

LINCOLN COLLEGE PREPARATORY ACADEMY: School Readiness Assessment Final Report

Kansas City Public Schools Secondary and Signature School Reviews

Site Visit Date: February 4, 2020

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Table of Contents:

Part I: School Readiness Assessment Introduction	2
Part II: School Data Profile	5
Part III: Strengths and Challenges	12
Part IV: Recommendations.....	14
Appendix: School Readiness Assessment Tool.....	15

School Readiness Assessment Introduction

School Readiness Assessment Purpose

Kansas City Public Schools (KCPS) has partnered with Mass Insight Education & Research, a national non-profit, to conduct school reviews of all secondary and signature schools. The purpose of these reviews is to:

- Surface individual school successes, challenges, and opportunities to inform continuous improvement efforts; and
- Surface trends across secondary and signature schools to:
 - understand how secondary and signature options contribute to the overall experience and expectation of the KCPS community and help achieve KCPS' 5-Year Strategic Plan goals; and
 - inform the identification of systems-level changes and school supports.

Mass Insight's research-based School Readiness Assessment (SRA) supports and accelerates school improvement by informing the development of strong school improvement plans that address a school's highest needs, as well as informing district-level improvement to better meet the needs of students and schools. In alignment with the Mass Insight theory of action (described on page 4) and based on more than 10 years of national experience and research in the field of school improvement, Mass Insight has identified seven elements that we observe to drive school improvement and school readiness and ensure the success of all students. The SRA is structured to analyze the extent to which these elements are in place.

School Readiness Assessment Process

The school review process follows three phases, including a comprehensive data/document review conducted prior to a campus visit; the on-site campus visit; and finally, analysis and report of findings.

Phase	Potential Activities
Pre-Site Visit (December 2019)	<ul style="list-style-type: none">● Collect and review campus data and related documents to understand campus context, including principal, staff and student surveys.● Coordinate visit logistics to ensure a successful site visit.
Site Visit (January 2020)	<ul style="list-style-type: none">● Conduct interviews and focus groups with a variety of campus stakeholders (e.g. teachers, students, administrators, counselors, instructional coaches, families, etc.).● Classroom, hallway, and common space walkthroughs (observations may not occur on the same date as your site-visit interviews and focus groups).
Post-Site Visit (January- February 2020)	<ul style="list-style-type: none">● The site visit team synthesizes and analyzes visit findings that surface priority focus area recommendations.

Overview of the Findings Report

This report begins with a **Data Profile** - a high level quantitative overview of the school's current demographics, culture and climate indicators, and recent academic performance. Next is a summary of **Strengths and Challenges** - the most salient and resounding headlines from Mass Insight's time on campus. These are not arranged by any particular element and may represent a confluence of factors that can help the school begin to prioritize strengths and challenges to focus on following the site visit. Mass Insight will also provide action-oriented **Recommendations** for how the school can improve and where they might prioritize efforts first. This might also be used to inform the revision or creation of a School Improvement Plan. Finally, the Appendix contains the **School Readiness Assessment Tool**, which provides specific evidence gathered during the review process and a rating (described in the next section) for each feature of each element. This section can be useful for delving into more specific and granular details. Mass Insight does not suggest attempting to tackle every feature all at once.

School Readiness Assessment Evidence and Rating System

Mass Insight's SRA Tool (included in Appendix) is designed to analyze the extent to which a school has elements of our theory of action in place, in relation to an exemplar description of each element (and the features that make up that element) at the highest performing schools. The Mass Insight team will use the SRA Tool to document evidence based on information gathered during the SRA activities to assign a rating for each feature. Ratings are designed to describe the extent to which evidence aligns to the exemplar descriptions at the highest performing schools. The features rated lowest do not necessarily mean that those features are in the most urgent need of attention; the recommendations describe what Mass Insight suggests addressing first.

Rating Level Key:
0: Not Meeting (no, or extremely limited, evidence of this feature; work on this feature has not yet started)
1: Somewhat Meets (some evidence of implementation of this feature)
2: Mostly Meets (considerable evidence of implementation of this feature)
3: Meets (robust evidence of implementation of this feature)

About Mass Insight and Our Theory of Action

Mass Insight is a national non-profit organization committed to transforming public schools into high-performing organizations and closing achievement gaps. Since 2007, Mass Insight has worked with schools, districts, and state education agencies to redesign systems and establish the conditions and capacity for district and school improvement. As part of this work, Mass Insight has conducted numerous School Readiness Assessments (SRAs) across the country.

In 2007, Mass Insight published *The Turnaround Challenge*¹, a nationally-recognized research report and call to action that highlighted the need for intervention in America's lowest-performing schools. Since 2009, Mass Insight has worked with schools, districts, and state education agencies in Massachusetts and across the country to redesign the systems that support chronically underperforming schools and to drive gains in student achievement. Building from our research and more than ten years of experience in turnaround, we recently revisited Mass Insight's theory of action and identified seven theory of action elements that we believe must be in place to ensure schools are successful.

Mass Insight's SRA is structured to analyze the extent to which elements of our theory of action are in place in schools. We seek to understand what student outcome data reveals, analyze evidence and hypothesize why challenges and successes exist, and help schools prioritize where to focus next.

We believe that if schools have:

Conditions: Sufficient school-level control over people, time, money, and program to address the root causes of low performance;

Planning: Evidence-based, actionable improvement plans that address the root causes of low performance informed by a review of existing conditions and input from school, district, and community stakeholders;

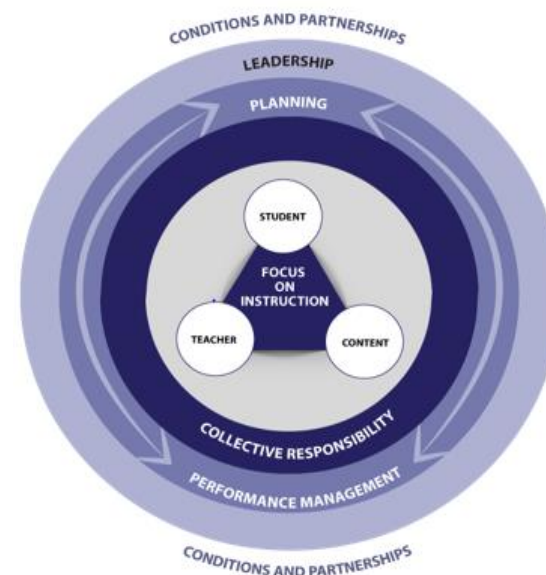
Leadership: A principal who can manage and communicate complexity while maintaining focus on the school's vision and key priorities;

Focus on Instruction: Processes and supports that help teachers work together to constantly improve and refine standards-based instructional practice so that students can engage in deep learning tasks;

Collective Responsibility: The school faculty and staff ensure there is collective responsibility for both the quality of instruction and student learning and success;

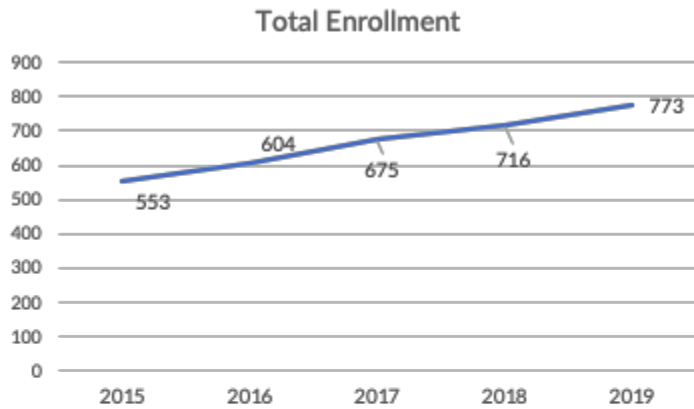
Performance Management: Consistent processes for using data to measure both implementation and outcomes to determine what's working and inform efforts to improve; and

Partnerships: Partnerships that help the school meet the multiple needs of teachers and students, *THEN schools will dramatically improve and student learning will increase.*

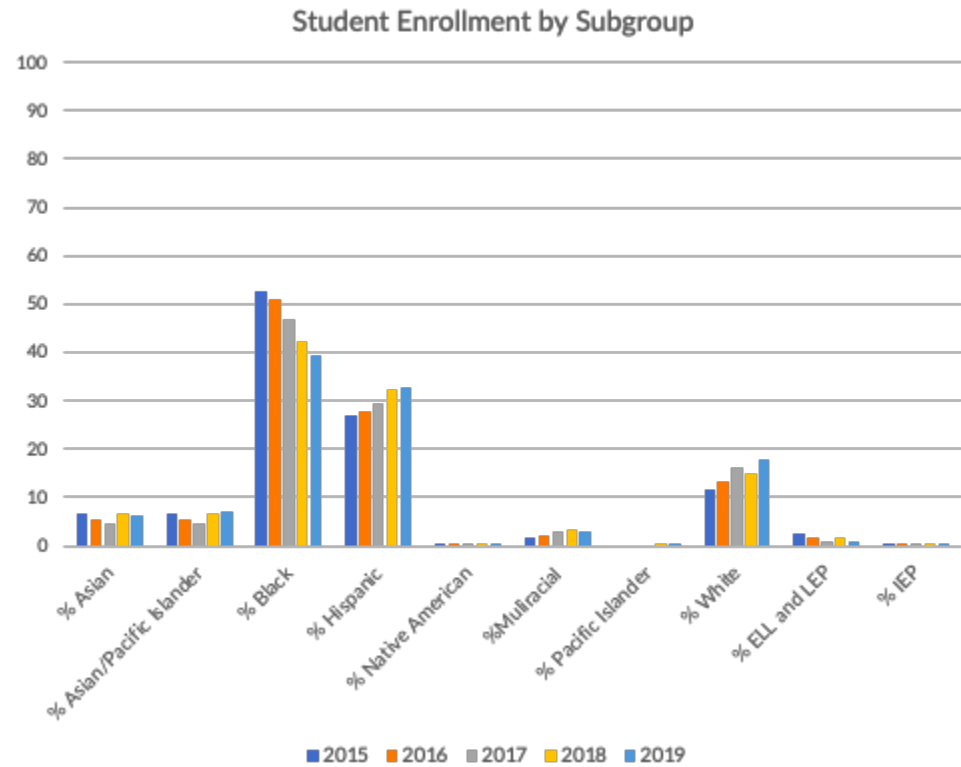


¹ Mass Insight Education and Research. Mass Insight Education and Research Institute, Inc., 2007, www.massinsight.org/resources/the-turnaround-challenge/

Student Enrollment and Attendance

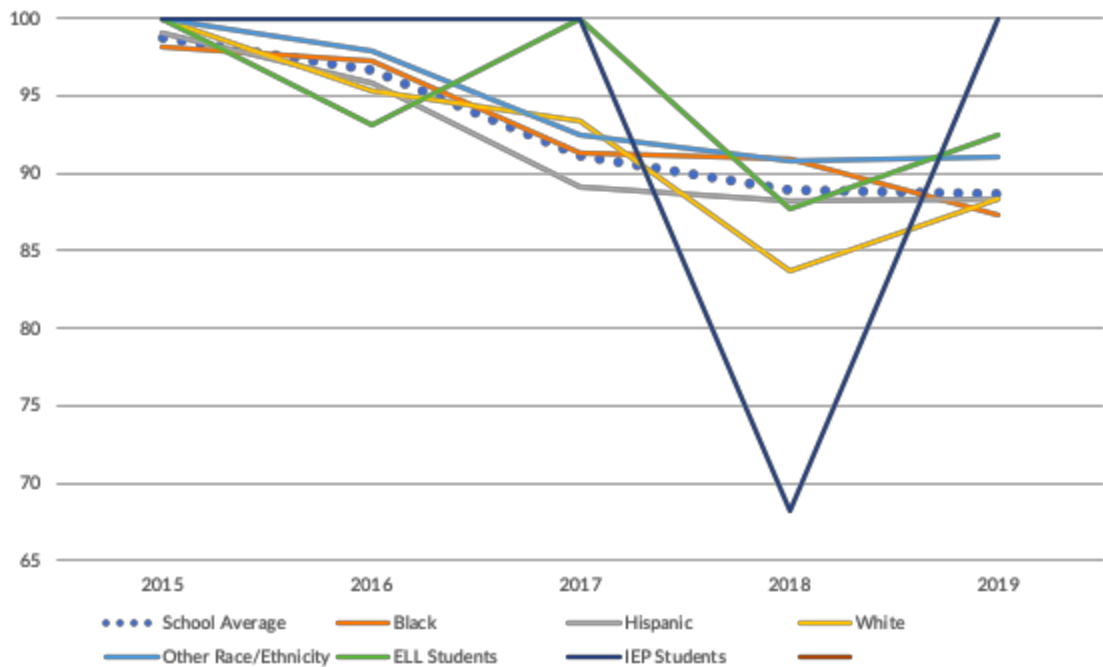


Student enrollment at Lincoln College Preparatory Academy over the last 5 years has increased and was 220 students higher in 2019 than in 2015.



² Data contained within this data profile was publicly available on the Missouri Department of Elementary and Secondary Education’s website: <https://dese.mo.gov/school-data>

Student Attendance Trend 2015-2019



The proportional attendance rate for students at or above 90% (displayed in the graph to the left) at Lincoln College Preparatory Academy over the last 5 years has decreased around 10%. Other race/ethnicity student attendance is higher than the school-wide average; while IEP student attendance has fluctuated for the last 3 years.

The total proportional attendance rate for the last 3 school years at Lincoln CPA was:

- 2017 – 94.4%
- 2018 – 93.6%
- 2019 – 91.6%

which demonstrates a 2.8% decrease in student attendance over the last 3 years.

STUDENT MOBILITY	Fall Enrollment	Additional Enrollment	Transfers	Mobility Rate	Dropout Rate
2017	1022	3	206	20.1	0
2018	1043	2	182	17.4	0.3
2019	773	3	123	15.9	0.2

Student enrollment at Lincoln College Preparatory Academy has decreased by 249 students over the last 3 years. While a few additional students enroll throughout the year, the number of transfers is high, resulting in mobility rates between 15-20% for the last 3 years.

The dropout rate has increased minimally over the last 3 years.

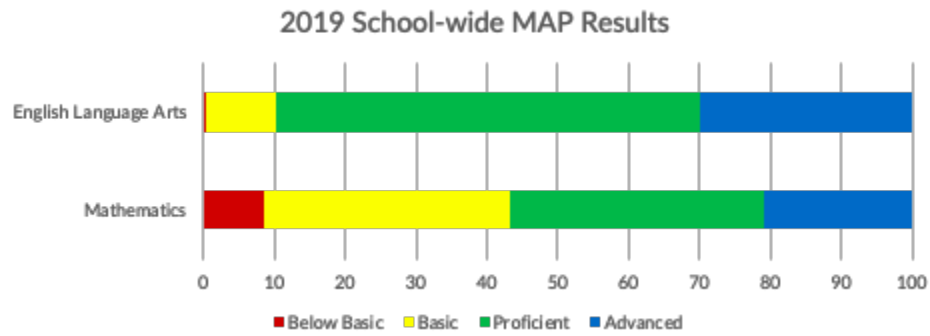
**Note: KCPS is still working to identify graduates from the SY19 cohort, so SY19 drop out/graduation numbers that are currently reported by DESE may be higher than actual. Updated data is submitted to DESE in June 2020.*

Student Discipline

DISCIPLINE RATES	2015	2016	2017	2018	2019
Enrollment	836	951	1,022	1,043	773
Total Number of Incidents	6	1	3	4	6
Incident Rate (per 100 students)	0.7	0.1	0.3	0.4	0.8
Type of Removal					
In-School Suspension (number rate)	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0
Out of School Suspension (number rate)	6 0.7	1 0.1	3 0.3	4 0.4	6 0.8
Expulsion (number rate)	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0
Length of Removal					
10 Consecutive Days (number rate)	5 0.6	1 0.1	2 0.2	4 0.4	6 0.8
More than 10 Consecutive Days (number rate)	1 0.1	0 0.0	1 0.1	0 0.0	0 0.0

The incident rate has remained steady over the last 5 years around 0.8. The out of school suspension rate has remained steady in the last 5 years, as well as the rate of students removed for 10 or more days.

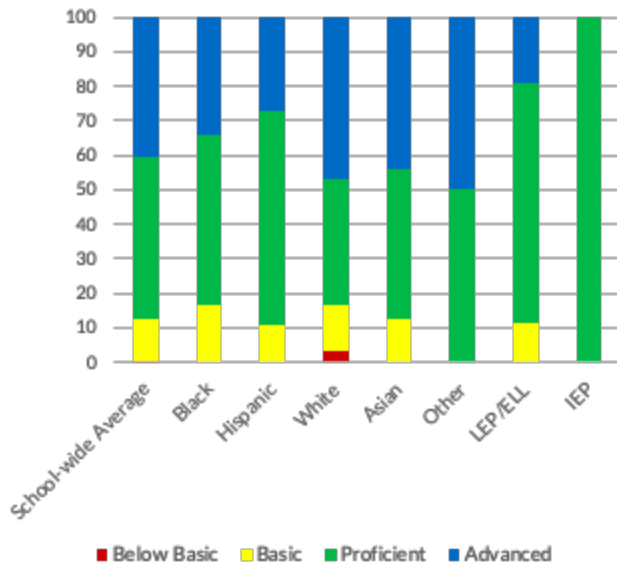
Student Academic Performance



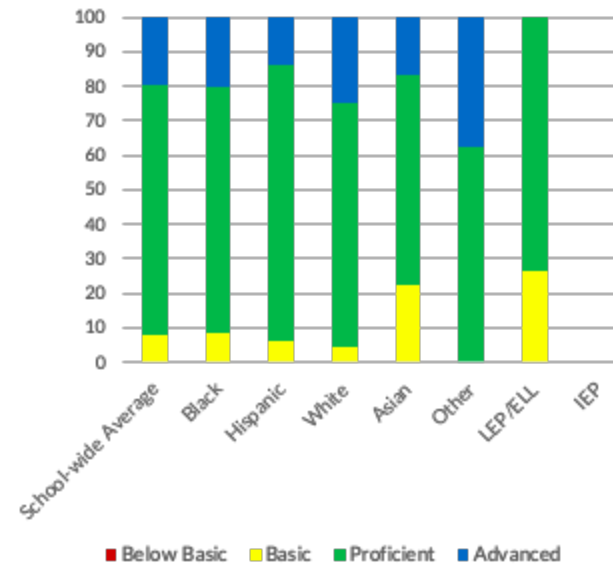
School-wide performance on EOC tests in 2019 showed 89.8% of students were proficient/advanced in English Language Arts and 51.8% were proficient/advanced in Mathematics.

No Biology EOC scores were provided or publicly available.

2019 English 1 EOC MAP Proficiency Rate



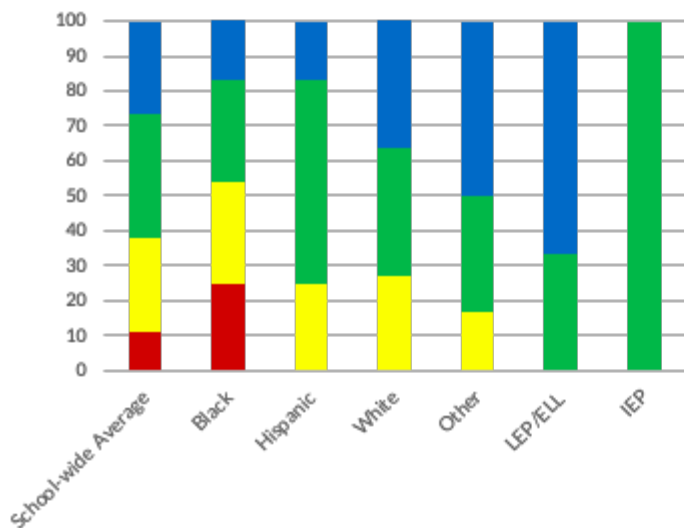
2019 English 2 EOC MAP Proficiency Rates



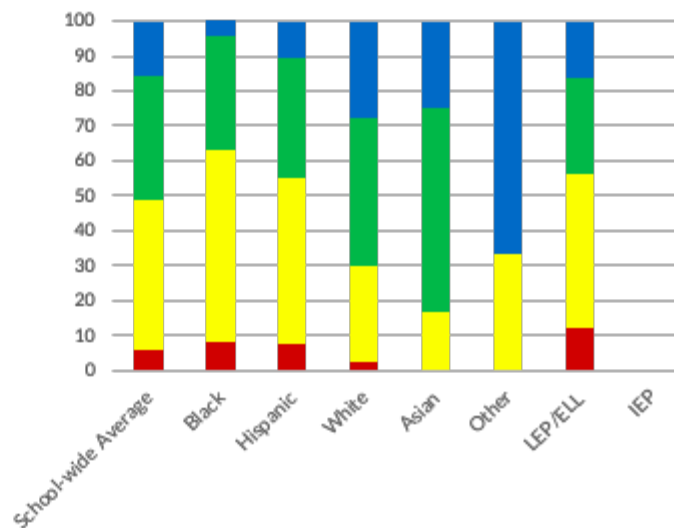
English 1 and 2 EOC exams in 2019 showed 87.8% of English 1 students and 91.8% of English 2 students were proficient/advanced. On the English 1 EOC, 83.5% of Black students, 88.9% of Hispanic students, 83.4% of White students, 87.5% of Asian students, 100% of other students, and 88.5% of LEP/ELLs were proficient. On the English 2 EOC, 81.5% of Black students, 94% of Hispanic students, 95.8% of White students, 77.8% of Asian students, 100% of other students, and 73.3% of LEP/ELLs were proficient.

Note: the "other" descriptor refers to a racial or ethnic subgroup or combined subgroup of fewer than 10 students.

2019 Algebra 1 EOC MAP Proficiency Rates



2019 Algebra 2 EOC MAP Proficiency Rates



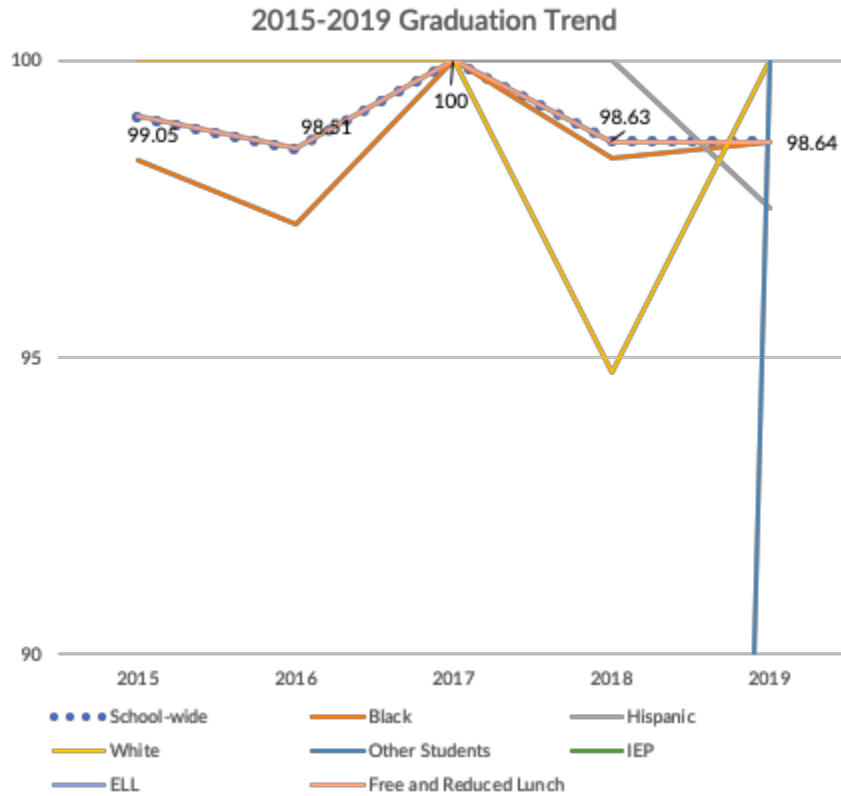
■ Below Basic ■ Basic ■ Proficient ■ Advanced

■ Below Basic ■ Basic ■ Proficient ■ Advanced

Algebra 1 and 2 EOC exams in 2019 showed 62.2% of Algebra 1 students and 51.4% of Algebra 2 students were proficient/advanced. On the Algebra 1 EOC, 45.9% of Black students, 75% of Hispanic students, 69.2% of White students, 83.3% of other students, and 100% of LEP/ELLs and students with disabilities were proficient. On the Algebra 2 EOC, 38.6% of Black students, 44.6% of Hispanic students, 70% of White students, 83.3% of Asian students, 66.7% of other students, and 40% of LEP/ELLs were proficient.

Note: the "other" descriptor refers to a racial or ethnic subgroup or combined subgroup of fewer than 10 students.

Graduation



The school-wide 4-year graduation rate at Lincoln College Preparatory Academy has decreased by 0.41% over the last 5 years to 98.649% in 2019. The district-wide graduation rate in 2019 was 71.21%.

75% of Lincoln College Preparatory Academy graduates took the ACT in 2019. Their average composite score was 21.7.

**Note: KCPS is still working to identify graduates from the SY19 cohort, so SY19 drop out/graduation numbers that are currently reported by DESE may be higher than actual. Updated data is submitted to DESE in June 2020.*

Strengths

- **Stakeholders, including students, families and school staff, see school leadership as positive, supportive, receptive to feedback, and an advocate for school needs.** Across all interviews and focus groups, the term “open door policy” was applied when speaking about Lincoln’s leadership team. Not only do teachers, students and families see the leadership team’s presence within the school on a daily basis, but there are regular and consistent practices (e.g., surveys, parent meetings, “Coffee with the Principal”) that send the message that leadership values stakeholder voice. Additionally, stakeholders believe the principal is committed to ensuring staff and students have what they need.
- **There is a strong, positive school culture; students and staff feel welcome, supported and collegial.** Over 85% of those surveyed agree that Lincoln’s policies and practices result in a safe and positive learning environment for students. Teachers can name several examples of times when requests for support were met with action by leadership and students report that there is at least one adult in the building they feel cares about them. As a result of this positive school culture, stakeholders name their ability to focus on instruction a strength.
- **Pride in Lincoln’s diversity and historical significance is strong.** As a historically black college prep high school, Lincoln’s reputation in the city is strong and families, students and staff name the school’s history as a prime reason for choosing Lincoln. All stakeholders desire to uphold Lincoln’s history and look forward to the completion of the “museum” aspect of the Alumni Room. Stakeholders name Lincoln’s diversity as a strength, as the student population mirrors the demographic makeup of Kansas City.

Challenges

- **Though IB in the upper grades creates a clear definition of rigor, high quality instruction is not yet consistently defined in non-IB classrooms creating inconsistency in student experience of rigor.** Although work is being done to train non-IB teachers in specific aspects of IB programming (specifically vocabulary), there is a lack of consistency in what “college prep” means in non-IB classrooms. While all stakeholders agree that Lincoln staff have high expectations for students, rigor is most often described as “more work” rather than intentionally challenging work. While the number of students qualifying for the IB pathway is increasing, only a small percentage of students graduate with an IB diploma.
- **Although Lincoln administration has adopted the district-mandated walkthrough form, a formal coaching, feedback and teacher development system is not yet in place.** More than half of stakeholders surveyed report a lack in coordination of professional development efforts (e.g., coaching, PD, observation/feedback) that improve professional performance. Teachers name some helpful offerings (e.g., IB training and implicit bias), but reported a lack of differentiation that align to specific teacher needs. PLCs are seen as valuable time for development, and survey data highlights they are inconsistently implemented across teaching teams.

- **Outside of tracking risk of probation, there are few supports for students to address academic and social-emotional needs.** Students, families and teachers are aware of the academic requirements necessary to remain a student at Lincoln (e.g., attendance, GPA, behavior) and academic probation is reviewed at every grading period. Although a more formal tutoring program is currently being implemented, students do not always have access to more individualized support from teachers. The two school counselors have caseloads of hundreds of students and the school social worker splits time between the middle and high school, making it difficult to provide individualized academic and emotional support to students. Stakeholders regularly describe Lincoln as “sink or swim.”

Recommendations

- 1. Develop a school-wide definition of high quality instruction that clearly outlines specific instructional expectations for teachers and learner expectations for students.** Teachers note that there is currently no shared definition of rigor or shared understanding of what rigorous instruction looks like; they also mention that while staff is all pulling in the same direction through a multitude of initiatives, no systems have been created to frame and align instructional practices campus wide. An instructional vision could help the school define how academically successful students engage in the learning process; how successful teachers develop students and their own professional practices and engage students in rigorous learning; how successful leaders support and develop teachers and students and their own professional practice; and how families support and develop their children and their engagement with the school. Creating an instructional vision will ensure that all stakeholders -- from students and families to teachers and leaders -- can speak to their own roles and responsibilities, the roles and responsibilities of others, and the focus on high-quality classroom experiences for students.
- 2. Strengthen academic and social-emotional supports for students.** Teachers, students, and parents note that since students who attend Lincoln are generally high-performing when they enter the school that there is a perception that they require less support. These stakeholders report, for example, that there is no instructional coach support for teachers. Also, although the school employs two counselors, these roles are dedicated mostly to graduation efforts; thus, the capacity of these staff members are not able to be dedicated to addressing social and emotional needs. There is an opportunity to review how supports are provided to address the unique needs of students. Once a school-wide definition of instructional expectations is developed, a more specific plan for student supports can be implemented. This has implications for how advisory is run, how partnerships with the school align with the goals of academic and social-emotional supports for students, and how teachers are held accountable for monitoring student progress and identifying needs. Strengthening systems of support for students will establish Lincoln as a school where students enter high performing and can see growth in their performance over time.

Appendix: School Readiness Assessment Tool

Mass Insight's SRA Tool is designed to analyze the extent to which a school has elements of our research-based theory of action in place, in relation to an exemplar description of each element (and the features that make up that element) at the highest performing schools. The Mass Insight team uses this SRA Tool to document evidence and analysis based on information gathered during the SRA activities to assign a rating for each feature. Ratings are designed to describe the extent to which evidence aligns to the exemplar descriptions at the highest performing schools.

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Element	At Highest Performing Schools	Rating	Discussion of Evidence
<p>Focus on Instruction: Processes and systems help teachers work together to constantly improve and refine standards-based instructional practice, ensuring students engage in deep learning tasks.</p>	<p>School Model and Instructional Vision <i>Signature schools:</i> The school implements a clearly defined and observable school model that meets student interests and demand.</p> <p><i>Secondary schools:</i> The school implements clear pathways for student progression through high school to college and careers.</p> <p>There is a clear instructional vision that aligns with the district-wide framework for critical thinking, problem-solving and cultural responsiveness for 21st Century learning, and the school model. It focuses on the success of all students, aligns with standards, and helps build an understanding of the actions that educators must take to accelerate student learning. The vision is widely understood and drives school decision-making. All teachers and</p>	1: Somewhat Meets	<ul style="list-style-type: none"> As a signature college preparatory school, LCPA High School is living out its model by offering International Baccalaureate (IB) coursework for all students and a full IB track for students who choose to graduate with an IB diploma. Although, the secondary school is building clarity around pathways for student progression through high school to college, stakeholders continue to name this as lacking: <ul style="list-style-type: none"> The school has created a document that outlines the coursework required for graduation and for IB. This document is not yet accessible online. Although students share they do receive classroom visits from counselors regarding pathways and course work in the lower grades, they do not personally meet with counselors until 12th grade. Staff in focus groups do not yet articulate a clear schoolwide instructional vision that defines high quality instruction outside of the IB track; while 70% of staff

<p>Focus on Instruction, continued.</p>	<p>administrators can describe how their work moves the school closer to meeting the vision.</p>		<p>survey respondents agree or strongly agree that “My school has an instructional vision (or vision for high-quality instruction) that defines the actions educators must take to accelerate student learning.”</p> <ul style="list-style-type: none"> • Teachers expect students to earn high grades in their classes to show mastery, but have their own definitions of rigor and college prep.
	<p>Readiness to Learn The school implements consistent, equitable, and asset-based policies, procedures, and practices that foster positive learning school experiences that validate all students’ social-emotional and cultural identities. As a result, students feel safe, valued, cared for, challenged, and supported at school. Student and family needs are identified and connected with resources and services to ensure all students can self-regulate and engage in learning with agency. The school has programs, structures, and extracurricular activities (such as looping, advisory, morning meetings, intramurals, clubs) to expand and nurture students’ sense of belonging and ensure that every student has enriching experiences and strong relationships with adults.</p>	<p>2: Mostly Meets</p>	<ul style="list-style-type: none"> • 100% of classrooms visited were observed to be physically and emotionally safe for students. • Students name that they have at least one adult in the building they feel cares about them. • Stakeholders name a generally positive school culture; teachers name they are supportive of each other and students report positive relationships with each other and their teachers. • While there are few behavioral incidents at Lincoln, it is unclear whether there are clear and consistent expectations across classrooms. • There is a social worker who splits time with the middle school to support student and family needs. • Counselors provide college and career readiness support for students starting in 9th grade. Stakeholders report a high case-load for each counselor that results in less time and attention for each student than desired. • While 80% of staff survey respondents agree or strongly agree that “policies and practices support a safe and positive learning environment for all students,” only 59% agree or strongly agree that “policies and practices are consistently and equitably implemented for all students.” • Students participate in an advisory period once per month; stakeholders name inconsistency in how this time is used and its effectiveness. For example, some stakeholders name this as a time for students and teachers to check in on grades and to get support from teachers regarding improving grades, while IB students and staff name this as a crucial time to complete projects.

<p>Focus on Instruction, continued.</p>			<ul style="list-style-type: none"> ● 57% of staff survey respondents agree or strongly agree that “Programs and structures (such as looping, advisory, morning meetings) ensure each student has a strong relationship with an adult.” ● Stakeholders name a need for more formal non-academic support for students, including emotional support.
	<p>Teacher Development & Feedback There are systems, structures, and practices that prioritize teacher development based on data and district priorities including trauma sensitive strategies. There are feedback cycles and follow-up. All teachers describe receiving frequent, consistent, coherent, and coordinated high-quality feedback on teaching that is grounded in an instructional vision and that will lead to accelerated learning for all students.</p>	<p>1: Somewhat Meets</p>	<ul style="list-style-type: none"> ● Lincoln administration implements the district-mandated walkthrough form on a regular basis. ● 70% of staff survey respondents agree or strongly agree that “I receive frequent, clear, and actionable feedback about my instructional practice that helps me improve.” ● While staff receive regular feedback through the walkthroughs, there is a lack of formal instructional coaching; stakeholders name a lack of time and resources for this. ● Stakeholders report a need for more differentiated teacher development opportunities. <ul style="list-style-type: none"> ○ Lincoln has offered PD around the grading system, developing a mission/vision for the school, and implicit bias training. ○ Teachers report a desire for more formal instructional development around differentiation, vertical alignment and instructional strategies for increasing rigor. ● Teachers consistently report that the administration is responsive to needs when requested, but feel that support is limited to those requests, rather than formal, regular check ins. ● 38% of staff survey respondents agree or strongly agree that “All forms of professional development (coaching, PD, observation/feedback) are coordinated and of high quality to improve my professional practice,” while 43% disagree or strongly disagree (remaining respondents indicate they are not sure or does not apply).

<p>Focus on Instruction, continued.</p>	<p>Teacher Collaboration (PLCs) Teachers working in teams have time, systems and structures to maximize collaborative time in instructional teams (such as by grade level or content area). Teachers work towards commonly set and motivating goals that help all students progress towards the highest priority academic standards and improve critical thinking skills; these teams receive high-quality feedback and enjoy a trusting culture that includes open and constructive dialogue.</p>	<p>1: Somewhat Meets</p>	<ul style="list-style-type: none"> ● PLCs are led by department chairs once per month; stakeholders report they get cancelled frequently. ● Stakeholders report an inconsistency in PLC effectiveness and use of time; for example, they name the first three months of PLCs were spent drafting a school mission and vision. ● 48% of staff survey respondents agree or strongly agree that “There is a clear vision and purpose for PLCs at my school.” ● Teachers report they try to collaborate across content areas when they can, informally. ● Stakeholders note that because of scheduling restraints, teachers do not always have common planning time with other teachers in their content or grade level, further restricting their ability to collaborate. ● 61% of staff survey respondents agree or strongly agree that “My PLC is a collaborative environment where all members of my PLC attend and actively participate in our meetings,” while 32% disagree or strongly disagree. ● Only 39% of staff survey respondents agree or strongly agree that “The work of my PLC directly connects to the standards my students must master to be proficient/on grade level,” while 27% are not sure and 30% disagree or strongly disagree (4% indicate does not apply).
	<p>Curriculum, Standards & Assessment Instructional work is guided by curricula and instructional resources (including technology) aligned to standards and aligned across and between grade levels. It is responsive to students’ cultures, experiences, needs, and interests. Formative and externally-developed summative assessments are aligned with both standards and the sequence of instruction. These assessments yield frequent, accurate, and actionable data about student progress towards the highest priority standards.</p>	<p>2: Mostly Meets</p>	<ul style="list-style-type: none"> ● Stakeholders name that IB curriculum and assessments are high quality and aligned; students and staff agree that IB coursework adequately prepares them for college. ● Stakeholders report that non-IB curriculum and assessments (provided by the district and supplemented by teachers) are inconsistently considered high quality; students and staff inconsistently report that non-IB coursework adequately prepares them for IB coursework. ● Non-IB teachers report “loosely following” district-mandated curriculum, and many create their own assessments rather than give the district Achievement Series because they don’t align with the pace of LCPA HS classes.

<p>Focus on Instruction, continued.</p>			<ul style="list-style-type: none"> ● 57% of staff survey respondents agree or strongly agree that “Our curriculum is responsive to the needs, identities, and backgrounds of our students.” ● 48% of staff survey respondents agree or strongly agree that “Summative/interim assessments yield accurate and actionable data about student progress toward standard mastery.”
	<p>Data-Driven Decision-Making for Classroom Instruction The academic progress of all students is monitored by teachers and students. Systems, structures, and processes support teachers—individually and in teams (such as the Problem Solving Team (PST))—to frequently and routinely use a variety of student data, including disaggregated academic data, to pinpoint class and student needs. Data inquiry cycles drive on-going instructional decisions, including grouping, differentiation, enrichment, intervention, and personalized plans for meeting graduation requirements.</p>	<p>1: Somewhat Meets</p>	<ul style="list-style-type: none"> ● Staff and students monitor student progress through weekly grade checks during advisory. ● The counseling team runs academic probation checks at the end of every grading period and communicates with families and students regarding support for getting off academic probation. ● A consistent tutoring program is currently being implemented to support students. ● It is the students’ responsibility to seek support from teachers regarding making up missing assignments or requesting tutoring support. Students name a feeling that they are “on their own” when it comes to seeking out support for maintaining academic requirements (grades, in particular). ● It is not clear how staff track student growth over time (e.g., on state assessments); stakeholders name this as problematic when students are already scoring proficient/advanced when they enter Lincoln. ● There are no formal data inquiry cycles; rather, teachers progress monitor as they see fit, and it is each teacher’s responsibility to design interventions within their classrooms. Teachers report a desire for more support with this. Outside of tracking grades and performance on standardized tests, there are limited formal mechanisms in place to support academic interventions that address gaps in standards mastery. ● While 61% of staff survey respondents agree or strongly agree that “My school’s systems, structures, and processes support me and my team to frequently and routinely use student academic data to pinpoint class and

<p>Focus on Instruction, continued.</p>			<p>student needs,” 88% agree or strongly agree that I routinely use student academic data to drive ongoing instructional decisions, including grouping, differentiation, intervention, and enrichment. However, staff in focus groups did not articulate how data is used to differentiate.</p> <ul style="list-style-type: none"> ● Staff do not share how data is disaggregated by student groups at the school level.
	<p>Rigorous Classroom Practice All students describe, and are observed, learning high-level and grade-level appropriate knowledge and skills in classrooms where each student is challenged; teachers are observed bringing the school’s instructional vision to life in their classrooms. All students demonstrate progress toward stated learning objectives through their work or responses.</p>	<p>2: Mostly Meets</p>	<ul style="list-style-type: none"> ● Student engagement in grade level or beyond instructional activities was high in 100% of classrooms visited. Students were focused and working, mainly independently in most classes visited. ● Student learning tasks are grade-level appropriate and aligned to state standards in 100% of observed classrooms, with the IB and advanced classes being exceptionally challenging and beyond state standards. ● Stakeholders report a lack of clarity regarding what high quality instruction should look like (i.e., the instructional vision) in action outside of IB coursework. ● Students share that IB courses are more challenging than non IB courses. Some stakeholders report “lower academic expectations” in lower grades and non-IB coursework. ● Students share they know they are making progress toward learning objectives based upon their grades.
	<p>Supports for Special Populations There is a strategy in action for ensuring that special populations of students—including students with disabilities and ELLs— are accurately identified, and receive integrated, inclusive, and high-quality instructional support. Students’ progress is monitored to ensure that they are moving expediently towards success in an inclusion environment. A variety of models and supports, including interventions, ensure</p>	<p>2: Mostly Meets</p>	<ul style="list-style-type: none"> ● Although Lincoln’s special education population is low, there is an Exceptional Education Coordinator who supports teachers with implementation of accommodations, student supports, and progress monitoring toward IEP goals. ● Lincoln employs an inclusion model in which all students with special needs are included in regular education classrooms. ● As a result of the school’s entrance requirements, there is no/minimal ELL population and no explicitly named supports.

<p>Focus on Instruction, continued.</p>	<p>students are adequately challenged and ultimately successful.</p>		<ul style="list-style-type: none"> ● 52% of staff survey respondents agree or strongly agree that “Students with disabilities receive integrated, inclusive, and high- quality instructional support throughout the school.” ● 36% of staff survey respondents agree or strongly agree that “English learners receive integrated, inclusive, and high-quality instructional support throughout the school,” while 39% are not sure.
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Element	At Highest Performing Schools	Rating	Discussion of Evidence
<p>Collective Responsibility: The school faculty and staff ensure there is collective responsibility for both the quality of instruction and student learning and success.</p>	<p>Systems and Structures for School-wide Continuous Improvement Leadership effectively implements systems and structures to cultivate shared ownership for school-wide continuous improvement for both the quality of instruction and each students’ learning. A representative group of building leaders, teachers, and staff (e.g., ILT) takes ownership for implementation and progress monitoring of school improvement.</p>	<p>2: Mostly Meets</p>	<ul style="list-style-type: none"> ● Stakeholders report the transition from a 6-12 campus to a 9-12 campus and more consistent leadership over the past few years is leading to a more positive school culture and burgeoning systems of accountability. ● Leadership convened a Strategic Planning Team during the summer to determine priorities for the year. <ul style="list-style-type: none"> ○ The team is made up of teachers representative of each department, selected by school administration. ○ The team identified expectations and guidelines for the advisory period and developed consistent attendance/tardy policies to reduce tardiness. ● The Strategic Planning Team is new and has not met consistently during the year to monitor progress toward goals. ● 49% of staff survey respondents indicate they are not sure if “A representative group (e.g. ILT) takes ownership for implementation and progress monitoring of school improvement,” while 23% agree or strongly agree, 21% disagree or strongly disagree, and 7% indicate it does not apply.

<p>Collective Responsibility, continued.</p>	<p>School-wide Beliefs and Trust Staff have, and inculcate in students, the belief that all students can and will learn. This motivates all to continuously improve teaching and learning. Staff demonstrate individual and collective responsibility for student learning and behavior that extends beyond individual classrooms or departments and permeates the school. Staff intentionally promote the success for all students, which results in all students feeling valued, supported, and challenged to learn in and out of school.</p> <p>Interactions between adults in the building are positive and supportive, resulting in a sense of trust and partnership among staff. Staff own the success of all students. And there is a shared culture of continuous improvement for all students, staff, and schoolwide success.</p>	<p>2: Mostly Meets</p>	<ul style="list-style-type: none"> ● While 73% of staff survey respondents agree or strongly agree that “All staff at my school believe that all students can and will learn,” there is some inconsistency across stakeholders in their beliefs regarding where a teacher’s responsibility for student achievement ends and where a student’s responsibility for their own achievement begins. ● Students name that at least one teacher cares about them as individuals and is supportive of their needs as students, yet most students do not believe there is more than one adult like this for them in the building. ● 93% of staff survey respondents agree or strongly agree that “I feel empowered and responsible for the success of students in our school.” In comparison, 62% agree or strongly agree that “All staff at my school demonstrate a responsibility for all students’ learning and behaviors, beyond just the students in their classroom or grade level.” ● Staff in focus groups report a collegial and supportive atmosphere amongst themselves, especially within grade-level teams, and express a desire to continue building on the positive culture that is developing. ● 56% of staff survey respondents agree or strongly agree that “There is trust amongst all staff at my school,” while another 14% are not sure and 31% disagree or strongly disagree.
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Element	At Highest Performing Schools	Rating	Discussion of Evidence
<p>Planning: Evidence-based, actionable improvement plans that address the root causes of low performance, informed by a review of existing conditions with input from school, district, and community stakeholders.</p>	<p>Planning Processes School stakeholders are actively engaged in evidence-based processes to identify and analyze root causes of low performance. These processes include honest conversations about how the school works and an examination of data, including disaggregated data. The processes produce no more than four major improvement strategies that planning participants believe can be implemented and will lead to substantial improvement.</p>	<p>1: Somewhat Meets</p>	<ul style="list-style-type: none"> ● This year, the new strategic planning team, which includes teachers, convened over summer to determine areas of problem solving/school priorities, including more clearly defining advisory period and attendance/tardy policies. It is not clear how data and root cause analysis informed the identification of these priorities. ● Currently, there are no formal processes to analyze root causes of low performance and inform the development of a school improvement plan.
	<p>The School Improvement Plan The school has one evidence-based, equity-focused actionable school improvement plan that addresses the root causes of low performance. The school plan focuses the school's energy and resources on no more than four strategies that will impact the instructional core and increase student learning. The plan identifies a set of action steps for each strategy, and, for each action step, assigns responsibility, provides a timeline, and identifies critical milestones. Teachers in the school can describe the school improvement strategies and explain how they expect the strategies to lead to improvement.</p>	<p>0: Not Meeting</p>	<ul style="list-style-type: none"> ● The school is not identified for improvement by the state, therefore it does not require a state mandated plan. However, there is no evidence of an internally developed plan that describes the focus and direction for the school. ● When asked about school priorities, stakeholders name a variety of priorities that are not always consistent. 57% of staff survey respondents agree or strongly agree that "I know my school's top priorities for improvement," while 36% disagree or strongly disagree.

Element	At Highest Performing Schools	Rating	Discussion of Evidence
<p>Performance Management: Consistent processes for using data to measure both implementation and outcomes to determine what's working and inform efforts to improve.</p>	<p>Plan Implementation & Management A team of school leaders meets frequently and regularly to manage plan implementation and impact with a focus on the following questions:</p> <ul style="list-style-type: none"> • <i>Have we done what we said we would do in the plan? If not, why not?</i> • <i>Is it making a difference? What's the evidence?</i> • <i>What do we have to do differently?</i> 	0: Not Meeting	<ul style="list-style-type: none"> • The school is not identified for improvement by the state, therefore it does not require a state mandated plan. However, there is no evidence of an internally developed plan that describes the focus and direction for the school and that is actively managed.
	<p>Monitors Key Indicators to Inform Decisions and Actions The school identifies and monitors a limited number of leading and lagging indicators to measure schoolwide progress, early warning signs, and/or plan next steps. Data is relevant, timely, accessible, accurate, and disaggregated by subgroup. There are clear roles and responsibilities for data collection and reporting. Teams regularly analyze data to identify disproportionality, identify root causes, establish key actions, and track progress of action items for continuous improvement.</p>	2: Mostly Meets	<ul style="list-style-type: none"> • The school monitors GPA, attendance and behavior to ensure students continue to be eligible to attend Lincoln. <ul style="list-style-type: none"> ○ The counseling team runs reports on this data at each grading period. ○ Individual teachers check students' grades on a weekly basis. • The student support team tracks students who find themselves on probation and the admin team notes a desire to develop teachers' ability to support students with identifying why they received the grade they received in order to address it. • Stakeholders report that academic probation data is not always reported to teachers and is not disaggregated by student subgroups. • 48% of staff survey respondents agree or strongly agree that "Teams routinely monitor key data points to measure school-wide progress and at-risk student indicators," while 30% are not sure, and 22% disagree or strongly disagree. • School counselors monitor seniors to ensure they're on-track to graduation, as well as ACT performance data for 9-11th graders, attendance and grades. • 54% of staff survey respondents agree or strongly agree that "Staff routinely monitor and meet with students to ensure they are on-track to graduate," and 27% are not sure.

Element	At Highest Performing Schools	Rating	Discussion of Evidence
<p>Partnering: <i>Partnerships that help the school meet the multiple needs of teachers and students.</i></p> <p>Partnering, continued.</p>	<p>Family and Community Engagement The school operates with the understanding that students' most important influencer and advocate are their families. The school intentionally builds community and family partnerships that honor and recognize families' existing knowledge and skills. The school connects with and engages families through intentional programming (e.g series of family nights), regular two-way dialogue in family accessible languages, and capacity building (e.g. Parent Liaisons and Parents-as-Teachers program) designed to strengthen family-school partnership and further student learning including in the creation of student academic, college, and career plans. Staff have respect and knowledge of cultural norms and act in ways that are welcoming and responsive to students and their families.</p>	<p>2: Mostly Meets</p>	<ul style="list-style-type: none"> ● Families appreciate admin's open door policy and feel like they are able to give feedback and be heard. ● Families' experience with teachers is generally positive, but some families share that teacher-family interactions can vary from contentious to supportive. ● 91% of staff survey respondents agree or strongly agree that "The school is welcoming and responsive to students and their families." ● The School Advisory Committee is a formal space for parents to bring issues to administration (e.g., getting coursework pathway mapped out and documented). ● 66% of staff survey respondents agree or strongly agree that "Families are intentionally engaged as partners in student learning," while 20% are not sure. ● Families have access to their children's' grades through Tyler, class assignments through Google Classroom, college application prep through Naviance and regular contact with school personnel through phone calls and emails. ● Stakeholders report a lack of consistency of timeliness when it comes to entering grades in Tyler. ● Stakeholders report a desire for more intentional student and family onboarding to the school, citing examples of confusion (e.g., school expectations and procedures for incoming 9th graders, IB pathways, summer school). ● 75% of staff survey respondents agree or strongly agree that "Staff demonstrate knowledge of and respect for students' and families' cultural norms in communication and interactions."

<p>Partnering, continued.</p>	<p>Strategic Partnerships The school has a limited number of community and business partnerships that support specific school and student needs, such as providing students with real-world application opportunities, college and career exploration, and rewards for positive student behavior. Students have equitable access to resources and partnerships. The school regularly reviews the effectiveness of partnership programs and makes changes as needed to meet student needs. Partnerships are actively managed to streamline efforts and impact.</p>	<p>2: Mostly Meets</p>	<ul style="list-style-type: none"> ● Students name that they have a lot of opportunities at Lincoln, including IB coursework, ACT prep, entrepreneur internships, MSA summer program, college scholarship application support, Emerging Leaders program. ● Students can also participate in Student Council and clubs. ● Lincoln has a social worker who splits time with Lincoln MS. ● The school partners with multiple community organizations and businesses: <ul style="list-style-type: none"> ○ Project Safe ○ 2020 Leadership ○ Big Brothers Big Sisters ○ MOCSA ○ NW Missouri State for STE ○ National guard ○ Naacp ○ GRTC - federal reserve bank ○ Big brothers big sisters ○ Jazz museum ○ Urban league ● 59% of staff survey respondents agree or strongly agree “I am aware of the partnerships my school has and the resources I can access through them to support students,” while 18% were not sure. ● Counselors are the main point of contact for partners. ● It is not clear that there are formal systems and structures for monitoring partnership impact.
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Element	At Highest Performing Schools	Rating	Discussion of Evidence
<p>Conditions: Sufficient school-level control over people, time, money and program to address the root causes of low performance to ensure all students can succeed.</p>	<p>Larger systems, structures, and practices (e.g. district, union, state, etc.) enable school-level control of conditions necessary to implement the plan and address the root causes of low performance</p> <ul style="list-style-type: none"> ● People ● Time ● Money ● Program <p>The district recognizes that the school is the unit of improvement and allows for flexibility in the use of people, time, funding, and program so that the school can meet the needs of all students. Systems and structures are clear and aligned so that principals can focus on the success of all students. The district provides school leaders with the necessary support and ongoing capacity-building to achieve school priorities.</p>	<p>1: Somewhat Meets</p>	<ul style="list-style-type: none"> ● Lincoln receives “Signature Funds” from the district which are discretionary funds to support the school model. ● Despite KCPS being a Title 1 district, Lincoln does not receive Title funds. ● Multiple stakeholders report a lack of support from the district due to a perception that students at Lincoln don’t need academic or emotional support because of their high academic achievement (e.g., no instructional coach, no interventionist, no full time social worker, etc.). ● The principal participates in district PLCs sharing instructional strategies and collaborating with district principals. ● Each principal is managed by an Assistant Superintendent; it’s shared that there is frequent turnover in this position resulting in a lack of consistent support.
	<p>Sufficient school leader authority over conditions to implement the plan and address the root causes of low performance</p> <ul style="list-style-type: none"> ● People ● Time ● Money ● Program <p>The principal has the authority to create staff configurations and work assignments in alignment with the school’s instructional model, design the right positions, and fill positions with the right people to do their most effective work. The principal has the</p>	<p>2: Mostly Meets</p>	<ul style="list-style-type: none"> ● As a signature school leader, the principal has some authority to shape teaching approaches and programming, including IB. However, staff share a desire to implement a 9th grade bootcamp before school or during advisory, and note that they were told no by district leadership. ● The principal has full ownership over the master schedule, as long as it meets graduation requirements. ● The principal has the ability to hire for the positions they need, and reports spending a majority of Signature Funds on staff positions not allocated by the district. ● The principal has autonomy over how “Signature Fund” money is spent, but notes receiving little guidance from the district regarding budgeting. ● The principal spent signature funds on:

<p>Conditions, continued.</p>	<p>authority to make changes to the school schedule such as PLCs, interventions, and/or other school-based professional development activities so that the school can meet the needs of all students. The principal has the authority to align the school's financial resources with school plan priorities. The principal has sufficient authority to shape teaching approaches and related services around the school's mission and the needs of all students.</p>		<ul style="list-style-type: none"> ○ College and career coordinator ○ 4 teachers ○ IB annual fee and training ○ Tutoring
	<p>Enrollment and Configuration School configuration and/or application and student enrollment processes enable equitable access to a complete feeder. Families have data and access to make informed choices regarding the school/program that best meets their students' needs and interests. Principals have the ability to recruit students to their school and recruitment processes are equitable. The district and school principal cultivate a distinct, consistent brand presence for the school, resulting in positive stakeholder perceptions.</p>	<p>1: Somewhat Meets</p>	<ul style="list-style-type: none"> ● Staff discuss past recruitment efforts, including shadowing days, tours and language assessments, as well as charter school recruiting. Now, the district facilitates recruitment for Lincoln; this is not done at the school level. ● Enrollment is done at the district level; the Registrar works with families onsite. ● As a signature school, Lincoln accepts students through the district application process. ● Families report learning about the application process through word of mouth. ● Families note the online application system is not intuitive; glitches lead to losing place in line. ● 89% of staff survey respondents agree or strongly agree that "My school is an attractive/desirable option for students and families." ● Stakeholders note that the school is perceived as a popular option for students and families. Some staff members share that there are still students in 9th grade on the waitlist. ● The school has reviewed data breaking down students who were offered a seat and chose to attend versus those who chose not to attend, as well as demographics of admitted students. ● Staff share that the number of students qualifying for the IB pathway is increasing, but only a small percentage of students graduate with an IB diploma. Staff share interest in IB is increasing, especially in 10th grade.

Element	At Highest Performing Schools	Rating	Discussion of Evidence
<p>Leadership: Principal who can manage and communicate complexity while maintaining focus on the school's vision and key priorities.</p>	<p>Stakeholder Investment and Mobilization Principal effectively constructs and adapts communication and actions to inspire and invest diverse stakeholders in a clear, compelling, and inclusive vision for change. Staff receive timely and transparent updates on progress toward the vision. Staff understand the vision, their role in the vision, and rationale for changes. Principal builds a culture of collective responsibility for the success of every student by mobilizing and empowering teams that support and sustain the vision over time.</p>	<p>1: Somewhat Meets</p>	<ul style="list-style-type: none"> ● Although this year saw a lot of transition with the MS moving into its own building, stakeholders report a consistent and clear message from leadership regarding these changes. ● While stakeholders note that college readiness is key to the vision of the school, many stakeholders are unclear about the pathway to achieving that vision. ● 72% of staff survey respondents agree or strongly agree that “I understand and am invested in our school leader’s vision for change/improvement.” ● Leadership utilizes teacher surveys to formally incorporate teacher voice into decision-making; teachers note a lack of transparency around how those surveys are utilized. ● Teachers note a disconnect between their responsibility for supporting students to be college ready and the support they need (time, resources, etc.) to execute on that. ● 52% of staff survey respondents agree or strongly agree that “School communication is clear, consistent, and includes the why/what/how of changes.”
	<p>Sustained Focus on Results Principal models and sets clear expectations for all staff, creating a culture of accountability for the learning of all students. Principal prioritizes efforts that advance progress of all students and school goals. Principal effectively advocates for the school needs with the district and reaches beyond the building to pursue needed resources and bring in best practices in order to meet the needs of all students.</p>	<p>2: Mostly Meets</p>	<ul style="list-style-type: none"> ● 77% of staff survey respondents agree or strongly agree “My principal models and sets high expectations for staff.” ● Survey respondents overwhelmingly feel empowered and responsible for the success of Lincoln students, and stakeholders consistently report a desire for all students to graduate college ready. ● While the strategic planning team defined some priorities for the year, it is unclear how leadership consistently prioritizes and organizes all efforts to advance student progress and school goals. ● 61% of staff survey respondents agree or strongly agree “The school maintains a focus on our goals and improvement efforts.” ● Stakeholders report that they see the principal advocating for school needs with the district and note that district constraints result in a gap in resources.

Leadership, continued.	<p>Talent Management Principal works with the district to forecast staffing needs and recruit quality, diverse candidates. Principal implements formal and rigorous staff selection, hiring, and induction processes. Hiring and assignment processes match staff to specific positions based on skill. Positions have clear roles, responsibilities, and performance expectations that align with the school's mission and plan, and hold staff to the success of all students. All teachers receive accurate and specific feedback through the evaluation process. Principal is intentional about retaining high-performing staff and designing and implementing staff succession plans.</p>	2: Mostly Meets	<ul style="list-style-type: none"> ● The principal determines class offerings and requests staffing from district, as well as conducts interviews during staff recruitment and selection processes. ● All IB teachers are sent to IB training as part of their onboarding and development at Lincoln. ● Due to district constraints, a significant portion of the school's Signature Fund is spent on staffing. ● Teachers report clarity around their role and responsibilities; this is especially true of IB teachers. 77% of staff surveyed agree "Roles and responsibilities of staff members are clear." ● Evaluation feedback is generally received by teaching staff as an effective development tool, with 70% of teachers surveyed responding that feedback supports their development. ● Stakeholders report that teacher performance/effectiveness is measured by student performance on student assessments (but does not account for student growth). Stakeholders name this as problematic when students are already scoring proficient or advanced when they enter Lincoln. ● Staff retention is high at Lincoln, and staff do not name challenges with staff turnover or retention.
	<p>Resource Maximization Principal is adept at maximizing resources to meet the needs of all students and accomplish school goals. Principal demonstrates persistence, ingenuity, and resourcefulness in identifying untapped resources in the areas of time, money, programs, and partnerships. Those resources advance outcomes for every student.</p>	3: Meets	<ul style="list-style-type: none"> ● The principal has revamped the criteria for entering the IB program, resulting in a growing number of students who qualify. ● Stakeholders name that the principal is committed to ensuring staff and students have what they need; if she is unable to provide it, they report that she explains the why behind it. ● School leadership have secured numerous partnerships and programs that offer opportunities to students to support their social, emotional and academic needs (e.g., leadership programs, mental health partnerships, mentorship programs). ● The principal utilizes a majority of the school's Signature Funds to hire extra staff, supporting smaller class sizes and more class offerings. ● 73% of staff survey respondents agree that "Leadership is adept and creative at maximizing resources to meet the needs of all students and accomplish school goals."