

Lincoln Academy

Principal's Report to the Board

December 2020



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

COVID Response Update

- CDPHE still states schools may stay the current course. "In-person, hybrid, or remote as appropriate."
 - We moved to distance learning on November 30 for all students as the number of students and staff that were exposed or being tested for COVID was creating staffing shortages that were difficult to cover. Additionally, moving to distance learning allowed teachers to prepare for the distance learning experience instead of pivoting on short notice if the class had to quarantine.
- Possible January restart plans will be shared during Monday night's meeting.

December 2020 Data

Discipline Referrals/Suspension Data*

	# of referrals	# of suspensions	# of expulsions	Student Incident Rate
2020-2021	0	1	0	.13%
2019-2020	3	17	0	2.2%
2018-2019	7	7	0	.09%

*Data shown is as of December 11, 2020

- Number of referrals does not include suspensions
- Student incident rate includes referrals and suspensions
- 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 1st each year. December 1st 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 1st date and will be placed on an Individual Educational Plan, but we will not receive funding for them until the following year.

School Year	Number of Students	Percentage Rate compared to total Enrollment
2020-2021	50	6.9%
2019-2020	63	8.3%
2018-2019	64	8.7%

Other Student Stats (PreK not included in numbers below)

	2020-2021	2019-2020	2018-2019
Total Student Enrollment	726	756	738
Advanced Learning Plans (ALP)	7.2%	9.5%	8.8%
Free & Reduced Lunch Status	24.6%	20.50%	19.1%
Minority (non-Caucasian)	21.66%	21.8%	22.89%
English Language Learners (ELL)	4.82%	5.5%	8.6%

Unified Improvement Plan (UIP)

- Annually, the school looks at State Standardized Data (CMAS) to create goals in our school unified improvement plan
- However, we do not have any prior year data since there was no standardized testing in the spring of 2020 due to the pandemic
- Therefore, the district is recommending we simplify our UIP and continue with goals written from the prior year

2019 School Performance Framework

Elementary

- Academic Achievement - 69.1%
- Academic Growth - 48.8%

Middle School

- Academic Achievement - 81.3%
- Academic Growth - 75%

Areas of Successes

Elementary

- Academic Achievement in CMAS English Language Arts and Math all students
- Academic Achievement in CMAS English Language Arts and Math for our minority students
- Academic Achievement in CMAS Science for all students and all subgroups of students

Middle School

- Academic Achievement and Growth in CMAS English Language Arts and all subgroups of students
- Academic Achievement in CMAS Math for all students and our minority students
- Academic Growth in CMAS Math for all students and subgroups of students
- Academic Achievement in CMAS Science for all students with an exceeds rating

Areas of Opportunity

- **Elementary**
- Academic Growth for all students in CMAS English Language Arts and Math
- **Middle School**
- Math CMAS Achievement for students that are eligible for free/reduced-price lunch

As our UIP looked at the data we noticed that although our elementary students are achieving academically they are not growing in their performance over the year. Additionally, our elementary students that are identified with disabilities are not on track to meet achievement targets. The UIP team identified the following:

Priority Performance Challenges

English Language Arts and Mathematics Growth

Elementary students are not showing adequate growth in ELA and Math as measured by CMAS.

Root Causes: There has been a focus on the task and not student thinking and problem-solving.

Major Improvement Strategy: Depth of Knowledge Focus

Describe what success will look like: Teachers will use the backward planning process to examine state standards through the lens of our Core Knowledge curriculum and ask students to complete tasks with a greater level of rigor as defined by the Depth of Knowledge process.

Students with Disabilities

Elementary students on IEP's have lower growth and academic achievement than their general education peers. (as seen from 3 year data). Not only does this appear on SPF data, but Acadience reading data also indicates a gap between regular education and READ plan participants.

Root Causes: Students with READ plans or with IEPs were sent to the intervention teacher to address the students' needs. Classroom teachers did not address READ plans and struggle with providing differentiation for these students.

Major Improvement Strategy: Differentiation and MTSS Process

Describe what success will look like: Using student data, teachers will work collaboratively to adjust

instruction based on student needs. We will improve the systematic use of MTSS systems school-wide, engaging collaborative groups to support Tier 2 and 3 in language and mathematics. Additionally, teachers will do the progress monitoring of students that are on READ plans.

Reflection on Root Causes and Action Plans

As the staff and UIP team reviewed data, we found that when students have been unsuccessful in meeting targets on state assessments this was often associated with a mismatch between classroom expectations and the state standardized tests. This was particularly noticed as it related to problem-solving, multi-step problems, constructed and extended response questions. Our internal school data which probes less deeply (questions are largely multiple-choice, reading selections are shorter, and limited writing is involved) shows a rosier picture, illuminating the need for continued focus on depth of knowledge strategies. Differentiation is an ongoing need for our students and many subgroups have seen marked improvement, though less so with students with disabilities. Implementing a systematic school-wide approach to the MTSS process for students will ensure students' academic needs are being met with fidelity.