Renton School District

Implementing a Systems Approach to School and District Improvement

District K-12 Enrollment
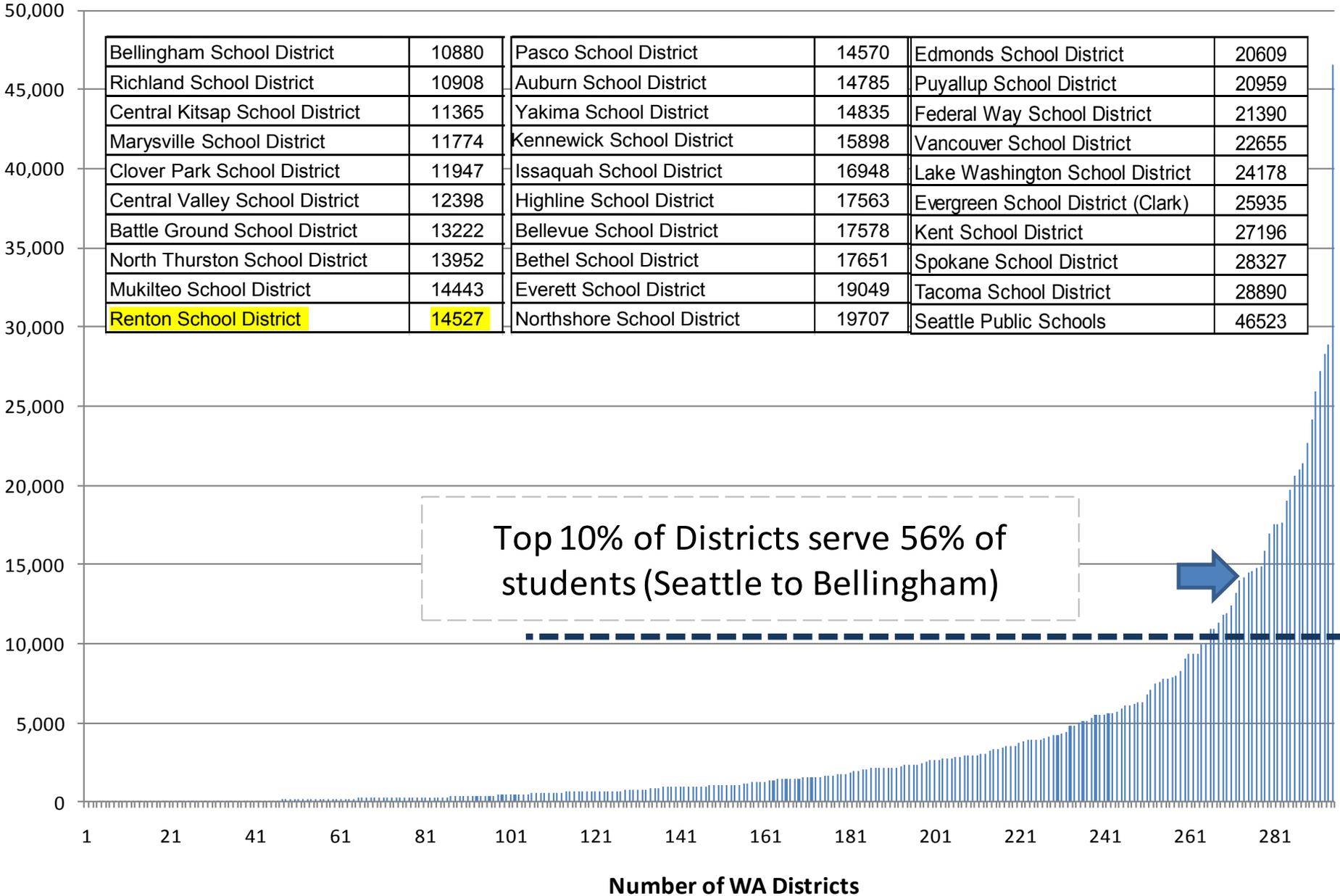
Bellingham School District	10880	Pasco School District	14570	Edmonds School District	20609
Richland School District	10908	Auburn School District	14785	Puyallup School District	20959
Central Kitsap School District	11365	Yakima School District	14835	Federal Way School District	21390
Marysville School District	11774	Kennewick School District	15898	Vancouver School District	22655
Clover Park School District	11947	Issaquah School District	16948	Lake Washington School District	24178
Central Valley School District	12398	Highline School District	17563	Evergreen School District (Clark)	25935
Battle Ground School District	13222	Bellevue School District	17578	Kent School District	27196
North Thurston School District	13952	Bethel School District	17651	Spokane School District	28327
Mukilteo School District	14443	Everett School District	19049	Tacoma School District	28890
Renton School District	14527	Northshore School District	19707	Seattle Public Schools	46523

Enrollment (y-axis)

Number of WA Districts (x-axis)

Top 10% of Districts serve 56% of students (Seattle to Bellingham)

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State: By The Numbers

- 295 Districts   Renton

- 2,227 Schools   24
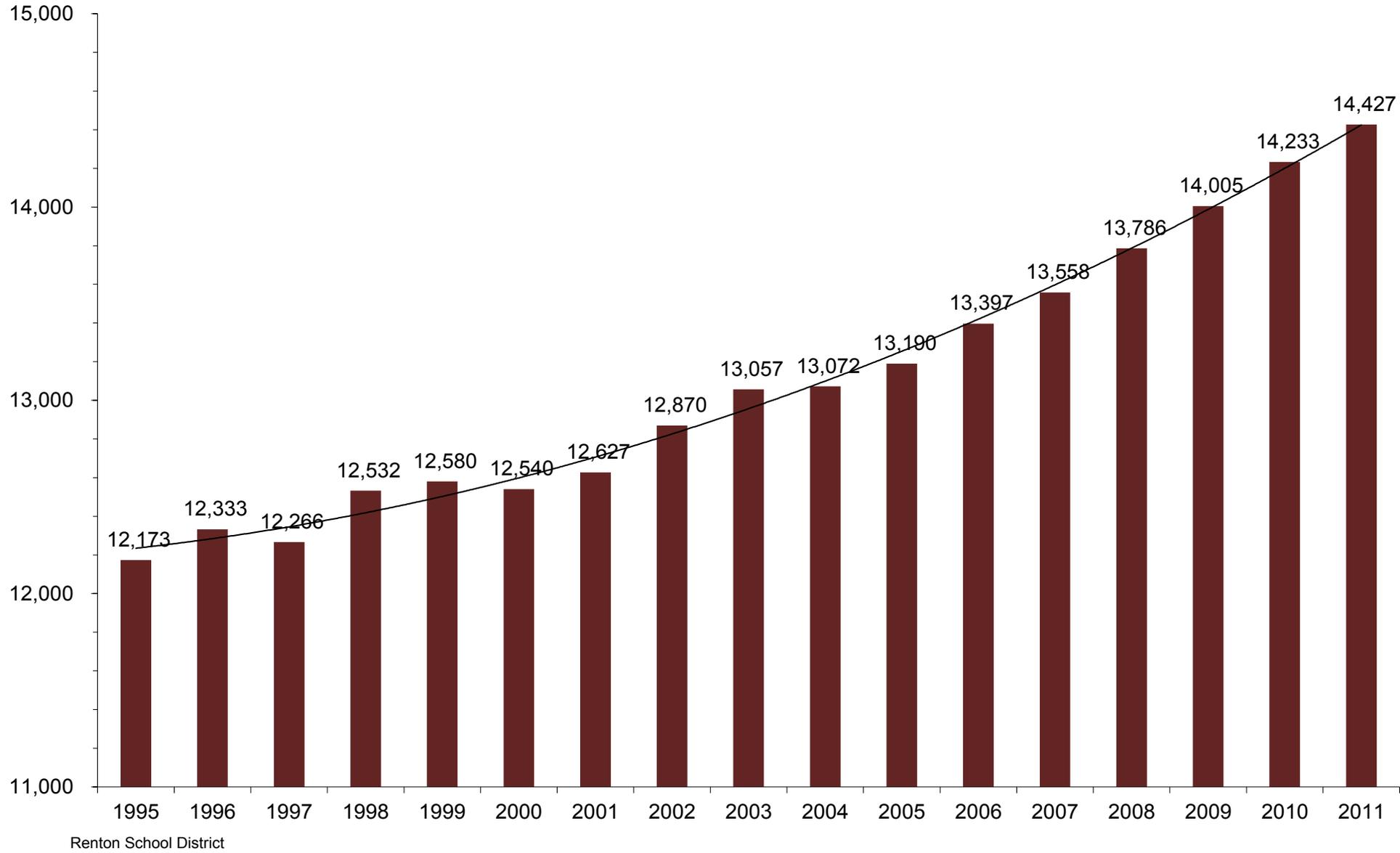
- Enrollment: 1 Million   14,500+

- Early Learning: ECEAP/Head Start/ Inclusive Preschool   574

    - Native American / Other: 2.5%   (3%)

    - Asian / Pacific Islander: 8.8%   (26%)

    - Black / African American: 5.6%   (21%)

    - Latino(a) / Hispanic: 16.1%   (18%)

    - White: 63.7%   (32%)

State: By The Numbers

- English Language Learners: 1 in 12 students (8.1%)
  Renton: 14.8%

- Lang. other than English at Home: 1 in 5 students (20%)
  Renton: 31%

- Poverty: 4 in 10 students (42%)   Renton: 56%

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October K-12 Enrollment, 1995-2011

Year	Enrollment
1995	12,173
1996	12,333
1997	12,266
1998	12,532
1999	12,580
2000	12,540
2001	12,627
2002	12,870
2003	13,057
2004	13,072
2005	13,190
2006	13,397
2007	13,558
2008	13,786
2009	14,005
2010	14,233
2011	14,427

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Demographic Context

As we grow, we are becoming more diverse …

	2005-06	2011-12	Change
Enrollment (October Headcount)	13,423	14,237	+814
Percent Low Income	42.1%	55.5%	+13.4
Percent ELLs	12.5%	14.8%	+2.3
Percent in Special Education	12.9%	11.2%	- .7
Percent Students of Color (non-white)	55.6%	67.8%	+12.2
Asian/Pacific Islander	22.8%	25.8%	+3.0
Black	19.5%	18.7%	-0.8
Hispanic	13.4%	19.5%	+6.1
White	43.2%	31.3%	-11.9
Other	0.0%	3.8%	+3.8

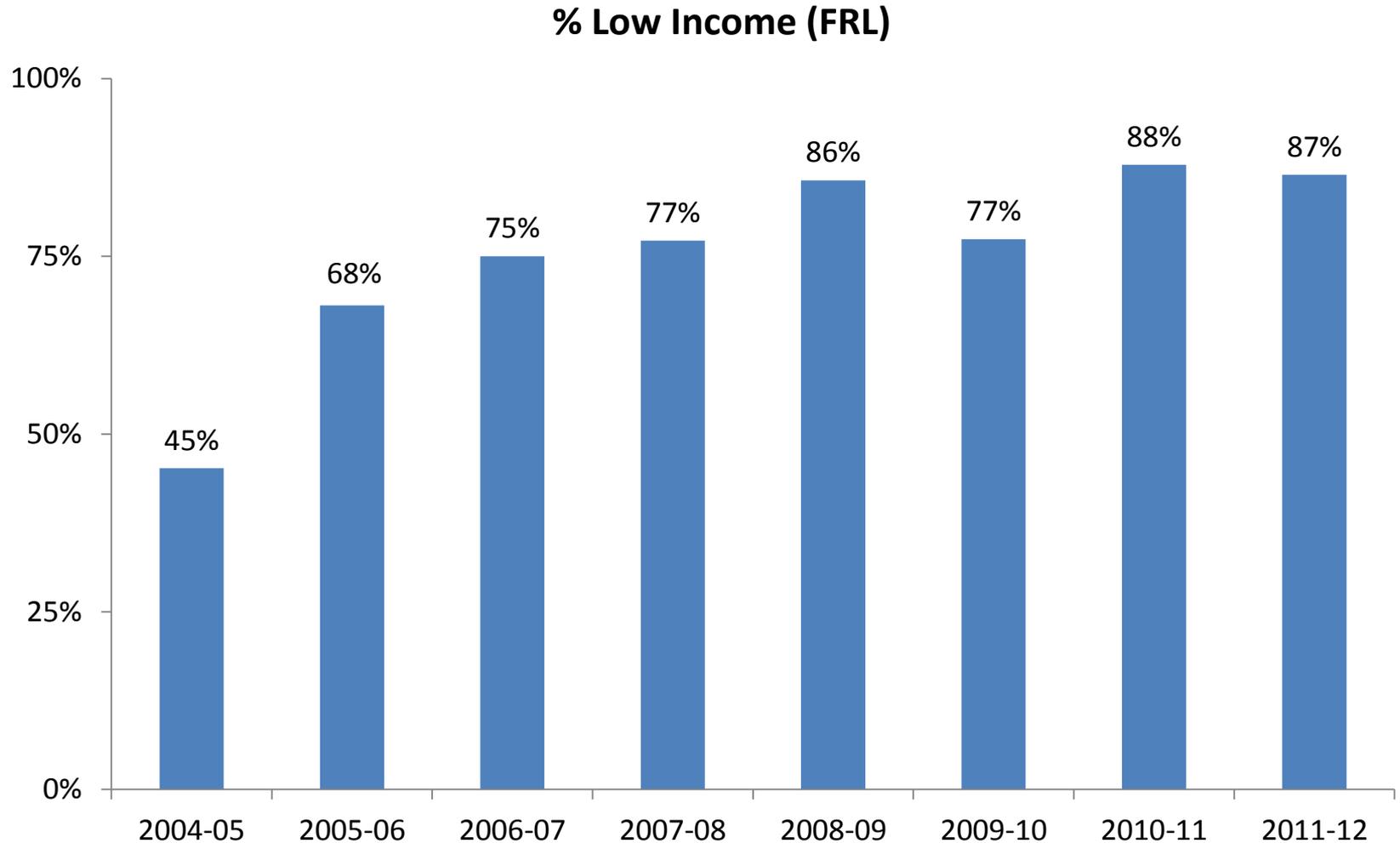# Some of the Required Components:

- Extended school day
- Extended school year
- Improve instruction
- Job-embedded professional development
- Ensure continuous use of data to inform instruction
- Use evidence of student learning in teacher evaluations
- Replace the principal

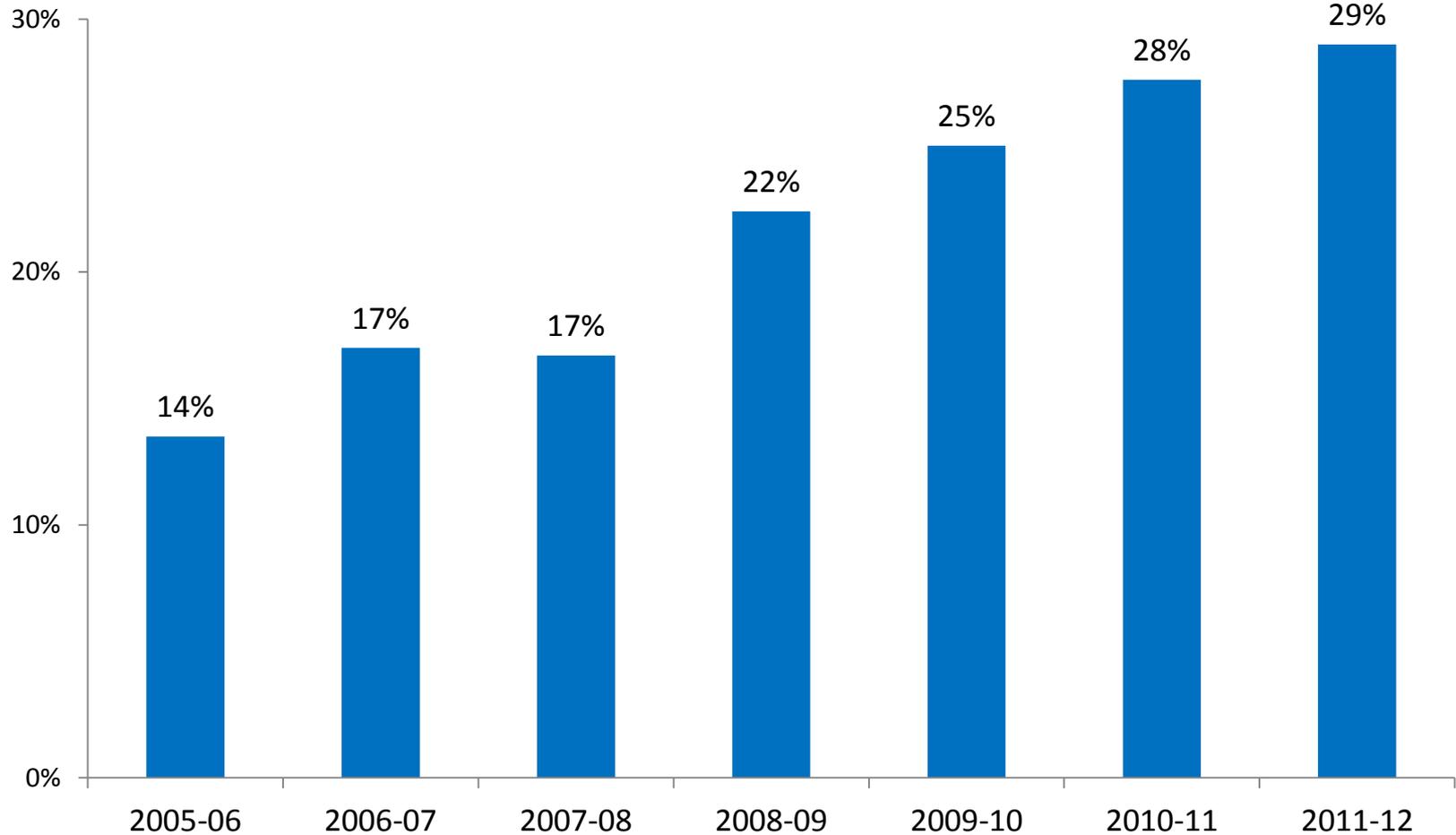# Lakeridge Enrollment Changes

K-5 Enrollment

Bar chart showing K-5 Enrollment by year:
- 2005-06: 269
- 2006-07: 362
- 2007-08: 444
- 2008-09: 434
- 2009-10: 468
- 2010-11: 438
- 2011-12: 483

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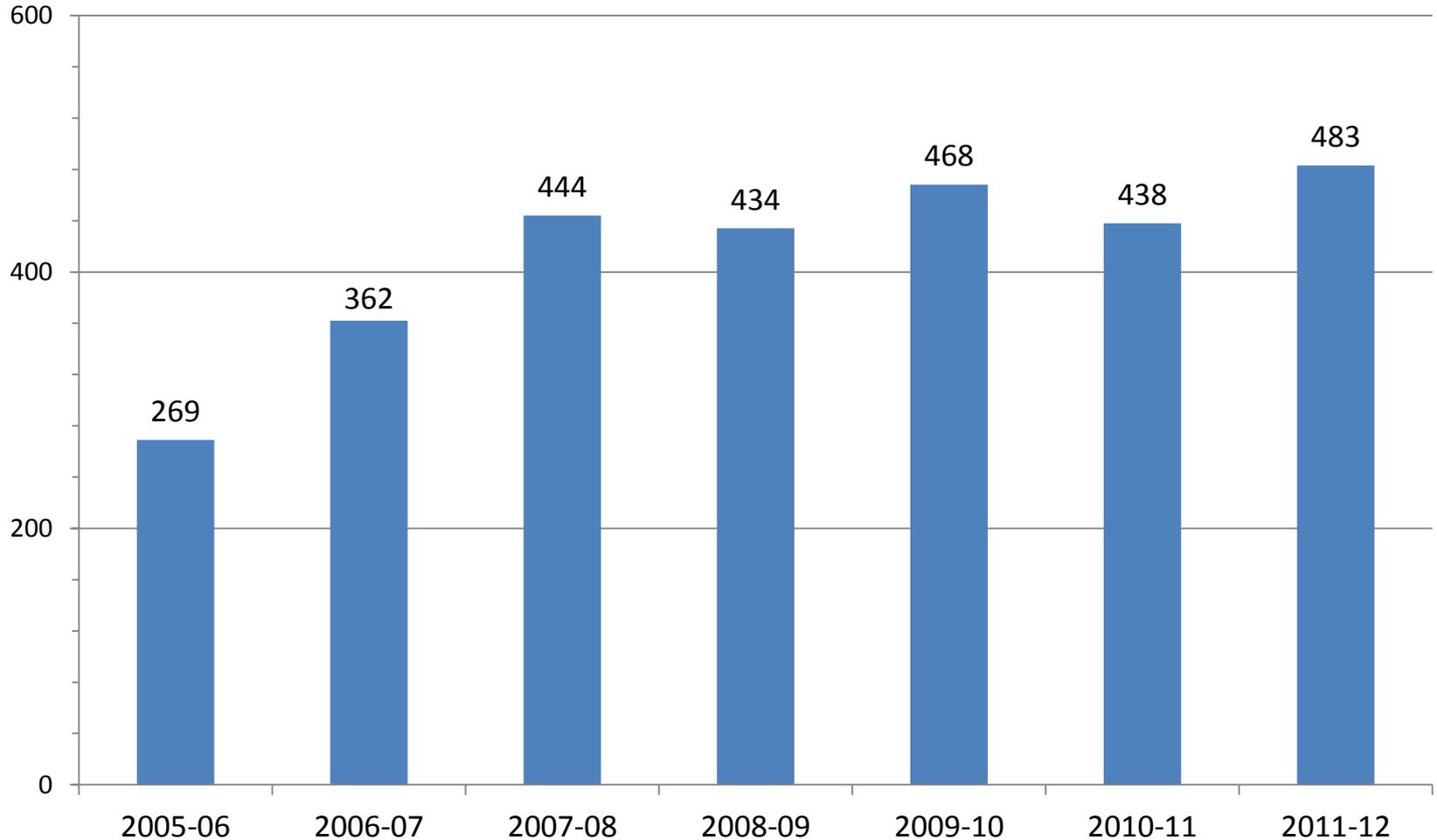
Low Income Rate Increases

% Low Income (FRL)

Year	%
2004-05	45%
2005-06	68%
2006-07	75%
2007-08	77%
2008-09	86%
2009-10	77%
2010-11	88%
2011-12	87%

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ELL Rates Almost Doubled

% English Language Learners

Details on Demographic Changes

	2005-06	2011-12	Change
Total students	269*	483	+ 214
% Mobility	12%	31%	+ 19
% Low income	68.1%	86.5%	+ 18.4
% ELL	13.6%	29.0%	+ 13.4
% Special ed.	18.1%	9.9%	- 8.2
% White	20.0%	9.6%	- 11.8
% Asian/Pac Is	19.3%	13.0%	- 6.3
% Black	40.7%	56.9%	+ 10.7
% Hispanic	16.0%	17.6%	+ 1.6

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* No kindergarten students were enrolled

Changing Racial Composition

Race/Ethnicity

Legend: % White, % Asian/PacIs, % Black, % Hispanic

Years: 2005-06, 2006-07, 2007-08, 2008-09, 2009-10, 2010-11, 2011-12

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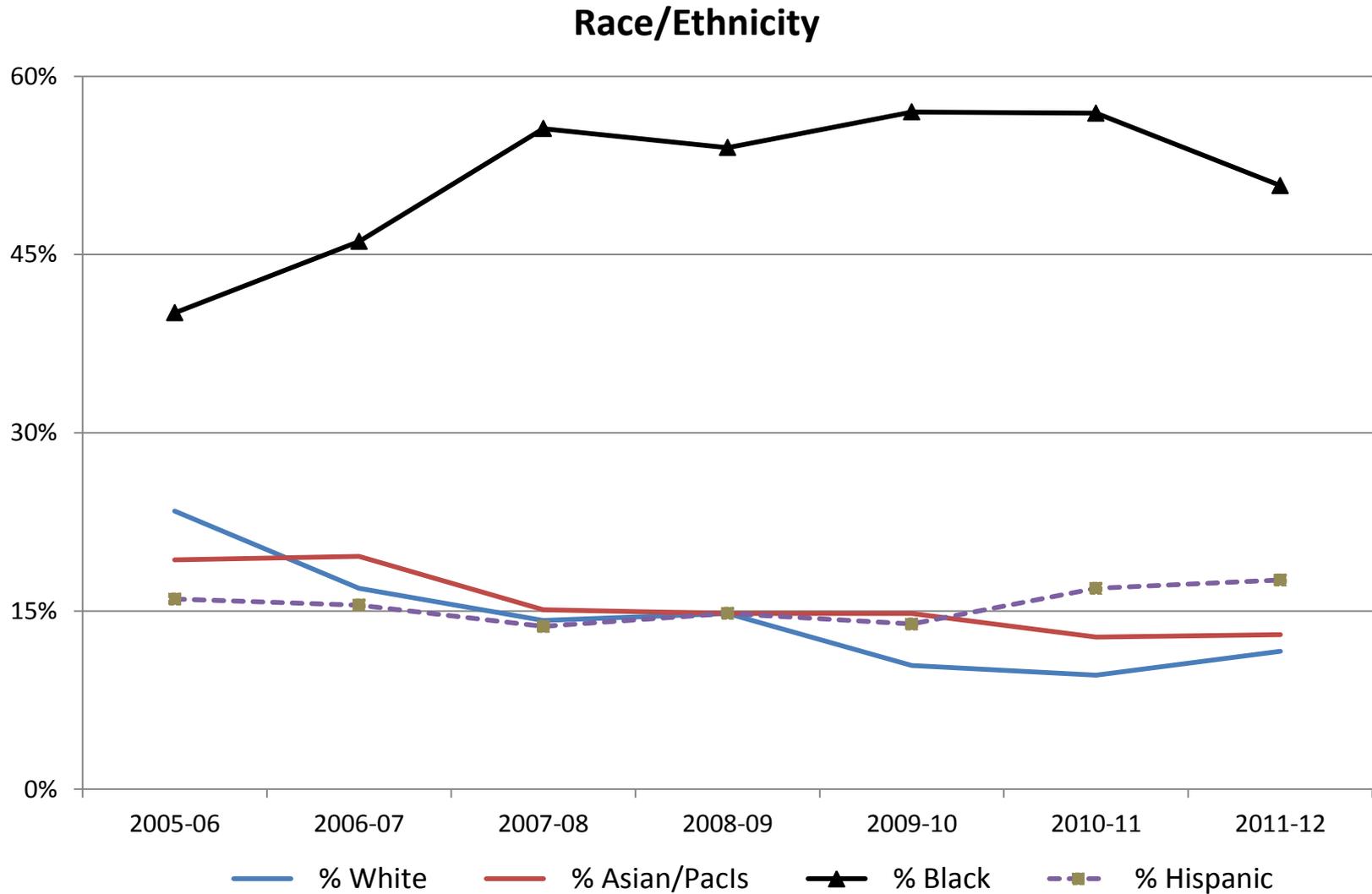
It's Being Done Schools	The Lakeridge Plan
Collaboration Purpose: To improve instruction and ensure that all students learn	
Time • "Carve it out…": regular meeting times to observe each other's classes, examine student work and learn from colleagues and experts	• Common Planning Time at least 3 times per week, • Delayed Start Fridays • 10 release days for grade level teams to meet with Math Lab coaches • Data Meetings (2x/ mo, half day) • 5 days before school (PBS and 2 more) • Longer school day (end at 3:40) allowing literacy and Math blocks and providing specialists time to do "intervention" • Longer school year (TBD)

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It's Being Done Schools	The Lakeridge Plan
Collaboration Purpose: To improve instruction and ensure that all students learn	

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Rules of Engagement

• Cultural norms about how time will be spent are essential

• If you don't say it in the meeting, don't say it in the parking lot.

• Focus on the things the school can control rather than what they can't

• Focus on specific objectives related to instruction

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• PBIS (3 days training, mid-year refresher and para support)

(Question in my mind: How do we make sure that time students spend with subs is meaningful?)

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It's Being Done Schools	The Lakeridge Plan

Collaboration

Purpose: To improve instruction and ensure that all students learn

<u>Good Teachers Willing to Collaborate to Improve Student Achievement</u>

- Hire carefully

- Allow time for veterans to see that change will be meaningful

- Support new teachers

- 3 days of literacy/math professional development budgeted for new teachers

- BERC report recommended Transformation Model because there are many effective things in place (such as developed norms and decision-making model)

Lesson Labs

- Observe and debrief model lesson
- Plan lesson together
- Rehearse lesson
- Co-teach a lesson or work with students in a classroom
- Debrief lessons
- Learn new content

2012 MBA 3
Students Who Met Benchmark
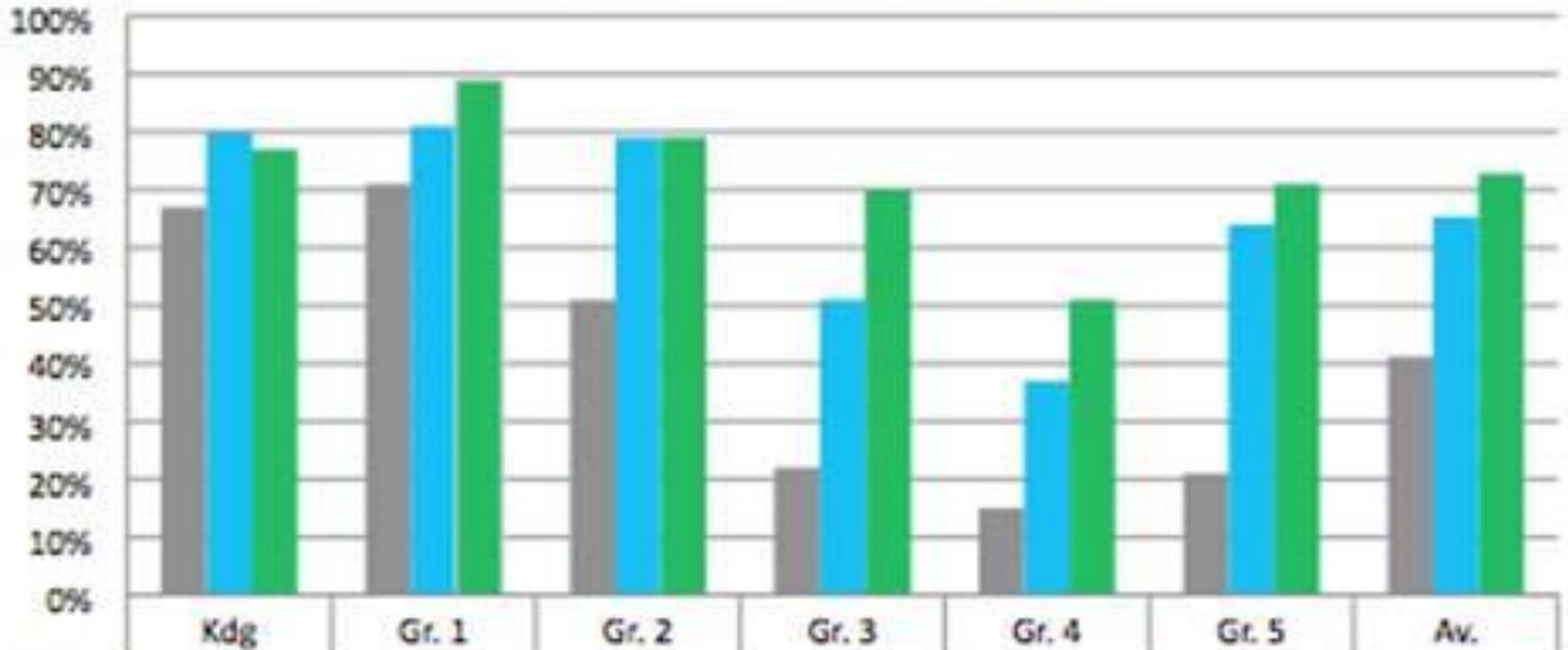
	Kdg	Gr. 1	Gr. 2	Gr. 3	Gr. 4	Gr. 5	Av.
LR 2011	67%	71%	51%	22%	15%	21%	41%
LR 2012	80%	81%	79%	51%	37%	64%	65%
RSD 2012	77%	89%	79%	70%	51%	71%	73%

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BLIS and Leadership Teams 2011-12

Grade Level	Literacy Team	Math Team	PBIS Team	Leadership Team
Kinder	Candace, Stephanie	Terrance	Louisa	Terrance
1st	Julia	Theresa	Nicole	Theresa
2nd	Drew	Kert	Thomasina	Thomasina
3rd	Laretha	Eddie	Charissa	Laretha
4th	Lynn S	Bethany	Lynn M	Lynn S
5th	Zach	Jennifer, Becca	Lynn M	Jennifer
Sped	Donna	Vicki	Pascia	Vicki
Specialists	Sam, Leslie		Cathy, Connie, Brigid	Connie

LAKERIDGE
BEHAVIOR INTERVENTION PROGRESSION

Level I

Behaviors that are developmentally appropriate and can be effectively redirected using the following schoolwide intervention progression.

Schoolwide Level 1 Interventions:
1. Visual or verbal re-direction
2. Proximity
3. Break at designated place in classroom
4. Buddy room to complete a reflection sheet
5. Call to inform family

Level II

Behaviors that persist despite repeated interventions <u>or</u> occur unexpectedly and significantly disrupt or endanger others.

Level 2 Interventions Examples:
- Behavior Communication sheet (SWIS data)
- Conference with Interventionist
- Teacher/Student problem solving plan
- Teacher calls to inform family
- Conference with student and family
- Hall conference with Assistant Principal

Level III

Behaviors that persist after Level 2 Interventions <u>or</u> are suddenly and severely disruptive, defiant or physically aggressive.

Level 3 Interventions:
- Student is removed from classroom
- Behavior Referral is submitted to Assistant Principal
- Teacher calls family to explain the incident
- Assistant Principal meets with student to address the Referral
- Assistant Principal informs family of consequences

Early Outcomes:

	2011	2012
Office Discipline Referrals	145	91
Referrals from Playground	54	9
Out of School Suspensions	14	11

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Behavior Referrals

	Defiance/Disrespect/Non-compliance	Physical Aggression	Harassment/Bullying	Total Referrals
2010-2011	125	193	44	362
2011-2012	80	74	23	177

# of referrals

400
350
300
250
200
150
100
50
0
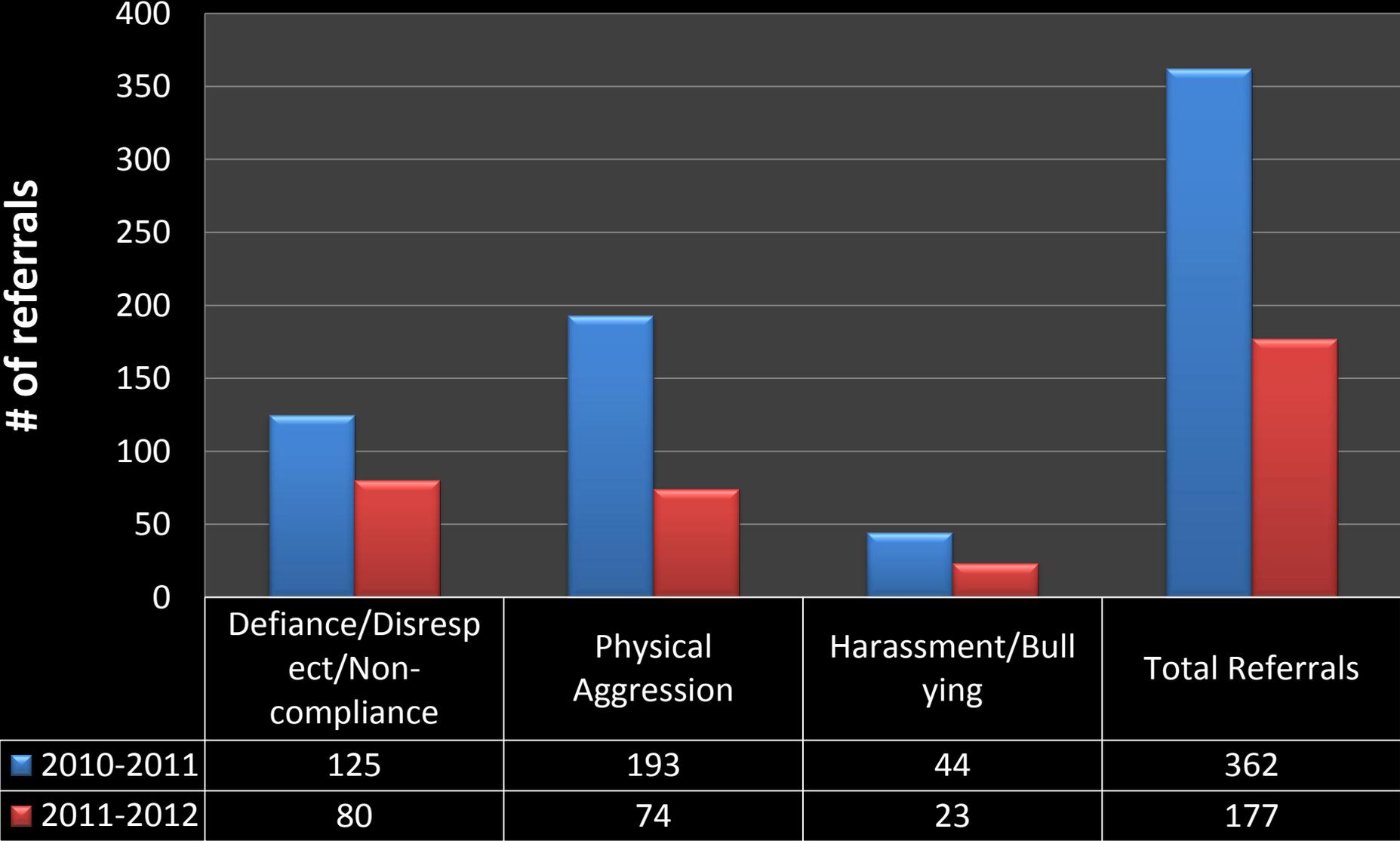
READING

	Lakeridge			2012
	MSP 2011*	Change	Amount	
READING	**47.9%**		**7.8**	**56.4%**
Grade 3	60.1%	⬆	2.9	**51.8%**
Grade 4	53.1%	⬆	36.0	**66.1%**
Grade 5	30.4%	⬇	-15.4	**51.4%**

Math

	Lakeridge			2012
	MSP 2011*	Change	Amount	
MATH	**24.5%**		**8.2**	39.1%
Grade 3	29.5%	⬇	-5.4	35.3%
Grade 4	23.8%	⬆	19.5	39.0%
Grade 5	20.3%	⬆	10.6	43.1%

Writing and Science

	Lakeridge		
	MSP 2011*	Change	Amount
Writing			
Grade 4	32.8%	⬆	27.0
Science			
Grade 5	17.4%	⬆	16.0

2012

42.4%

31.9%

Changing Perceptions....Changing Attitudes

I like doing math--4th grade

Legend: September, 2011; May, 2012

Categories: Never; A little bit; Sometimes; Most of the time
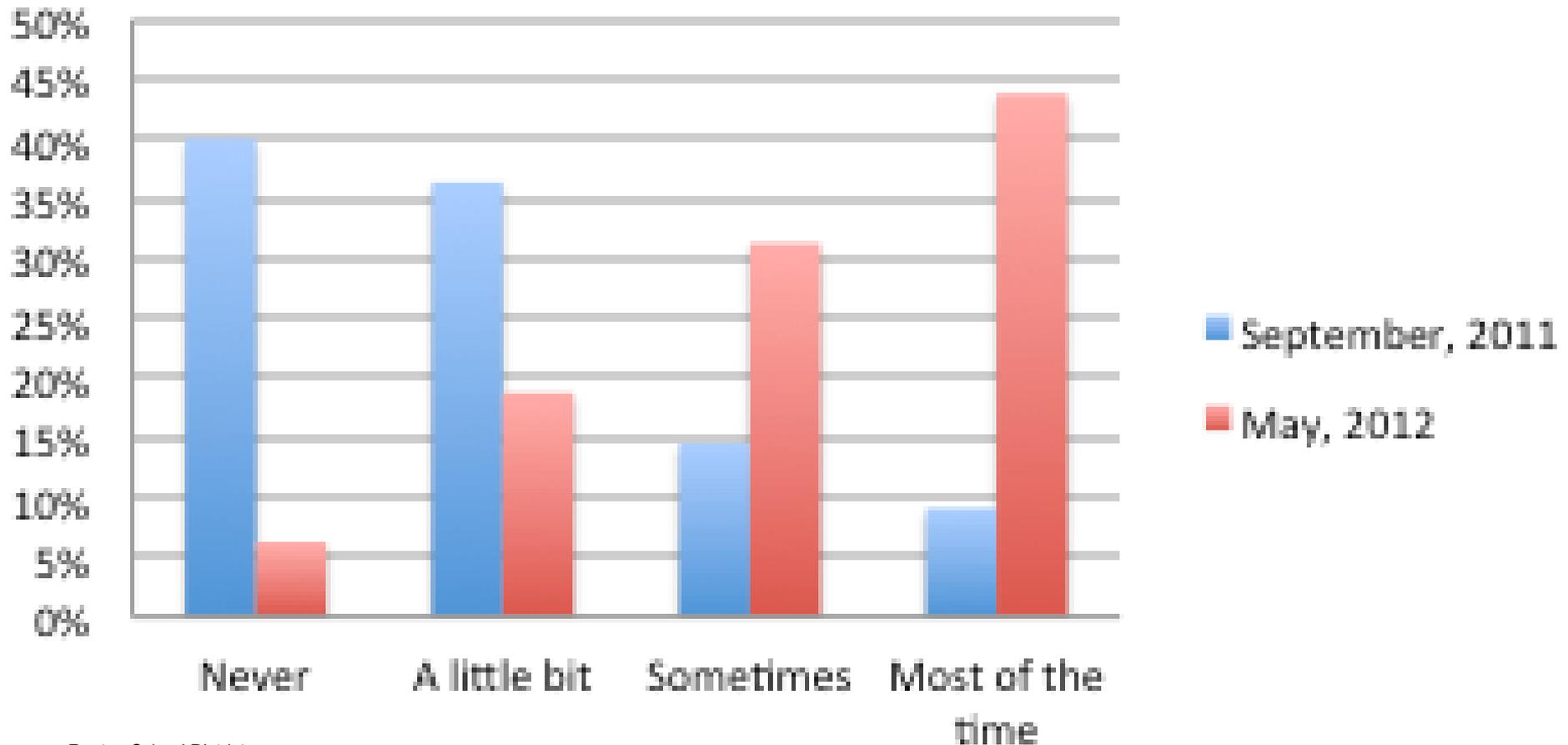
Changing Perceptions....Changing Attitudes

Math is hard for me--4th grade

Legend: September, 2011 / May, 2012
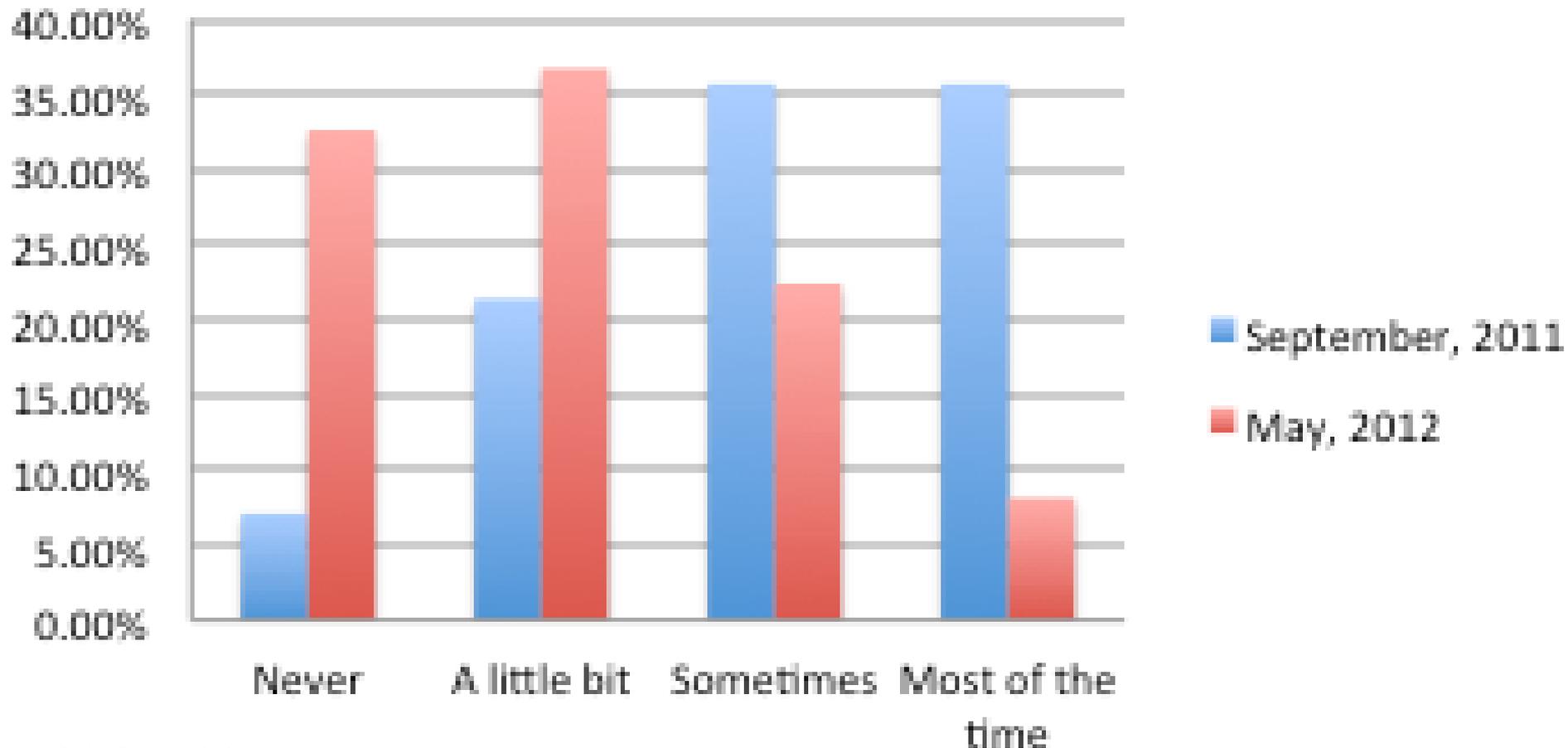
Comparison Perspective- 9 Characteristics of High Performing Schools
Percent Positive Responses

Note: Further from the center implies *more positive* responses

Readiness To Benefit
Clear & Shared Focus
High Standards & Expectations
Effective School Leadership
Collaboration, Communication & Community
Parent & Community Involvement
Supportive Learning Environment
Frequent Monitoring of Teaching & Learning
Focused Professional Development
Curriculum, Instruction, and Assessment

100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
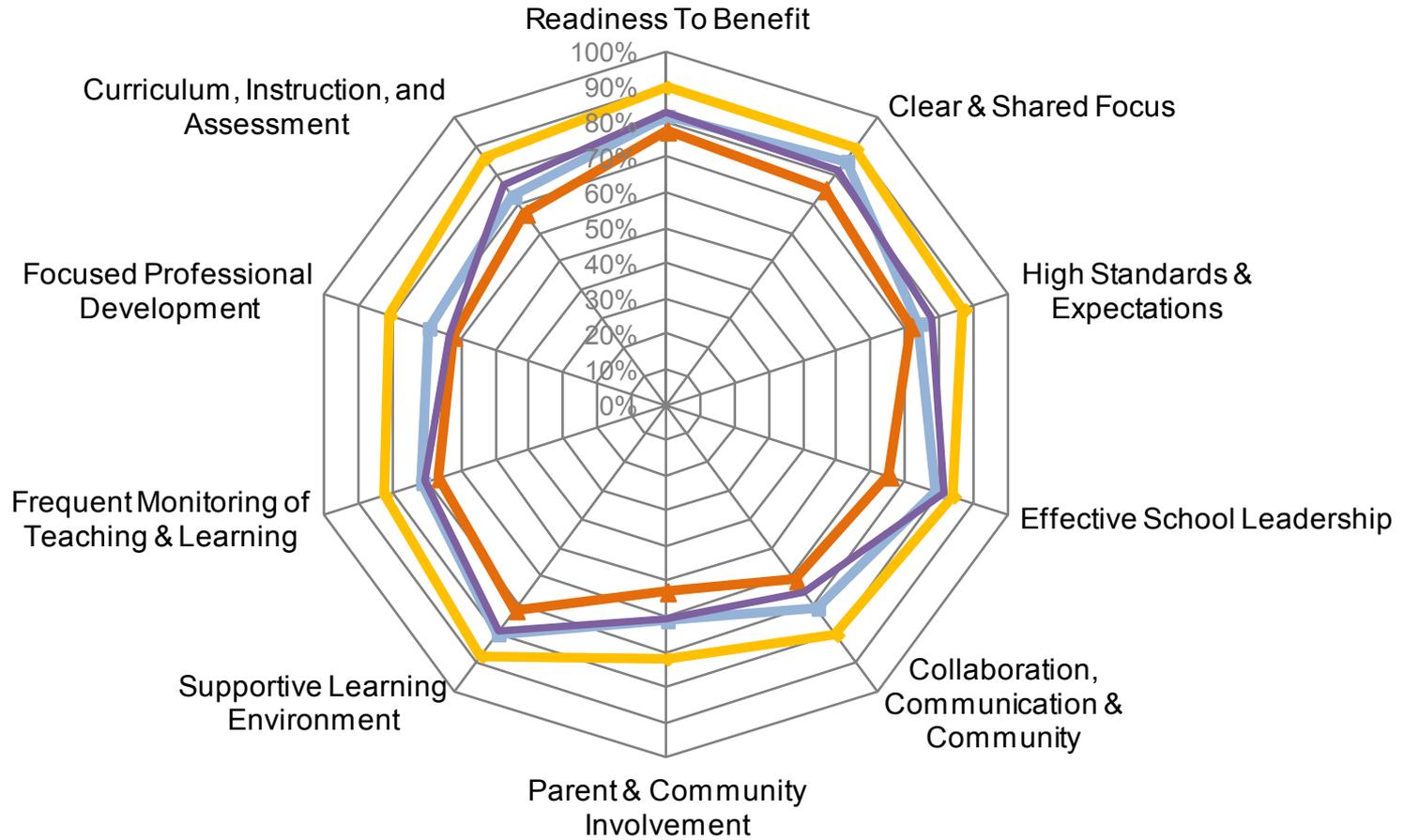
June 2012   Nov 2011   Nov 2010   Nov 2009

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Lakeridge Staff: Willingness to be held accountable for student learning

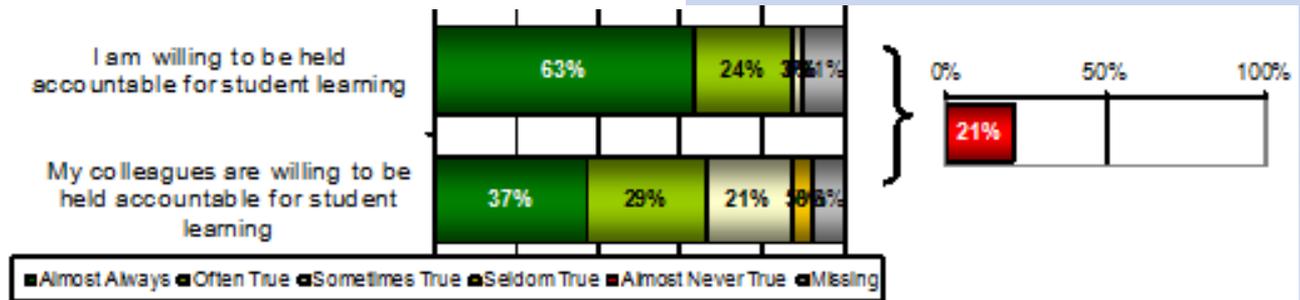- The willingness of Staff to be held accountable for student learning has increased in both internal and external views. In fact, **_is something rarely seen_**, the staff's views of their colleagues surpasses their views of themselves.

June, 2012

I am willing to be held accountable for student learning	76% 14%
My colleagues are willing to be held accountable for student learning	59% 37%

■Almost Always ■Often True ■Sometimes True ■Seldom True ■Almost Never True ■Missing

0%   50%   100%

November, 2009

I am willing to be held accountable for student learning	63% 24% 1%
My colleagues are willing to be held accountable for student learning	37% 29% 21%

■Almost Always ■Often True ■Sometimes True ■Seldom True ■Almost Never True ■Missing

0%   50%   100%
21%

Clear & Shared Focus

	Certificated Teachers	Other Staff
My work contributes to the mission/purpose of this school	96%	95%
I understand the mission/purpose of our school	93%	86%
Staff I work with demonstrate commitment to our mission	93%	95%
Important decisions here are based on the mission/purpose of this school	93%	90%
This building has a data-driven school improvement plan	100%	95%
My performance goals are set based on the mission/purpose of this school	93%	57%
The mission/vision of this school and district are aligned with each other	89%	67%

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