Introductions

- Dr. Megan Stryjewski
  - Director of Elementary Education & Professional Development

- Mrs. Jill Lawson
  - Director of Assessment & Student Services
Lindbergh Schools Profile

Before-2007

- Total enrollment: 5500
- 1 High School (1900 students)
- 1 Middle School (1400 students)
- 5 Elementary Schools
  - 4 (350-500 students)
  - 1 (800-850 students)

After-2016

- Total enrollment: 6500
- 1 High School (2075 students)
- 2 Middle Schools (750 students each)
- 5 Elementary Schools
  - 450-700 students enrolled
  - 6th elementary school opening in 2017
We Are Growing

Lindbergh is Growing

Construction projects are popping up all over the district, including Prop G improvements at LHS and a new Dressel Elementary School.

Read more →
Areas We Considered

- Student Achievement
- School Community & Culture
- Discipline
- Attendance
- Transportation
- Teacher Satisfaction
Student Achievement

Things we considered... 

- Targeted interventions 
- Knowing the individual learner 
- Data-driven decision-making 

What the research said... 

“The most compelling research in the education marketplace in general indicates that it is small schools and great teachers that are the two factors that produce high achievement in students.”

Pat Bassett, 2010
Student Achievement

Results: With a smaller elementary school, student achievement in ELA and Math went up considerably.

ELA: Increase of 18 % pts

MA: Increase of 11.6 % pts
Student Achievement

“The ‘internal community of accountability’ that develops among teachers, parents, and students promotes a culture of caring and rigor marked by hard work, high aspirations, and expectations that all will exceed.”

Martin, 2010
School Community & Culture

Things we considered. . .

- Parent Involvement
- Student Involvement
- Teacher Involvement (PLC collaboration)

What the research said . . .

“Students in large schools were polarized, with a group of active participants at one end of the continuum and a large group of students who did not participate in any activities at the other. In the small schools there were few students who did not participate.”

~Hamilton, 1993
School Community & Culture

Results:
- Parent Teacher Group (PTG) raised highest amount of money among all schools
  - High parent/student attendance at all PTG events
- Dads of Concord (DOC) started the first “dads-oriented” group in the district
  - Annual Casino Night event raises over $20,000 each year
- Created a community partnership, which resulted in over $10,000 in technology supplies gifted to our school
Attendance

Things we considered.

- Proximity to school
- Teacher/Principal/Student relationships
- Sense of belonging

What the research said.

“Not only do students in smaller schools have higher attendances rates than those in large schools, but students who change from large schools to small generally exhibit improvements in attendance.”

~Fowler, 1995
Results: With a smaller elementary school, student attendance increased by almost 1%.

2007-96.36% (lowest attendance among all elementaries)

2011-97.10%

*Note: New, smaller elementary has maintained the highest attendance in the district since opening
Discipline

Things we considered. . .

- Patterns of student behavior
- Peer relationships
- Student/teacher relationships

What the research said. . .

“Behavior problems are so much greater in larger schools that any possible virtue of larger size is canceled out by the difficulties of maintaining an orderly learning environment.”

~Jean Stockard and Maralee Mayberry, 1992
Discipline

Results: With a smaller elementary school, out-of-school suspensions decreased by 82%.

2007: 35 out-of-school suspensions
2015: 6 out-of-school suspensions
Transportation

What we considered...

- Length of bus ride
- Participation in extracurricular activities
- Parent participation in school activities

What the research said...

Undisturbed Research- Articles discusses “lost time” for students, but does not give any empirical evidence to support that it has an impact on achievement.

Belle Zars
Teacher Satisfaction

What we considered. . .

- Size of Professional Learning Communities (PLC)
- Size of grade level

What the research said. . .

“People in small schools and units come to know and care about one another to a much greater degree than is possible in large schools. This applies to relationships among students, among staff members, between staff and students, and between the school and its surrounding community.”

~Bates, 1993
Teacher Satisfaction

“Teachers engage in more professional development, build coherent educational programs for students across grades and disciplines, create more focused learning environment for students and moderate their teaching strategies to fit students' needs. Teachers in small schools also are more likely to report that they feel creative, reinvigorated and recommitted to teaching, an important gain in light of the current national teacher shortage.”

Small Schools: Great Strides
Final Thoughts

“Why does smaller seem to work better?... people seem to learn, to change, and to grow in situations in which they feel that they have some control, some personal influence, some efficacy.”

Berlin and Cienkus, 1989
Questions