Case Study for Stone Academy

Grades K-6

Chicago District

Chicago, IL

February 2003
### 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.

### 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)

### Stone Academy (Chicago) – Key Takeaways
Stone Academy (Chicago) – Profile

School Profile

- Grades K-8
- 600 students (five year average)
- 60% low income rate (five year average)
- 18% student mobility (five year average)
- 95% student attendance (five year average)
- Ethnic make up: 25% White, 24% Black, 25% Hispanic, 24% Asian (five year ranges)
- Principal: Denise Winter
  - 3 or less years as Principal at Jordan.

ISAT performance

- Third Grade
  - 1998: R 0.76, M 0.76, W 0.74
  - 1999: R 0.76, M 0.83, W 0.54
  - 2000: R 0.65, M 0.82, W 0.71
  - 2001: R 0.80, M 0.87, W 0.69
  - 2002: R 0.73, M 0.92

- Fourth Grade
  - 1998: S 0.86, SS 0.86
  - 1999: S 0.85, SS 0.72
  - 2000: S 0.63, SS 0.53
  - 2001: S 0.63, SS 0.64
  - 2002: S 0.84, SS 0.74

- Fifth Grade
  - 1998: R 0.54, M 0.52, W 0.47
  - 1999: R 0.58, M 0.50, W 0.71
  - 2000: R 0.63, M 0.66, W 0.67
  - 2001: R 0.69, M 0.69
  - 2002: R 0.69, M 0.69

Technology Profile

- Each classroom has one dedicated PC. Computer lab has 20+ PCs with internet access.
- E-mail communication extensive for teachers
Stone Academy (Chicago) – 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.

Implementation of Data Analysis

- Principal 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
### Stone Academy (Chicago) – 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. Trend analysis mapped in an attempt to identify trouble areas.
- School principal reviews language tests and works with teachers to make classroom changes were appropriate.

#### Implementation of Data Analysis

- Assessment results incorporated into school improvement plans and lead to curriculum adjustments
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<thead>
<tr>
<th>Leadership Roles</th>
<th>Communication</th>
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<tr>
<td>‣ Principal responsible for primary curriculum decisions.</td>
<td>‣ Weekly school wide meetings, school based curriculum committees, assistant principal driven wide subject meetings</td>
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<td>‣ District superintendent very hands off with the activities at the Stone Academy.</td>
<td>‣ Daily morning, recess and lunch time meetings used by teachers for impromptu collaboration</td>
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<td>‣ Teachers look to the principals and administrators to provide data analysis information to them</td>
<td>‣ Weekly principal meetings held to discuss school wide issues, trends, worthwhile knowledge sharing</td>
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<td>‣ Principal promotes very professional work environment where teacher input is accepted and implemented</td>
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<th>External Support</th>
<th>Professional Development</th>
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<td>‣ Strong parent support network for school</td>
<td>‣ In Service technical training provided to all teachers on school site</td>
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<td>‣ Community members volunteer to promote “reading buddy” program</td>
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