Case Study for Green Bay Elementary School
Grades K-5
North Chicago District 187
North Chicago, IL
February 2003
### Green Bay Elementary School – Key Takeaways

<table>
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<th>Catalysts for Change</th>
<th>Key Factors for School Success</th>
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| ‣ Key event triggering Comprehensive School Reform grant and Structured Ten Routines was low ISAT scores | ‣ Principal’s opinions  
- Heavy focus on children’s literacy needs  
- Strong principal involvement |
| ‣ Primary individuals driving changes within school were Dr. Pickles with her emphasis on continuous assessment using data; and Ms. Weatherspoon with the necessary meetings and assessment tracking to give teachers the focus and rationale behind the frequent meetings and reports | ‣ Teachers’ opinions  
- “Accountability of teachers is key” |
| ‣ Teacher buy-in and institutionalization of processes not achieved, however. Evidence since departure of Dr. Pickles and Ms. Weatherspoon is that emphasis of and improvement upon data gathering and analysis processes likely to stagnate | ‣ Others’ opinions  
- Dr. Pickles: District strategic plan gave the SIPs more importance and more meaning  
- ABACUS software program, used by the district to assess student performance and curriculum match against state standards  
- Gaining community involvement in the district’s strategic plan  
- Own efforts to acquire data gathering and analysis training, which wasn’t coming from state or ROE  
- “Student performance and progress should not be guesswork” “Teaching to standards; same expectations for all students” |

### Challenges Overcome

- N/A
Green Bay Elementary School – Profile

**School Profile**

- Grade levels
  - K-5
  - All day Kindergarten
- Five year average: 384 students, 30% student mobility rate, 63% student poverty, 96% attendance, 19% white, 63% black, 16% Hispanic.
  - Average class size of 24 students
  - Specialty teachers: Title 1 Teacher, Reading Recovery Teacher
  - Title 1 and L.D. teachers pull students out of class and teach in mobile classroom.
  - Principal Dorsey’s recruiting target is for teachers who are willing to work with minority students and willing to try new techniques
- Principal’s background: Curtis Dorsey
  - 2002-03 is his first year at Green Bay
  - Over fifteen years of experience at North Chicago district
  - 1998-2002, Principal at Green Bay was Antoinette Weatherspoon
  - She was principal of Neil School before and after tenure at Green Bay.

**ISAT performance**

- Third Grade
  - 1998 1999 2000 2001 2002
  - R 0.76 0.63 0.65 0.61 0.59
  - M 1.00 0.69 0.85 0.90 0.92
  - W 1.00 0.77 0.57 0.67 0.81
- Fourth Grade
  - 1998 1999 2000 2001 2002
  - S 0.65 0.85 0.57 0.63 0.53
  - SS 0.66 0.65 0.52 0.59 0.32
- Fifth Grade
  - 1998 1999 2000 2001 2002
  - R 0.62 0.74 0.89 0.46
  - M 0.85 0.69 0.91 0.44
  - W 1.00 0.80 0.79 0.89

**Technology Profile**

- All teachers have e-mail accounts and Internet access; most teachers use MS Excel to record grades.
- Three PCs in each classroom. PC lab dismantled to distribute PCs across classrooms
- GB has had LAN for past six years. Some PCs donated and all installed by Navy volunteer wired schools in district
- Teachers had some basic training for tech support. District tech support staff not readily available
Green Bay Elementary School – Data Collection and Analysis, Standard

Data Capture and Analysis

- Stanford Achievement Tests – administered to all students in October. Teacher efforts focus on bottom 3rd performers. Results of examination also communicated to parents
- STAR tests given at beginning and end of year for grades two through five. Grade teachers and Title 1 teacher collaborate using these scores and their own knowledge of students to determine who requires focused attention for the year
- For 2-5th grade students, Title 1 teacher uses STAR tests, SAT from previous year, and informally use ISAT results. Not a very rigorous use of ISAT results, particularly because of the delay of state results
- ISEL (IL Snapshot of Early Literacy) administered to 1st grade students
  - Derived from Reading Recovery Observation tool (provided by the State)
  - Results help Title 1 teacher determines which students she will target
  - Title 1 teacher tabulates results and provides to teachers
- Waterford Computer Program – letters and sounds assessment for Kindergarten students
- 1st and 2nd grade teachers trained on prepping students with Writing Model, similar to Power Writing
- Writing exams administered each month for all 3rd and 5th grade students. Tests created using IL state standards.
- Coordination of subject matters across grades done but on a very informal basis

Implementation of Data Analysis

- “ISAT-focus mentality at Green Bay” – teachers use ISAT results to tell them what needs to be added or re-emphasized to have students pass exams
- Results of ISAT and other exams simply instruct teachers on what subjects need to be re-taught
Green Bay Elementary School – Data Collection and Analysis, Exceptional

### Data Capture and Analysis

- Dr. Core brought Dr. Sizemore’s Structured Ten Routines (STR) training. Brought to GB in 1999; funded by grant from Comprehensive School Reform
  - Dr. Core was consulting and training teachers and staff 1-2 times a week
  - Under Principal Weatherspoon: Every five weeks, teachers charted students’ test scores, turned them in to the Principal and had to notate the strategy to help the low performing students
  - STR “set a target and a focus” for teachers. Five week assessments put “knowledge into practice.” Built in expectation that we should see results. Though “not all teachers supported STR”
  - Weatherspoon ensured lesson plans were aligned with state standards. She arranged school curriculum teams to put guides together for teachers
  - Quarterly assessments gathered in large part for parents’ review
- Pre-assessments: Weatherspoon initiated, teacher generated own tests created around state standards and curriculum and administered to grades 2-5
- Dr. Pickles, district superintendent, drove inclusion of assessments and teacher meetings into schools’ strategic plans.
  - Monthly/6 week data sharing meetings for half a day – grant funding paid for substitute teachers. Teachers from each grade level built plans from results

### Implementation of Data Analysis

- Weatherspoon: “Success of periodic assessments comes from the re-teaching performed”.
- While the five week record keeping required teachers to “put knowledge into practice”, the practice was mainly in re-emphasizing subject areas where students underperformed
### Green Bay Elementary School – Leadership/Culture

#### Leadership Roles

- **Principal Profile**
  - Principal Weatherspoon “was a strong leader”
  - She mandated the processes around meetings and tracking of scores
  - Since her departure, there is strong evidence that data assessment processes aren’t self-sustaining

- **District Profile**
  - During her five and half years as district superintendent, Dr. Pickles held principals accountable for results and using DDDM practices
  - Drove through to schools the value of data driven methods

#### Communication

- Weekly Leadership Team meetings with Principal Weatherspoon and a teacher rep. from each grade “helped develop culture” and integrate data assessment practices and solutions
- Frequent grade-level meetings. Grade teams coordinate curriculum
- Principal Weatherspoon also held many after school meetings with faculty as needed
- In-Building Team – intervention teams for problem students
- Communication with parents significant: given direct phone line to teachers, district handbook, and quarterly assessments

#### External Support

- “Many volunteer groups” – Abbott Labs, Navy, high schools, neighborhood
- Many sources for grants: Comprehensive School Reform; United Way grant of $15k for science labs; Abbott Labs grant
- Principals and teachers involved with writing up grant applications

#### Professional Development

- Dr. Pickles arranged for ADAPTS workshop training in summer of 2002 – via Federal government grant. No plans for follow up
- Character Ed program – 30% of teachers are trained character coaches. In place last three years
- “No incentive for teachers to learn technology”
Green Bay Elementary School – Miscellaneous

**Hard Copy Appendices**

- ISEL: Illinois Snapshot of Early Literacy exams

**Funding Channels**

- Closing the Gap grants
- Title 1 Funds
- Moving from Title 1 to school-wide Title 1
- Ready First Funds

**Teachers’ Corner**

- Ms. Kerr – Title 1 teacher. Four years at Green Bay.
- Linda Williams – 3rd grade teacher. Experience as LD teacher
- Jay Truelove – 5th grade teacher