for small group interaction and individual practice with both teacher- and student-selected topics. Students receive regular, descriptive feedback on their abilities as well as instruction that attempts to foster writing development toward district standards and benchmarks.

   The Solon High School math curriculum content is centered on the Ohio Academic Content Standards, which are derived from the National Council of Teachers of Mathematics' standards. The core content in math includes number sense and operations; measurement, geometry and spatial sense; patterns, functions and algebra; data analysis and probability; and mathematical processes. Through careful analysis, teachers have ensured that all grade level benchmarks and indicators are covered in the extensive course offerings at Solon High School, from transitional algebra through geometry, trigonometry, computer programming and AP calculus and statistics.

   The science and social studies curricula reflect a hands-on, inquiry-based approach to learning. Students progress through the available science offerings at their own pace, with course offerings ranging from science investigations through biology, chemistry, physics and environmental science at the honors and AP levels. All science classes cover the Ohio standards of earth and space sciences, life sciences, physical sciences, science and technology, scientific inquiry and scientific ways of knowing. Similarly, students may choose from the sequential social studies course offerings of world and U.S. history and U.S. government as well as many electives, including economics, psychology, sociology and issues of the contemporary American family. As in the other core content areas, students may select social studies classes at their appropriate level of academic rigor from college preparatory through honors and AP.

   Technology is integrated within all of the core subject areas. The high school has two full computer labs as well as computers in each classroom to meet district-adopted technology competencies and state standards at each grade level. The school's technology resource teacher works in tandem with content-area teams to develop meaningful activities within the classroom setting that underscore student learning of the content area and at the same time provide opportunities for students to master technology skills.

   Students at Solon High School have access to a vast array of fine arts offerings. In the art realm, students may choose from many classes including ceramics, drawing, painting, photography and computer graphics. Students also are able to select from vocal and instrumental music programs such as choir, marching and concert band and orchestra.

In Solon, students begin meeting their foreign language requirement in grade 7, completing the equivalent of level one foreign language in seventh and eighth grade. This structure allows all Solon students to advance through the AP level of foreign language by their senior year if they choose. Currently, Solon High School offers Spanish, French, German, Mandarin Chinese and American sign language.

2b. **(Secondary Schools) English:**

The Solon High School English program builds upon the district comprehensive literacy program students experience from the time their enter school. The language arts program is research based and designed to teach students reading skills and strategies while immersed in a language-rich environment. In reading, students explore a range of genres and engage in response, discussion, reflection and self assessment related to fiction, poetry and non-fiction texts. The goal is to develop competent, analytical readers who read with a purpose, draw on prior knowledge, predict and anticipate, use a variety of strategies, monitor their comprehension, make text connections, and adjust the rate and approach of their reading based on the specific purpose.

In Solon, reading and writing are integrated across the curriculum within activities such as reports, reflections, persuasive writings, independent studies, projects, response journals, student publications, content area logs, and artistic expressions. High school English teachers take the district reading and writing workshop format used in the lower grades and modify the experience to the higher-level needs of high school learners. Students conference on writing pieces with teachers and peers using district-developed rubrics as a tool to provide routine descriptive feedback. Additionally, the school's special education teachers are trained in research-based techniques and interventions and are required to utilize the same assessments, materials and approaches used by classroom teachers. Students who lag behind grade level achievement are placed in a double-block English class to allow for twice as much time during the school day for them to practice reading and writing skills. This combination of high-quality diagnostic teaching, solid research-based early intervention and special education that matches classroom practices has resulted in increased student achievement in reading for all students.

3. **Additional Curriculum Area:**

Solon High School's mathematics curriculum is built around the concept of helping move students to the highest ends of math achievement. The math teachers are committed to the concept that math is best learned in an environment that encourages students to share and communicate their thinking so they may learn from one another and at the same time deepen their own understanding. Students often work with a partner or in groups.

Throughout the math courses (ranging from transitional algebra to AP calculus and statistics), the teachers work hard to ensure that course content is tightly aligned with state standards. In math, this is especially critical as courses tend to revolve around traditional subject matter and the teachers need to be sure which courses 'owned' which benchmarks and indicators in the grade 8-10 standards band. The teachers wrote curriculum maps clearly delineating in which courses students would be learning each benchmark.

At the same time, the staff worked (and continue to do so refining instruction) to outline what each of those benchmarks means in terms of student learning and what it looks like in the classroom when a student has mastered a particular skill or concept. Across all math courses, teachers spend a great deal of time in their PLCs creating the summative assessments to measure achievement as well as creating formative assessments and activities to provide meaningful practice for students to be able to demonstrate they not only understand the concepts but are able to apply those concepts.

This element of the math teachers' collaboration is integral to student success since math textbooks typically are not written in a way that provides for understanding, application and meaningful extension practice, and analytical thinking. Teachers outline a specific learning target for the students to make clear correlations between the math concepts they are

studying and real-world application problems that cement their concept understanding and allow them to apply that knowledge. For example, students will use math concepts to compare cell phone plans and use technology integration activities to determine the feasibility of business plans. Solon High School teachers have become very competent in collaboratively creating the resources and assessments they need to better ensure student achievement and to move students ahead in their math ability. This collaboration has been key as the teachers now believe strongly that the 'experts are among them' and they have support and collective responsibility for each and every Solon math student.

4. **Instructional Methods:**

Instruction at Solon High School focuses on the precept of all students gaining the skills and knowledge they need to meet the standards set forth by the state and more importantly to achieve their potential. The structure through which student learning occurs in Solon is the Professional Learning Community. These learning communities provide the impetus for the shared responsibility and accountability to ensure student learning at the highest levels. It is no longer acceptable for teachers to work in isolation determining alone what they think is best for students. Using the collective expertise of many professionals, high school teachers are better able to ensure that all students (whether they are struggling, need more challenges or just need a little support to master the content or skill) will learn.

Teachers in learning communities like Solon High School's are continually working together with a very purposeful focus on student work. They collaborate and have meaningful discussions about what student assessments show and then use that student-specific information to strategically plan and change their instructional practices to achieve better student learning results. Their conversation and action is guided by four basic questions: What do we want students to know? How will we know they have mastered the skills and content we want them to learn? What will we do when they don't learn? What will we do when students are achieving and need additional challenges?

Among the specific instructional techniques Solon High School teachers are using to make a difference for student learning are MAX (Motivation, Acquisition and Extension) teaching strategies designed by Dr. Mark Forget to engage students in more active learning and provide more opportunities for students to routinely practice higher order thinking across the content areas.

Similarly, teachers are working to more fully integrate formative assessment, or assessment for learning, techniques in their classrooms. Among the Keeping Learning on Track strategies teachers are using to help activate students in their own learning are hinge questioning, self-assessment, and entrance and exit slips. In addition, teachers are working to eliminate the rapid-fire questioning sessions of the past and truly focus class discussions that give students time to think, reflect and process.

Using these and other strategies, teachers are able to better assess how well lessons and strategies are working for students and use that information to ultimately raise achievement levels.

5. **Professional Development:**

The Solon City Schools and Solon High School consider professional development a critical component of ensuring student achievement at the highest levels. To underscore this commitment, the district has made significant investments of time and resources to further the education of the high school staff through professional development. The return on this investment impacts positively the bottom line of student achievement. The Solon High School staff understands the research showing that improvements in student learning can occur only in the presence of continual, job-embedded teacher learning. Toward this end, Solon High School teachers have engaged in several significant learning opportunities, including day-long sessions with consultants Richard and Becky DuFour to deepen the development of professional learning communities in the Solon Schools. The morning session for the most recent of these sessions was conducted in partnership with Solon parents and other community members to broaden the awareness and understanding of professional learning communities - a key component of continuous quality improvement and focused commitment to increasing student achievement. Additionally, the high school staff has engaged in indepth training in Keeping Learning on Track methods of assessment

for learning.

The Solon High School professional development plan is based on individual teacher learning in combination with collaborative learning in content-area teams within the school. The Solon Schools employ full-time literacy and technology resource teachers, who work collaboratively with teachers in the professional learning environment to delve deeper into content, benchmarks and indicators and refine instruction. Additionally, these content-area experts provide numerous opportunities for professional development within the school system. Teachers are also engaged in directly aligning lessons within all content areas to the Ohio Academic Content Standards. Pacing guides and curriculum maps have been developed and revised as needed to ensure that teachers are on track to ensure students have the knowledge and skills to demonstrate their understanding for state outcome measures as required by state standards. Time was built into teachers' schedules at the high school to allow teachers to meet together as a content-area team daily to analyze student data and inform and refine instruction. This continual dialogue reinforces the commitment to shared responsibility for ensuring student learning. In addition, teachers meet in larger department groups as necessary to assure that instruction is occurring sequentially as necessary through the various course content subject areas. Finally, administrators and teacher leaders are currently engaged in the study and deeper implementation of fully embed teacher learning about the impact of formative assessment and teacher reflection on student learning.

PART VII - ASSESSMENT RESULTS

Subject Reading (E)   Grade 9   Test Ohio Proficiency Test

Edition/Publication Year 2002-03   Publisher Ohio Department of Education

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month					March
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards At proficient					98
% "Exceeding" State Standards					
Number of students tested					420
Percent of total students tested					100
Number of students alternatively assessed					0
Percent of students alternatively assessed					0
SUBGROUP SCORES					
1. Students with disabilities					
% "Meeting" plus % "Exceeding" State Standard At proficient					91
% "Exceeding" State Standards					
Number of students tested					46
2. African-American					
% "Meeting" plus % "Exceeding" State Standard At proficient					96
% "Exceeding" State Standards					
Number of students tested					44
3. Asian/Pacific Islander					
% "Meeting" plus % "Exceeding" State Standard At proficient					97
% "Exceeding" State Standards					
Number of students tested					29
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject   Reading (E)   Grade   10   Test   Ohio Proficiency Test

Edition/Publication Year   2002-04   Publisher   Ohio Department of Education

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month				March	March
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
At proficient				100	100
% "Exceeding" State Standards					
Number of students tested				405	394
Percent of total students tested				100	100
Number of students alternatively assessed				0	0
Percent of students alternatively assessed				0	0
SUBGROUP SCORES					
1. Students with disabilities					
% "Meeting" plus % "Exceeding" State Standard					
At proficient				97	100
% "Exceeding" State Standards					
Number of students tested				35	31
2. African-American					
% "Meeting" plus % "Exceeding" State Standard					
At proficient				100	97
% "Exceeding" State Standards					
Number of students tested				41	31
3. Asian/Pacific Islander					
% "Meeting" plus % "Exceeding" State Standard					
At proficient				100	100
% "Exceeding" State Standards					
Number of students tested				30	22
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject   Reading (ELA)   Grade   10   Test   Ohio Graduation Test

Edition/Publication Year   2003-07   Publisher   Ohio Department of Education

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March	March	
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
At or above proficient	98	98	98	96	
% "Exceeding" State Standards					
At or above accelerated	78	88	91	87	
Number of students tested	440	478	421	420	
Percent of total students tested	99	100	99	100	
Number of students alternatively assessed	3	2	5	0	
Percent of students alternatively assessed	1	0	1	0	
SUBGROUP SCORES					
1. Economically disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
At or above proficient	90	82	90		
% "Exceeding" State Standards					
At or above accelerated	50	46	70		
Number of students tested	10	11	10		
2. Students with disabilities					
% "Meeting" plus % "Exceeding" State Standard					
At or above proficient	84	88	89	78	
% "Exceeding" State Standards					
At or above accelerated	36	54	67	41	
Number of students tested	50	57	52	49	
3. African-American					
% "Meeting" plus % "Exceeding" State Standard					
At or above proficient	94	92	96	31	
% "Exceeding" State Standards					
At or above accelerated	47	66	83	74	
Number of students tested	53	50		46	
4. Asian/Pacific Islander					
% "Meeting" plus % "Exceeding" State Standard					
At or above proficient	97	100	100	94	
% "Exceeding" State Standards					
At or above accelerated	82	93	92	90	
Number of students tested	33	30	24	31	

Subject Math   Grade 9   Test Ohio Proficiency Test

Edition/Publication Year 2002-03   Publisher Ohio Department of Education

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month					March
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards At proficient					95
% "Exceeding" State Standards					
Number of students tested					420
Percent of total students tested					100
Number of students alternatively assessed					0
Percent of students alternatively assessed					0
SUBGROUP SCORES					
1. Students with disabilities					
% "Meeting" plus % "Exceeding" State Standard At proficient					83
% "Exceeding" State Standards					
Number of students tested					46
2. African-American					
% "Meeting" plus % "Exceeding" State Standard At proficient					86
% "Exceeding" State Standards					
Number of students tested					44
3. Asian/Pacific Islander					
% "Meeting" plus % "Exceeding" State Standard At proficient					100
% "Exceeding" State Standards					
Number of students tested					29
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject   Math(other)   Grade   10   Test   Ohio Proficiency Test

Edition/Publication Year   2002-04   Publisher   Ohio Department of Education

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month				March	March
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
At proficient				99	98
% "Exceeding" State Standards					
Number of students tested				403	392
Percent of total students tested				100	100
Number of students alternatively assessed				0	0
Percent of students alternatively assessed				0	0
SUBGROUP SCORES					
1. Students with disabilities					
% "Meeting" plus % "Exceeding" State Standard					
At proficient				94	86
% "Exceeding" State Standards					
Number of students tested				34	28
2. African-American					
% "Meeting" plus % "Exceeding" State Standard					
At proficient				98	84
% "Exceeding" State Standards					
Number of students tested				41	31
3. Asian/Pacific Islander					
% "Meeting" plus % "Exceeding" State Standard					
At proficient				100	100
% "Exceeding" State Standards					
Number of students tested				30	22
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Math   Grade 10   Test Ohio Graduation Test

Edition/Publication Year 2006-07   Publisher Ohio Department of Education

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March	March	
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
At or above proficient	96	96	95	93	
% "Exceeding" State Standards					
At or above accelerated	86	86	86	77	
Number of students tested	440	478	421	419	
Percent of total students tested	99	100	99	100	
Number of students alternatively assessed	3	2	5	0	
Percent of students alternatively assessed	1	0	1	0	
SUBGROUP SCORES					
1. Economically disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
At or above proficient	90	67	90		
% "Exceeding" State Standards					
At or above accelerated	60	55	60		
Number of students tested	10	11	10		
2. Students with disabilities					
% "Meeting" plus % "Exceeding" State Standard					
At or above proficient	76	76	71	63	
% "Exceeding" State Standards					
At or above accelerated	48	46	46	27	
Number of students tested	50	57	52	48	
3. African-American					
% "Meeting" plus % "Exceeding" State Standard					
At or above proficient	85	86	76	83	
% "Exceeding" State Standards					
At or above accelerated	60	62	59	35	
Number of students tested	53	50	46	46	
4. Asian/Pacific Islander					
% "Meeting" plus % "Exceeding" State Standard					
At or above proficient	97	100	100	94	
% "Exceeding" State Standards					
At or above accelerated	91	90	92	90	
Number of students tested	33	30	24	31	