



Robert Louis Stevenson Middle School

School Code: 148

Grades 6-8

School Status and Improvement Report School Year 2019-20



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School Address:

Robert Louis Stevenson Middle School
1202 Prospect Street
Honolulu, Hawaii 96822

Focus On Standards

This School Status and Improvement Report has been prepared as part of the Department's education accountability system to provide regular, understandable accounts of our schools' performance and progress, as required by §302A-1004, Hawai'i Revised Statutes.

This report describes the school and its setting; provides information about the school's administrators, teachers, students and facilities; summarizes progress made based on the school's improvement plan; and reports student achievement results along with other vital signs.

School Description

Robert Louis Stevenson Middle School (RLSMS) is an urban educational institution located in the heart of Honolulu just 2 miles mauka (inland) of the state's financial and political center. In the past four years, we enhanced our facilities with the addition of a new multipurpose building, a state-of-the-art two-story building with science and technology classrooms, as well as two STEM labs where students can innovatively create solutions to real-world challenges. Additionally, we have added a MakerSpace and an Innovation Lab, which are outfitted with the latest technology and tools for design thinking.

RLSMS implements research-based, collaborative structures that support our efforts in distributive leadership and continuous school improvement. Teacher teams work together to guide decisions with a particular focus on improving classroom instruction and the impact on student learning. Teachers utilize the Data Impact Teams process with course-alike peers to select high-impact instructional strategies, based on the needs of their students.

RLSMS is a steadfast believer in the balance between social-emotional well-being of students and academics. To intentionally support our students in their social-emotional learning (SEL), we use SEL curriculum Second Step as a foundation for our Positive Behavior Interventions and Supports (PBIS). Both Second Step and PBIS supports help all students make better choices in and out of the classroom. For students that need more targeted supports with positive choices, RLSMS has partnered with Adult Friends for Youth (AFY), a community non-profit that redirects high-risk students and assists them in identifying their strengths and potentialities through relationship building and group mentoring.

To better prepare our students for high school at Roosevelt, Stevenson has worked with HDO, and the state to provide Career Technical Exploration (CTE) for all. Seventh and eighth grade students will participate in a semester-long course designed to introduce students to the different types of CTE that are offered at RHS. In addition to units aligned with the high school, students will be supported through goal setting and a focus on growth mindset. RLSMS offers a variety of academic programs to support all students towards college and career readiness. During the school day, RLSMS provides a variety of learning experiences beyond the core, including Ho'ouui'ike (accelerated) classes, Reading and Mathematics Workshop (intervention) classes, and elective classes. Some of the electives are AVID (Advancement via Individual Determination), Band, Health, Music, Physical Education, Robotics, STEM, Tennis, VACT (Video, Art, Computer, and Technology), Yearbook. To ensure school connectedness and learning beyond the school day, RLSMS also offers a variety of programs to positively engage in such as, but not limited to, Art, Basketball, Futsal (indoor soccer), Japan Club, Media, Pacific Islander Club, Robotics, Volleyball, and Wrestling. Clubs meet at a variety of times, including during school hours, after school, and on weekends. Additionally, all students have an Advisor/Advisee (AA) class, which is when Second Step is utilized, and school information is distributed.

School Setting

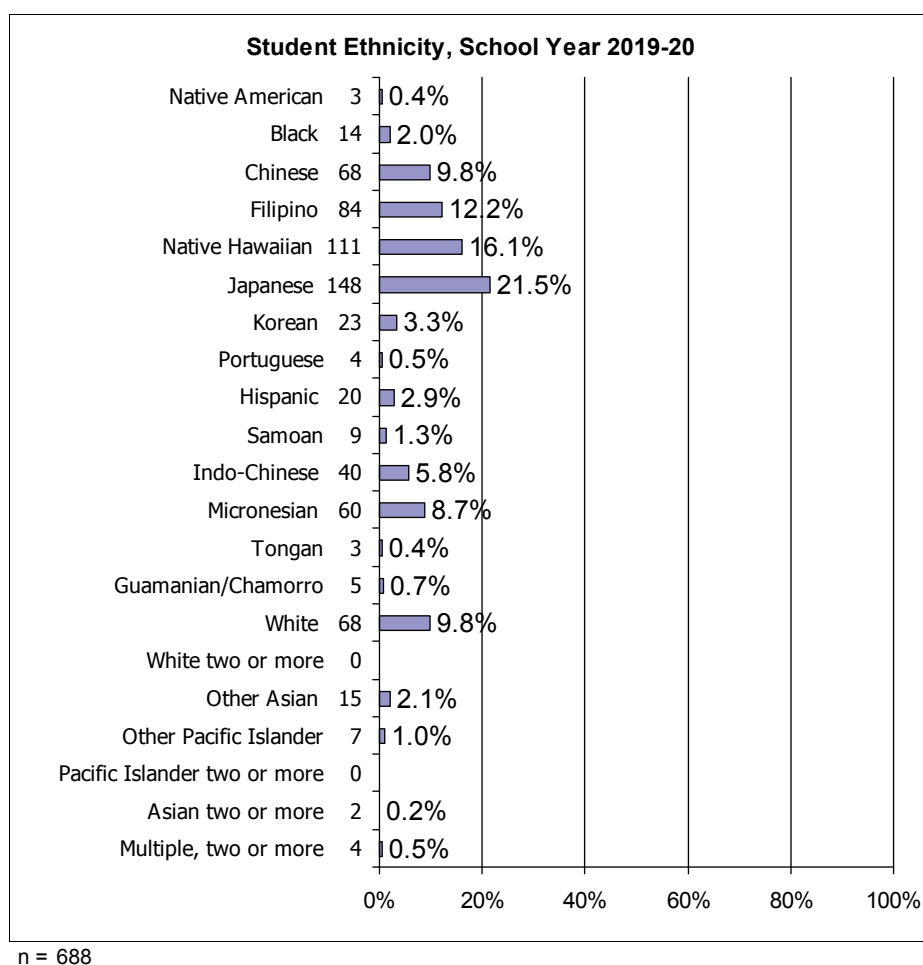
Student Profile

School year	2017-18	2018-19	2019-20		2017-18	2018-19	2019-20
Fall enrollment	647	660	688	Number and percent of students in Special Education programs	58 8.9%	60 9.0%	59 8.5%
Number and percent of students enrolled for the entire school year	619 95.6%	627 95.0%	660 95.9%	Number and percent of students with limited English proficiency	41 6.3%	48 7.2%	69 10.0%
Number and percent of students receiving free or reduced-cost lunch	312 48.2%	301 45.6%	320 46.5%				

Note. -- means missing data.

* means data not reported to maintain student confidentiality (see FERPA).

** means School is participating in the Community Eligibility Provision.



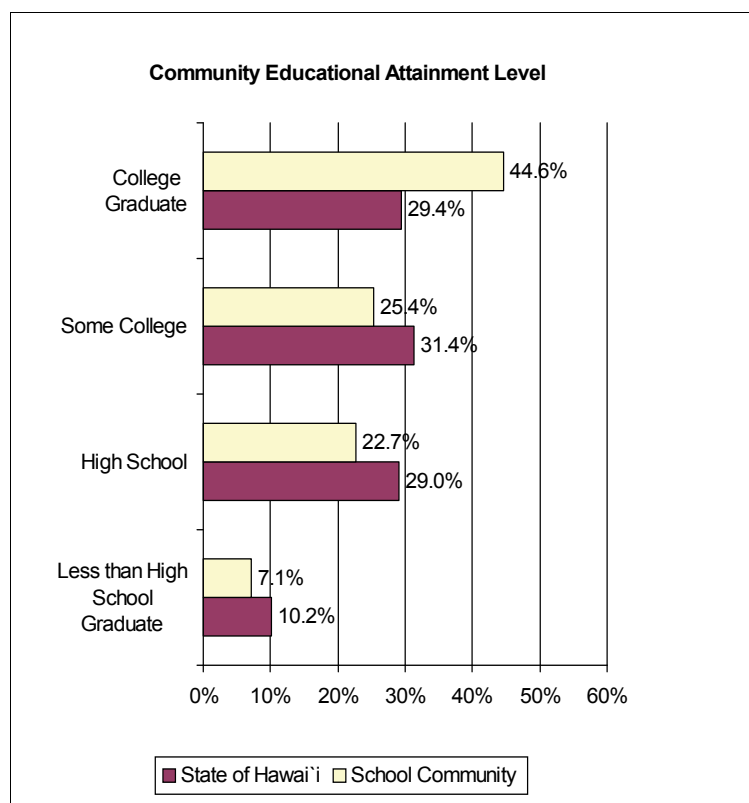
School Setting

Community Profile

The *Community Profile* information updated in this school report reflects selected 2010 demographics for the High School Complex (HSC) area in which this school resides. Profile data are based on the 2010 U.S. Census, the American Community Survey (ACS) 2006-2010 five-year estimates (centric to 2008), and the incorporation of Hawaii's HSC boundary areas with updated 2010 Census geography. Figures for educational attainment and median household income are sample estimates obtained from the ACS, adapted to conform to HSC geography, and should be considered rough approximations of census counts.

Based on the 2010 U.S. Census

Roosevelt HSC	School Community	State of Hawai'i
Total population	61,209	1,360,301
Percentage of population aged 5-19	13.2%	18.4%
Median age of population	44.3	38.6
Number of family households	14,214	313,907
Median household income	\$78,049	\$66,420



School Improvement

Summary of Progress

Note: Stevenson's accreditation status is based on the progress of the following recommendations from WASC.

Continue to build shared responsibility and leadership with all stakeholders

Despite the multitude of changes in School Year 2018-2019 teachers, administrators, and school staff exhibit a shared commitment and responsibility for student success. Classroom visits showed that teachers across the content areas are employing agreed upon strategies. The staff had a range of face-to-face and online opportunities for collaboration that support distributive leadership and ongoing improvement. Parents and community partners expressed a strong commitment to the school. The Association of Parents and Teachers continue to organize fundraisers to support teachers and students.

Improve accountability and monitoring of the effectiveness of provided professional development

The Instructional Leadership Team (ILT) Framework and Data Impact Teams (DIT) provided embedded professional development and opportunities for examining instructional practices and the impact on student learning. Minutes from DIT and ILT Walkthrough data showed that further professional development is needed to achieve our ultimate goal of transfer and application beyond the present.

Articulation with feeder high school is informal and not monitored for effectiveness

RLSMS continues to work with our feeder schools, elementary and high, to help students successfully transition from one level to the next. Our elementary feeder school students participate in an orientation here at Stevenson. While the 5th graders are here, they have an opportunity to go into classrooms as they tour the campus. Similarly, our 8th-grade students attend an orientation at Roosevelt High School where they are able to visit classrooms and tour the campus led by high school students. During the elementary and high school orientations, students learn about the various opportunities they have to look forward to when they start in their new school.

Student-centered classrooms are only found in certain classrooms on campus

We examined multiple measures of data to self-evaluate the extent to which we provide all students with quality curriculum, instruction, engagement, and differentiated supports. We are still in the exploration stage of consistent student-centered classrooms in all disciplines. There is a need to build a shared understanding of what equitable access to quality education for all students looks like and how we intentionally design sustainable conditions that remove barriers that perpetuate the achievement gap.

Consistent use of formative instruction by teachers to change instructional practices and to differentiate instruction

Despite multiple professional development opportunities over the years, the use of formative instruction/assessment and differentiation by teachers across campus remains inconsistent. However, we are in the second year of implementing i-Ready. I-Ready data helped teachers and administrators explore new ways to support students, especially those who are struggling by utilizing high-impact strategies such as goal-setting and feedback.

School cleanliness remains a constant initiative

Cleanliness in a middle school is a constant initiative. Most RLSMS students and staff remain conscientious about the appearance of their school. Artwork and consistent reminders from adults fosters a sense of pride that permeates the campus.

School Resources

Certified Staff

Teaching Staff

Total Full-Time Equivalent (FTE) ¹		43.0
Regular Instruction, FTE	81.3%	35.0
Special Instruction, FTE	18.6%	8.0
Supplemental Instruction, FTE	0.0%	0.0

Teacher headcount	43
Teachers with 5 or more years at this school	25
Teachers' average years of experience	11.8
Teachers with advanced degrees	21

Professional Teacher Credentials

¹

Fully licensed	95.3%	41
Emergency hires	4.6%	2

¹ Totals may not equal 100% due to rounding.
Professional Teacher Credentials are based on teacher headcount number.

Students per Teaching Staff

²

Regular Instruction	17.9
Special Instruction	7.3

² These figures do not indicate class size.

Administrative and Student Services Staff

Administration, FTE	5.0
Librarians, FTE	0.0
Counselors, FTE	3.0
Number of principals at this school in the last five years	2

³ Administration includes Principals, Vice-Principals, Student Activity Coordinators, Student Services Coordinators, Registrars, and Athletic Directors

Results in the Certified Staff section reflect data at the time the Employee Data reports were generated.

Facilities

School Year Ending 2020

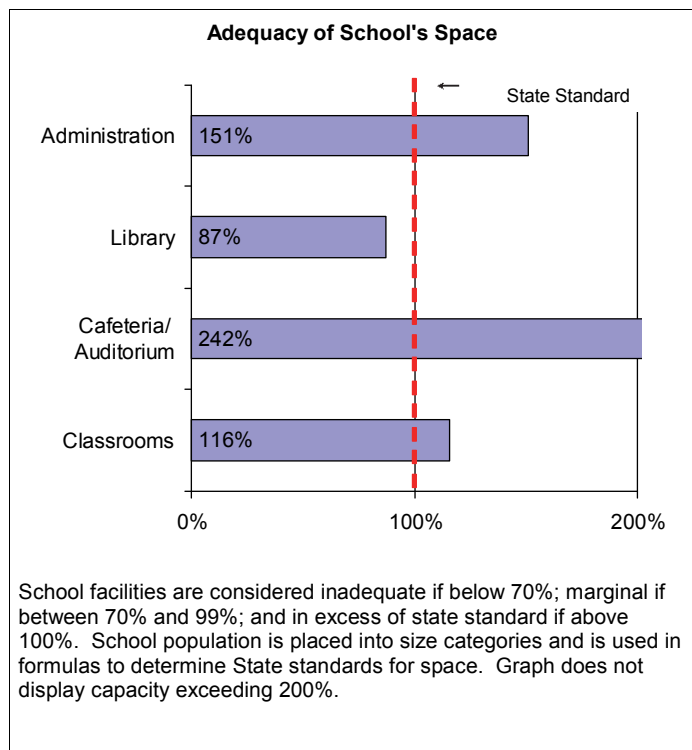
Classrooms available	52
Number of classrooms short (-) or over (+)	0

School facilities inspection results

From the 2011 school year, school facilities inspection data are no longer available at the state level. Department schools are still required to do an annual assessment of its facilities in the following areas: Grounds, Building exterior, Building interior, Equipment/Furnishings, Health/Safety and Sanitation. All department schools should have their annual inspections completed by the second quarter of the school year.

Historically, the majority of the department schools attained inspection assessment points in the following ranges: 9-15, earning a "Satisfactory" rating, and 16-18 points, earning the highest "Very Good" rating.

Note. -- means missing data.



Vital Signs

School Quality Survey

The School Quality Survey (SQS), administered by the Accountability Section, is used for strategic planning and to comply with state accountability requirements.

Percent of Positive Responses

School Quality Survey *		Teachers		Parents		Students	
		School	State	School	State	School	State
Safety	2019	68.5%	69.2%	78.5%	74.6%	68.4%	64.4%
	2020	63.6%	65.8%	75.0%	73.8%	59.1%	58.7%
Well-Being	2019	64.8%	70.1%	86.0%	83.0%	--	--
	2020	55.3%	68.1%	80.7%	82.5%	--	--
Satisfaction	2019	53.3%	65.0%	82.0%	78.5%	--	--
	2020	44.4%	63.8%	73.4%	77.7%	--	--
Involvement/Engagement	2019	60.6%	66.2%	61.4%	57.8%	--	--
	2020	50.8%	64.7%	53.0%	57.7%	--	--

Survey Return Rate **		Teachers		Parents		Students	
		School	State	School	State	School	State
	2019	97.6%	76.6%	24.7%	24.1%	87.3%	84.2%
	2020	100.0%	86.2%	25.7%	27.7%	76.0%	77.0%

* The SQS is completed by students and parents of students in grades 4, 5, 7, 8, 9, and 11 and by all teachers of the school. State Teacher and Parent positive response figures are one of four grade spans (Gr. K to 5/6, Gr. 6/7 to 8, Gr. 9 to 12, and Multi-level) that best correspond to this school's grade span. The Student positive response figures for the State and this school are those of the highest grade level surveyed at this school.

** State Return Rate for Teachers, Parents, and Students are for one of six grade spans (Elementary, Elementary/Middle, Elementary/Middle/High, Middle, Middle/High, High) that corresponds to this school.

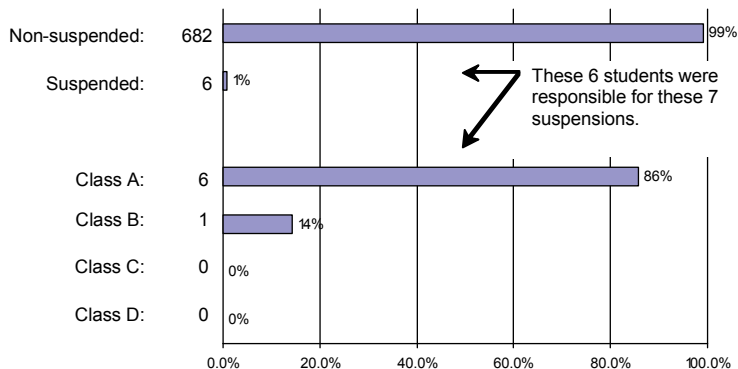
Vital Signs

Student Conduct

Attendance and Absences

School Year			State Standard
2017-18	2018-19	2019-20	
Average Daily Attendance: % (higher is better)			
96.1%	96.1%	96.3%	95.0%
Average Daily Absences: in days (lower is better)			
6.9	6.9	4.9	9

Suspensions, School Year 2019-2020



Examples of class of suspension:

- Class A: Burglary, robbery, sale of dangerous drugs
- Class B: Disorderly conduct, trespassing
- Class C: Class cutting, insubordination, smoking
- Class D: Contraband (e.g. possession of tobacco)

School Retention

Retention for elementary schools include students who were retained (kept back a grade) in all grades except kindergarten. Retention for middle/intermediate/K-8 schools include only eighth graders who were not promoted to ninth grade.

	Retention		
	2018	2019	2020
Total number of students	199	212	188
Percent retained in grade	0%	0%	0%

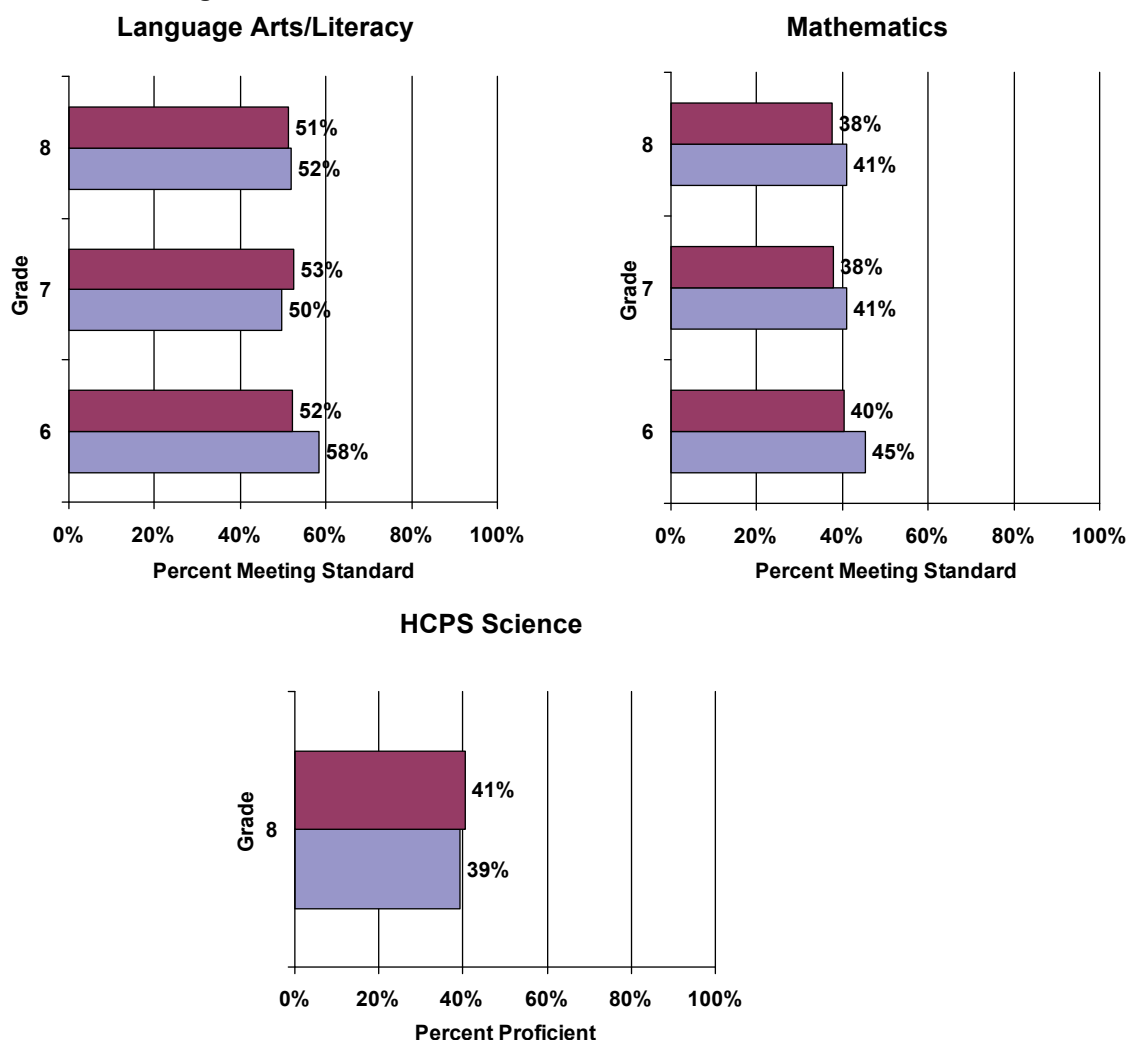
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Vital Signs

Hawaii Statewide Assessment Program

NOTE: The visuals below display assessment results for School Year (SY) 2018-19. There are no results for SY 2019-20 due to COVID-19 and the U.S. Department of Education's waiver from testing.



The HCPS Science assessment is given in grades 4 and 8. High School (HS) HCPS Science assessment results are from an end-of-course exam given to high school students enrolled in Biology I.



A school's bar may not be shown to maintain student confidentiality (see FERPA).

Other School Information

Robert Louis Stevenson Middle School is accredited by the Accrediting Commission for Schools, Western Association of Schools and Colleges for a period of six years. This school's accreditation term expires in 2021.

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Accountability Section, Assessment and Accountability Branch, Office of Strategy, Innovation and Performance, Honolulu, HI:
 Hawaii State Department of Education.