Case Study of Otto C. Ziebell School
Grades K-3

Posen-Robbins District 143.5

Posen, IL

February 2003
### Ziebell School – Key Takeaways

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<tr>
<th><strong>Catalysts for Change</strong></th>
<th><strong>Key Factors for School Success</strong></th>
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<td>‣ Dr. Sizemore’s team brought in because Ziebell was on watch-list. Consultants were on site regularly for two years, educating teachers, earning their buy-in and having them take ownership of the new assessment processes</td>
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<td>‣ Principal’s opinions:</td>
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<td>‣ Structured Ten Routines training provided for by grant</td>
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<td>‣ Though not at present when STR introduced, Principal Barnes drove the campaign for continuous assessment, within the STR framework</td>
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<td>‣ Principal needs to be non-threatening to teachers, especially in light of the large amounts of data collected</td>
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<td>‣ Teachers’ opinions:</td>
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**Challenges Overcome**

- Teacher training and buy-in to the Structure Ten Routines rationale and process. Most new teachers came in without prior teaching experience or understanding of Structured Ten Routines
  - Principal Barnes and teaching corps took significant amounts of off-duty time to train new teachers on DDDM rationale and processes, and to gain trust and ownership of processes
  - School wide Title 1 teacher (Ms. Williams) a critical resource in training effort

- Five-week assessments – “We would be shooting in the dark without the assessments”
- Changes need to start from the Principal
- New processes need to be modeled for teachers in order for them to adopt them

- Continuity of teachers and lesson plans
- Teachers teaching same/similar subject to students across grades at same time. Enables teachers to use best practices and prepares teachers for next year’s students
- Teacher interaction: all teachers accept feedback and are able to share ideas with each other without hesitation
Ziebell School – Profile

School Profile

- Grades K-3
- Five year average: 177 students, 96% low income rate, 37% student mobility; 94% student attendance rate, 57-60% Hispanic, 34-38% black, 4-7% white
- 12 teachers in 2002-03
  - 2 teachers per grade. Bi-lingual teaching team (for 1-3 graders). One school-wide Title 1 teacher.
  - Teacher mobility rates: Low mobility
  - Recruiting process: Principal informs all new hire candidates about school’s culture, work load, expectations
- Principal: Dolores Barnes
  - Three years as Principal (self-titled “Instructional Leader”) at Ziebell
  - Thirteen years in Posen Robbins district 143.5
  - Prior ten years in Oak Park elementary district 97
  - Earned Title 1 specialist/consultant certification and experience

Technology Profile

- Each classroom has at least one PC
- Computer lab has 20 PCs with internet access
- Technical support: one full-time, onsite IT coordinator and one roving district IT coordinator
- Funding source: Posen-Robbins school district

ISAT performance

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<th>Third Grade: Meet or Exceed (%)</th>
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<td>1998</td>
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<td>R</td>
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<td>M</td>
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Ziebell School – Data Collection and Analysis, Standard

Data Capture and Analysis

- Iowa Test of Basic Skills:
  - Tests taken by grades 1-3 at end of year. Along with STAR test results, ITBS results used by Principal and teachers to determine which students require summer school

- A+ Assessment software:
  - For grades 1-3 in Language Arts and Math. Tests administered on PCs. At use in Ziebell for two years. Funded by district. Administered beginning and end of year. Assesses whether student has mastered particular subject areas

- A+ Programs software
  - For grades 1-3 in Lang. Arts and Math. Tests administered on PCs. Each class uses A+ programs twice a week in computer lab. Assessments determine if student has mastered subject. Teachers use printouts recordings students' mastery of skills

- STAR tests of reading skills
  - Introduced (c. 1998) by Dr. Barbara Sizemore. Principals and teachers use test results (from grades 1-3) at beginning of year to place students. Teacher formally use STAR tests three times per year, but can and do use more often as needed. Principal Barnes and teachers use at end of year to determine if summer school needed
  - Spanish-speaking students have specific reading assessment tests. Teachers' evaluations determine if Spanish-speaking student is ready for STAR test assessment

- Accelerated Reader
  - Reading comp. and vocab. assessments administered and recorded on PCs in every class room (grades 1-3)
  - AR program Initiated and funded by Posen-Robbins district. AR in place at Ziebell for five years. 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. Teachers provided AR training on weekends; district funded training

Implementation of Data Analysis

- Results from STAR, AR, and A+ enable teachers to identify, by student, subject areas that need re-teaching and/or subject areas for current teaching techniques are not sufficient
Ziebell School – Data Collection and Analysis, Exceptional

Data Capture and Analysis

- Ziebell’s “five-week assessments”
  - Processes derived from Dr. Barbara Sizemore’s “Structured Ten Routines” (STR) training. Implemented intensively at Ziebell for five years – consultant on-site weekly or more for first two years and then less frequently for subsequent three years
  - In beginning, teachers educated with case studies of effective schools and taught the value of continuous assessment
  - Every five weeks, teachers administer assessments, either “back of book” exams or teacher-created exams. E.g., at present, most reading exams from Houghton, Mifflin; most math exams from Anytime Math
  - Results are tracked manually and also entered into Grade Quick software, which breaks down assessment results into percentages
  - Principals and teachers use this trend data for each student and each subject area. At minimum, trends indicate what subject areas teachers need to re-teach
  - At Thursday “shared planning time” and monthly “ILT” meetings, all teachers present results, evaluate trends, coordinate curriculum, plan for future lesson plans, and brainstorm any problem solutions. IL state best practices are incorporated as much as possible
  - Principal Barnes will incorporate latest industry research about high poverty schools in these meetings as well.

- School Readiness Tests
  - Administered at start of year: Houghton, Mifflin for K; STAR for grades 2-3, and separate test for 1st. Teachers use results together to setup class rooms for the year -- balancing classes by skills, gender, personalities, etc

Implementation of Data Analysis

- The regular communication and sharing of the five week assessment results by each teacher to rest of teaching cohort enables them to rely on collective expertise. It is this collective expertise that generates classroom solutions to the problems uncovered through assessment
## Ziebell School – Leadership/Culture

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<th>Leadership Roles</th>
<th>Communication</th>
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<td>‣ Role of District: minimal role in driving school improvement process</td>
<td>‣ Ziebell’s weekly grade-team and monthly all-school (“ILT”) meetings: principal and teachers discuss teaching strategies, brainstorm problem solutions, masters skills, best practices</td>
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<td>‣ District Institute Meetings: three times a year</td>
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<td>‣ Parent network: “Home Link Program” Ziebell has a dedicated parent coordinator who promotes the parents’ lending library, parent access to computer lab, periodic health and nutrition classes, and monthly parent-teacher meetings</td>
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### External Support

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<td>‣ Americorps volunteer from nearby junior college gives pre- and post-tests on reading abilities for lower performing students</td>
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<td>‣ Power Writing consultant comes in twice a year; provides training for all staff on writing fundamentals</td>
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<td>‣ Title 1 after school tutoring – Ziebell’s “Reading Improvement Plan”</td>
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<td>‣ South Cook Education Consortium</td>
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<td>‣ None of the above focus specifically on improving DDDM practices</td>
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### Professional Development

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| ‣ Principal Barnes and existing teachers train all new teachers on all DDDM procedures at Ziebell  
  - New teachers actively given support and attention by other teachers | |
| ‣ Power Up: Very basic tech. training; paid for by District. 95% of teacher’s lesson plans are now created on PCs | |
| ‣ Power Writing: each teacher provided training. Consultant now comes twice a year to model best practices for teachers | |
| ‣ District provided training and workshops on various topics (not necessarily related to DDDM). Teachers always bring back learnings from off-site events and share them with rest of staff | |
Ziebell School – Miscellaneous

Hard Copy Appendices

- Sample of 5-week assessments
- School Improvement Plan
- Accelerated Reader printouts

Funding Channels

- Primary funding comes from district
- Except for Structured Ten Routines, no other grants mentioned.

Teachers’ Corner

- Most teachers are unaware of assessment rationale and procedures prior to their arrival at Ziebell

  - Ms. Williams (Title 1) – 11 years at Ziebell
  - Mrs. Harris – 3rd grade, 30 years at Ziebell
  - Mrs. Christifani – 3 years at Ziebell; part of technical team
  - Ms. Burts-Arizon – 6 years at Ziebell