Leading for Equity and “Getting Results”

March 23, 2018
Thinking About Equity

• What’s your definition of equity?

• Is there something most people are aware needs to change about your district but, so far, it is not being named and addressed?

• If your district was really going to tackle this equity issue, how broad would the changes truly have to be?

• What would be the political and financial costs of enacting those changes? Of not enacting?
“Arrogant Humility”
Leading & Acting
G SD
MISSION
Each student graduating with options and prepared to fully participate in our democracy.

PRIORITIES
Family and Community Engagement
Excellence in Teaching and Learning, Every Day
Removing Barriers and Supporting Students

CORE VALUES
- We serve our students, staff, families, and communities.
- We strive for excellence in all that we do.
- We remove barriers and pursue outcomes that enable all students to realize their potential and maximize their future opportunities.

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Skyway-West Hill Boundaries
Skyway-West Hill

- Most Underserved Community in King County
- New Library = 1st Public Investment in Over 40 Years
- Household Income 25% Lower
- 77% Increase in Poverty Level Since 2000
- Educational Attainment Lags
Skyway-West Hill

- Lower Life Expectancy
- Highest Rate of Strokes
- Double the Rate of Diabetes
- No Health Care Service Providers ("Island" Community; Similar Community has 4)
What was the reality?
What was the reality?
So ... What Do We Do?
“Perhaps it is easy for those who have never felt the stinging darts of segregation to say, ‘Wait.’ But when you have seen vicious mobs lynch your mothers and fathers at will and drown your sisters and brothers at whim . . . when you are forever fighting a degenerating sense of ‘nobodiness’—then you will understand why we find it difficult to wait. There comes a time when the cup of endurance runs over, and men are no longer willing to be plunged into the abyss of despair.” --Dr. Martin Luther King, Jr.
So... What Do We Do?

• Must Acknowledge Part in Problem and Solutions
• Ensure Coherence Between Words and Actions
• Believe In and Empower Staff
• Build on Strengths and Community Assets
So ... What Do We Do?

• Build on Success at Proof Point/Positive Outlier
• No Preplanned Solutions
• Open the Doors to Flexibility and Accountability
• Success and Swagger
• Focus Initially on Skyway-West Hill and Extend to Other Schools and Sections in the District
Making it Tangible
Flicking the Domino
Opportunities/Challenges

- Right Leadership
- Pacing the Change
- Budget Capacity
- Communication with Families and Community
- Messaging the Change ("Robin Hood" Syndrome)
- Partnering with Teachers’ Association
Core Principles for Success

1. Professional Learning
2. Collaboration/PLC Practices
3. Use of Data and Best Practices
4. Principal's Role as Instructional Leader
5. Operational Flexibility
6. School Culture
7. Family and Community Engagement
How Did it Roll Out?

January 2016
- Initial District Planning Meeting

February 2016
- West Hill NOW! Kick Off Meeting with All Three Staffs
- School Team Planning

March 2016
- Met with Community Based Organizations
- School Plans Submitted
How Did it Roll Out?

April 2016
- District Shared Plan for Support of West Hill Now!

September 2016
- Three West Hill Schools Fully Implementing Their Plans
Communication

https://www.youtube.com/watch?v=Ksd_v4LxHHQ&feature=youtu.be
District Support

1. Professional Learning

2. Collaboration and PLCs

3. Use of Data and Best Practices
   • District Supports:
     ▪ Avoid Splits; Flexibility to Use Staffing to Fund 2 Coaches; 3 Additional Paid Days in August; Priority in the Sub Book; No Displaced Staff In/Priority Transfers Out
4. Principal's Role as Instructional Leader

5. Operational Flexibility

- District Supports:
  - Chief of School Improvement Position Created; Flexibility for New Teacher Orientation; Additional Technology (Devices)
District Support

6. School Culture

• District Supports:
  - Support Social Emotional Learning (SEL) through Positive Discipline Partnership; 2-Day Summer SEL Training; Full-Time Counselors; 6-Hour Interventionist; Health Clinic Support
District Support

7. Family and Community Engagement

- District Supports:
  - Family and Community Engagement Coordinator Position Created
WHN! to RIZ

January 2017
- RSD Announced Renton Innovation Zone (RIZ)

February 2017
- Highlands Elementary Invited to Join RIZ

March 2017
- Highlands Team Planning
- Cabinet Celebrated WHN! Success
WHN! to RIZ

August 2017
- RIZ Partnership Kickoff Convening

September 2017
- 4 RIZ Schools Fully Implementing Plans
To Date...

RENTON INNOVATION ZONE

West Hill
NOW!
Bryn Mawr
Lakeridge
Campbell
Hill

Highlands

Sartori
(next)
Core Principles:

1. Professional Learning
2. Collaboration/PLC Practices
3. Use of Data and Best Practices
4. Principal’s Role as Instructional Leader
5. Operational Flexibility
6. School Culture
7. Family and Community Engagement
Embedded PD

**Goal:** Theory to Practice in One Day

**Focused on:**

- Standards *(WHAT we teach)*,
- Engaging Instructional Practices *(HOW we teach)*, and
- Teachers, Content Coach, and Principal All Building Instructional Capacity
Effective Collaboration

Goal: Focus on HOW to Teach, Not WHAT to Teach

We Accomplish This By:

- Focusing on **Student** Understanding and Misconceptions
- Planning by Content Area **Coach**
- Active **Principal** Participation to Balance “Pressure and Support”
- **Teacher** Commitment to Adjust Practice Based on Collective Data Analysis to Drive Instructional Decisions (a form of PDSA—Plan, Do, Study, Act)
Social Emotional Learning

Goal: We are Growing Children, Not Test Scores.

Focus:

- Increasing Teachers’ Understanding of the Skills Students Need
- Providing Teachers Instructional Strategies to Teach these Skills
- Building Classroom Communities that Support Engagement and Student Agency
- Using Data to Identify and Respond to Student Needs as a System
Principal Learning

**Goal:** Principals are effective leaders of continuous instructional improvement

**Focus:**
- Explicit collective and individual leadership support
FACE

- Establish School-Based Family Engagement Teams
- Increase Understanding and Use of Family Engagement Best Practices
- Respond to Child Care and Enrichment Needs Identified by Families
- Strengthen Relationships with Stakeholders in the RIZ
Renton Innovation Zone Partnership

RIZ Partnership Results
- Kindergarten Ready (academically and socially/emotionally)
- 3rd grade Reading
- 4th grade Math
- Social/Emotional
- Community & Systems Indicators

Planning, Alignment, Action, and Improvement
Ensure QUALITY: Instruction, Social/Emotional Learning, Family Engagement, Out of School Time, and Early Learning

RIZ Partnership Results
- Kindergarten Ready (academically and socially/emotionally)
- 3rd grade Reading
- 4th grade Math
- Social/Emotional
- Community & Systems Indicators

RIZ Executive Committee
- Early Learning Action Team
- Quality Out of School Time Action Team
- Basic Needs Action Team
- Community & Family Engagement Action Team

Renton School District
RIZ Partnership Steering Committee

Community & Family Engagement Action Team

Bryn Mawr Elementary School
Campbell Hill Elementary School
Highlands Elementary School
Lakeridge Elementary School
Please indicate the extent to which you agree or disagree with the following statements based on your experiences with the West Hill Now initiative this year 

[Campbell Hill, Bryn Mawr teachers only]

The WHN initiative supported important change in my school culture

The WHN initiative supported important change in my teaching practice

The WHN initiative provided me with important new forms of professional development

I noticed a change in how my school leaders supported my colleagues and I this year
Early Results

West Hill Now ELA Performance

34.8% (211) → 41.9% (273) → 43.7% (272)
Early Results

West Hill Now Math Performance

- 2014: 42.0% (258)
- 2016: 48.2% (313)
- 2018: 45.4% (286)
Learnings & Wonderings

• **Professional Collaboration** (i.e., agreements about how to teach; sharing data) Harder than Teachers Thought

• **Attitudes about Professional Learning** are More Positive and Leading to Changed Practice

• **Teachers See Principals as Instructional Leaders**

• **Principals Report Classroom Observations and Feedback** are Far More Efficient and Effective
Learnings & Wonderings

• Operational Flexibility viewed as Critical
• Importance of Principal Leadership and School Culture
• FACE Coordinator Getting Us Farther than Individual Principals
• District Sponsorship Speaks Loudly to Staff
• Importance of External Partners (e.g., UW, Positive Discipline, PDK)
Learnings & Wonderings

- When will we see “results”?
- What does it mean to take this to scale?
- Managing Tensions with Community Partners
- Improvement Science, NICs, & PDSAs
- How do we build our bench of APs in RIZ?
- How do we leverage “soft” monies?
- What does this work look like at the secondary level?
“Leadership in education means mobilizing schools, families, and communities to deal with some difficult issues—issues that people often prefer to sweep under the rug.”

–Ronald Heifetz

Definitely Not Ready to Declare Victory but . . .
Service, Excellence, & Equity
Questions?