

2022 Lincoln Academy Family Survey Summary

2021/22 School Accountability Committee

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Staff: Dawn Bennett, Karen Dwyer, Rebecca Furst, David Schoenhals

Community Member: Kristi Geisz

Board Member: Sarah Wasinger

The School Accountability Committee, Staff, Administration, and the Board of Directors thanks all families who provided feedback on the 2021-22 Family Surveys. We entered this school year with high hopes of returning to normal routines and extracurricular opportunities. Despite the continuing challenges of COVID absences and health protocols, our teachers and staff have been devoted to addressing the academic and mental health needs of the children in their classrooms under ever-changing circumstances. Your feedback on the Family Surveys helps us know where we succeeded and where we may need to reevaluate.

This year's survey asked many questions regarding Academic, Physical, Artistic, and Social/Emotional goals outlined in Board Policies. Click this [link to read the policies](#) governing Lincoln Academy on the Board website. The Board and Administration will use your responses to evaluate our performance according to these foundational goals.

Number of Survey Responses

2022: 286 responses *SAC is concerned that the number of responses may have been impacted by flooding and snow day interruptions in communication.

2021: 343 responses

2020: 369 responses

2019: 309 responses

"Overall, I am satisfied with Lincoln Academy "

2022: 89.93% (52.52% Strongly Agree, 37.41% Agree)

2021: 88.75% (49.11% Strongly Agree, 39.64% Agree)

2020: 96.5% (72.0% Strongly Agree, 24.4% Agree)

2019: 94.2% (79.4% Yes, 14.9% Most of the time)

As we rebound from COVID impacts, we are pleased to have growing satisfaction numbers, working back to our pre-pandemic ratings. Overall, Lincoln sees high family satisfaction ratings. Detailed questions in the survey tell us more about how our program meets the needs of students and families.

In the following question, when asked what sets Lincoln Academy apart from other school choices, you indicated that the community which has been forged between staff, students, and families surpasses the challenges of a global pandemic and **that our caring staff and volunteers are at the forefront of what makes Lincoln Academy the best choice for your children.**

Q46 In your opinion, what sets Lincoln Academy apart from other school choices available to your family?

apart strong sense community attending public schools sure really want high expectations
Rigorous academics built Jeffco Everyone important chooses success Lincoln Academy go
know different high setting education location teachers staff grow academics
program community feel values parents used kids level love great
learning us curriculum parent teacher Lincoln fact
students friendly teachers choices school support
staff child s community work family core child son feel m
s covid caring close core knowledge come teaching wonderful Smaller way
year received amazing focus make overall environment everything high standards
ASH VE sense community really middle school relationship family involvement
core knowledge curriculum care students academically seem

We also heard your concerns:

1. Family Concern:

As in past years, families expressed concerns about rigor on both ends of the spectrum. Some feel that the Core Knowledge curriculum and homework expectations are excessive for their students, while others feel that their students need more challenge.

How we are addressing your concern:

Academic Strategic Goal: LA will reach high levels of academic achievement for each student. ([LA Strategic Plan](#))

We are proud that the mission of Lincoln Academy includes a “rigorous and content-rich educational program” as we believe that is the best way to prepare students for their future endeavors.

At Lincoln Academy, our teachers and staff strive to address the needs of individual students whether that involves supportive intervention from the Department of Student Success, drawing on our Mental Health Team, or tailoring classroom questions to challenge high achievers. Our Instructional Coaches are working with our staff every day to comb through our curriculum and differentiate learning opportunities for every student within the Whole Group Instruction model.

Teachers of our younger students are using reading skills assessments to customize lessons for small groups to support reading mastery. Teachers across grade levels are using MAP test results to identify each student’s “Ready to Learn” next steps. Teachers provide and discuss these assessment results at conferences and can meet with families to discuss concerns.

Specific to the concern how well class expectations and curriculum are preparing middle school students to succeed in high school: Instructional Coaches and Middle School teachers are consulting with high school instructors and using our Alumni Survey feedback to assess our Middle School curriculum to make sure Lincoln Academy students are leaving with the knowledge, critical thinking skills, and study tools to succeed in high school.

2. Family Concern:

Families expressed uncertainty about Growth, Change, and Inconsistency between grades.

How we are addressing your concern:

Curriculum Strategic Goal: Lincoln Academy will implement the Core Knowledge curriculum with fidelity along with other key programs that are in service of the mission/vision and strong academic outcomes. ([LA Strategic Plan](#))

Our school is proud to welcome all families who choose a Core Knowledge curriculum for their students. The administrative restructuring announced last month was created specifically with student success at the forefront. The Lincoln Academy experience is intended to be one of seamlessly high expectations as well as academic and social-emotional supports from Pre-K through 8th grade. A renewed emphasis on ensuring consistency across grade levels and subject matter will support student growth and learning.

We further anticipate as COVID protocols are lifted that a return to mixed grade level activities will foster dialogue and community building between students. Activities such as Reading Buddies, after school clubs, Art Fairs and Music Performances offer students and families a comprehensive view of our PreK-8 curriculum allowing older students to look back at the foundational elements they share with current elementary students, and creating visions and goals for younger students when they see the accomplishments of students in middle school.

3. Family Concern:

Families would like to know more about social and emotional supports offered to students within classrooms.

How we are addressing your concern:

Culture Strategic Goal: Evaluate current programs to assess, strengthen, and revise programs as needed. ([LA Strategic Plan](#))

In addition to Staff Development training relating to student social emotional supports, our teachers are using the SSIS (Social Skills Improvement System) to assess 6 different social skills areas in their students. They are implementing weekly Social Emotional Learning lessons focusing on communication and social skills. Watch the Lincoln Loop for more information from our Mental Health team who creates these lessons.

4. Family Concern:

Some families questioned whether Artistic and Physical development are being consistently integrated in the curriculum.

How we are addressing your concern:

Curriculum Strategic Goal: Evaluate current programs to assess effectiveness and alignment; strengthen and revise programs as needed. ([LA Strategic Plan](#))

As per the previously mentioned Lincoln Academy Board Policy, our Core Knowledge curriculum is intended to include the Arts and Physical Development through all grades. We added questions about these areas this year to assess how our programs are fulfilling this expectation. SAC recommends that the Board and Administration use your feedback to evaluate our course provisions.

SAC recommendation: Communicate to families ways in which artistic and physical development are being incorporated into the curriculum:

- Provide periodic highlights, perhaps 1x/month via Monday Teacher emails, from Specials teachers explaining how art and music classes are integrating Core Knowledge subjects (e.g. Roman chariots designed in Art Classes being powered by Sphero programmable robots in Technology tying into Core studies of Ancient Rome!)
- Include “Targeted Skills” designations on the Elective Class Descriptions that are available to families during class selection.

For example- The Gardening elective addresses the following goals:

- *Academic: Develop an appreciation of his/her physical environment.*
- *Artistic: Develop an awareness of and appreciation for nature*
- *Social/Emotional:*
 - *Experience success in group participation as a leader and follower.*
 - *Develop self-control and responsibility as a way of life.*
 - *Develop the ability to meet change, uncertainty, and complexity with confidence.)*

“Overall, communication between my family and the school is effective.”

2022: This year’s question was broken into the various means of communications with the following ranking as the most effective means of communication:

- Lincoln Loop (87.12%)
- School Messenger emails (86.04%)
- LA website (82.64%)

The least used of the communication means were:

- Instagram (32.7%)
- Middle School Snapshots (32.01% 5/6, 22.9% 7/8)

- 2021: 86.5% (43.5% Strongly Agree, 43% Agree)
- 2020: 92.3% (43.7% strongly agree, 48.6% agree)
- 2019: 93.4% (47.9% strongly agree, 45.5% agree)

5. Family Concern:

Families expressed concerns about website efficacy, social media concerns, Middle School communication, intervention explanations, disciplinary action notifications, and the benefits of the Parent Academy.

How we are addressing your concern:

The administration is in the planning stages for commissioning a Technology Committee to support the wide range of technology and digital communication needs of Lincoln Academy. We recognize the need for our website to provide easy access to the information and resources you need. Please contact the school office if you have technical expertise you would like to share as part of this upcoming committee.

- SAC recommendation: Given that many families have requested more sharing of student work and photos, SAC recommends that a Social Media Policy that evaluates privacy and the communication of classroom highlights in light of electronic newsletters and social media.
- SAC recommendation: SAC recommends that the staff and administration evaluate family communications in the Middle School program. Families understand the need for student responsibility, but also request more information being shared directly from the school with parents and guardians. Specific needs include more information about Electives, STEM, Middle School travel and fundraising opportunities, Student Leadership opportunities, and High School Selection Resources (including information about high school preview nights).
 - Specific suggestion: Include information on the STEM syllabi explaining how STEM targets the [Colorado State Standards for 21st Century Skills](#).
- SAC recommendation: Post the updated Conflict Resolution Policy as its own item under the Family Resources tab of the website.
- SAC recommendation: Develop a standardized system of communication regarding students’ participation in small groups, disciplinary meetings, or pull-outs for interventions. Parents expressed a desire to know why students are being pulled out and what skills are being targeted. They would also like to know ways they can support the interventions at home.

Teachers and Administration recognize that the Parent Academies at the beginning of the year need to be a high priority for communication and should be structured in a way that allows parents and guardians to attend the Parent Academy for each student and to be able to ask questions. While parents appreciated the availability of recorded presentations, they need the ability to ask questions and form early relationships with teachers. Parent Academies will be designed to support families and students.

Additional data points contributing to this report:

“My student is reaching his/her highest academic potential.”

***This question was changed to include social, emotional, and academic potential, but that does not allow us a direct comparison to previous years' questions. SAC will evaluate the wording of the question for next year. For this year, the closest comparison regarding individual academic potential is:

“My student is appropriately challenged in core subjects.”

2022: PreK-4: 88.89% (51.11% Strongly agree, 37.78% Agree)
5/6: 89.19% (40.54% Strongly agree, 48.65% Agree)
7/8: 86.77% (39.71% Strongly agree, 47.06% Agree)

2021: PreK-4: 86% (56.73% Strongly agree, 28.85% Agree)
5/6: 72% (30.86% Strongly agree, 40.74% Agree)
7/8: 68% (38.27% Strongly agree, 29.63% Agree)

2020: 85.4% (43.1 strongly agree, 42.3 Agree)
2019: 84.8% (41% strongly agree, 44% agree)

“My student receives the academic support he/she needs to be successful.”

2022: PreK-4: 86.11% (52.22% Strongly agree, 33.89% Agree)
5/6: 91.79% (47.95% Strongly agree, 43.84% Agree)
7/8: 91.05% (40.30% Strongly agree, 50.75% Agree)

2021: PreK-4: 93.86% (64.25% Strongly agree, 26.57% Agree)
5/6: 84% (39.51% Strongly agree, 44.44% Agree)
7/8: 78% (43.90% Strongly agree, 34.15% Agree)

2020: 85.9% Strongly Agree or agree (44.3%, 41.6%)
2019: 87.3% Strongly agree or agree (46.2%, 41.1%)

“School staff have high expectations for my student(s).”

2022: PreK-4: 93.89 (56.67% Strongly agree, 37.22% Agree)
5/6: 93.25% (55.41% Strongly agree, 37.84% Agree)
7/8: 89.71% (47.06% Strongly agree, 42.65% Agree)

2021: PreK-4: 94% (69.23% Strongly agree, 25.00% Agree)
5/6: 94% (52.5% Strongly agree, 41.25% Agree)
7/8: 91% (47.56% Strongly agree, 42.68% Agree)

2020: 91.8% (65.6% Always, 26.2% Most of the time)
2019: 92.4% (64.5% Always, 27.9% Most of the time)

“My student receives the social and emotional support needed. “

2022: PreK-4: 80.0% (40.0% Strongly agree, 40.0% Agree)
5/6: 75.68% (35.14% Strongly agree, 40.54% Agree)
7/8: 76.47% (42.65% Strongly Agree, 33.82% Agree)

2021: PreK-4: 89% (63.46% Strongly agree, 25.48% Agree)
5/6: 73% (34.57% Strongly agree, 38.27% Agree)
7/8: 72% (36.59% Strongly agree, 35.37% Agree)

2020: 81.3% (37.1% Strongly agree, 44.2% Agree)
2019: 86.1% (40.9% Strongly Agree, 45.2% Agree)

Logistical Survey Improvements for Next Year

- Return of some additional comment boxes, especially on Mission related questions.
- Evaluate the benefits of having 2 separate surveys.
- Evaluate questions on the Specials pages.
- Make sure final questions allow multiple responses (desired programming).

Would you like to serve on the School Accountability Committee?

SAC membership is open to all family and staff members dedicated to addressing the needs of all students in the Lincoln Academy community. The more representative our committee is of the whole school community, the more effective our discussions will be for our students. Please consider joining us as we plan for next year.

We are looking to add more family representatives for the coming year and invite you to join one of our future meetings. Please contact the SAC Chair sarahwasinger@lincolnacademy.net if you would be interested in learning more.

The next scheduled meeting is: Tuesday, April 26th, LA Student Center