



CASE STUDY

James Bowie High School

The story of how one administrator and his team of educators transformed their school into a National Model PLC School.



THE BASICS

ADMINISTRATOR: Steve Kane

BACKGROUND:

Recently retired (2016) educator and educational administrator with over 41 years of experience including district level administrator and campus principal.

SCHOOL:

James Bowie High School - a high-performing, urban public high school offering college preparatory classes, Advanced Placement coursework, foreign languages, fine arts, Air Force JROTC, numerous athletic programs, and career and technology programs - including Culinary Arts, Hotel/Resort Management, Agricultural Science, and Computer Technology.

STUDENTS: 2,900

FACULTY: 200



As an administrator, I am always looking to take things off teachers' plates so they can spend more time actually doing what they do best - teach.

- Steve Kane

OUR CHALLENGE

Teachers are generally overworked and underpaid. And we knew our teachers were already doing the best they could with the time and information they had available. Fortunately, GradeCam turned out to be the perfect tool to help them work smarter instead of harder.

We initially signed up for a 60-day pilot, and strategically began incorporating it into core classes just before semester exams. From the very beginning, the experience was such a success in the classroom that the results created quite a lot of very positive, teacher-led buzz. The fact that it gave teachers back their nights and weekends was a great bonus.



In my opinion, we became a national model PLC school because we empowered exceptional teachers with an exceptional tool - GradeCam.

- Steve Kane

In the early stages of shaping our PLCs, we used the following 4 Essential Questions*:

1. What do we want students to learn?
2. **How will we know if they learn it?**
3. What do we do if they don't learn it?
4. What do we do if they do learn it?

*Rick and Becky Dufour - Model Professional Learning Community

Our staff fully embraced the PLC concept, but we struggled with question #2. The reality of not having immediate feedback impeded our PLC progress. By the time we could generate data 2-3 weeks after an assessment, the teachers had already moved ahead in the curriculum. The best we could do was note data and implement changes for the following year. But the truth was that we needed a more timely and responsive way to reach our students this year.



Instant and actionable data immediately increased both teacher effectiveness and student success.

BEFORE GRADECAM

- » Underperforming students received grades weeks after an assessment, and teachers could only suggest they improve their efforts or seek additional assistance after school.
- » As educators, it was challenging to identify or communicate individual needs to students and/or parents, and there were no remediation systems in place to target specific areas.
- » The only information gathered and analyzed data was during state-mandated testing.

AFTER GRADECAM

- » Data instantly generated by GradeCam's "Student By Standard" report allowed teachers to know exactly what subject area each student did, or did not, learn successfully.
- » This immediate and actionable feedback empowered teachers to redirect instructional focus and develop targeted interventions for individual students or classes as a whole.
- » Best practices could be identified and shared among colleagues and the most effective teachers in specific standards could be matched with students needing the most help.



GradeCam provided our teachers with the data they needed on student deficiencies to help transform them into student successes.

- Steve Kane

STUDENT BY STANDARD REPORT*

*Actual performance samples from James Bowie High School. Student names have been omitted for privacy purposes. Data pulled from sample of over 800 students.

A	MA.8-9.10.D	MA.8-9.12.A	MA.8-9.12.D	MA.8-9.12.E	MA.8-9.2.A	MA.8-9.2.C	MA.8-9.2.D	MA.8-9.2.F	MA.8-9.2.G	MA.8-9.2.H	MA.8-9.2.I	MA.8-9.3.B
STUDENT 1	100%	100%	100%	100%	100%	100%	0%	100%	0%	100%	100%	100%
STUDENT 2	100%	100%	100%	0%	100%	100%	100%	100%	100%	100%	100%	100%
STUDENT 3	0%	0%	100%	0%	75%	50%	100%	100%	0%	100%	100%	100%
STUDENT 4	100%	0%	0%	0%	75%	75%	0%	0%	100%	0%	60%	100%
STUDENT 5	100%	100%	0%	0%	100%	100%	0%	100%	0%	0%	60%	33%
STUDENT 6	100%	100%	100%	0%	75%	100%	100%	0%	0%	100%	100%	100%
STUDENT 7	100%	0%	0%	0%	100%	100%	100%	100%	100%	0%	100%	100%



Administrator Notes:

Data reflects how each student performed against each standard. Color coding provides a class overview at-a-glance. **The highlighted column shows that most of the students struggled on one standard in particular.** This is helpful information for reviewing potential question problems, curriculum issues, and/or instructional strategies.

B

	MA.8-9.10.D	MA.8-9.12.A	MA.8-9.12.D	MA.8-9.12.E	MA.8-9.2.A	MA.8-9.2.C	MA.8-9.2.D	MA.8-9.2.F	MA.8-9.2.G	MA.8-9.2.H	MA.8-9.2.I	MA.8-9.3.B
STUDENT 1	100%	100%	100%	100%	100%	100%	0%	100%	0%	100%	100%	100%
STUDENT 2	100%	100%	100%	0%	100%	100%	100%	100%	100%	100%	100%	100%
STUDENT 3	0%	0%	100%	0%	75%	50%	100%	100%	0%	100%	100%	100%
STUDENT 4	100%	0%	0%	0%	75%	75%	0%	0%	100%	0%	60%	100%
STUDENT 5	100%	100%	0%	0%	100%	100%	0%	100%	0%	0%	60%	33%
STUDENT 6	100%	100%	100%	0%	75%	100%	100%	0%	0%	100%	100%	100%
STUDENT 7	100%	0%	0%	0%	100%	100%	100%	100%	100%	0%	100%	100%

Administrator Notes:

Looking at the same chart from above, in a different way, the highlighted student appears to have done very well on the assessment. However, **GradeCam reveals that while the student did well overall, one standard was missed completely.** This kind of data makes it possible to help every student perform better - even students who already appear to be doing well.



It's one thing to hear about the difference GradeCam can make.
It's quite another to actually see it for yourself.

- Steve Kane

THE RESULTS

Under the State of Texas Assessments of Academic Readiness (STAAR) program, James Bowie High School students must take and pass certain required courses and their corresponding end-of-course (EOC) exams. The assessments are based on Texas Essential Knowledge and Skills, the state curriculum standards. Students are placed into one of three levels based on their performance on EOC assessments:

Level 1: Did Not Meet Standard

Level 2: Acceptable Passing Standard

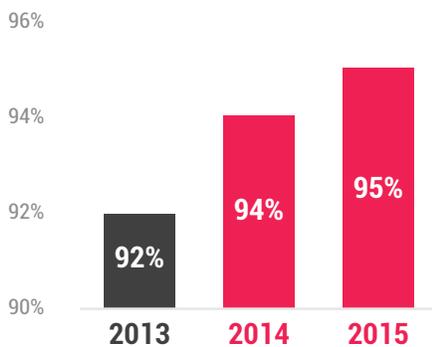
Level 3: Distinction/Beyond Expectation



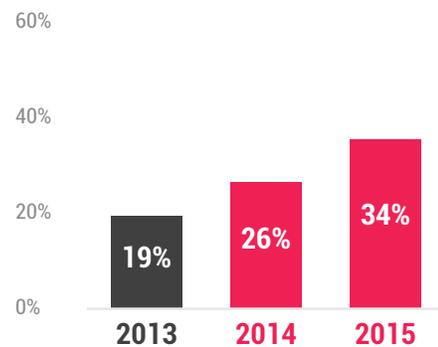
When teachers and admins are able to access timely, specific, and actionable data, they can design systems that truly help students improve.

- Steve Kane

— LEVEL 2 —



— LEVEL 3 —



■ Before GradeCam

■ After GradeCam

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- » After our teachers began using GradeCam in 2014, our student AP pass rate increased 16% and our EOC Level 2 reached 94% for 600+ students.
 - » By dissecting “student by standard” data, our staff was able to significantly close the achievement gap between middle- and high-achieving students.
 - » As a result, James Bowie High School was recognized by the Texas Education Agency with a “Distinction Earned for Top 25% in Closing the Performance Gaps” in 2014.

UNFORESEEN GRADECAM BENEFITS

- » Teachers were able to focus on mastery of content rather than academic behavior.
- » Teachers were able to implement a “reteach and reassess” cycle to ensure effective Response To Intervention (RTI).
- » Teachers were able to easily spiral in content from previous assessments each time a new assessment was given.
- » Teachers were able to see increased student success across low, middle, and high achievers.
- » Teachers were able to be more efficient and effective within the PLC model.
- » Teachers were able to instantly act on data instead of spending time collecting it.



GRADECAM

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