



Academic Accountability Meeting January 20, 2021



Culture of Accountability

Teacher Attendance

- Understanding the Tipping Point
- Developing a Strategic Response

1/6/22	1/7/22	1/10/22	1/11/22
KCA	KCA	C	C
C	PA	C	C
C	C	KCA	KCA
KCA	KCA	C	C
KCA	KCA	C	C
KCA	KCA	C	C
KOA	C	C	C
KOA	PA	PA	C
C	C	KCA	KCA
KCA	KCA	PA	C
C	C	C	C

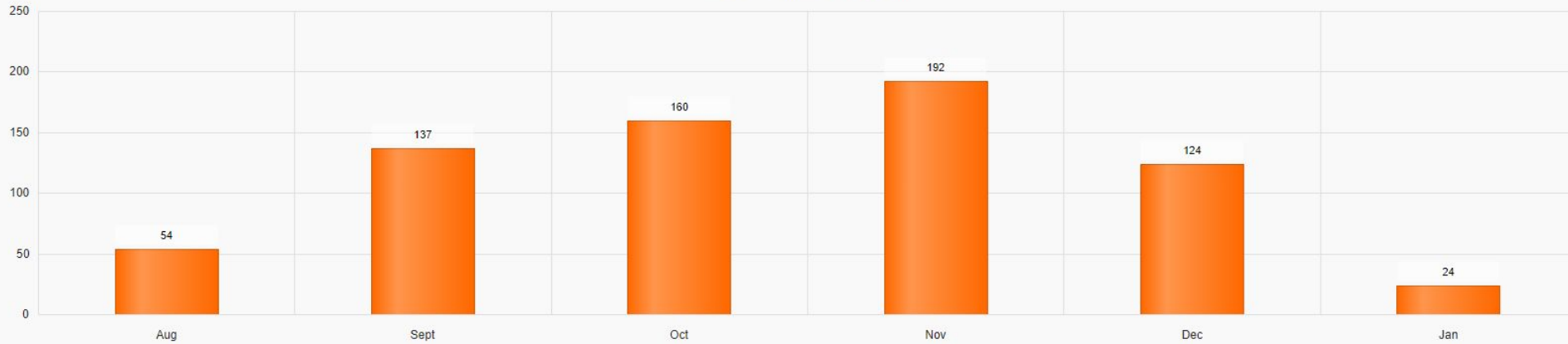
KCA = Known COVID Absence
PA = Possible Absence
KOA = Known Other Absence
C = Cleared



Reducing the spread of Omicron continues to be a priority.

Safe Classroom

Total Number of Incidents by Month



HEADLINE

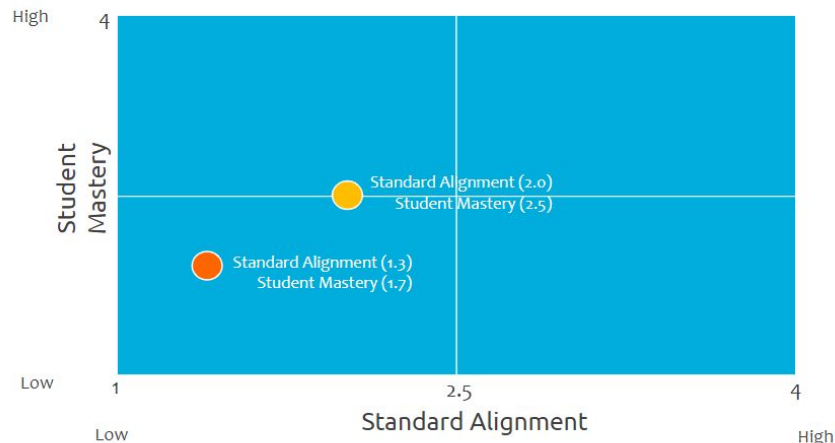
Per AERIES, tier 1 intensive coaching and proactive dean work reduces suspensions and referrals.

Instructional Leadership

On-Grade Level Instruction



ELA Standard Alignment vs Student Mastery



From September to Today

Indicator	September	December
CA1 - Lessons are grounded in texts that are appropriately complex	90%	75%
CA2A - Qualitative text features	1.6	2.25
CA2B - Require evidence	1.9	2.25
CA2D - Intentionally sequenced to build knowledge	1.6	2
CA2E - CFU	1.3	2.5
CA2F - Equity	1.7	2
CA3A - Students do the majority of the work	1.5	1.5
CA3B - Productive struggle	1.5	1.75
CA3C - Students provide accurate text evidence	1.7	1.5
CA3D - Student talk	1.3	1.25
Standards Alignment	1.3	2
Student Mastery	1.7	2.5



LCPS Assessment Toolbox

	PURPOSE OF ASSESSMENTS	EXAMPLES
SCREENING	<p>Brief assessments that focus on critical basic skills that predict future growth and identify students likely in need of additional/intensified instruction.</p> <p>All students, 2-3x year.</p>	<p>NWEA MAP (K-12) AimswestPlus (K-8 Composite) Shaywitz Dyslexia Screener (K-2) BESS-SEL</p>
DIAGNOSTIC	<p>Assessments conducted at any time during the school year when a more in-depth analysis of a student's strengths and needs is necessary to guide instructional decisions.</p>	<p>Informal Decoding Inventory (K-5) BESS-SEL</p>
PROGRESS MONITORING	<p>Assessments conducted at a minimum of three times a year or on a routine with comparable and multiple test forms to:</p> <ul style="list-style-type: none">(a) estimate rates of basic skills improvement(b) identify students who are not demonstrating adequate progress and may require additional or different forms of instruction(c) evaluate the effectiveness of different forms of instruction and provide direction for developing more effective instructional programs for those challenged learners.	<p>AimswestPlus</p>
OUTCOME	<p>Assessments for the purpose of determining whether students achieved grade-level performance or demonstrated improvement.</p>	<p>NWEA MAP ANet CAASPP</p>

Assessment and Data Purpose

Multilingual Learner Data Dive: ELPAC, ANet, AimswebPlus, Altitude

		aimsweb+ Grades 2-3					
Reading Level	Writing Level	Reading Over	Oral Reading I	Reading Comp	Vocabulary	ANet ELA	
1 - Beginning ELI	1 - Beginning ELI	3	4	13	6	not meeting	
1 - Beginning ELI	1 - Beginning ELI	2	1	30	4	not meeting	
2 - Somewhat/Mo	2 - Somewhat/Mo	1	1	22	1	meeting	
2 - Somewhat/Mo	3 - Well Developed	51	50	64	52	not meeting	
2 - Somewhat/Mo	2 - Somewhat/Mo	16	17	25	20	not meeting	
2 - Somewhat/Mo	2 - Somewhat/Mo	22	34	40	10	not meeting	
1 - Beginning ELI	1 - Beginning ELI	1	1	6	10	not meeting	
2 - Somewhat/Mo	2 - Somewhat/Mo	2	2	4	10	not meeting	
1 - Beginning ELI	1 - Beginning ELI	4	1	9	43	not meeting	

Multilingual Learner Data Dive Snapshot:

- Teachers analyzed their students' achievement data for trends in AimswebPlus, ANet, and Altitude Semester 1 Grades
- Data for Equity: Teachers analyzed performance trends of their Multilingual Learners
 - Ex. ELPAC subtests and aimswebPlus subtest comparison
- Teachers created action plans for whole group and small group instruction to accelerate achievement of ALL students

LCPS Headlines

6 of 9 grade levels made significant growth with critical basic skills in reading and math.

More focus needed on K-2.



What is WASC Accreditation?

A process that ensures that schools:

- 1) are worthy of the trust placed in them to provide high-quality learning and
- 2) demonstrate continual self-improvement

Accreditation is critical: it ensures that other high schools and colleges will accept our credits and is required by our charters.

We are seeking a *renewal* for Lighthouse 9-12 and an *initial accreditation* for Lodestar 9-12.



A lot came out of our last WASC accreditation...

Growth areas identified in 2014-15:

"The Visiting Committee concurs with the school's identified areas that are outlined in the schoolwide action plan. These are summarized below:

- *Continue to refine structures and processes to ensure that there is a cohesive, vertically and horizontally aligned K12 educational experience consistent with academic standards and Lighthouse's guiding principles.*
- *Address academic and behavioral gaps for underperforming subgroups (African American students, boys, English Learners and students with IEPs) by developing more explicit and coordinated structures/mechanisms to undergird/support the school's RTI model.*
- *More fully embed authentic student learning experiences that lead to active engagement and deeper content understanding in all classrooms.*



In addition, the Visiting Committee has identified areas that need to be strengthened:

- *Clearly articulate the "Lighthouse Way" as a means to ground the school's mission and identified pillars (i.e. define common understanding of "rigor")*
- *Strengthen the school's systems for orienting students new to the school, especially at the high school level, to meet grade level standards."*

Actions taken prompted by self study...

- LCPS Theory of Change
- LCPS Graduate Profile
- LCPS DEI Pillars
- Rejoining EL Education
- Horizontal and Vertical Alignment of 9-12 programs, including curriculum adoption

“Self Study” Components

 Nov-Dec	1) What has happened since the last self study?
 Nov-Dec	2) Generate a student/community profile – who are our students and what student outcomes are we seeing?
Jan-Feb	3) What are our strengths and areas for improvement? <ul style="list-style-type: none">• Staff, Family, Student, Director, Board Engagements
March	4) What are 2-3 major student learning needs based on this self study?
March	5) Revised LCAP for each high school program
May	Visit from WASC Committee <ul style="list-style-type: none">• Staff, Family, Student, Director, Board Engagements



A-G, Dual Credit, and College Update

A-G

- 85% of the Class of 2022 at Lighthouse (62/73 students) are currently A-G on track.

College credits

- In Lighthouse's Class of 2022, 27% of the graduating class have earned at least 3 college credits to date. Another 13 students are poised to earn college credits in semester 2 bringing and could bring up the total to 45%.
- In Lighthouse's Class of 2023 (11th graders), 23%, have earned at least 3 college credits to date and courses this spring could bring up the total to 36%.
- 11 of 64 Lodestar 10th graders (17%) have earned at least 3 or more college credits
- We will be rolling out our "Business Academy" this summer!

College Matriculation and Persistence among Lighthouse's Class of 2021

- 27 students (43%) are attending 4-year colleges
- 20 students (32%) are attending community college
- 16 students (25%) are not currently attending college of any kind. One is in the Air Force, several are in apprenticeship programs, most are working and/or figuring out what to do next.

