



Lincoln Academy Charter School

Principal's Report to the Board

October 2016

"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.

Theme for 2016-2017

Engagement Changes Everything.

State Standardized Testing Data

See attached table of cohort data

MAP DATA

See attached chart of fall MAP data

- MAP (Measures of Academic Performance) is an adaptive assessment that provides information for all students regardless if they are currently below, at, or above grade level. The difficulty of each question is based on how well a student answers previous questions. As the student answers correctly, questions become more difficult. If the student answers incorrectly, the questions become easier.
- MAP provides teachers with real-time data that is aligned to the Colorado Academic Standards. MAP reports performance using a RIT score. This score ranges from about 100 to 300 and can be used across grade levels. In addition to current performance, MAP also provides several measures of growth that show how the student's score changed and how that change compares to similar students.
- Last year we were concerned about the fall performance of the 2nd grade class. We thought the results might be reflective of the first time exposure to the computer test. Looking at the cohort data from 2nd to 3rd grade, those 3rd graders performed better this fall than they did last year increasing the percentage of students at or above the norm in reading and math.
- This year's 2nd grade took a practice test before the actual test. The overall results of this year's second grade class fall results are above last year's in the percentage of students at or above the norm in math (+12%), reading (+27%), and language arts (+9%). So all indications would suggest that practice test did help students' performance.
- This year we added 5th grade science to the MAP testing sessions, so teachers could have some predictors of the state standardized test.
- Overall in grades 2-5 there were some technical difficulties that occurred with the testing sessions. Computers would freeze and the testing session would be suspended for the students. Therefore, students would have to return and finish the test at a later time. Not an ideal testing situation. Jim Fries, our IT coordinator, is working on solutions to make the winter test go more smoothly.
- Our spring 6th grade students, now our 7th grade students scored relatively similar as they did last fall however; there was an increase in the percentage of students at or above the norm in math by 2%.

- Our 7th to 8th grade students significantly improved their fall map scores by increasing the percentage of students at or above the norm in math (+17%), reading (+6%), and language usage (+2%).
- This fall, it appears our math scores are some of the lower scoring compared to reading and language usage in the grade levels. However, 7th and 8th grade math scores are an exception to this as the percentage of students at or above the norm are higher than their reading and language usage. When looking back at our overall spring results, our math observed growth versus projected growth was greater in all but one grade level.

Parent Interaction

- Back to School BBQ
- Parent Academies
- Grandparents' Day
- Conferences
- Evening Programs (NHS and upcoming 4th grade musical)
- Community Events (Texas Roadhouse)
- Daily - Being available to meet with parents and visible around school

Update on Choice Enrollment 2016

Grade	Projected Class Size	Currently Enrolled 2016-2017
K	88	87
1	88	88
2	84	82
3	84	84
4	84	82
5	84	84
6	56	58
7	60	63
8	56	60
Totals	684	688

- Total Budgeted FTE=649.04
- Total to date FTE = 654.82 = +5.78

Principal Goals 2016-2017

Updated actions in green

Principals demonstrate instructional leadership. – Quality Standard II from the CDE Rubric for Colorado Principals

Principals support teachers through ongoing, actionable feedback and needs-based professional development to ensure that rigorous, relevant and evidence-based instruction and authentic learning experiences meet the needs of all students.

Developing	Proficient	Accomplished	Distinguished
- Provides needs based professional development. -Supports staff in the implementation of a rigorous instructional program.	...and -Aligns professional development offerings with the school's needs. - Actively engages in	...and -Provides performance feedback to teachers that is:	...and -Ensures that the school's instructional program is: ~ Relevant to students'

	professional development activities along with staff.	Actionable & Timely	needs and interests ~Focused on quality of classroom instruction. -Ensures that teachers apply lessons learned through professional development -Teachers are able to identify their professional development needs.
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Key Actions

1. Focusing on our theme this year; Engagement Changes Everything, teachers will have the opportunity to participate in professional development that will develop their skills to increase student engagement. I will join the staff in participating in these trainings.

- August 11 – Kagan Training – It is all About Engagement – I attended this training and as I visit classrooms, I am seeing the techniques that were taught in this training being implemented. Additionally, my leadership team and I are using these engagement techniques in our in-house staff development.
- October 10 – Kim Bevill – Gray Matters- The Magic that makes the Brain work
- Book Study throughout the year – *Teach Like a Pirate* by Dave Burgess

2. I will increase the frequency and impact of classroom observations by conducting 10/15 minute observations with feedback.

- Goal is to conduct nine classroom visits a week
 - August total visits was 26/ Goal was 18
 - September total visits was 17/ Goal was 36
- Prioritizing classroom visits in advance
 - Looking at my visit results from September, I have made it a priority to put visits on my calendar for October
- Feedback will be timely and will enable teachers to be reflective thinkers about their teaching practice
 - So as I continue to learn about this high frequency process of visits, the first 3 visits in the classroom should come without any notes being taken in the classroom and feedback will be after that 4th visit. The idea is to build trust and a comfort level with the teachers.
 - I am in the process of giving some teachers feedback during my visits. I just received my new laptop this week, so feedback will be before I leave the classroom.

3. I will develop my instructional leadership role by participating in the High-Performance Instructional Conversations webinar produced by The Principal Center-Building Capacity for Instructional Leadership.

- This webinar focuses on what matters most as an instructional leader vs. day to day triage
- How to facilitate evidence based conversations with teachers that are professionally rewarding for both teacher and administrator.
 - I completed the webinar and have participated in another one called – 500 Classrooms-A no-Excuses Plan for Instructional Leadership
 - This webinar gave me more helpful insight on how to make classroom visits beneficial for supporting teachers in bettering their craft of teaching.

4. In the spring, staff will have an opportunity to identify their professional development needs as well as articulate how professional development helped them grow as professionals and student performance.

- Teachers will complete a survey that will enable the leadership team to collect and then reflect on the data and enable us to plan for next year's professional development,

Principals demonstrate school culture. – Quality Standard III from the CDE Rubric for Colorado Principals

Principals articulate, model and positively reinforce a clear vision and values of the school's culture and involve students, families and staff in creating an inclusive and welcoming climate that supports it.

Developing	Proficient	Accomplished	Distinguished
-Establishes a school culture that is inviting to students, staff and visitors.	-Communicates with families and the community: ~Frequently ~Focusing on including them in the school's activities.	-Invites families and community members into the school to participate in ~ Decision making processes (PTO, Board, SAC) ~Parent conferences ~School community events	-Establishes an inclusive school culture based on collaboration among and between students, parents, staff and the community.

Key Actions

1. By September 1st, I will begin meeting with all new students (by grade level) to Lincoln this year, to learn their names and more about them as a student.
 - I began having lunches with new students the week of August 29th. There are 64 new students in grades 1-8. I have met with 35 of the new students as of September 6th.
 - In middle school, the school provided pizza and drinks for them. In speaking with the middle school students, I asked what they like about Lincoln, what they miss from their old school (friends), and what is different about Lincoln (the students said that the other kids are that are at Lincoln at nicer than the kids at their old school)
2. I will actively participate in the New Parent welcome in August. Additionally, I will set up two more gathering times to meet with new families during the year. I would like to do this in conjunction with our parent/partner program.
 - I actually spoke with Kristi G, who was going to talk with Dave about setting another meeting or perhaps I would just continue to send out those personal emails to families instead, so there would not be one more evening activity for families.
3. I will send out individual emails to families before board meetings, PTO meetings, or SAC meetings personally inviting families to attend.
4. Whenever possible I will continue to be present at school functions to represent the school and make connections with families. I will keep a log of school functions I attend throughout the year and share with the board.

Lincoln Academy ~ CMAS/PARCC Scores

Percentage of Students Met or Exceeded

Jefferson County School District scores in parenthesis

		2014	2015	2016	2017
Third Grade	M	33% (43%)	46% (45%)		
	ELA	43% (44%)	47% (42%)		
Participation Rate		100%	98.9%		
Fourth Grade	M	22% (36%)	23% (39%)		
	ELA	61% (50%)	44% (50%)		
Participation Rate		100%	100%		
Fifth Grade	M	26% (38%)	20% (42%)		
	ELA	44% (49%)	55% (47%)		
	S	36% (44%)	38% (41%)		
Participation Rate		100%	100%		
Sixth Grade	M	37% (42%)	28% (41%)		
	ELA	38% (52%)	18% (49%)		
Participation Rate		100%	98%		
Seventh Grade	M	35% (33%)	34% (35%)		
	ELA	52% (49%)	36% (48%)		
Participation Rate		100%	100%		
Eighth Grade	M	41% (16%)	52% (19%)		
	ELA	49% (48%)	57% (46%)		
	S	49% (38%)	57% (38%)		
Participation Rate		100%	100%		

M= Math

ELA=English/Language Arts

S=Science

Lincoln Academy ~ MAP Scores Fall 2016

R=Reading

L=Language Usage

M=Mathematics

S=Science

		Class Mean RIT	District Mean RIT	National Mean RIT	% of students at or above Norm Grade Level Mean RIT
Second Grade	M	178.5	180	176.9	57%
	R	181.7	178.5	174.7	68%
	L	180.3	179.6	174.5	63%
Third Grade	M	187.9	188.4	190.4	48%
	R	188.7	188.6	188.3	50%
	L	186.5	190.2	189.4	44%
Fourth Grade	M	204.6	201.7	201.9	58%
	R	204.5	200	198.2	70%
	L	205.5	202	198.8	76%
Fifth Grade	M	212.7	212.1	211.4	55%
	R	209.6	208.1	205.7	68%
	L	211.2	209	205.6	82%
	S	205.1	204.4	200.2	70%
Sixth Grade	M	222.8	217.8	217.6	67%
	R	218.8	214	211	76%
	L	218.1	216.1	210.7	83%
Seventh Grade	M	228.8	225.8	222.6	65%
	R	218.1	218.5	214.4	62%
	L	216.9	217	214	63%
Eighth Grade	M	233.8	231.6	226.3	78%
	R	223.2	222.2	217.2	72%
	L	220.6	220.6	216.2	70%
	S	220.2	215.3	210.3	80%

The norms in the tables below have a very straightforward interpretation. For example, in the status norms for Reading, grade 2 students in the middle of the “begin-year” period had a mean score of 174.7 and a standard deviation of 15.5. To get a sense of how much dispersion there was, the SD 15.5 can be subtracted from the mean and added to the mean to produce a range of about 159–190. Since the norms are based on the bell curve, we know that 68% of all scores are expected to fall between in this range.

2015 READING Student Status Norms						
	Begin-Year		Mid-Year		End-Year	
Grade	Mean	SD	Mean	SD	Mean	SD
K	141.0	13.54	151.3	12.73	158.1	12.85
1	160.7	13.08	171.5	13.54	177.5	14.54
2	174.7	15.52	184.2	14.98	188.7	15.21
3	188.3	15.85	195.6	15.14	198.6	15.10
4	198.2	15.53	203.6	14.96	205.9	14.92
5	205.7	15.13	209.8	14.65	211.8	14.72
6	211.0	14.94	214.2	14.53	215.8	14.66
7	214.4	15.31	216.9	14.98	218.2	15.14
8	217.2	15.72	219.1	15.37	220.1	15.73
9	220.2	15.68	221.3	15.54	221.9	16.21
10	220.4	16.85	221.0	16.70	221.2	17.48
11	222.6	16.75	222.7	16.53	222.3	17.68

2015 MATHEMATICS Student Status Norms						
	Begin-Year		Mid-Year		End-Year	
Grade	Mean	SD	Mean	SD	Mean	SD
K	140.0	15.06	151.5	13.95	159.1	13.69
1	162.4	12.87	173.8	12.96	180.8	13.63
2	176.9	13.22	186.4	13.11	192.1	13.54
3	190.4	13.10	198.2	13.29	203.4	13.81
4	201.9	13.76	208.7	14.27	213.5	14.97
5	211.4	14.68	217.2	15.33	221.4	16.18
6	217.6	15.53	222.1	16.00	225.3	16.71
7	222.6	16.59	226.1	17.07	228.6	17.72
8	226.3	17.85	229.1	18.31	230.9	19.11
9	230.3	18.13	232.2	18.62	233.4	19.52
10	230.1	19.60	231.5	20.01	232.4	20.96
11	233.3	19.95	234.4	20.18	235.0	21.30

2015 LANGUAGE USAGE Student Status Norms						
	Begin-Year		Mid-Year		End-Year	
Grade	Mean	SD	Mean	SD	Mean	SD
2	174.5	16.58	184.9	15.34	189.7	15.47
3	189.4	15.20	196.8	14.24	200.0	14.11
4	198.8	14.66	204.4	13.83	206.7	13.64
5	205.6	13.87	209.7	13.23	211.5	13.19
6	210.7	13.79	213.9	13.30	215.3	13.38
7	214.0	13.82	216.5	13.52	217.6	13.70
8	216.2	14.17	218.1	13.92	219.0	14.26
9	218.4	14.15	219.7	13.98	220.4	14.50
10	218.9	15.04	219.7	14.99	220.1	15.74
11	221.5	14.96	222.1	14.85	222.1	15.80

2015 GENERAL SCIENCE Student Status Norms						
	Begin-Year		Mid-Year		End-Year	
Grade	Mean	SD	Mean	SD	Mean	SD
3	187.5	11.74	192.6	10.92	195.4	11.01
4	194.6	11.16	198.7	10.75	201.0	10.92
5	200.2	11.06	203.7	10.80	205.7	11.07
6	204.3	11.54	207.1	11.40	208.6	11.73
7	207.2	11.92	209.5	11.87	210.9	12.23
8	210.3	12.28	212.3	12.19	213.5	12.63