

CANTON-UNION #66

ATTENDANCE CENTER STUDY EXECUTIVE SUMMARY

CURRICULUM

1. Canton Union #66 includes five schools with 2,397 students enrolled. Three Elementary schools are Eastview (K-4) (329 students), Lincoln (K-4) (233 students), and Westview (PK-4) (443 students). All three schools hold a Commendable designation from the Illinois State Board of Education (ISBE). Ingersoll Middle School (5-8) houses 772 students. Canton High School (9-12) houses 700 students. Both Ingersoll MS and the High School hold a Commendable designation from the ISBE.
2. Eastview Elementary offers a full day Kindergarten program for 62 students with 3 teachers. Lincoln Elementary offers a full day program for 44 students with 2 sections. Westview Elementary offers 3 sections of regular education Kindergarten and 2 sections of Pre-K programming for the district.
3. The strengths of the Canton Union #66 curriculum include:

Eastview Elementary School (K-4):

- 1:1 Instruction
- All working with the same series/curriculum map district wide
- New Math Series
- Behavior Problem Solving Team
- iReady Math implementation 2018-2019
- SUCCESS/ RtI Program
- LLI Intervention systems adopted 2018-2019 school yea
- "Makerspace" integrated into curriculum
- Lego Ed
- Ed Mark Reading Program for Special Education Students
- Orton Gillingham

Lincoln Elementary School (K-4):

- 1:1 Instruction
- iReady Math implementation 2018-2019
- SUCCESS/ RtI Program
- LLI Intervention systems adopted 2018-2019 school yea
- "Makerspace" integrated into curriculum
- Lego Ed
- Ed Mark Reading Program for Special Education Students
- Orton Gillingham
- Reading Workshop approach to ELA instruction, Math Workshop approach to Math instruction (Several staff members at Lincoln are moving in this direction or are there).

- Centers Based Library @ Lincoln (Literacy and STEAM combined)

Westview Elementary School (PK-4):

- 1:1 Instruction
- All working with the same series/curriculum map district wide
- New Math Series
- Behavior Problem Solving Team
- iReady Math implementation 2018-2019
- SUCCESS/ RtI Program
- LLI Intervention systems adopted 2018-2019 school yea
- “Makerspace” integrated into curriculum
- Lego Ed
- Ed Mark Reading Program for Special Education Students
- Orton Gillingham
- Reading instruction and RtI structure
- Behavior Problem Solving Team

Ingersoll Middle School (5-8)

- Accelerated and Enriched program
- Qualified subject specific educators
- S.T.E.M Program\
- New math curriculum in IReady
- Middle School Concept
- Encore or exploratory classes
- Art, Band, and Chorus

Special Education Programs, PK 12

Canton provides:

Eastview Elementary (K-4)

- Sensory room and program
- Resource room and Behavior Program.
- Hearing, Speech, Occupational Therapy, Social Worker, School Psychologist, and Physical Therapy services are available.

Lincoln Elementary (K-4)

- Sensory room and program
- Functional/ Instructional Spec Ed programs
- Adaptive PE
- Hearing, Speech, Occupational Therapy, Social Worker, School Psychologist, and Physical Therapy services are available.

Westview Elementary (PK-4)

- Sensory room and program
- Early Childhood, , Resource Room.
- Little Learners program.
- Hearing, Speech, Occupational Therapy, Social Worker, School Psychologist, and Physical Therapy services are available.

Ingersoll Middle School (5-8)

- 5-8 Resource Room, 5-8 Emotional/Behavior classroom, and 5-6 & 7-8 functional program.
- Hearing, Speech, Occupational Therapy, Social Worker, School Psychologist, and Physical Therapy services are available.

STUDENT ENROLLMENT PROJECTIONS

1. The county, city and district are experiencing an ongoing and gradual decline in populations
2. From 2014-15 to 2018-19 the decline was:
 - a. K-4 declined by 102
 - b. 5 – 8 declined by 22
 - c. High School declined by 70
3. Projections for 2018-19 to 2023-24 indicate:
 - a. K-4 will decline by 3 (leveling off which is good)
 - b. 5 – 8 will decline by 115
 - c. High School will decline by 47

BUILDING ANALYSIS

1. All buildings are air conditioned (with exception of some gyms)
2. All buildings are meeting code or having proper work completed for asbestos issues
3. All identified Health Life Safety Issues are being addressed
4. The committee recommends the high school and middle school arrangements continue
 - A. Neither building has space issues at this time
5. Lincoln and Westview are at capacity while Eastview has five rooms not in use
6. The following two building configurations present possibilities with Proposal D being the preferred configuration.

PROPOSAL A

School	Classrooms in school	Classrooms open	Current Grades	Grades proposed	Current number of students (highest number)	Proposed Number students	Current items to consider
Ingersoll M. S.	48+small specialized rooms	2	5,6,7,8	No change	746 (770)	746	No change here
Lincoln Elementary	14	0	K-4	2	215 (245)	199	plenty of outdoor space; mileage track; small aviary; all ac
Eastview Elementary	25	5	K-4	3,4	305 (409)	326	All AC/not gym; geothermal;
Westview Elementary	24	0	preK, EC, K-4	PreK, EC, K,1	424 (462)	418	Massive outdoor space; Pre school here; all AC except gym

Note: Four different configurations were considered and are listed in the full text.

7. These number show a slight reduction for Lincoln and Westview and a slight increase for Eastview. This would not result in opening any rooms but is slightly less crowded.
8. Has the second grade as a singleton grade so these students would move after one year.

PROPOSAL D

School	Classrooms in school	Classrooms open	Current Grades	Grades proposed	Current number of students (highest number)	Proposed Number students	Current items to consider
Ingersoll M. S.	48+small specialized rooms	2	5,6,7,8	No change	746 (770)	746	No change here
Lincoln Elementary	14	0	K-4	Pre-K, EC, K	215 (245)	227	Numbers fit within building; keeps lower grades together
Eastview Elementary	25	5	K-4	3,4	305 (409)	326	All AC/not gym; geothermal;
Westview Elementary	24	0	preK, EC, K-4	1,2	424 (462)	326	Massive outdoor space; Pre school here; all AC except gym Fits easily with room to spare.

Proposal D is the recommended configuration because:

- A. It removes the singleton grade issue presented by Proposal A
- B. It removes the transfer of students to other buildings once they leave the Pre-K/EC classrooms
- C. It maintains the consistency of two grades per building and increase the opportunities for teacher interaction with others teaching the same grades.

Changing from neighborhood schools to attendance centers offers many opportunities and a few challenges along the way. The benefits and challenges are addressed in depth in a later chapter but some of the main advantages are list below.

Changing to the attendance center format:

- A. Sharpens the focus on the academic and social needs of the students in a reduced age/grade environment.
- B. Reduces the possibility for overcrowding in a classroom.
- C. Removes any opportunity for one school to be thought of as “better” than the others.
- D. Increases opportunities for teacher interaction with colleagues teaching the same grades.

TRANSPORTATION SUMMARY AND EXPENSES

1. There is a projected additional cost of \$63,756 to pick up students living outside of the 1.5 mile radius for each attendance center building.
2. This increase was determined by using the current per student rate of \$308/student.
3. The number of students to transport was based on the percentage of the section not living within the 1.5 mile radius. The final total could be different and this projection should be used as a guide only.
4. The time that the elementary schools begin and end their day will likely need to be adjusted to
 - a. Accommodate the arrival of the buses, and
 - b. Accommodate those parents who take their children to school and their children are in different buildings.

LITERATURE REVIEW OF ATTENDANCE CENTERS VERSUS NEIGHBORHOOD SCHOOLS

POTENTIAL POSITIVE EFFECTS

1. The overall findings indicated an increase in student academic achievement in the middle grades for students enrolled in schools with elementary-wide configurations as opposed to middle-grades configurations.
2. Elementary-wide configurations include schools spanning K-6, K-7/8/9, 3-8, and K-12 grade levels. Canton has none of these configurations.
3. The administration and buildings would be different as the students moved. However, they move as a group and have all had the same curriculum in the attendance center model providing equality for all.
4. This research indicates a greater loss in student achievement when students merged into a single middle school from multiple feeder schools at the sixth grade level. This is the current model being used in Canton.

5. Teachers who were initially opposed to the change have now found the change to be beneficial because they can share ideas and materials within their grade level.
6. Important to provide ample time (1 full year), to prepare for the change.
7. With a grade-level configuration, "all the children have the same opportunities. That consistency is invaluable in meeting state standards."
8. The ability for teachers to focus on instruction at a grade level while being afforded the opportunity to collaborate more efficiently and effectively with grade-level peers.
9. Provides an opportunity for an administrator to have a clearer picture of the teaching capabilities, inadequacies, and areas of excellence at a grade level.
 - a. It is an opportunity to improve the quality of teaching
10. A reduced number of grade levels in each building, a principal would be responsible for overseeing the appropriate delivery of curriculum to a smaller number of grade levels which could potentially improve the teaching and learning that occurs in the classrooms.
11. The professional development offered to the teachers would be more easily applied to the needs of specific grade levels instead of to a broad, general range of teachers.
12. Addressed the east-west biases that exist currently within the community. They believe attendance centers would decrease, and potentially eliminate, the stigma that goes with attending a particular building based on where the student lives.
 - a. This may or may not be an issue in Canton but it is worth mentioning

POTENTIAL NEGATIVE EFFECTS

1. Transportation costs and revenues were a significant portion of the report.
2. Major concern of parents was transportation.
 - a. School districts can adjust start and end times for different grade level facilities to account for the parent need to stagger child drop off and pick
3. Younger students could miss out on opportunities afforded to them by having older students within the same building. This includes mentoring programs, bus patrol officers, tutoring programs, and buddy programs.
 - a. May or may not be an issue in Canton depending upon whether or not these programs exist.
4. Transitions between schools is noted as one of the most negative effects on student achievement. Such transitions bring with them a multitude of changes which include new friendships, new school expectations, new teachers, new administrators, new classmates, more challenging curriculum, unfamiliarity with a different school building, to name a few.
 - a. For Canton, the following should not be an issue: new friendships, new classmates.
 - b. Challenging curriculum is expected as students progress
 - c. New teachers happen each year
5. Transitions in general have been found to impact student achievement, the movement to an attendance center model, based on grade configurations, could potentially have a negative impact.
 - a. A re-organization to attendance centers may not actually increase the number of transitions for students. It may only impact the place to which the students are physically transitioned.
6. A decrease in Parent Teacher Organization was feared by some.
7. The inclusion of the public, whether by hearing concerns and questions, or by a school board being transparent in their discussions, is a factor which cannot be ignored.
 - a. This is supported by the superintendents' survey results
8. If creating multiple grade level centers increases the number of transitions dramatically, a school district needs to weigh the consequences against the benefits. Increased stress and anxiety, among the students and their families are such consequences.

SURVEY OF SUPERINTENDENTS IN DISTRICTS THAT MADE THE CHANGE TO ATTENDANCE CENTERS

Original intent of the reorganization

1. Unbalanced class sizes
2. More equitable offerings for all students
3. Some schools were thought of as better than others

Issues of problems faced during transition

1. Tradition and perceptions
2. Transportation
3. Nay-sayers who wanted exact details on everything. Communicate often to help overcome this.
4. Teachers were initially opposed because they liked their colleagues. Now that they have been in the system a while they indicate they would not go back.

Advice for districts considering this model

1. Be transparent and communicate often.
2. Take your time and listen to concerns.
3. Make sure board is in agreement with this move.
4. Don't do it unless you can point very specifically to an issue that needs to be addressed.

What have been the results?

1. No problems once the transportation was addressed.
2. Very positive. Less community ownership of building and more ownership of the district.
3. Articulation between teachers regarding instruction is improved.
4. 6th grade teachers who used to get the students from the two elementary buildings are seeing less bullying.
5. Glad that I will not need to face why one k-5 building has more special education teachers than another.
6. Very positive, consistent instruction, collaborative approach dealing with issues at the same grade.
7. One negative issue from parents that was brought up during the process was they liked having the kids in the same building for a longer period of time.