

C. B. Eaton Elementary School Model Programs and Practices

School Information

CDS (County District School) Code: 43694196046718

County: Santa Clara

District (Local Educational Agency): Cupertino Union

School: C. B. Eaton Elementary School

Demographics

Enrollment: 515 students

Location Description: Suburban

Title I Funded: No

School Calendar: Traditional

Charter: No

Overview

The mission of Eaton Elementary School is to create a safe, caring, and positive learning environment that promotes academic excellence, embraces diversity, fosters a sense of self worth and responsibility, and encourages lifelong learning in our students.

Eaton is a K–5 public elementary school in the heart of Cupertino, CA. Eaton is surrounded by middle class single-family homes and serves a culturally diverse student population of 515 students (35% Asian Indian, 25% Chinese, 10% Japanese, 9% Korean, 8% White, 6% Two or more races, 3% Hispanic, 1% Black, 1% Filipino, 1% Other Asian, 1% Blank). Approximately 6.4% of students receive special education services, less than 10% are on free and reduced lunch, and 24.7% are ELLs.

Two essential components of Eaton’s learning community include its commitment to academic excellence and offering students access to a rich learning experience. Eaton's SBAC mastery scores in ELA and Math repeatedly meet or exceed California, Santa Clara county, and district averages. In the last SBAC testing period Eaton's 3rd–5th grade students scored 82% mastery in ELA and 87% mastery in Math. Eaton's students'

academic achievements can be attributed to their alignment to their district's three main LCAP goals (centered around math, writing, and technology), along with a strong teaching instructional core, site principal, strategic use of technology, and extended partnerships and programs.

Eaton is fortunate to have 3 fixed labs and iPads in every classroom. The school's iPad device to student ratios are: 1:3 in Kinder, 1:2 in 1st–2nd, and 1:1 in 3rd–5th. Along with the student friendly technology in every classroom, all classrooms are equipped with an LCD projector, Apple TV, and document camera. Teachers leverage the rich technology environment and resources by integrating many online tools to support and enrich the classroom learning experience. Some of the most frequently used online programs at Eaton include: Typing Club, IXL, Smarty Ants from Achieve 3000, RAZ Kids, Khan Academy, Newsela, SeeSaw, Rosetta Stone, Explain Everything, and Google Classroom, Docs, Sheets, and Slides.

Eaton takes pride in offering students an array of on-site enrichment programs and experiences: Math Olympiad, Science Night, Junior Great Books, Girls on the Run Program, Geography Bee, Co-Ed soccer team, educationally focused field trips and assemblies. Eaton is also proud of its ongoing partnerships with City of Cupertino and Santa Clara County stakeholders: YMCA Project Cornerstone character development program, City of Cupertino Safe Routes to School program, Cupertino Rotary Club grant recipient, Women's Rotary Club Art Federation, and Cupertino Recreation After School Enrichment Program. Eaton also is excited be partners with local high school clubs: Women in Tech coding classes from Cupertino High School and IDEA Entrepreneurship program from Fremont High School.

Model Program and Practices

Name of Model Program/Practice: "Mathematical Practice/Performance Task Assessment Cycle"

Length of Model Program/Practice: 2–4 years

Target Area(s): Closing the Achievement Gap, Education Supports, Parent, Family, and Community Involvement, Professional Development, Science, Technology, Engineering, and Mathematics

Target Population(s): Asian, Black or African American, Filipino, Hispanic, White, Two or More Races, Socioeconomically Disadvantaged, English Learners, Students with Disabilities

Strategies Used: School Climate, Parent Engagement, Data-Driven Decision Making, Professional Development

Description

Eaton's Model Program is its comprehensive and unique K–5 “Mathematical Practice/Performance Task Assessment Cycle.” From what I gathered from our district Coordinator for Mathematics, of the 20 elementary school in CUSD, no other elementary school has such a comprehensive math assessment cycle like Eaton.

Eaton's MP/PT Assessment Cycle was collaboratively created by teachers, school principal, and district coach to ensure:

1. students had access and taught cognitively demanding mathematical problems,
2. explicit teaching of the 8 Standards for Mathematical Practices,
3. promote student driven reflective and self assessment practices in mathematical problem solving.

It's essential components include:

1. grade level selection of the trimester's focus MP,
2. a diagnostic analysis of student skills at the beginning of every trimester related to the focus MP,
3. explicit instruction and monitoring of the focus MP,
4. student completion of a PT that explicitly assess for the focus MP at the end of the trimester,
5. students self assess how they did on the PT on an MP aligned rubric,
6. teachers use collaboration time to assess, sort, analyze, and create next steps for instruction.

The reason the MP/PT Assessment Cycle was adopted was because Eaton teachers felt the new math adoption needed to be reinforced with more cognitively demanding performance tasks that expected students to dissect word problems, explain their thinking, and give them opportunities to self assess. Moreover, Eaton 5th grade math placement assessments scores were averaging below the district mean, which impacted which math pathway they entered in middle school.

In 2015–2016, 10 Eaton teachers were subbed out 4 days out of the year to participate in 4 full day PDs centered around developing essential question and math initiative. Related costs included subbing teachers out for PD and purchasing of collaborative materials (paper, markers, highlighters).

The goals for developing Eaton's MP/PT Assessment Cycle were as follows: supplement a new, yet untested math curriculum, ensure all our students are

succeeding in math, develop school-wide math program centered around shared understanding and expectations for students, common language among teachers and staff, and desire to push students to carry the cognitive load involved in the learning process.

Eaton's MP/PT Assessment Cycle is strategically aligned to CUSD's #1 LCAP Goal of all student mastering algebra on the first attempt. It touches on 8 out of the 16 "Actions/Services" laid in the LCAP and seeks to ensure all student subgroups sustain a 90% mastery rate or increase of 3% as measured by the annual Math CAASPP assessment. With the increase in student achievement, teacher collaboration, and parent support, it promotes a culture of success where every instructional minute is taken seriously. This pushes student to be at school, develop academic confidence and a solid social-emotional sense of self.

Implementation and Monitoring

Eaton's MP/PT Assessment Cycle engages district, onsite, and parents alike. In 2014–2015, the district laid the groundwork by identifying through district LCAP stakeholder surveys that Math achievement for all was a #1 point of interest and concern. With the information the district obtained, they set out to make a rigorous big goal that all students would find success in math, and specifically master algebra in their first attempt. With this in mind, Eaton took advantage of the shift and serious declaration that math will CUSD #1 focus. From there, Eaton's principal and teachers engaged District personnel and coaches in thoughtful conversation, PD opportunities, both off and on site.

Eaton communicates its needs and celebrations with each stakeholder in the following ways: district personnel and leadership are told by the site principal about progress being made and next steps through the evaluation cycle; instructional division personnel are asked to provide input and resources that will help in further strengthening Eaton MP/PT Assessment cycle, and parents are brought up to speed and told of their child success and next steps at parent-teacher conferences, frequent class bulletins, before and after school check-ins, and email.

The success Eaton's MP/PT Assessment Cycle has had would not have been possible without deliberate time set aside at Staff Development meetings, full day teacher in-service days, and use of teacher collaboration and sub out time to assess student work, share best practices and next steps. Teachers are guided in how to calibrate assessments, input data on a collaborative spreadsheet, identify what is working for student achieving 3s and 4s on the rubric and what needs to be done to enrich their learning, and conversely what can be done to support struggling learners or those on the bubble achieving 1s and 2s on the assigned PTs.

To ensure effectiveness of Eaton's MP/PT Assessment Cycle, teachers take time to reflect on their practice and assess what is work and what can be enhanced. Earlier this year Eaton teachers took a step back and asked themselves, "what is working and what can be better?"

For what is working, teachers responded with:

1. Students are asked to write out and prove their work
2. PTs allow students to show their thinking
3. Students get exposure to PTs and MPs
4. Scoring and calibration by grade level
5. K–5, MP common language
6. MP/PT tied to classroom instruction
7. Learning to analyze word problems

What can be enhanced, teachers responded with:

1. Strategic selection of the appropriate PTs that is better aligned to the grade level's focus MP
2. Select PTs that allow for hands-on use of manipulative
3. Have students self assess their PTs at the end using a rubric
4. Encourage students to draw/illustrate and organize their thinking
5. Share rubrics across grade levels to see what is expected in the next grade level, and what needs to be developed in previous grade level

Results and Outcomes

Both CUSD's #1 LCAP goal and Eaton's learning community aspirations is to ensure all students are meeting and surpassing standard, and are exposed to a rich and rigorous learning experience. Through the Eaton MP/PT Assessment Cycle, our students have stepped up to the challenge. For example, what is noted to have attributed to our Hispanic students surpassing the 3% goal by 15% in Math as measured by CAASPP results was the focused and explicit instruction received by teachers, collaboration time given to teachers to discuss student work and best practices, students self assessing their math PTs, teaching of MPs (like perseverance and modeling using math) and ongoing monitoring of student achievement between the grading periods and trimester PTs. The best part of their success was that the instruction they received, all students received at Eaton.

Notably, in 2013–2014, Eaton was tasked with addressing its low, internal 5th grade math placement assessments. In the Spring of 2014, all 5th graders in CUSD took two PT common assessments to determine which mathematical pathway they will be placed into. Of the two PTs given, Eaton 5th graders did marginally better than the district mean on the first PT (CUSD mean = 4.28, Eaton mean = 4.31), and noticeably worse on the second (CUSD mean = 3.30, Eaton mean = 3.13), equaling to a net loss of 0.14 below the combined district mean. Although more data points were needed to make a more accurate assumption, the message was clear that Eaton students needed to be better prepared to enter any middle school math pathway if they were to master algebra on the first attempt, as the LCAP goal #1 dictated.

With the drive to reveal their students' true mathematical potential, and take on a new math curriculum adoption in 2014–2015 in stride, Eaton decided to collaboratively work on creating a robust, student centered math cycle of inquiry that would ensure deep mathematical understanding and preparedness. The result of Eaton's initiative, collaboration, and student centered approach is a successful MP/PT Assessment Cycle that has proudly and definitely put Eaton 5th grade students on top. In the last 5th grade math placement cycle, Spring 2017, Eaton students notably beat expectations on the first placement PT (CUSD mean = 5.29, Eaton mean = 6.16) and on the second PT (CUSD mean = 5.19, Eaton mean = 5.97), equaling to a net gain of 1.65 above the combined district mean!

In 2015–2016, 10 teachers, site principal, and district coach rolled up their sleeves and on-boarded a new math curriculum, worked through an undefined, school-wide math program centered around shared understanding and expectations for students, common language among teachers and staff, and desire to push students to carry the cognitive load involved in the learning process. Since that year, Eaton teachers, staff, and the site principal continue to look inward and onward to ensure all students get the best education they can deliver.