Case Study for Jefferson Elementary School

Grades K-6

Belleville District 118

Belleville, IL

February 2003
Jefferson Elementary School – Key Takeaways

### Catalysts for Change

- Belleville school district 118 has maintained rigorous assessment practices for 25+ years. This far exceeds the state’s mandated assessment testing. Belleville district 118 adopted a strong policy of “student achievement with no excuses” and this belief system has been internalized by the faculty and passed down from school administration to administration.

### Key Factors for School Success

- Principal:
  - Standardized curriculum and instruction across schools
  - District promoted process of “PLAN-DO-STUDY-ACT” for schools
  - Passion, leadership and support of superintendent’s office
  - Valuable analysis of assessment data (item by item analysis of exit test questions)
  - Strong embedded tradition of district testing
  - Quality teachers with a passion for educating children

- Teachers:
  - Collaborative work environment
  - Strong peer mentoring
  - Strong in-service training supported by administration and faculty
  - Processes leverages from “Accelerated School” program
  - Grade specific collaboration and training
  - Experienced teachers (several 20+ years)

- Reading Recovery Program is highly effective tool to prevent costly remediation later in students’ studies (1st and 2nd grades)

### Challenges Overcome

- Constant assessment test adjustment to align with state standards
- ISAT data not effective for trend data due to constant format changes. Use of district exit tests relied on to compensate
- Continued communication of school improvement plan and assessment test results to parents
- Parental involvement in school activities
- Created a “family” environment at the school to promote students’ safety and comfort while away from their homes
- Reading Recovery has prevented many students from requiring special education. Saved funding dollars in the long run
Jefferson Elementary School – Profile

<table>
<thead>
<tr>
<th>School Profile</th>
<th>ISAT performance</th>
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<tbody>
<tr>
<td>‣ Grades K-6</td>
<td>‣ Third Grade</td>
</tr>
<tr>
<td>‣ Five year average: 431 students, 45% low income, 20% student mobility, 95% student attendance, 17-82% white, 14-26% black, 1% Hispanic</td>
<td>1998 1999 2000 2001 2002</td>
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<tr>
<td>‣ 25 teachers in 2002-03</td>
<td>R 0.95 0.74 0.77 0.89 0.89</td>
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<tr>
<td>- 3 teachers per grade. Two school-wide Title 1 teacher. One special education teacher</td>
<td>M 1.00 0.95 0.95 0.98 0.97</td>
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<tr>
<td>- Teacher mobility rates – 3%</td>
<td>W 1.00 0.85 0.89 0.95 0.97</td>
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<tr>
<td>- Recruiting process</td>
<td>‣ Fourth Grade</td>
</tr>
<tr>
<td>• Bid process within district to fill new positions</td>
<td>1998 1999 2000 2001 2002</td>
</tr>
<tr>
<td>• Strong university network to tap highly qualified candidates</td>
<td>S 1.00 0.93 0.88 0.85 0.89</td>
</tr>
<tr>
<td>• School district has extremely low mobility rate</td>
<td>SS 1.00 0.91 0.91 0.90 0.98</td>
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<tr>
<td>- Strong Character Education program promoted by the district, implemented at the school level. Jefferson family promotes safety, community, trust support for all students.</td>
<td>‣ Fifth Grade</td>
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<tr>
<td>‣ Principal: Marc Eichenlaub</td>
<td>1998 1999 2000 2001 2002</td>
</tr>
</tbody>
</table>

Technology Profile

- Each classroom has three dedicated PCs. Each teacher has dedicated PC. External computer lab has 20+ PCs with internet access. Computer lab is funded and staffed by Americorp resources.
- Full-time, onsite IT coordinator at school and roving district IT coordinator providing necessary support and guidance.
- Study Island, Accelerated Reader, Making the Grade, Mavis Beacon typing tutorial software
- E-mail communication extensive for teachers and administration
- Web based report card for student data and grades developed by technology coordinator and staff (in progress)
- Americorp volunteer provides technology education and support for school
Jefferson Elementary School – Data Collection and Analysis, Standard

**Data Capture and Analysis**

- **Iowa Test of Basic Skills:**
  - Tests taken by grade 6 at beginning of year. ITBS results used by asst. superintendent, principal and teachers to determine curriculum adjustments
- **Cognitive Abilities Test**
  - Test taken by grade 2 and grade 5 at beginning of school year. Results used to gauge progress and curriculum effectiveness
- **ISAT analysis**
- **Accelerated Reader**
  - Reading comprehension and vocabulary assessments administered and recorded on PCs in every class room (grades 1-6)
  - AR program Initiated and funded by Belleville district. Teachers encouraged to have all students use AR at least once a quarter. Principal Barnes evaluates AR printout results every quarter. Parents given copy as well. AR linked to city library. AR books available for checkout from city library
- **Teacher generated performance tracking**
  - Teachers collect section test results during each grading period. Certain teachers capture data in computer and perform simple trend analysis
- **Teachers perform a quarterly review of individual lesson plans against the goals and expectations of the School Improvement Plan**

**Implementation of Data Analysis**

- End of school year meeting (May) reviews available data analysis and proposes curriculum changes
- Curriculum committee meetings conducted every six weeks to review progress and recommend modifications
- Students re-aligned into teaching groups based on progress or identified deficiencies
- Teachers have daily planning meetings with peers to test new teaching ideas based on grade book analysis
Jefferson Elementary School – Data Collection and Analysis, Exceptional

Data Capture and Analysis

- District generated assessments – Instructional Monitoring System (IMS) developed and maintained at a district level. The IMS is implemented every spring and is scored, evaluated and distributed to principals and teachers by the assistant superintendent and his staff. IMS results reviewed at a school level by the principal, special education and general teachers. Teachers have a high level of contribution into the IMS exit tests. Teachers collaborate every year on test improvements and modifications. Principal uses locally created pivot table analysis to break down ISAT results into school specific bundles. Superintendent disaggregates data by school and by classroom. School to school comparisons are performed.

- District generated pre tests - given to all students at beginning of the school year to tweak curriculum at grade/classroom level

- Reading Recovery Teacher data - Title I teacher tests first grade students on reading skills, evaluates results and creates action plans for students in need. Franklin school promotes detailed reading skill data gathering and tracking throughout the term of the reading recovery program. Pre and post program tests given for comparison and analysis

- Study Island - Study Island offers specialized programs designed to improve student scores on state mandated assessment tests. The question style on Study Island is similar to the style on the actual state assessments. This allows students to get comfortable with the testing style; therefore, test taking mistakes will be reduced and scores will benefit. All students are listed in program and each student is profiled. Test results are tracked, reviewed by teachers and communicated amongst test prep committee

- District generated, school distributed teacher, student and parent surveys

- Informal Mid-year School Improvement Plan review completed by principals and assistant superintendent

- Teachers set personal assessments for students each year and constantly re-evaluate the assessment data

- Meeting notes from all administration, teacher, faculty meetings are distributed to all relevant parties via e-mail for archiving and review.

- School psychologist engages in additional screening of new students to evaluate personal development concerns
### Jefferson Elementary School – Data Collection and Analysis, Exceptional

**Implementation of Data Analysis**

- Assessment results incorporated into school improvement plans and lead to curriculum adjustments
- District assessment tests modified every year to incorporate prior year assessment result and changes in state standards
- Schools create a committee to track each major goal within the SIP
- IMS line item analysis drives the creation of the school improvement plan. Assistant superintendent with help of principals identifies improvement areas highlighted by the district exit tests and collaborates with teacher committees to improve specific curriculum areas
- Teacher committees constantly review the current curriculum against the state standards to ensure that at least 95% of all teacher material is aligned to specific state standards
- A teacher committee is established for each goal identified in the school improvement plan to monitor progress and recommend action items in order to achieve SIP goal
- Study Island data is analyzed during the three weeks prior to ISAT testing. Students with deficiencies are coached by the Americorp resources in order to improve the comfort level of the ISAT testing format
**Jefferson Elementary School – Leadership/Culture**

**Leadership Roles**
- District sponsored grade level teacher meetings
- District sponsored cross grade teacher meetings
- Weekly school wide meetings, district wide curriculum committees (6 wks), district wide subject meetings
- School web site used to communicate with parents and community
- Daily morning, recess and lunch time meetings used by teachers for impromptu collaboration
- Weekly principal meetings held to discuss school wide issues, trends, worthwhile knowledge sharing
- Students included in school improvement meetings. Student feedback incorporated into School Improvement Plans.
- Monthly advisory committee meeting held with superintendent, his staff and teachers from all schools. Agenda is to discuss district level concerns

**Communication**
- Assistant superintendent responsible for primary curriculum decisions, distribution and monitoring of district assessments, review of ISAT results
- Schools are “teacher” driven. Principal assumes role as a peer facilitator of school decisions. Teacher led committee’s are responsible for making key school decisions
- Principal teaches courses after school for interested students
- District based technology coordinator with support staff directs technology initiatives. School appoints a technology advisor from the teacher ranks

**External Support**
- Americorps volunteer from nearby junior college
- Franklin Network Community Association (FNCA) supports technology programs, school improvement programs, provides volunteers, performs grant writing
- Strong collaboration with local universities (7 schools)-SIU Carbondale, SIU Edwardsville
- School summer camp program sponsored by community churches
Jefferson Elementary School – Leadership/Culture

Professional Development

- District principals received “Gates Training”
- Peer workshops given monthly and are available to all teachers
- District relies on teacher “knowledge experts” that supply training workshops to interested teachers
- Teachers attend training sessions out of district as well as receive training courses on school site
- Greater teacher demand for training than regional budget supports. Requested training often denied due to large amount of interest from teachers
- New teachers receive a “teaching partner” who assists with integration into the Jefferson school methodology. Assists with lesson planning, curriculum mapping, data analysis and other Jefferson specific teaching nuances
# Jefferson Elementary School – Miscellaneous

## Hard Copy Appendices
- School Improvement Plan
- Teacher assessments
- District assessments

## Funding Channels
- School requested grants
- Gates foundation Training
- State allocated education funds
- Federal education funds (NCLB)

## Teachers Corner
- Students are involved in school improvement initiatives. Students are members of school committees reviewing policies and procedures
- 95% of curriculum changes are made with direct teacher input and leadership
- Belleville district has strong reputation as a quality school with a solid compensation model
- 95% of all curriculum changes are made with input from the teachers