

Case Studies

Youngstown City School District; Youngstown, OH

The Context

In 2011, the Youngstown City School District (YCSD)—made up of 14 schools—became the first Local Educational Authority (LEA) in Ohio to be designated “in Academic Distress.” As part of a comprehensive turnaround effort, initiated and supported by the Ohio Department of Education (ODE) through a state appointed Academic Distress Commission (ADC), the Quaglia Institute was brought in to work with administrators, teachers, students, and the community to improve the teaching and learning environment in YCSD schools.

The Outcomes

Regarding academic outcomes, from the 2011-2012 school year to the 2013-2014 school year, there are aggregate increases of:

10%

in reading scores
(77% proficient
in most recent
testing year)

4%

in writing scores
(89% proficient
in most recent
testing year)

5%

in math scores
(65% proficient
in most recent
testing year)

While these improvements appear modest, they reverse previous downward tendencies, and replace them with upward trends in all the core subject areas. Additionally, there is a reduction in Out of School Suspensions from 231 in 2011-2012 to 193 in 2013-2014. An improved teaching and learning environment appears to be fueling progress towards academic proficiency goals, even as changes to the educational systems (administration, curriculum, programs, etc.) in YCSD are engineering improvements to pedagogical effectiveness.

“When students had a legitimate voice giving them ownership in their learning, real transformation became a reality in the Youngstown City School District.”

—Dr. Douglas T. Hiscox
Deputy Superintendent
(Retired), Youngstown, OH

