Lincoln Academy Charter School
Office of the Principal
December 2015 Report to the Board
“Educating with Excellence”

Mission
The mission of Lincoln Academy is to help students attain their highest social and academic potential through an academically rigorous, content rich educational program in a safe, orderly, and caring environment.

Vision
The vision of Lincoln Academy is to prepare all students for their future endeavors by providing a comprehensive Core Knowledge education.

Discipline Referrals/Suspension Data*

<table>
<thead>
<tr>
<th></th>
<th># of referrals</th>
<th># of suspensions</th>
<th># of expulsions</th>
<th>Student Incident Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-2015</td>
<td>19</td>
<td>10</td>
<td>0</td>
<td>4.6%</td>
</tr>
<tr>
<td>2015-2016</td>
<td>13</td>
<td>6</td>
<td>0</td>
<td>2.9%</td>
</tr>
</tbody>
</table>

*Data shown is for first semester only
- Number of referrals does not include suspensions
- Student incident rate includes referrals, suspensions, and expulsions
- A referral might include one or more of the following:
  - conference with parents
  - conference with student
  - warning
  - suspended privilege (for example not being able to play football at recess for a week…)
  - creation of a discipline plan
  - detention
  - refer to the counselor
  - community service

Individual Educational Plan (IEP)
Below is the number of IEP Students as of December 1\textsuperscript{st} each year. December 1\textsuperscript{st} is the count day in which we get our funding for IEP students. There are additional students that will be tested this year after this December 1\textsuperscript{st} date and will be placed on an Individual Educational Plan, but we will not receive funding for them until the following year.

<table>
<thead>
<tr>
<th>School Year</th>
<th>Number of Students</th>
<th>Percentage Rate compared to total Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-2012</td>
<td>39</td>
<td>7.52%</td>
</tr>
<tr>
<td>2012-2013</td>
<td>37</td>
<td>6.99%</td>
</tr>
<tr>
<td>2013-2014</td>
<td>42</td>
<td>6.98%</td>
</tr>
<tr>
<td>2014-2015</td>
<td>45</td>
<td>7.24%</td>
</tr>
<tr>
<td>2015-2016</td>
<td>59</td>
<td>9.03%</td>
</tr>
</tbody>
</table>
PARCC Results

New Baseline
  - Revised standards and new assessments with higher expectations
  - Scores expected to be lower
  - Serve as baseline to measure future growth

- Students/schools not losing ground just because they may not perform as highly on PARCC
- CMAS and PARCC are one measure in an assessment system
  - Consider more timely information (e.g., MAP) for instructional decision-making

- 5 performance levels
  - Exceeded expectations
  - Met expectations
  - Approached expectations
  - Partially met expectations
  - Did not yet meet expectations
- Met and Exceeded Expectations are considered “college and career ready” according to CDE
PARCC English/LA Grades 6-8
Met or Exceeded Expectations
2014-15

<table>
<thead>
<tr>
<th></th>
<th>6th Grade</th>
<th>7th Grade</th>
<th>8th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jeffco</td>
<td>52%</td>
<td>49%</td>
<td>48%</td>
</tr>
<tr>
<td>State</td>
<td>39%</td>
<td>41%</td>
<td>41%</td>
</tr>
<tr>
<td>Lincoln</td>
<td>38%</td>
<td>52%</td>
<td>49%</td>
</tr>
</tbody>
</table>

PARCC Math Grades 3-5
Met or Exceeded Expectations
2014-15

<table>
<thead>
<tr>
<th></th>
<th>3rd Grade</th>
<th>4th Grade</th>
<th>5th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jeffco</td>
<td>44%</td>
<td>36%</td>
<td>38%</td>
</tr>
<tr>
<td>State</td>
<td>37%</td>
<td>30%</td>
<td>30%</td>
</tr>
<tr>
<td>Lincoln</td>
<td>33%</td>
<td>22%</td>
<td>25%</td>
</tr>
</tbody>
</table>
Comparison Results of PARCC English/LA

### PARCC Math Grades 6-8
Met or Exceeded Expectations
2014-15

<table>
<thead>
<tr>
<th>Grade</th>
<th>Jeffco</th>
<th>State</th>
<th>Lincoln</th>
</tr>
</thead>
<tbody>
<tr>
<td>6th</td>
<td>42%</td>
<td>32%</td>
<td>37%</td>
</tr>
<tr>
<td>7th</td>
<td>33%</td>
<td>27%</td>
<td>35%</td>
</tr>
<tr>
<td>8th</td>
<td>16%</td>
<td>19%</td>
<td>41%</td>
</tr>
</tbody>
</table>

### Comparison Results of PARCC English/LA

- **Lincoln**
- **WWA**
- **JA**
- **RMAE**
- **Excel**
Thoughts to Consider
- We are still teaching the Core Knowledge curriculum and not Common Core
- With one year of data, we are not going to make significant changes to our approach, but we need to research more about the data behind these results to answer the why question.

Principal Goals 2015-2016
Updated information is in green.
Principal Leadership Responsibilities Associated with Managing Change. Managing Change involves understanding the implications of change efforts for stakeholders and adjusting leadership behaviors accordingly.

Monitor and Evaluate: I will monitor the effectiveness of the implementation of the new adaptive test, MAP (Measures of Academic Performance) and the impact on student learning.

<table>
<thead>
<tr>
<th>Developing</th>
<th>Proficient</th>
<th>Accomplished</th>
<th>Distinguished</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>--Understands the impact of school practices on student learning and achievement.</td>
<td>...and</td>
<td>...and</td>
<td>...and</td>
<td>--Monitors the fidelity and consistency of the implementation of the adaptive test and the impact on student learning and achievement.</td>
</tr>
<tr>
<td>--Understands the impact that change may have on individuals in the school.</td>
<td>...</td>
<td>--Routinely works collaboratively with teachers and staff to assess the impact of the program and interventions on student learning and achievement.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>...</td>
<td>Using the data</td>
<td>--Monitors the needs and performance of individuals, groups, and the school as a whole.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Key Actions
1. At the Parent Academies in August, I will inform parents of the new testing system and the why and how behind the addition of more testing. Completed

2. By September 1st, I will provide training for 2nd-8th grade teachers on implementation of the adaptive test. Completed
3. In October, I will provide training for 2nd-8th grade teachers on interpreting the data and professional development on how to target students and improve student growth.

- The date of the training for teachers was September 29th. In addition, I attended NWEA MAP training from the district on September 22nd and training from the Colorado League of Charter Schools on October 23rd.
- Teachers have been meeting with Instructional Coaches in October and November to conduct “data digs” with the MAP information.
  - Teachers are to identify at least one high and one low student and plan ways to meet those students’ needs.
- In December, I will be meeting with the teachers to review the data and progress monitor the work they are doing with the identified students.
  - In addition, in December I will share resources that are connected with the test that are beneficial to teachers with planning and differentiating instruction for all students.
  - For example, MAP is connected to the Math portion of Khan Academy, additionally every student is given a Lexile range (reading ability) and there are resources to get books at the correct reading level for the students.
- The goal would be for teachers to use the data for instructional decision making. The data can help inform a variety of instructional decisions including:
  - Identifying and qualifying students for various instructional strategies
  - Scheduling and grouping to meet students’ learning needs
  - Screening for special or alternative instruction
  - Staffing and resourcing
- At this time as teachers look at the data, I believe the one area that has been an ah-ha for many of them is knowing how high the high students are actually performing in their classroom. For example, in 4th grade there is a student reading at a 12th grade level

4. Teachers will share the baseline student data with parents at the October conferences. Completed

5. I will share our preliminary results of this first testing session data, analysis and feedback with the board. Our preliminary results of the first testing session revealed some interesting findings:

- Please see the attached data sheet entitled Lincoln Academy Map Scores Fall 2015 and the Norm Table (this form will help you make sense of the RIT scores)
- What is a RIT score? Short for Rasch Unit. Or as educators we like to reference RIT with “Ready for Instruction today.” A RIT score is an estimation of a student’s instructional level and also measures student progress or growth in school. You may have a chart in your home on which you mark your child’s height at certain times, such as on his or her birthday. This is a growth chart to show how much he or she has grown from one year to the next. MAP assessments do the same sort of thing, except they measure your student’s growth in mathematics, reading, and language usage. The RIT scale is an equal-interval scale much like feet and inches on a yardstick. It is used to chart your child’s academic growth from year to year. This type of score increases the value of the tests as a tool to improve student learning because it enables teachers to pinpoint what students have learned and what students are ready to learn.
- It is important to understand that the MAP test is one test at one point in time. It does not measure intelligence or a student’s capacity for learning.

- Some things to note:
  - This was the first time that 2nd grade took an online test and we know in watching the students take the test and in the results, students struggled with the format. If you look at the 3 test areas, Language Usage was the last test that students took and the scores were better than the previous 2 tests
  - In looking at the data, at almost every grade level, our students’ math scores were the lowest even though they were typically above the national Mean RIT
Out of our 10 new 7th and 8th graders, 7 of them scored in the Lo or the LoAvg percentile in math, 4 scored in the Lo or the LoAvg percentile in reading, and 5 scored in Lo or the LoAvg percentile in Language Usage.

6. In December, and in the Spring, teachers will administer the test again and then analyze the data. In addition, they will conference with students about their individual progress. Information for parents will be sent home after the break.
   o The second round of testing is underway and staff is beginning to look at the data and the growth for students between the fall and winter testing sessions. I will report the winter data in January when the testing is complete.

7. In January and June, I will once again report to the board about the results of the MAP tests on student achievement and growth as well as feedback from staff, students and parents.

Principal Responsibilities Associated with **Purposeful Community**. A Purposeful Community is one with the collective efficacy and capability to develop and use assets to accomplish goals that matter to all community members through agreed upon processes.

**Culture**: I will foster our Lincoln Academy beliefs and a sense of community and cooperation amongst our staff. **Relationships**: I will also demonstrate an awareness of the personal aspects of teachers and staff.

<table>
<thead>
<tr>
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<th>Proficient</th>
<th>Accomplished</th>
<th>Distinguished</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>--Demonstrates an understanding of how unity of purpose, teamwork, and commitment to the work are interrelated and support the work of the school and impact student learning and achievement.</td>
<td>.... and</td>
<td>.... and</td>
<td>.... and</td>
<td>--Monitors, evaluates, and annually updates the school’s purpose, shared vision, and the systems and procedures that support the school’s purpose and vision.</td>
</tr>
<tr>
<td>--Knows teachers and staff on an appropriate personal level in order to keep informed about issues within their lives that may enhance or detract from their performance.</td>
<td>--Is the driving force behind a communitywide belief that teachers and staff can impact student learning and achievement.</td>
<td>--Assures that unity of purpose, teamwork, and commitment to the work are at the core of all decisions, activities, and initiatives.</td>
<td>--Identifies and uses the collection of skills, knowledge, and interests teachers and staff members bring to their jobs to provide opportunities for professional growth.</td>
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</tr>
<tr>
<td>--Creates opportunities for teachers and staff to share personal and professional aspirations, prior experiences and successes, interests, and outside activities.</td>
<td>--Identifies and uses the collection of skills, knowledge, and interests teachers and staff members bring to their jobs to provide opportunities for professional growth.</td>
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</tr>
</tbody>
</table>

**Key Actions**

1. On August 11th, I will begin on-boarding of our new teachers. This process will continue by meeting with new teachers once a month throughout the school year. **Ongoing**
There have been 3 specific staff meetings held for our new teachers since the beginning of the school year. Topics have included such things as Parent/Teacher conferences, training/professional development that our returning teachers have had, and of course norms of Lincoln.

One new teacher to Lincoln said moving to a new school is like going to the grocery store when they have remodeled and moved everything around. You know what you need is here, but don’t know how to always find it right away. In these meetings and by checking in with new teachers, I am trying to help in the way finding and making notes for our on-boarding time in future years.

2. By September 8th, I will develop a schedule, starting with new teachers, to meet with the teachers individually to get to know them and learn about their personal and professional aspirations.
   - I have started this schedule and have had teacher lunches with the new teachers, I would like to continue by connecting with returning staff.

3. By January 11th, I will report to the Board progress on my meetings with the staff and trends identified.

4. By the 2nd semester, I will develop professional development opportunities in which teachers can use their strengths to provide learning opportunities for others on our staff.

Principal Responsibilities Associated with **Purposeful Community**. A Purposeful Community is one with the collective efficacy and capability to develop and use assets to accomplish goals that matter to all community members through agreed upon processes.

**Visibility:** Has quality contacts and interactions with teachers

<table>
<thead>
<tr>
<th>Developing</th>
<th>Proficient</th>
<th>Accomplished</th>
<th>Distinguished</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>-- Develops a systematic and strategic plan for visibility that includes frequent visits to classrooms.</td>
<td>...and</td>
<td>...and</td>
<td>...and</td>
<td>--Analyze the feedback from the teachers about the usefulness of the visits and make adjustments to the process if needed</td>
</tr>
<tr>
<td>--Implements the strategic plan for visibility that includes frequent visits to classrooms.</td>
<td>--Implements the strategic plan for visibility that includes frequent visits to classrooms.</td>
<td>-- Utilizes a purposeful and meaningful feedback process for teachers that reinforces school culture and improves student achievement</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Key Actions**

1. By September 1st, I will develop a schedule and method for logging at least six individual classroom observations per week with feedback between September 14th and May 6th.
   - I have completed the first round of my formal observations of the teachers that have been assigned to me
     - This process includes meeting with the teacher before the visit and reviewing their lesson plan, asking questions about their professional preparation and questions about anything they would like me to specifically watch while in the observation
     - Second, I visit the classroom on the planned time and day – this is usually for 60-90 minutes. During my visit I often type what the teacher says and observations of the students and classroom environment
     - Third, I complete a summary report which includes growth producing feedback and positive progress
Lastly, I meet with the teacher to go over the forms and ask how they thought the lesson went.

This process can take 3-4 hours in total to complete for one teacher.

- I have also been conducting the informal walk through of classrooms
  - Currently these walk-throughs have been in classrooms where I have not done a formal observation.
  - Between November and January, I will conduct walk-throughs in the classrooms in which I have had a formal observation, so I can progress monitor the feedback given to the teacher.

2. By September 14th, I will develop a tool with my administrative team that will allow the team to conduct 10-minute unannounced observations and will provide brief feedback.
   - Completed
     - Please see the 2015-2016 Walk Through form that is uploaded to the board website
     - Although I said 10 minute unannounced observation (Walk-through) these visits have been more in the length of 30 minutes.

3. By January 11th, I will share with the board at least 3 (anonymous) samples of feedback I’ve written and any trends observed.

4. In November and again in April, I will solicit anonymous feedback from teachers about their perceptions of the usefulness of the unannounced visits and feedback.