School Quality Review Report
Mountain View Whisman School District

Stevenson Elementary School

October, 2015

School Quality Review Report

Client Name:	Mountain View Whisman School District
School Name:	Stevenson ES
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Review Date(s):	October 1-2, 2015
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Issue and revision record

Revision	Date	Originator	Checker	Approver	Description	Standard
0	09/09/2015	Doug Heineke			Report Template	
1	10/8/2015	Melissa Lara	Doug Heineke		Draft 1	
2	10/10/2015		Doug Heineke	Beverly Parkinson	QAR1	
3	10/11/2015	Melissa Lara	Doug Heineke		Draft 2	
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5	10/20/2015			Doug Heineke	Fact Check	
6	10/28/2015	Melissa Lara	R Westover (MV)	Doug Heineke	Final Report	

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1   The School Context

1.1   Introduction

On July 1st 2015 Dr. Ayinde Rudolph officially began his post as Mountain View Whisman School District's Superintendent. As part of his 100-day superintendent plan for MVWSD, Dr. Rudolph requested that Cambridge Education deliver a district-wide, comprehensive Quality Review (QR) program that will set a benchmark for improvement. The QR program includes the following:

- a School Quality Review (SQR) orientation for principals
- SQR training for up to 20 district personnel
- a two-day SQR for each school in the district (8 elementary and 2 middle schools)
- a meta-analysis report of the school findings
- focused improvement planning for all 10 schools
- a District Quality Review (DQR)

The SQR was completed over two days by a team of two Cambridge Education Reviewers at each school. The resultant report contained herein was prepared by the Lead Reviewer based on the evidence collected and the assessment made by both reviewers. Evidence was collected via classroom observations; interviews with the administration; and focus groups with students, teachers, parents and other stakeholders.

1.2   Background information about the School

Stevenson PACT (PArent, Child, Teacher) Elementary School serves approximately 388 students in grades K-5. The school is a school of choice, meaning students apply to attend the school and are then selected through a lottery system. The school provides an Arts Focus, gardening, and Project Based Learning as a way to appeal to the students and parents that it serves.

This is the principal's first year at the school and first year as a principal.

The school's physical layout creates barriers that limit some of the learning activities and prohibit opportunities for the entire school community to come together for events or celebrations.

1.3   School demographic and performance data

	Academic Year 2013-14	Academic Year 2014-15
Grades:	K-5	K-5
Number of students enrolled:	357	388
Number of general education students:	357	388
Percentage of special education students:	5.9%	3.3%
Percentage of English language learner students:	18.2%	13.6%
In School suspensions:	0	0
Out of school suspensions:	1	0
Percentage of students that are Title 1 eligible:	10.4%	6.9%
Latest attendance percentage:	100%	100%
Ethnic make-up of the students (percentages):	African American 0.8%, American Indian 0.3%, Asian 13.7%, Filipino 0.8%, Hispanic or Latino13.2%, Pacific Islander 0.3%, White 59.4%, Two or More 11.2%, None Reported 0.3%	

CAASPP Test Results 2014-2015 - ELA

	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All	7	10	16	66
EO	4	10	17	69
EL	50	21	14	14
SED	50	29	7	14
Non- SEDs	3	9	17	71
SWD	33	17	33	17
White	4	7	17	73
Asian	4	4	22	70
Hispanic/Latino	32	11	21	37

CAASPP Test Results 2014-2015 – Math

	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All	5	11	24	61
EO	2	11	25	61
EL	36	36	14	14
SED	43	43	7	7
Non- SEDs	1	8	25	65
SWD	31	23	15	31
White	3	6	26	65
Asian	0	7	22	70
Hispanic/Latino	21	37	16	26

2   Main Findings

In this section of the report, the SQR team has identified the factors that are most significantly supporting and limiting effective student learning. *Recommendations* to address these high impact areas are included below.

2.1   Factors that support effective student learning:

i.   Parent engagement provides a wide range of significant support of learning to all students in the school. Some examples include the Foundation, regular parent volunteers in the classrooms and sponsorships of field trips.

ii. The school places an emphasis on social-emotional learning, which is meeting the needs of many students who have not had that support in traditional school settings. As a result, they are building self-confidence, developing interpersonal skills and feeling successful in school.

iii. In most classes, students are provided with opportunities to discuss the content of the lesson with other students, resulting in better understanding of the topic.

iv. Project Based Learning is valued by staff, students and parents as a process to engage students in real world application learning activities.

v.   The school offers a range of afterschool activities that provide enrichment for students such as martial arts, Hindi language and flag football.

vi. The staff is cohesive and supportive of each other. They are dedicated to the school and students and often work long hours to serve their students.

vii. Students are well behaved, friendly, articulate, and eager to learn.

2.2   Factors that limit effective student learning:

i.   The school's new plan for the year has yet to be embraced by all parents and staff. Measures of accountability to confirm that all staff members understand their responsibilities of ensuring all students are well challenged and maximizing student academic progress are not yet reflected in the school's practices. As a result, high achieving students and students with disabilities are not being challenged at the levels necessary to maximize their learning potential.

ii. Data is not used as effectively as necessary to inform instructional decisions that ensure all students are challenged and that learning activities are appropriately differentiated, and to monitor individual and groups of students' progress.

iii. Learning objectives, success criteria and the purpose of the lesson are not always clearly communicated before, during or at the end of the lessons. As a result, students are not always sure what they are expected to learn, why they need to learn it, and how they will know if they have successfully learned it.

2.3   Recommendations:

i. Provide professional development to teachers on how to plan learning objectives and success criteria for lessons. Monitor lessons to ensure the learning objectives and success criteria are aligned to the state standards, promote student learning at higher levels and are clearly communicated to all students. Provide ongoing feedback and support to teachers as needed.

ii. Clearly communicate the new plan to parents and staff. Revise as needed and adhere to the school improvement plan by holding staff accountable for monitoring, reviewing and evaluating student progress to ensure all students are well challenged.

iii. Continue to deepen the focus and understanding of data for making school-wide and instructional decisions. Implement data meetings that focus on analyzing individual, classroom, sub-group, grade level, and school-wide data to inform lesson planning so that instruction is differentiated to meet the needs of all students and students achieve at their highest ability levels.

3   Individual Domains

In the sections below, each domain received a rating based on the evidence collected during the SQR. The judgments have been broken down into *Factors that Support Effective Student Learning* and *Factors that Limit Effective Student Learning*. *Recommendations* are included to address those areas of need.

3.1   Domain 1: Quality of Learning & Teaching

The Quality of Learning & Teaching Requires Support in Targeted Areas

Factors that support effective student learning:

i.   During most lessons, students have opportunities to discuss their learning in pairs or small groups. As a result, students are engaged in their learning.

ii.   Student behavior is well managed throughout the school. Rather than applying harsh rules and consequences, students are encouraged and supported in making better choices and taking "safe risks". Students are developing confidence and positive social-emotional skills.

iii.   Several teachers use effective questioning and discussion techniques as a method to check for understanding and to engage students in discussion around the lesson topic.

Factors that limit effective student learning:

i.   Formative data is not collected sufficiently enough to be used effectively to inform instruction on a daily basis or track individual student progress to ensure all students are growing academically. As a result, small group activities are not differentiated in a way that challenges all students and meets the needs of students who are struggling with specific skills.

ii.   Learning objectives are inconsistently posted throughout the school. Measurable success criteria are not shared and as a result students do not know what they are expected to learn or how they will know they have mastered the skill or new knowledge.

iii.   Although some teachers do a good job providing immediate verbal feedback to students, giving students a clear understanding of how they did on the learning task and how they can improve their work, most students receive little written feedback on the quality of their daily work.

iv.   Some lessons are not well enough planned to effectively motivate students through differentiated activities addressing a variety of learning styles that ensure all students become independent learners, critical thinkers, and thoughtful problem solvers.

v.   Some students are beginning to set general goals for themselves. However, most students have not worked with teachers to set individual academic improvement goals or developed a plan to achieve those goals.

vi. Technology is not used as effectively as it could be to enhance and support student learning. Most technology is used during center time for practice programs rather than incorporating technology into lessons to enhance and support learning and build technology skills.

Recommendations:

i. Create a data driven culture through an intense focus on using formative data to inform daily instruction. Ensure lessons are differentiated based on the data so that all students are well-challenged. Use data review protocols to analyze data on a regular basis to identify individual, small group, classroom, grade level, sub-group and school-wide data trends and address instructional needs based on data.

ii. Establish clear expectations of planning, sharing and revisiting learning objectives and success criteria during lessons. Provide professional development to teachers as needed to support these expectations. Monitor and provide feedback to teachers to ensure consistent and successful implementation of this practice.

iii. Work with teachers on providing more frequent, specific feedback to students on their work so that students understand how well they are doing and how they can improve their work. Conduct regular analysis of student work to ensure effective feedback is being provided and that student work is progressing.

iv. Monitor the quality of lesson planning to ensure that lessons are aligned to state standards, data is used to plan differentiated and challenging instruction, lessons are engaging and motivate students to want to learn more about the subject and lessons include the use of technology to enhance learning.

3.2   Domain 2: Curriculum & Assessment

Curriculum & Assessment Requires Support in Targeted Areas

Factors that support effective student learning:
i.   Teachers at all grade levels consistently use Eureka math as the agreed upon math curriculum.

ii. The school has a broad range of curriculum including the Arts Focus, Project Based Learning (PBL), Project Cornerstone, art, music, and physical education. PBL, if implemented schoolwide early in the school year, has the potential to have a greater impact on students' understanding of complex concepts and problem solving.

iii. The school provides after school activities such as Hindi language, martial arts and other activities that change throughout the year, providing students with a variety of enrichment opportunities.

Factors that limit effective student learning:
i.   The English Language Arts (ELA) curriculum is not consistent across all grades because the district is in the development phase of a District-wide ELA curriculum. As a result, students are not receiving a consistent set of instructional practices or skills that build upon each other to develop a strong foundation in ELA.

ii. High achieving students are not challenged sufficiently to think hard, problem solve and to build upon their learning. For example, during an observation students worked in three centers; each group completed the exact same activities and students completed the work sheet without any effort at all.

iii. Common assessments are not used as effectively as they could be to improve the quality of learning and teaching. Data collected from common assessments is not deeply analyzed to inform instructional decisions as well as it could be. As a result, instruction is not effectively differentiated to meet the needs of all students.

Recommendations:
i.   Work closely with teachers to plan ELA lessons. Ensure they are using the CCSS to plan lessons. Monitor lesson plans and delivery of instruction to ensure alignment and rigor of ELA.

ii. Ensure the written, taught and assessed curriculum is providing challenge and support to students at all levels. Provide professional development to teachers on how to provide rigor for high achieving students as well as closing gaps for students who are struggling. Monitor lessons and data to ensure all students are maximizing their potential.

iii. Provide teachers with professional development and support to develop common assessments throughout units of study. Use the data collected to inform instruction so that all students are progressing at the greatest potential.

3.3   Domain 3: Leadership, Management and Accountability

Leadership, Management and Accountability Requires Support in Targeted Areas

Factors that support effective student learning:

i. School leaders model and promote high expectations as is evident in the level of respect, dedication and support demonstrated by teachers, administration and parents.

ii. The administration has maintained effective policies and procedures to ensure the school runs smoothly. Students are well behaved and discipline issues are minimal.

iii. The principal shares leadership roles and responsibilities with teachers through the School Design Team, which includes two elected classroom teachers, the instructional coach and PBL coach. Teachers volunteer to lead events/activities that contribute to student learning.

iv. The school's administrative assistant consistently contacts parents when a student is absent, emphasizing the importance of being at school every day. The school's attendance rate is approximately 97%.

Factors that limit effective student learning:

i. Under the guidance of the principal, the school is beginning to take a more focused approach to reviewing data to assess the impact of teaching on student outcomes. However, this is still in the beginning phases and has not had time to develop enough to have an impact on student learning.

ii. School leaders have identified three goals for the school, one of which is focused on the effective use of data. Although some teachers and parents have some understanding of the strategic vision, many still are vague about the goals established for this school year.

iii. Administration has yet to establish a system for conducting informal classroom observations and providing feedback to teachers. As a result, teachers are not sure how to improve their practice to ensure student learning is maximized.

iv. Teachers feel accountable for their students' academic and social-emotional success. However, school leaders have yet to establish consistent ways of holding staff accountable for the academic progress of their students. As a result, expectations vary from grade to grade and individual student progress is not tightly tracked to ensure each child is achieving at their highest potential.

Recommendations:

i. Continue to build the staff's awareness and understanding of the use of data by modeling its use in decisions made at the school, in conferences with teachers about each student's progress and in setting goals for students, teachers and the school.

ii. Clearly communicate the goals to all stakeholders and use them as the guiding force for how decisions are made throughout the school. Hold staff accountable for their roles in achieving the goals.

iii. Rigorously monitor the effectiveness of learning and teaching through frequent observations of lessons, regular analysis of student work and the review of lesson plans. Provide specific feedback to teachers, provide support as needed and follow up to ensure that improvement is made in learning.

3.4 Domain 4: The Culture of Learning

The Culture of Learning is Established

Factors that support effective student learning:

i. The school principal, staff and parents provide a learning environment that is safe, respectful and welcoming.

ii. The staff is very cohesive and supportive of each other. They work well collaboratively and show respect for each other. They foster and maintain very positive relationships with all members of the school community, creating an environment of high staff morale with a focus on making school a positive place for students.

iii. School staff members model and reinforce positive attitudes and appropriate behaviors. They model this to their students and have taught students that mistakes result in learning opportunities rather than severe punishments.

Factors that limit effective student learning:

i. A culture of ensuring that all students achieve at their highest possible levels is a work in progress for the school.

Recommendations:

i. Build upon the supportive social-emotional culture that exists so that it extends into challenging all students to their highest academic abilities. Achieve this by using data to identify students' current ability levels, and set goals that are achievable but require all students to stretch their thinking and learning.

3.5 Domain 5: Partnerships with Families and the Community

Partnerships with Families and the Community are Exemplary

Factors that support effective student learning:

i. Parents receive an abundance of communication from the school and individual teachers through newsletters, emails, phone calls, communication folders, face-to-face conversations and more. Parents feel well informed and are respected as partners in their children's education.

ii. Parents feel well informed about their children's progress, stating that teachers often provide extended prose on progress reports and report cards to explain in detail each student's personal areas of growth.

iii. Stevenson ES is dependent upon the school community's support to provide many of the learning experiences for the students. The Foundation raises enough funds to provide all students with the materials they need for school, multiple field trips per grade level and other materials or resources as needed. Parents seek other partnerships to support learning at the school.

iv. Parents are active in the development of the school improvement plan and actively participate in decision-making at the school. Parents influence and support the curriculum through their contributions of time and talent.

Factors that limit effective student learning:

i. Students are not recognized during any formal assemblies or events to celebrate academic success or achievements, such as Perfect Attendance.

Recommendations:

i. Create opportunities to recognize students' hard work and achievements, both academic and social.