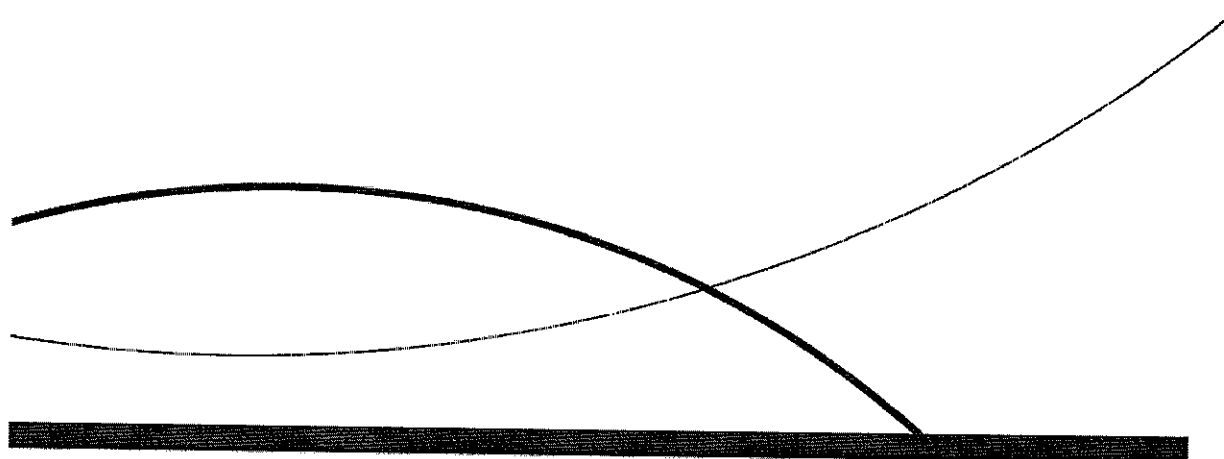




Evaluation Report

Streams Elementary School



March 28, 2008

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**IB NORTH AMERICA
PRIMARY YEARS PROGRAMME
EVALUATION REPORT
Streams Elementary School**

Visit date: March 27 & 28, 2008

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1 Visiting team:

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- Elyse Waronker, PYP Coordinator, Franck C Martin International K-8 Center, Miami, FL
- Alice Arrington, Principal, Sara Collins Elementary School, Greenville, SC

2 Description

Streams Elementary School, which is part of the Upper St. Clair School District, was authorized to implement the Primary Years Programme of the International Baccalaureate Organization in June, 2003. This report documents the first evaluation of the school's implementation of the programme. The Evaluation team wants to stress to the readers of this report the contribution that the Upper St. Clair School District and Streams Elementary have made to the establishment of IB programmes in the North American Region. In 2004, the Upper St. Clair School Board voted to eliminate all IB programmes in the district. The move made national headlines throughout the United States. The Board's actions were the impetus for parents of IB students at all three levels to become active in the education of their children. The schools, by legal edit, had to cease any further development of the IB programmes pending the legal challenges made by the community. Any and all recommendations or matters to be addressed would have been tended to earlier in the years of development if it were not for this legal barrier that was in place. That Streams Elementary School continued to prosper and thrive as a PYP school speaks to the commitment and courage of the faculty, staff and parents of this school. IB North America owes this school our support and continued authorization.

Through the work of the IB parents, faculty and staff the Board of Education that had been elected was replaced by a Board of Education that reversed the actions of the previous board. In talking with new Board members it was clear to the team that IB will continue at Upper St. Clair and in fact grow. The parents have evolved into a powerful educational arm of the IB programmes in the school district and continue to work towards informing Board members of the benefits of an IB education.



A. As mentioned in the opening description several changes have taken place, for the better:

- There is a new Head of School who brings knowledge and expertise in the development of the PYP.
- The primary staff has remained constant during the School Board transition period
- The school has been extensively remodeled
- The support of the IB programmes, at all three levels is now widely supported by the Board of Education and the parent community

B. Staff training in PYP since authorization:

Because of the legal guidelines put in place the school was not allowed to participate in IB authorized training during the debate that was taking place in the district. Since the election of the new Board of Education the school has resumed training at IB authorized workshops and will continue based on the recommendations of the Evaluation Team. It should be noted that while they did not attend IB workshops the school has done effective workshops on inquiry instruction and assessment. It is noted further in the report that the PYP classrooms are fully inquiry based and their assessment activities and beliefs are among the best this team has seen

3. A Summary of the findings from the self-study

Section	Standard	School Evaluation	IB Evaluation
A: Philosophy	Standard A1	The school believes that is has shown satisfactory development in this standard.	Significant attention is required by the school to meet this standard
	Standard A2	The school believes that is has shown satisfactory development in this standard.	The school has shown satisfactory development in this standard.

	Standard	School Evaluation	IB Evaluation
B: Organization	Standard B	The school believes that is has shown satisfactory development in this standard.	The school has shown satisfactory development in this standard.

Section	Standard	School Evaluation	IB Evaluation
C: Curriculum	Standard C1	The school believes that is has shown satisfactory development in this standard.	The school has shown satisfactory development in this standard.
	Standard C2	The school believes that is has shown satisfactory development in this standard.	The school has shown satisfactory development in this standard.
	Standard C3	The school believes that is has shown satisfactory development in this standard.	The school has shown satisfactory development in this standard.
	Standard C4	The school believes that is has shown satisfactory development in this standard.	The school has shown satisfactory development in this standard.



Section	Standard	School Evaluation	IB Evaluation
D: The Student	Standard D1	The school believes that is has shown satisfactory development in this standard.	The school has shown satisfactory development in this standard.
	Standard D2	The school believes that is has shown satisfactory development in this standard.	The school has shown satisfactory development in this standard.

4 Standard A: Philosophy

A1: There is close alignment between the educational beliefs and values of the school and those of the programme

The IB does not agree with the school that this standard does show satisfactory development.

The visiting team commends:

- The leadership of the school and the central office for their continued development of the PYP at the school during the legal contesting of decisions made by the previous Board of Education.
- The parents for their actions in support of the IB programmes and their efforts to have their voices heard in support of IB.
- The Board of Education for their support of all three IB Programmes during difficult and volatile time

The visiting team recommends that:

- None noted

Matters to be addressed:

As currently configured, the PYP is a school within the Streams Elementary School. Approximately half of the students are engaged in PYP while the other half of the school is labeled the traditional track. Following the legal limits put in place by a previous Board of Education, the school did not move toward full implementation during the years after authorization. The school has made progress but some time needs to be established by IB North America to bring the school into compliance. The team has not identified other Matters to Be Addressed in this report because they would all be absent if this matter was rectified.

A2: The school promotes international-mindedness on the part of the adults and the students in the school community.

The visiting team commends:

- In the classrooms that are PYP there is strong evidence of inquiry-based instruction that reflects both in spirit and in practice the concepts of student-centered learning
- In the classrooms that are PYP the teachers do seek out ways to chart improvements as well as student-initiated improvements. This was evident in the classroom as well as the music and library areas

The visiting team recommends that:

- The team recommends that all members of the school community be engaged in the PYP not just the school within the school (See Matter to be Addresses)



- The school establish a language policy that addressed mother-tongue issues as well as second language instruction at the school. The current language policy needs to be revised.
- The school needs to identify and agree upon the needs, aims and the uses of ICT at the school.

Matters to be addressed: None noted

5 Standard B: Organization

The school demonstrates ongoing commitment to, and provides support for, the programme through appropriate administrative structures and systems, staffing and resources

The school has done an extraordinary job over the past three years of keeping their vision for IB PYP alive at this school. The legal parameters that were put upon them did not prevent the school from keeping in place the parts that were established as PYP. The teachers and staff who are doing the PYP are exemplars in embracing and living the PYP.

The IB agrees with the school that this standard shows satisfactory development.

The visiting team commends:

- The PYP teachers, the school leadership and the PYP coordinator for their efforts, in the worst of times, of helping each other, their students and the PYP parents to maintain their beliefs and values regarding the programme.

The visiting team recommends that:

- The school district make decisions regarding the full school implementation of PYP at Streams Elementary School.
- The school designate a classroom teacher with release time to help the school move toward full implementation. Currently the IB coordinator is an additional duty of the librarian.
- The school develop a job description for the IB Coordinator and allow for sufficient release time for this position. Time must be provided to allow the coordinator to meet regularly with the PYP teachers at the school.

Matters to be addressed: None Noted

6 Standard C: Curriculum

C1: A comprehensive, coherent, written curriculum, based on the requirements of the programme and developed by the school, is available to all sections of the school community

The IB agrees with the school that this standard shows satisfactory development.

The visiting team commends:

- The teachers for incorporating inquiry based strategies throughout the instructional plan and delivery.
- The teachers for ensuring that teaching and learning focus on what the students know and can do.
- The teachers for incorporating teaching strategies to meet the students at their level of development and at their different learning styles.



- The teachers for planning opportunities that allows students to plan for their own learning and assuming responsibility for their learning.
- The school for viewing assessment as an integral part of planning, teaching, and learning.

The visiting team recommends that:

- The teachers and IB Coordinator complete the new revised planners for all six transdisciplinary units at each grade level.
- The teachers write the units of inquiry to be more conceptual driven and less standards based
- The teachers strengthen the reflection piece of the planner.
- The teachers revisit and revise the Program of Inquiry and planners to ensure that :
 - The central idea and inquiry process reflect an enduring understanding and be more global in nature. Not so standards driven
 - The summative assessments apply to the central idea and inquiry process.

Matters to be addressed: None noted

C2. The school has implemented a system through which all teachers plan and reflect in collaborative teams.

The IB agrees with the school that this standard shows satisfactory development.

The visiting team commends:

- The teachers for pursuing planning time outside of the school day
- The inclusion of assessment practices throughout the planning process.
- The teachers for working to implement and plan for instruction without the direct guidance of an IB coordinator

The visiting team recommends that:

- The administration continue to explore ways to provide frequent planning opportunities for all teachers
- The administration increase staff development opportunities that focus on the elements of the PYP, such as improving planners, developing the program of inquiry, implementing the student profile and attitudes into the taught curriculum, and including the concept forms into units and lessons.
- Administration and staff develop ways to support the mother tongue of the students
- The administration direct that IB coordinator to meet often with the teachers to help plan and implement the planners and program of inquiry.

Matters to be addressed:

The visiting team has identified no matters to be addressed in this section other than the curriculum needs to be extended to the entire school.

C3. Teaching and learning at the school empowers and encourages students to become lifelong learners, to be responsible towards themselves, their learning, other people and the environment, and to take appropriate action.



The IB agrees with the school that this standard shows satisfactory development.

The visiting team commends:

- The students for their participation and interest in community service activities.
- The teachers for including inquiry across the curriculum.
- The teachers for providing evidence collected of each student's engagement with inquiry through the use of portfolios
- The teachers for providing the students with regular and prompt feedback to inform and improve their learning

The visiting team recommends that:

- Student collaboration be encouraged throughout the program for projects, assignments and the student exhibition.

C4: There is an agreed approach to assessment, and to the recording and reporting of assessment data, which reflects the practices and requirements of the programme

The IB agrees with the school that this standard shows satisfactory development.

The visiting team commends:

- The teaching staff for making authentic assessment an integral part of the learning process in all PYP classrooms
- The teaching staff for setting clear, measurable learning goals
- The teaching staff for using a variety of assessment strategies, and for integrating those strategies across the curriculum

The visiting team recommends that:

- The school follows IB/PYP guidelines as stated in *Making the PYP Happen* to update their assessment policy and create an essential agreement for assessment

Matters to be addressed: None noted.

7 Standard D: The Student

D1: Students learn to choose to act, and to reflect on their actions, so that they contribute to their own well-being and that of the community and the environment.

The IB agrees with the school that this standard shows satisfactory development.

The visiting team commends:

- The faculty staff and administration for modeling the IB Learner Profile and providing a secure educational environment where all students are valued and respected
- The teaching staff for creating an educational environment which encourages students to take initiative and responsibility for their own learning
- The students for embracing the spirit of the IB Learner Profile by reflecting upon what they've learned and demonstrating a strong desire to take action in order to help their immediate community and the world



The visiting team recommends that:

- The teachers continue to model the IB Learner Profile and facilitate learning experiences that provide opportunities for student reflection and action

Matters to be addressed: None noted

D2. In the final year of the programme, all students complete a programme-specific project that allows them to demonstrate a consolidation of their learning, in the case of the PYP and MYP, and to demonstrate the extension and development of their learning in the Diploma Programme

The IB agrees with the school that this standard shows satisfactory development.

The visiting team commends:

- The teachers and students for their commitment to PYP exhibition.
- The faculty for serving as mentors to students as they work on their exhibition projects

The visiting team recommends that:

- The exhibition move away from being teacher-driven and towards becoming more of a student-driven experience
- The school provide professional development opportunities for its teachers to develop a deeper understanding of the PYP Exhibition.

Matters to be addressed: None noted

6 Conclusion

The team is satisfied that the Self-study was conducted by the staff who is part of the PYP section of the school. The documentation supporting the self-study was evident and the school was candid in their work. In the two areas of inquiry instruction and assessment the team believed that they under-evaluated their efforts. The PYP classroom teachers have fully implemented inquiry as the standard of their teaching style.

The team agrees with the self-study and supports the ratings with the exception of inquiry and assessment. The assessment work of the school is outstanding and filters throughout all parts of the school not just in the PYP classrooms. They need to formalize this in an Assessment policy, but the team believed that this was one of the best schools that have fully embraced the concept of Understanding by Design and the work of Rick Stiggins in the development of assessment for teaching. The same hold true with inquiry instruction but this was limited to the PYP classroom teachers and not the whole school. The team believes that when the school embraces the PYP for all students this will happen very quickly.

The team agrees with the conclusions that the school has reached. In the written documents it would have been better if the school had been more candid about the fact that the whole school was not a PYP school. The visit did help clarify for the team the problems that the school faced, but the team was faced with a difficult dilemma before the visit and these problems could have been avoided. The strengths of the school are limited however to the PYP classroom. The team was not permitted and the team supported the decision to not visit any classroom that were not PYP. This would have caused undo hardships on the classroom teachers and the school and. The team respected the schools wishes and limited our visit to only those PYP classrooms.



It is clear that the team believes that this was one of the best PYP schools that we have seen. The evaluation team has collectively worked with PYP for 21 years and we do not say this lightly. But, IB North America working with the school and school district must set up a timeline for full implementation. The team stresses, working with not dictating to the school. Upper St Clair has provided a valuable service to the IB and they deserve our time and efforts as they move prudently toward full implementation. This will take the school years not months. The caveat is that the team does support full implementation and if the school decides that given the climate they cannot be fully implemented then IB should either require implementation or withdraw authorization. The team believes that given time they will fully implement.

Hopefully, the team has built a positive image of a very good school. The full implementation will create, in the minds of the evaluation team, one of the best PYP schools in our region.

The visiting team would like to thank the administration, the board, the staff, the students and the parents for their welcome and hospitality during the visit. It is noted that ALL members of the school community meaning the non-PYP teachers were welcoming, friendly and provided the team a wonderful two day stay.

7 Matters to be addressed and required school follow-up

Matters to be addressed

- As currently configured, the PYP is a school within the Streams Elementary School. Approximately half of the students are engaged in PYP while the other half of the school is labeled the traditional track. Following the legal limits put in place by a previous Board of Education, the school did not move toward full implementation during the years after authorization. The school has made progress but some time needs to be established by IB North America to bring the school into compliance. The team has not identified other Matters to Be Addressed in this report because they would all be absent if this matter was rectified.

Required school follow-up

The school will submit the first of three progress reports to the PYP regional manager by 1 June, 2009. The report should be accompanied by supporting evidence to satisfy the regional office that the school has remedied the *Matters to be Addressed* identified in this report. In addition, the progress report should document the school's progress towards the fulfillment of the general recommendations of the report. It is expected that the school will comply with full implementation of the PYP by the 2011-2012 school year. The regional office may determine that a follow-up visit may be necessary at the school's expense after a review of the submitted documentation.

The next PYP programme evaluation visit will take place in spring semester of 2013.