Case Study for Franklin School
Grades K-6
Jacksonville District117
Jacksonville, IL
February 2003
### Franklin School – Key Takeaways

#### Catalysts for Change
- In 1998, applied for and received school-wide Title 1 designation
  - Key results was obtaining funding for more Title 1 teachers
  - However, Franklin was already performing almost all of the “effective schools” and continuous improvement practices that were required of a Title 1 school, as they were told by the State

#### Challenges Overcome
- Changing teachers’ attitudes away from “Excuses” policy, away from aversion to data gathering and analysis, and aversion to new processes
- Obtained teacher buy-in to new procedures at Franklin school through:
  - Making many current P.D. options available (Teachers have two to three professional development courses a year)
  - Building critical mass of cooperative, committed teachers. The rest end up following suit
  - Hurst’s willingness to do overtime work for grant applications, for launching/sustaining new programs and to do unappealing data-grunt work
  - Hurst’s willingness to teach the teachers or to ensure they are taught the critical DDDM skills

#### Key Factors for School Success
- Principal’s opinions
  - School and school day organized for maximum effectiveness: SIPs planned and followed, daily uninterrupted math/reading blocks, coordinated scheduling of Title 1 services, effective scheduling of pull-out programs, weekly planning times for teacher-Title 1 teachers, regularly scheduled faculty and staff development meetings, lesson plans and classroom materials in constant state of readiness in case of teacher absence
  - SIPs mapped to high-performing school traits
  - Teachers given regular opportunities to provide input for school program planning
  - No excuses policy
- Teachers’ opinions
  - “She [Principal Hurst] provides us with so many professional development options”
  - Teachers are willing to innovate and risk on their own. They trust Principal and district to support their efforts
  - Student data plays an important role. Teachers need to understand where students are
  - Qualitative data is more valuable than quantitative data. Quantitative data doesn’t give a real profile of child’s progress
Franklin School – Profile

<table>
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<tr>
<th>School Profile</th>
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<tbody>
<tr>
<td>▸ Grades K-6</td>
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<tr>
<td>▸ Five year average: 279 students, 20 students per class, 20% student mobility, 55% low income, 95% attendance, 88% white, 9% black, 2% Hispanic</td>
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<td>▸ 18 teachers in 2002-03</td>
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<td>- Two teachers per grade; average class size of 20 students (five year average)</td>
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<td>- Three Title 1 teachers, one Special Ed., one Health and one Music teacher</td>
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<td>- “Very low” teacher mobility rates</td>
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<td>- Principal Hurst has complete control over hiring decisions</td>
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<td>- District Compensation 22.6% below state average (five year average)</td>
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<td>- 29% of teachers have Master’s Degree or higher (five year average)</td>
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<td>▸ Principal Cyndee Hurst -- 14th year at Franklin school and Jacksonville district. 5th year as District’s Title 1 Director</td>
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<td>- Over 6 years experience with severe B.D. students</td>
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<th>ISAT performance</th>
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<td>▸ Third Grade Meet or Exceed (%)</td>
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<tr>
<td>1998</td>
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<td>R</td>
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<td>M</td>
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| ▸ Fourth Grade Meet or Exceed (%) |
| 1998  | 1999  | 2000  | 2001  | 2002  |
| S     | 0.97  | 0.77  | 0.76  | 0.77  | 0.69  |
| SS    | 0.97  | 0.95  | 0.66  | 0.82  | 0.59  |

| ▸ Fifth Grade Meet or Exceed (%) |
| 1998  | 1999  | 2000  | 2001  | 2002  |
| R     | 0.53  | 0.63  | 0.50  | 0.62  |
| M     | 0.47  | 0.59  | 0.47  | 0.60  |
| W     | 1.00  | 0.98  | 0.81  | 0.78  |

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<th>Technology Profile</th>
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<td>▸ Easy Grade Pro used by all teachers to house grades on their computers. This software used at Franklin last 12 years; District adopted only last year. Intensive use of e-mail between principal and teachers</td>
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<tr>
<td>▸ Technical assistance for school-wide Title 1 designation provided through Regional Office of Ed. #46, ISBE Grant Mgmt. Staff, and Region VII Comprehensive Center</td>
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Franklin School – Data Collection and Analysis, Standard

Data Capture and Analysis

- Beginning of year assessment applied by all teachers, including Title 1 and Special Ed. Each student’s level of achievement is determined and instruction begins from that point.
- Developmental Reading Assessment (DRA) – continuous reading skills assessment
  - Initiated by Principal Hurst. Program ongoing for grades 1-3, now new for grades 4-8
  - Teachers administer and record running assessments every week
  - Results are used to move students into higher reading levels throughout the year. At intermediate levels, more specific reading skills are evaluated throughout the year.
  - Skills matched to district curriculum guide and IL state learning standards
- Quality Reading Inventory (QRI) assessments and Reading Recovery resources used
- Language Arts: all teachers do monthly writing prompts and complete record each student’s performance against the writing rubric, indicating areas of strengths and areas needing remediation. Rubric records students’ year long growth
- Social studies and science: teachers use daily work, experiments, and/or tests on units to monitor student performance
- Math: Daily math period enables students to practice skills, teachers to introduce new skills, and teachers to constantly evaluate what students need to work on. Students given weekly unit tests, the results of which are recorded manually by all teachers and submitted to Hurst
- Demographic data gathered on all students and families and used by teachers to understand backgrounds of each of their students
- Students’ unit test scores in all subjects submitted to principal, who records these on master sheet and monitors students’ performance. Hurst reviews each student’s work and progress and communicates with teachers about students not achieving standards

Implementation of Data Analysis

- Teachers use their own expertise (unrelated to specific DDDM methodologies) when reacting to these trend data
- Principal Hurst will also work personally with teachers to determine how to adapt and modify teaching styles if data shows persistent problems
### Franklin School – Data Collection and Analysis, Exceptional

#### Data Capture and Analysis

- Each Spring, ISAT and ITBS tests given to grades 3-5 and all grades, respectively
  - At end of school year, these data and teacher input are used for SIP meeting with teachers. Information used to determine: students who will attend summer school, Title 1 teachers’ “push-in” teaching assignments, and how Franklin school ranks nationally in specific areas
  - These test data compared year to year, across years, by grade levels, across grade levels, by classrooms, by subgroups, and by individual students to determine weak areas of instruction and professional development needs
  - Weaknesses and goals mapped onto school’s curriculum, which is mapped to IL learning standards, to determine solutions. Action plan input into School Improvement Plan and into teachers’ Professional Development plan
  - Data also broken out by student tenure at Franklin, which helps isolate the distorting effect student mobility has on the evaluation of program effectiveness
  - At very beginning of school year, SIP and teachers’ Professional Development Plan are revisited again by teaching corps to change/confirm year’s action plan
- As a result of these group analyses of test data and school plans, all teachers take ownership of ISAT performance, not just 3rd and 5th grade teachers
  - ISAT results “treated as one more tool. With hit and miss results”

#### Implementation of Data Analysis

- Strengths and weaknesses are charted for each grade level and compared across grade levels. Goals and action plans (for school and for professional development) are created using these analyses
- Teachers own expertise and ability to solve problems are the means by which they convert data analysis into classroom solutions. Each year, the extensive P.D. that is targeted to the identified weaknesses explains how teachers build the expertise to improve student learning
Positive Behavior Intervention Strategies (PBIS) data are gathered monthly to analyze student behavior. Adopted by Franklin five years ago. Various categories of student misbehavior recorded by teachers on “Not Appropriate Behavior” (NAB) reports
- Hurst compiles the data herself and creates reports for faculty, who gather monthly to identify/solve problems
- Hurst breaks down and sorts data by behavior, teacher, room, student, location at school
- Initially involved offsite training for Hurst. Franklin submits monthly reports to ISBE’s behavioral support team

“School climate” survey given to all staff each year to assess the perceived value of in place or proposed programs, such as: student intervention programs, school reform strategies, teacher decision-making types, uses of assessments, professional development, early childhood transitioning strategies, and parent involvement

The PBIS data is used on a monthly and year basis to determine what behavior problems need to be addressed
Principal Hurst uses the “school climate” survey data to solicit teacher opinions on the various programs at Franklin
The implementation of both sets of these data is driven by the general professional expertise of principal and staff. No DDDM specific expertise is used or needed to take action on the results of the data
## Franklin School – Leadership/Culture

### Leadership Roles

- **Principal Profile**
  - Principal Hurst constantly promotes and enforces “no excuses” vision for the school. High poverty environment not an excuse for less than high performance
  - She takes on all roles as needed, including many menial tasks needed to promote teamwork
  - Hurst reviews each student’s work and progress and works with teachers on strategies for students not achieving standards
  - Hurst also performs a great deal of the data gathering/sorting for teachers; enables teachers to focus more on using the data

- **District Profile**
  - Dr. Sue Ellen Gerard, Asst. Supt. for Curriculum provides strong leadership and support for curriculum planning across schools in the district
  - Dr. Gerard “encourages teachers to take risks”

### Communication

- Principal and teachers use e-mail intensively
- Regular class, faculty and building meetings held
- Parent programs are implemented each year to ensure maximum parent involvement/awareness
- Parents receive from teachers’ weekly or bi-weekly reports on student performance

### Professional Development

- Franklin teachers (and Hurst) determine each year’s professional development training program
- Hurst spends much time researching, reviewing and providing literature, best practices for staff development. Each teacher given a P.D. binder with literature that is constantly updated by Hurst.
- Hurst keeps “teachers ahead of the curve” on education topics
- Title 1 teachers and their “push in” approach (at all grade levels) allows them to model effective teaching strategies for regular classroom teachers
- Most teachers use district’s Professional Growth Plan for their evaluations, requiring them to collect data in determining effectiveness of teaching strategies and programs
- Hurst often will teach teachers how to perform the data gathering and analysis

### External Support

- PTO, local businesses, business-partner (e.g., Rotary), local colleges, and other agencies (e.g., Project Success, America Reads, Big Brother/Sister) provide monetary support, as well as time and effort as tutors and mentors
## Franklin School – Miscellaneous

### Hard Copy Appendices

- 2002-2003 Integrated School Improvement Plan
- Principal Hurst’s written discussion of school’s success and data collection practices

### Funding Channels

- Key Individuals for funding: Principal Hurst seeks out and writes up majority of school’s grants
- Key sources: school-wide Title 1 funds

### Teachers’ Corner

- Teachers interviewed:
  - Joan McQuillan and Betty Warner – long tenured 3rd grade team
  - Ms. Pine – 5th grade teacher – six years at Franklin and total of eight years in Jacksonville district