Case Study for Jordan Elementary School
Grades K-3
Centralia District 135
Centralia, IL
February 2003
Jordan Elementary School – Key Takeaways

Catalysts for Change

- High mobility within district (some schools > 50%) forced a realignment of education centers to reduce student transfer rates
- Increasing poverty levels in Centralia have created new issues for the educators outside of traditional areas (safety, nutrition, home violence, etc.)

Challenges Overcome

- Illinois standardized testing has changed frequently in the past years and a formalized evaluation process has been difficult to implement. School focuses on ITBS more than ISAT
- Continued communication of school improvement plan and assessment test results to parents
- ISAT data returns to school too late for meaningful incorporation into SIPs. Schools develop SIPs without ISAT input and conduct a post comparison when scores are received
- Teachers and administration concerned that DDDM is a trend that will not have sustainability
- Union prohibits after hours teacher meetings. Principals rely on creative resource shifting to allow teachers meeting time (grade level)

Key Factors for School Success

- Principal’s opinions
  - Creative professional development practices
  - Strong support from community and parents
  - Dedication and passion of teachers
  - Solid leadership from superintendent’s office
  - Valuable analysis of assessment data
- Teachers’ opinions
  - Collaborative work environment
  - Strong peer mentoring
  - Strong in-service training supported by administration and faculty
  - Grade specific collaboration and training
  - Experienced teachers (several 20+ years)
Jordan Elementary School – Profile

School Profile

› Grades K-3
› 260 students (five year average)
› 45% low income rate (five year average)
› 18% student mobility (five year average)
› 95% student attendance (five year average)
› Ethnic make up: 64-76% White, 24-34% Black, 0% Hispanic (five year ranges)
› Recently reconstituted to be a K-3 learning center to handle high district mobility rates (restructuring away from neighborhood learning center).
› Principal: Tim Branon
  - 3 or less years as Principal at Jordan

ISAT performance

› Third Grade
  
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Technology Profile

› Each classroom has one dedicated PC. Computer lab has 10+ PCs with internet access
› E-mail communication extensive for teachers and administration
**Jordan Elementary School – Data Collection and Analysis, Standard**

### Data Capture and Analysis

- **Iowa Test of Basic Skills:**
  - Tests taken by grade all grades during the spring. ITBS results used by asst. superintendent, principal and teachers to determine curriculum adjustments
  - Cross group/cross school evaluation performed for all OTBS results. Reading curriculum and teaching techniques revamped as a result of the cross group analysis

- **ISAT analysis**
  - Returned scores analyzed by ethnicity, economic background and skill sets tested. High level trending analysis performed (past two years of data)
  - ISAT data is mapped into new school improvement plans prior to beginning of school year. School assessment team meets monthly to review SIP goals and to gauge implementation progress
  - ISAT data analyzed at a classroom level to determine curriculum adjustments or a need to revise teaching techniques

- **Title I Program pre and post entry testing performed to evaluate beginning skill level and measure progress after completion of Reading Recovery**

- **Teacher generated performance tracking**
  - Teachers collect section test results during each grading period. Certain teachers capture data in computer and perform simple trend analysis
  - Saxon math concepts used to track student performance on a daily basis

### Implementation of Data Analysis

- Curriculum director integrates test results (ITBS/ISAT) into standard district curriculum
- Teachers perform curriculum mapping activities at start of school year and adjust mapping as year progresses
- School has a continual SIP committee that revolves its members on a staggered basis to ensure continual consistency
- Relies upon No Child Left Behind standards and assessment metrics to form school improvement plans (goals)
### Jordan Elementary School – Data Collection and Analysis, Exceptional

#### Data Capture and Analysis

- Title I pre & post program testing (reading recovery program)
  - Given to all students at beginning of year to tweak curriculum at grade/classroom level
- Targeted math pre & post tests to specific student group (high risk students)
- Attendance and truancy rates, discipline reports, additional operational metrics tracked by principal and district. Trend analysis mapped in an attempt to identify trouble areas
- Monthly principal meetings held with superintendent to review SIP goals, communicate challenges across schools and brainstorm on new education opportunities and district solutions
- Quarterly writing prompts collected and analyzed by district curriculum coordinator
- School principal has a daily review of daily language tests and works with teachers to make immediate classroom changes were appropriate

#### Implementation of Data Analysis

- Assessment results incorporated into school improvement plans and lead to curriculum adjustments
### Jordan Elementary School – Leadership/Culture

#### Leadership Roles

- Assistant superintendent (curriculum coordinator) responsible for primary curriculum decisions
- District superintendent very hands on with the activities at all Centralia schools
- Teachers look to the principals and administrators to provide data analysis information to them
- District promotes very professional work environment where teacher input is accepted and implemented

#### Communication

- Home-school facilitator used to reach students in their home environment. Effort is directed to increase parent involvement in school activities
- Weekly school wide meetings, district wide curriculum committees (6 wks), district wide subject meetings
- 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

#### External Support

- Community policing is effective at building strong culture within the schools
- Strong support from local law enforcement to supply safety measures in school
- Strong collaboration with local universities (EUI, etc.)
- Community members volunteer to promote “reading buddy” program
- Community welfare support is strong. Helps ID high risk children

#### Professional Development

- District principals received “Gates Training”
- In Service technical training provided to all teachers on school site
- Centralia is a “professional development site” for EIU students (receive CPDU credit)
## Jordan Elementary School – Miscellaneous

<table>
<thead>
<tr>
<th>Hard Copy Appendices</th>
<th>Funding Channels</th>
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<tbody>
<tr>
<td>‣ Teacher assessments</td>
<td>‣ District primarily responsible for obtaining grant money for all schools</td>
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<tr>
<td></td>
<td>‣ No corporate sponsorships or community adoption programs for school</td>
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<tr>
<td></td>
<td>‣ School PTO funds small programs on a yearly basis</td>
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<tr>
<td></td>
<td>‣ State allocated education funds</td>
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<tr>
<td></td>
<td>‣ Federal education funds (NCLB)</td>
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### Teachers Corner
- Teachers are not excited about learning technology
- Teachers believe in the value of data gathering and analysis but are concerned that this may be another education trend that does not have a long lifecycle. Teachers are cautious about expending a lot of effort on DDDM until state communicates a data vision