School Quality Review Report
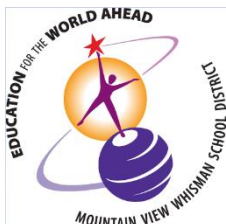## Mountain View Whisman School District

Benjamin Bubb Elementary School

October, 2015

Cambridge Education

School Quality Review Report

Client Name:	Mountain View Whisman School District
School Name:	Benjamin Bubb ES
Principal Name:	Cyndee Nguyen
Address:	525 Hans Avenue
	Mt View, CA 94040
Review Date(s):	October 6-7, 2015
Lead Reviewer:	Simmie Raiford
Team Reviewer(s):	Jane Alexander

750-A San Pierre Way, Mountain View, CA 94043

Cambridge Education

Issue and revision record

Revision	Date	Originator	Checker	Approver	Description	Standard
0	09/09/2015	Doug Heineke			Report Template	
1	10/8/2015	Simmie Raiford	Doug Heineke		Draft 1	
2	10/13/2015		Doug Heineke	Trevor Yates	QAR1	
3	10/14/2015	Simmie Raiford	Doug Heineke		Draft 2	
4	10/21/2015		Doug Heineke	Melissa Lara	QAR2	
5	10/23/2015			Doug Heineke	Fact Check	
6	11/02/2015	Simmie Raiford	C. Nguyen (MV)	Doug Heineke	Final Report	

Contents

Chapter	Title	Page

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

Benjamin Bubb Elementary serves 556 students in grades K through 5. The principal is in her second year at the school after having previously served as a classroom teacher and academic coach at the same school. Bubb has a small population of special needs students (approximately 8%), and 20% of the students are English Language Learners (ELL). Bubb is primarily a neighborhood school, with a portion of students bussed in from a neighboring area.

1.3 School demographic and performance data

	Academic Year 2013-14	Academic Year 2014-15
Grades:	K-5	K-5
Number of students enrolled:	557	556
Number of general education students:	512	510
Percentage of special education students:	8.1%	8.2%
Percentage of English language learner students:	31.6%	20.7%
In School suspensions:		3
Out of school suspensions:		2
Percentage of students that are Title 1 eligible:		
Latest attendance percentage:	97%	97%
Ethnic make-up of the students (percentages):	25% Asian; 26% Hispanic or Latino; 43% White	

CAASPP Test Results 2014-2015 - ELA

	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All	16	12	22	49
EO	6	11	22	62
EL	54	20	16	10
SED	49	20	23	8
Non- SEDs	4	9	22	64
SWD	77	9	5	9
White	3	13	27	57
Asian	0	6	18	76
Hispanic/Latino	46	21	21	12

CAASPP Test Results 2014-2015 – Math

	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All	14	13	23	50
EO	4	13	22	62
EL	45	22	25	8
SED	42	23	22	14
Non- SEDs	3	10	23	64
SWD	73	14	9	5
White	3	11	28	58
Asian	0	8	11	81
Hispanic/Latino	38	23	23	16

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.   There is a passionate and shared belief among parents, school personnel, and students that the school is a great place to learn, and there is a common commitment to doing what it takes to make sure all students succeed.

ii.   The school has created a culture in which parents are seen as true partners in their children's education and are welcomed in the school at all times.

iii. Protocols have been established to support positive student behavior throughout the school, with many posted and verbal reminders to help students remember to be their better selves at all times.

iv.   The school is well resourced in terms of support personnel, materials, and extended learning opportunities both during and outside of the school day.

2.2   Factors that limit effective student learning:

i.   The school does not have robust data systems that inform teaching practices or allow parents to have clear information on their children's academic progress throughout the year. The primary reliance on course grades and year-end assessments does not sufficiently support data driven decisions about teaching and learning.

ii.   The program for supporting special needs students is insufficient, lacking the necessary curricular alignment and cohesion to ensure that students are able to progress to their greatest extent regardless of their disability.

iii. The underperformance of ELL students and the accompanying lack of involvement of their families is an ongoing area of challenge for the school. While efforts are being made to improve both the quality of learning and the levels of parental involvement, this remains an area of growth for the school.

2.3   Recommendations:

i.   Organize a data review committee and task them with the job of reviewing the learning objectives by grade and subject and creating a set of common formative assessments. These assessments should be administered at the end of units of study in each core content area and provide information that will guide lesson planning for the coming unit of study.

ii.   Develop a special education council consisting of regular and special education teachers, the principal, the school district's newly appointed director for special education and parents of special needs students to review the current state of the program at Bubb and create an action plan to build the strengths of the program and improve the areas of need.

iii. Work with school division personnel to expand the translation services currently available at Bubb. The school has a newly appointed family liaison who needs to be supported with the tools necessary for his outreach to be successful. The translation services would be a first, but important step to helping the ELL parent community feel more engaged and knowledgeable about the work of the school.

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.   Teachers have structured the learning environment in a way that facilitates active student engagement and peer collaboration. Lessons feature opportunities for students to "turn and talk" with fellow students as well as have open dialogue with the entire class. These opportunities help to build students' confidence in their own thoughts and ideas, as well as train them in listening and responding to others.

ii.   Students are treated with dignity and respect, with an emphasis on building their self-worth and seeing the value in others. Throughout the school, there is a practice of supporting students and encouraging them to think and act in ways that not only builds their intellectual capabilities, but also their social and emotional skills as well.

iii. Learning objectives in daily lessons are made explicit throughout the lesson, including posting of objectives on the board, use of rubrics and student stations, and verbal reminders throughout the lesson. Students are able to verbalize the learning task they are engaged in, and also understand how it relates to other skills they are learning.

Factors that limit effective student learning:

i.   Teacher use of data is not a routine feature of lesson planning or development of learning objectives. Teachers use exit tickets, and other quick graded assignments, report card grades and year-end assessment results are used as data sources, but these are summative assessments and do not provide the means of informing teaching practices in a way that allows time for adjustments in strategies to improve student performance.

ii.   ELL students underperform on state assessments and their performance falls significantly below that of other student groups. While efforts are being made to improve both the quality of learning and the levels of parental involvement to support student achievement, these students still lag far behind in reading and math.

iii. Use of technology in daily lessons is limited and is not being leveraged to best effect to build student engagement. Students are encouraged and provided with opportunities to use laptops and programs such as ST-Math, Google Education, etc., and teachers and students actively use document cameras and other equipment; however, the full range of technology that is accessible is severely underutilized.

Recommendations:

i. Create formative assessments to provide a structured means of assessing students' academic progress over the course of the school year, and to provide a common platform to measure growth across grade levels and throughout the school. These assessments would also facilitate vertical articulation among teachers to help ensure year-to-year student progress.

ii. Work with the English Language Advisory Council (ELAC), the newly appointed family engagement specialist, and teachers to create a strategic plan for improving ELL students' academic performance. This should include, but not be limited to, translation services for homework, school assignments and projects, and the state assessments to ensure that parents understand what students need to know and be able to do so they can support school efforts at home.

iii. Expand the use of technology in the classroom to provide students and teachers with the means to access and apply knowledge in a more interactive form during lessons. Students currently demonstrate an active interest in learning and embrace opportunities to share their learning during class, and the infusion of technology would further enhance these learning conversations.

3.2   Domain 2: Curriculum & Assessment

Curriculum & Assessment Requires Support in Targeted Areas

Factors that support effective student learning:

i.   Students receive opportunities to study topics in-depth and work independently on projects that are presented in class. The format of these expanded learning opportunities specifies the learning objectives, but also allows for students to make individual choices on how to do assignments. Students find such activities very meaningful and enjoy this avenue for critical and creative thinking.

ii. Extended learning activities after school are open to all students, regardless of ability, to provide any student with a desire to learn more about the activity topic to do so in a fun and engaging manner. The object of the activities is not just to provide skill practice for advanced students, but to invite all students in the activity to stretch their thinking in a stimulating, fun, and non-threatening class environment.

Factors that limit effective student learning:

i.   The school is still in the process of fully developing a curriculum in English Language Arts (ELA). Currently, each grade level is working on developing standards and protocols around what is taught, over what period time, and with what type of end-of-unit appraisal; however, the approach to this work is not standardized across the school, so the level of quality in the output varies.

ii. Curriculum support for the special education classes at the school is lacking. There is not a clear alignment between curriculum provided to students in the self-contained classes and the regular education curriculum, which limits the effectiveness of the inclusion practices at the school. This lack of alignment also diminishes the clarity of defining what special needs students should know and be able to do.

iii. The school does not have a coherent system of formative assessments to monitor students' progress throughout the year. While teachers do administer short, informal assessments during or at the end of lessons, there is not a comprehensive system of assessment that generates data that can be relied on to inform teachers, students, and parents of the progress being made by students throughout the year.

Recommendations:

i.   Accelerate the creation of a comprehensive ELA curriculum by establishing an ELA curriculum committee consisting of teachers from each grade level, the principal, and the instructional coach. The committee should review the ELA skill sequence and standards for each grade and structure a curriculum with an aligned K-5 skill sequence that is also aligned to the standards of the state assessments.

ii. Work with the newly appointed special education director to assess the special education program, identifying its strengths and challenges and creating a plan to address issues around the curriculum and how it can best support learning for students throughout the day in both self-contained and inclusive settings.

iii.   Create a formative assessment committee for each of the four core content areas to develop formative assessments to be administered at the end of each skill unit. The data generated from the assessments should be used to determine instructional changes needed to help students who did poorly on the assessments, and to plan extended learning for students who mastered the tested skills.

3.3   Domain 3: Leadership, Management and Accountability

Leadership, Management and Accountability Requires Support in Targeted Areas

Factors that support effective student learning:

i. The school principal initiated a professional practice across the campus to promote positive student behavior and attitude. The practice centers around creating a mindset in students that focuses on their strengths and abilities and builds their self-confidence. Positive changes in students' attitudes and behaviors have been noted and the number of discipline incidents at the school is minimal.

ii. The school has established procedures to promote student attendance that have resulted in a 97% average daily attendance rate. Parents and the school share a common belief in the importance of students being in school every day and the school environment is highly invitational and encourages high rates of attendance.

iii. The school principal promotes teacher autonomy and encourages independent thinking as a means of building teacher leadership and getting the best solutions for issues facing the school. Teachers are empowered to make decisions around teaching and learning and are provided with supports such as suggested professional reading to help ensure they make quality decisions.

Factors that limit effective student learning:

i. The school does not have an established structure for ensuring that issues raised during teacher planning sessions are effectively addressed. Teachers plan collaboratively and provide the principal with minutes of their meetings; however, a more interactive process needs to be established so that ongoing issues can be addressed more effectively.

ii. Data is not being used sufficiently to drive decisions around teaching and learning at the school. The use of data in the school is limited in part due to the lack of regular formative assessments, and the use of year-end assessments is not adequate to inform changes in teaching practices and improve student performance.

Recommendations:

i. Establish the practice of the principal and instructional coach attending the collaborative planning meetings. After reviewing the meeting minutes, designate 1-3 meetings to attend each week based on issues raised in the minutes. This practice will help support teachers' planning efforts and provide the administration with opportunities to provide direct feedback on planning activities.

ii. The school should determine a set of metrics that will be used to measure student academic progress throughout the year and then determine the most appropriate means of formative assessment that align with those metrics. Having the data generated from this process will provide the means of adapting instructional strategies to meet the learning needs identified by the data.

3.4   Domain 4: The Culture of Learning

The Culture of Learning is Exemplary

Factors that support effective student learning:

i. The school culture is one that nurtures and encourages students to grow academically, socially, and emotionally. Through school initiatives such as Project Cornerstone, parents bring character-building, anti-bullying messages to further develop the culture and build on the positive aspects of the school. Murals around the school provide reminders of the school's values and expectations for behavior.

ii. Students at the school are courteous and friendly, and their behavior conforms to the norms and expectations set by the school. Discipline issues are minimal and teachers have established procedures and routines that minimize disruptive behavior and facilitate student engagement and collaboration.

iii. Relationships throughout the school among the staff, students, and school volunteers are respectful and mutually supportive. There is a joyous and positive vibe at the school and everyone is focused on supporting students academically and emotionally.

Factors that limit effective student learning:

i. No factors were identified that limit effective student learning.

Recommendations:

i. Continue celebrating the relationships and culture of learning at the school through the school newsletter and other home-school communications as a means of recognizing the special nature of the school and reinforcing the "we care about each other" message at Bubb.

3.5   Domain 5: Partnerships with Families and the Community

Partnerships with Families and the Community are Established.

Factors that support effective student learning:

i. Teachers and the school administration have established an open door policy that supports and encourages active parent participation in the school. Each year, parents volunteer thousands of hours at the school and continually seek ways to make the school an even better place to learn.

ii. Through the Parent-Teacher Association (PTA) and the open accessibility of the principal, parents and community members are welcome to share thoughts, suggestions, and concerns about the school with the knowledge that their input is valued. The feeling by parents that this is "our school" is shown in their commitment to being a part of decisions made at the school in the interest of all students.

iii. The PTA is an active and effective organization that supports fundraising and volunteer coordination, and serves as a true partner at the school. Among the many PTA contributions to improvement of the school's academic program is their sponsorship of the after-school enrichment program, funding the expansion of the program to Bubb students who cannot afford to participate.

Factors that limit effective student learning:

i. The school has not been successful in its efforts to bring ELL families fully into the life of the school. Most of these families live in a neighboring community; however, language and cultural barriers to their full inclusion in Bubb have not been overcome despite the school's efforts.

Recommendations:

i. Work with the newly appointed family engagement specialist and the school's ELAC to determine effective strategies for increasing ELL family participation in the school. This outreach must be multi-faceted to include translation services, extension of school events into the families' home communities, and supports for families attending after-school events by providing transportation and babysitting services.