develop STUDENT OWNERSHIP through…

An Academic Climate Review for Lincoln Heights High School

Springfield School District
Annual Study 2016–2019

LINCOLN HEIGHTS
HIGH SCHOOL

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Introduction

True success in education requires that students go beyond just *doing* or *understanding* school—they must *own* their learning. Students who own their learning can state what they are learning and why, explain how they learn best, articulate when they are learning and when they are struggling, and understand their role in any academic setting. This means giving all students the authority, capacity, and responsibility to *own* their learning.

Elevated Achievement Group provides a student-centric viewpoint for increasing student ownership by focusing on the components necessary to elevate student achievement. These components include: Curriculum, Instruction, Assessment, and Climate.

Our comprehensive analysis of these critical components begins with utilizing Elevated Achievement's Strategic Learning Practices™ and the data gathered during an academic climate review of a classroom, school, or district.

In our experiences with schools and districts, we have found that most educational systems routinely have all of the four critical components in place. Typically, however, these components are not clearly defined by all stakeholders, are not properly or fully integrated with one another, and are often "pushed" out to students rather than being driven by student needs.

Elevated Achievement's outcome in working with schools and districts is to ensure that each component is clearly defined by all stakeholders, each component is integrated with the others, and that the application of each component is student-driven. When adults intentionally develop and control the conditions of success for these four critical components, all students can and will make achievement gains.

This report will include the following: definitions for the practices of each critical component, a presentation of our findings from our academic climate review, and recommendations for next steps in developing student ownership. Each component is measured against a 6-point rubric with a 5 being the highest score and a 0 representing that the observable actions were not present. A copy of the Strategic Learning Practices™ tool along with the scoring rubric can be found in the Appendix of this report.

Context

Lincoln Heights High School (LHHS) serves a population of approximately 1,500 students. While student achievement results indicate that this is a school on the rise, LHHS has not yet met all school, district, and/or state expectations.

Principal Muriel Reyes is in the fifth year of her tenure at LHHS. Throughout her tenure, she has worked to build a leadership team focused on not only student achievement but also on solidifying systems and structures to sustain continuous academic growth. There has been a continued emphasis each year on ensuring all instruction is guided by achievable, standards-based outcomes. Specifically for the 2019–2020 school year the schoolwide focus is on accountability with the following three focuses:

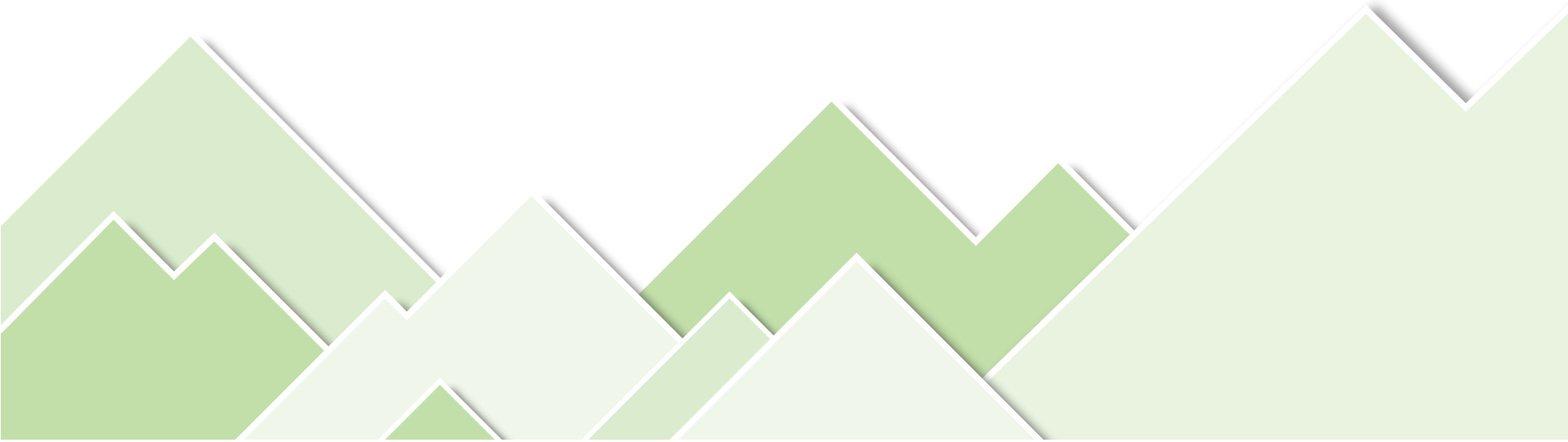
- Teachers will provide opportunities for meaningful engagement where instructional time is used efficiently.
- Teachers will use data to monitor current understanding and provide feedback.
- Teachers will create a respectful academic environment that recognizes and promotes each student.

With the aforementioned goals in mind, Principal Reyes and her leadership team are continuing to focus on the supports that are necessary for all students to succeed. The leadership team also identified key performance practices upon which to measure change and growth. Using the necessary supports and the key performance practices as criteria, the team is continuing to identify current strengths and gaps.

Elevated Achievement Group is assisting the LHHS leadership team in this work, by collecting and analyzing four years of data to determine and prioritize student support needs in the areas of Curriculum, Instruction, Assessment, and Climate. This report is designed to be a tool for targeting specific supports for students. In it, Elevated Achievement provides:

- The school-based review data specific to those components.
- Emerging patterns and trends in order to focus on closing gaps while bringing current strengths to scale.
- Recommendations for the research-based practices that will support students in academic achievement.
- Next steps to take in order to continue closing gaps and expanding current strengths.

When current gaps are closed, students will experience increased academic gains.



Curriculum

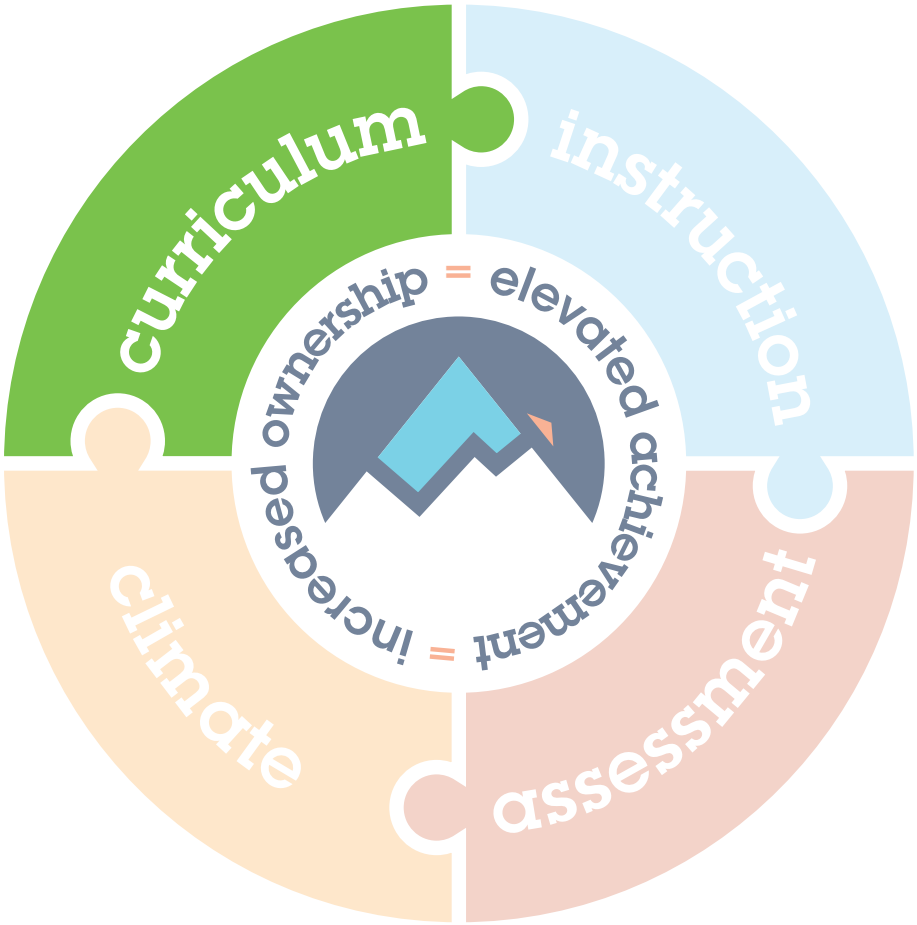
Curriculum is defined as what the student needs to know and be able to do at the end of a lesson, unit, or course. Curriculum practices support the research specific to students' clarity about what they are learning and how they will demonstrate that learning. To demonstrate increased student ownership in curriculum, the goal is for each and every student to clearly articulate answers to the following questions:

- What am I learning?
- Why am I learning this?
- How will I demonstrate I have learned it?

A clear and measurable objective or learning outcome that is known and understood by all students is necessary for high achievement in this component. Standards and measurable learning outcomes should drive all learning.

Curriculum planning includes units/lessons that are integrated so students can understand how the learning connects to previous learning and how it will be applied in the future. Students apply the skills of listening, speaking, reading, writing, and thinking in numerous and various ways to support the learning to be mastered.

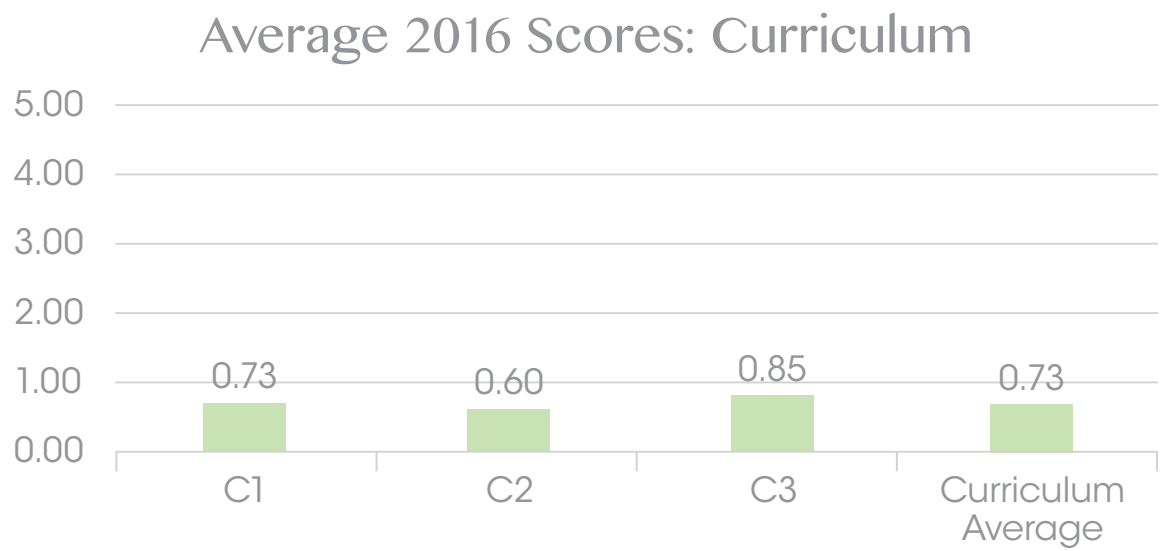
Curriculum materials are appropriate to the learning and at the right level of rigor. Students understand how the materials directly support the learning to be mastered.



Curriculum Data – November 2016

Data represents a summary of 60 classrooms that were scored on a 6-point scale.

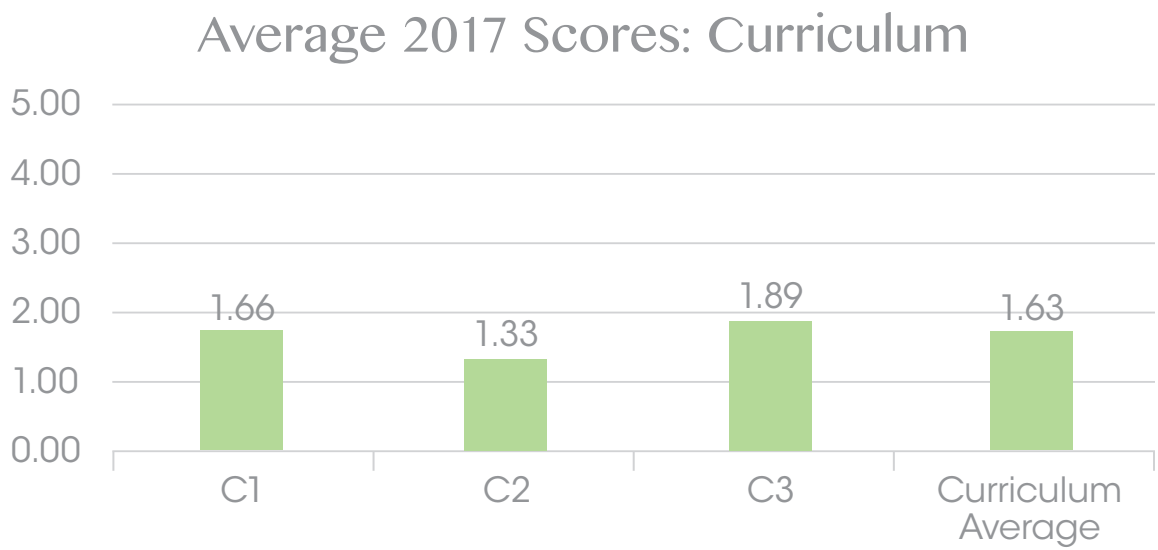
Summary of Scores: Curriculum	5	4	3	2	1	0	Average
C1: Each and every student is supported by relevant standards with measurable and achievable outcomes that are accessible and drive all learning.	0	3	3	4	15	35	0.73
C2: Each and every student is supported by units and lessons that provide an integrated approach and that support conceptual redundancy of the learning outcomes.	0	0	1	7	19	33	0.60
C3: Each and every student is supported by access to curriculum materials that match the content and rigor of the learning outcomes.	0	1	4	2	31	22	0.85
						Curriculum Average	**0.73**



Curriculum Data – November 2017

Data represents a summary of 64 classrooms that were scored on a 6-point scale.

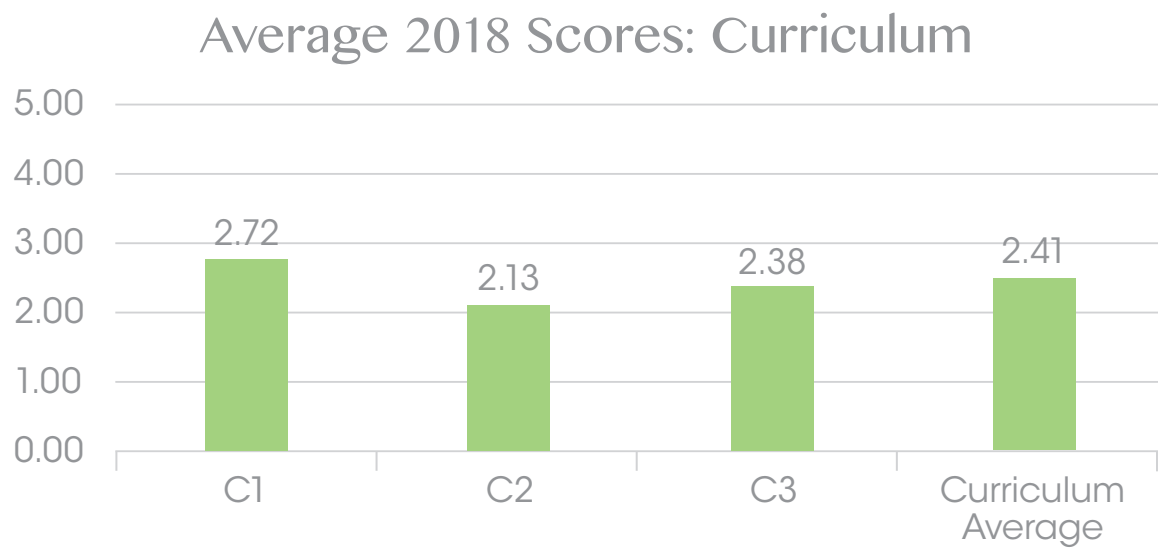
Summary of Scores: Curriculum	5	4	3	2	1	0	Average
C1: Each and every student is supported by relevant standards with measurable and achievable outcomes that are accessible and drive all learning.	0	4	18	14	8	20	1.66
C2: Each and every student is supported by units and lessons that provide an integrated approach and that support conceptual redundancy of the learning outcomes.	0	3	4	17	27	13	1.33
C3: Each and every student is supported by access to curriculum materials that match the content and rigor of the learning outcomes.	0	4	19	17	14	10	1.89
						Curriculum Average	**1.63**



Curriculum Data – November 2018

Data represents a summary of 60 classrooms that were scored on a 6-point scale.

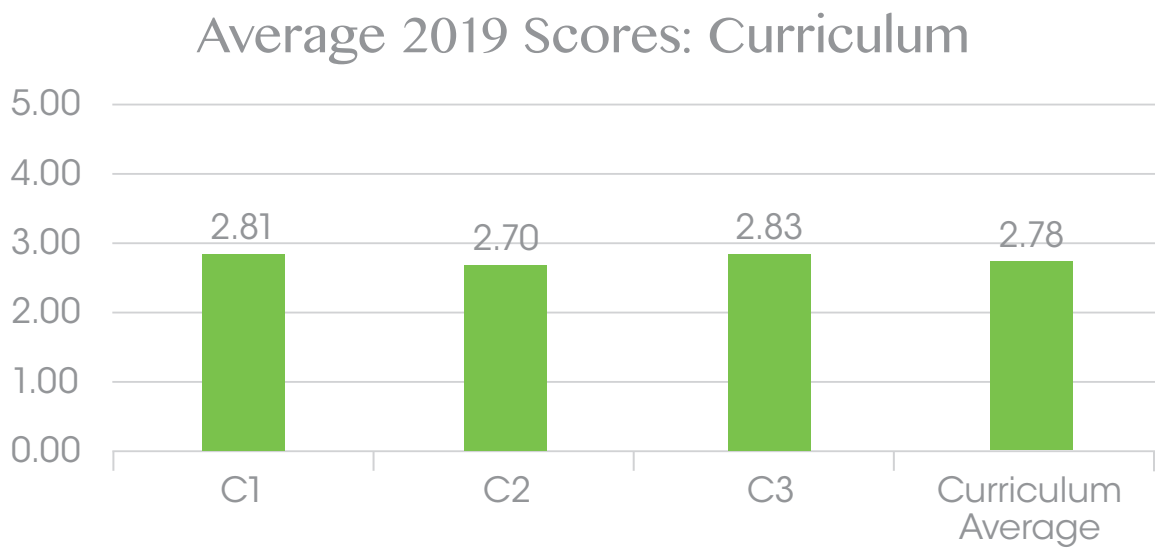
Summary of Scores: Curriculum	5	4	3	2	1	0	Average
C1: Each and every student is supported by relevant standards with measurable and achievable outcomes that are accessible and drive all learning.	1	12	24	15	8	0	2.72
C2: Each and every student is supported by units and lessons that provide an integrated approach and that support conceptual redundancy of the learning outcomes.	1	4	12	29	13	1	2.13
C3: Each and every student is supported by access to curriculum materials that match the content and rigor of the learning outcomes.	0	6	20	26	7	1	2.38
						Curriculum Average	**2.41**



Curriculum Data – November 2019

Data represents a summary of 63 classrooms that were scored on a 6-point scale.

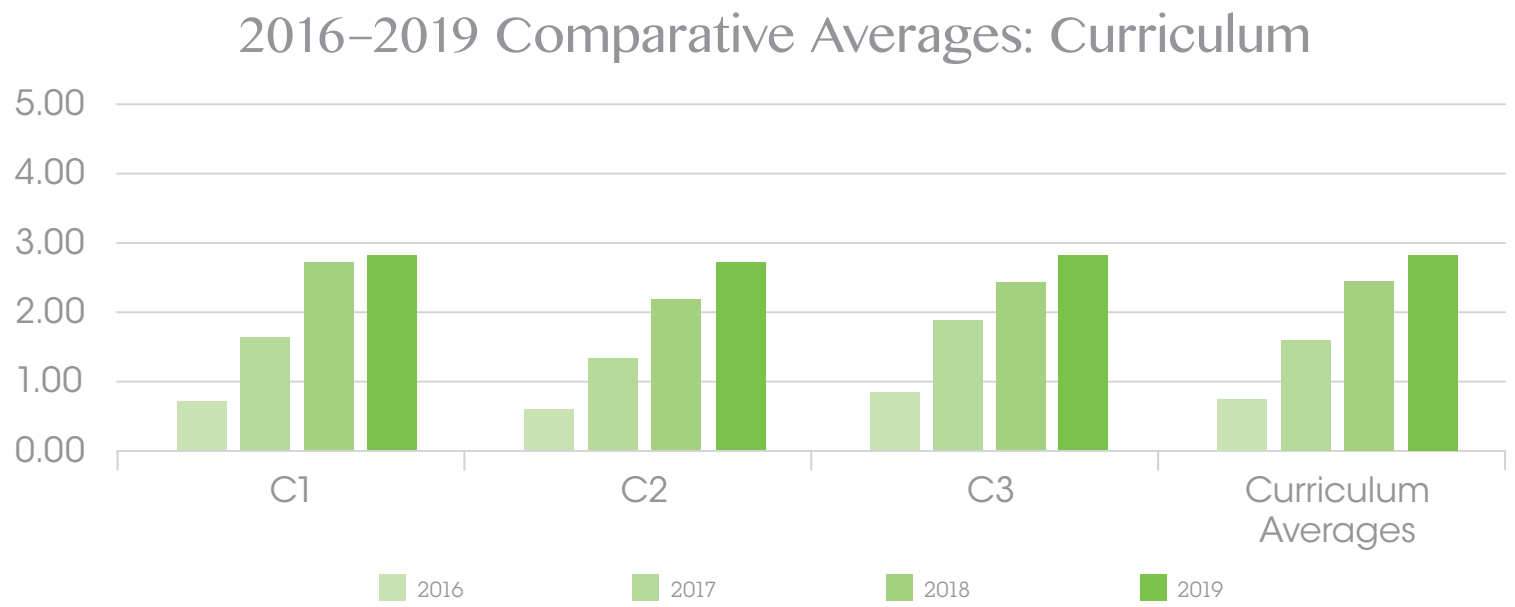
Summary of Scores: Curriculum	5	4	3	2	1	0	Average
C1: Each and every student is supported by relevant standards with measurable and achievable outcomes that are accessible and drive all learning.	11	9	17	11	13	2	2.81
C2: Each and every student is supported by units and lessons that provide an integrated approach and that support conceptual redundancy of the learning outcomes.	8	9	20	11	12	3	2.70
C3: Each and every student is supported by access to curriculum materials that match the content and rigor of the learning outcomes.	10	9	21	9	11	3	2.83
						Curriculum Average	**2.78**



2016–2019 Comparative Averages: Curriculum

Data represents a comparison of the average scores across four years.

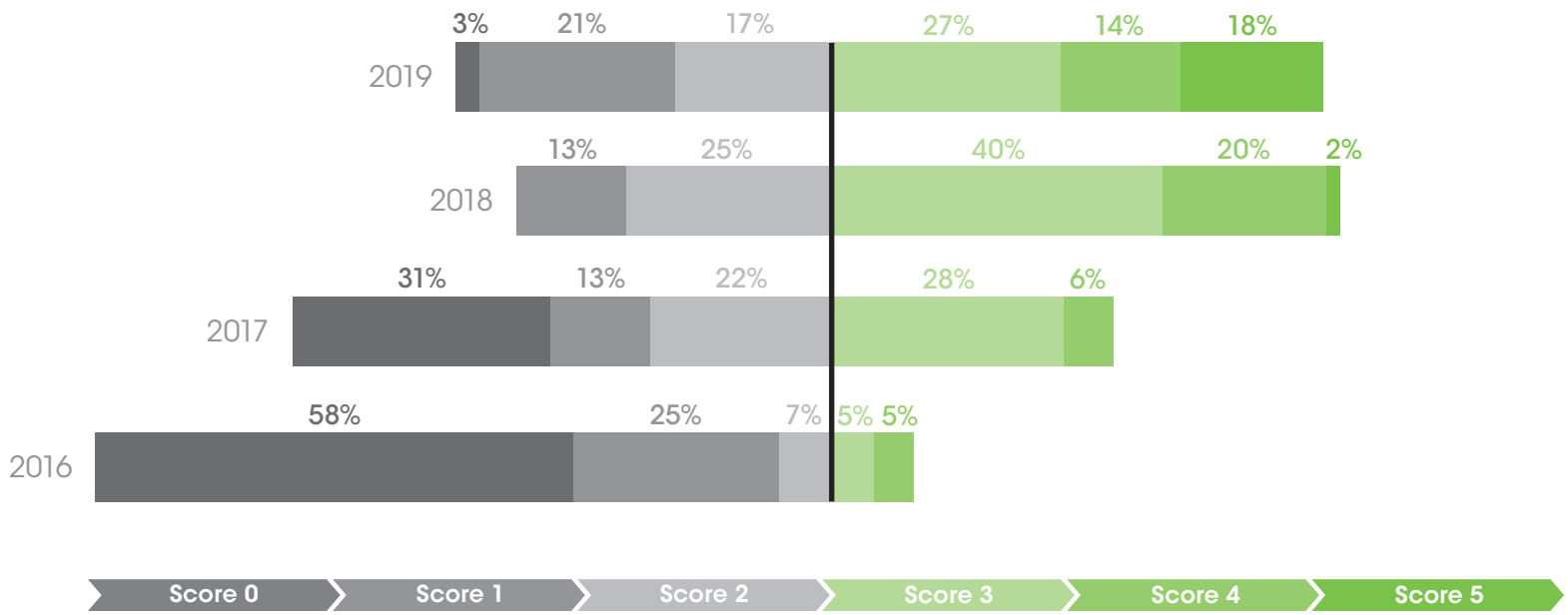
Comparative Averages: Curriculum	2016	2017	2018	2019
C1: Each and every student is supported by relevant standards with measurable and achievable outcomes that are accessible and drive all learning.	0.73	1.66	2.72	2.81
C2: Each and every student is supported by units and lessons that provide an integrated approach and that support conceptual redundancy of the learning outcomes.	0.60	1.33	2.13	2.70
C3: Each and every student is supported by access to curriculum materials that match the content and rigor of the learning outcomes.	0.85	1.89	2.38	2.83
Curriculum Averages	**0.73**	**1.63**	**2.41**	**2.78**



Scoring Distribution for Strategic Learning Practice: Curriculum 1

Data represents the percentages of classrooms for each score point for *Curriculum 1: Each and every student is supported by relevant standards with measurable and achievable outcomes that are accessible and drive all learning.*

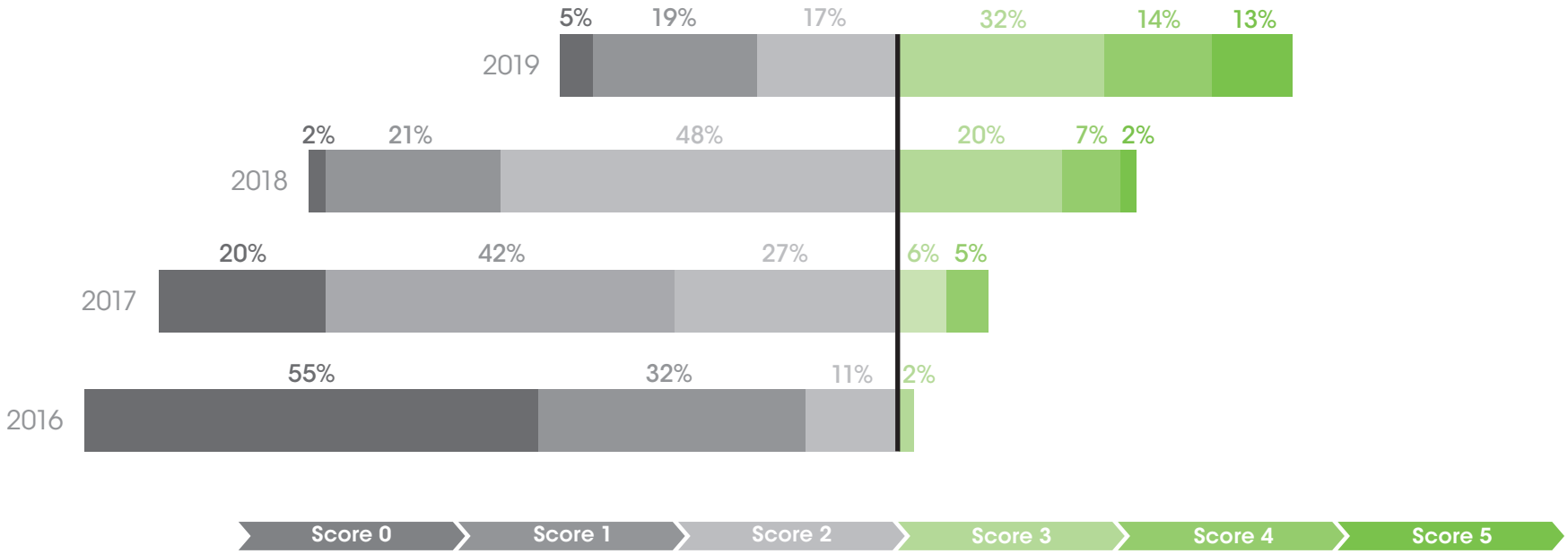
	2016	2017	2018	2019
5	0%	0%	2%	18%
4	5%	6%	20%	14%
3	5%	28%	40%	27%
2	7%	22%	25%	17%
1	25%	13%	13%	21%
0	58%	31%	0%	3%



Scoring Distribution for Strategic Learning Practice: Curriculum 2

Data represents the percentages of classrooms for each score point for *Curriculum 2: Each and every student is supported by units and lessons that provide an integrated approach and that support conceptual redundancy of the learning outcomes.*

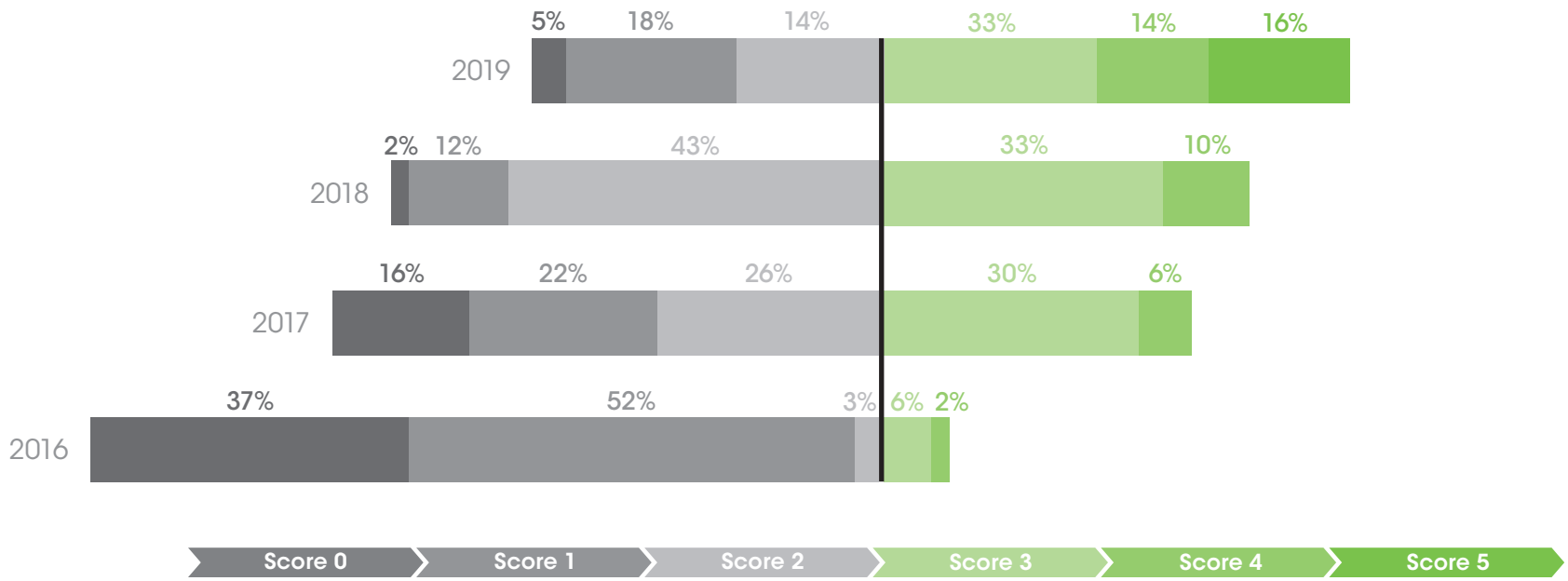
	2016	2017	2018	2019
5	0%	0%	2%	13%
4	0%	5%	7%	14%
3	2%	6%	20%	32%
2	11%	27%	48%	17%
1	32%	42%	21%	19%
0	55%	20%	2%	5%

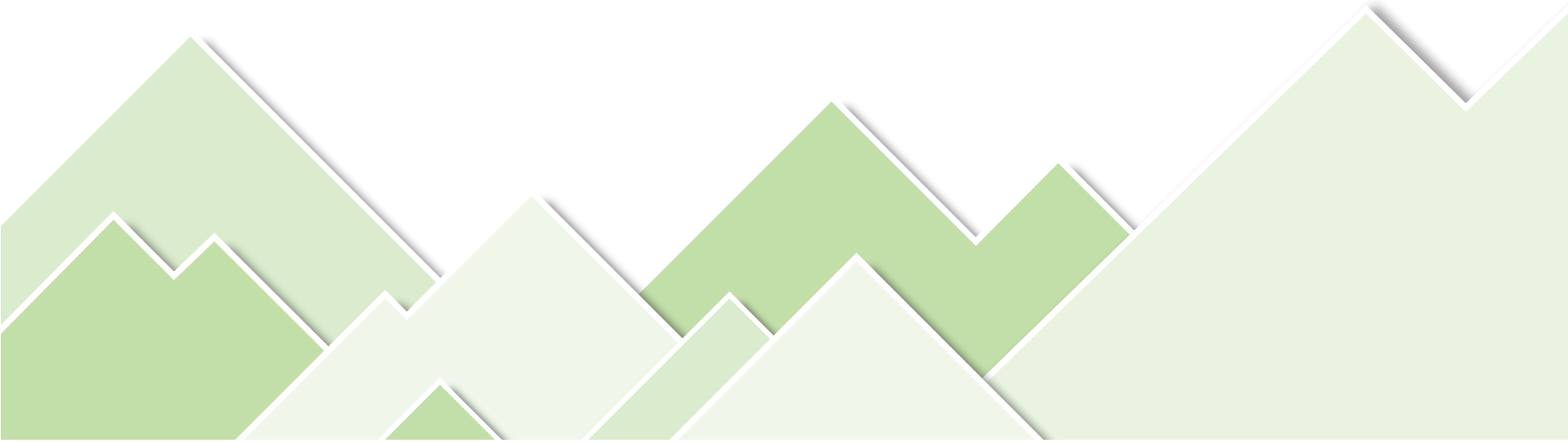


Scoring Distribution for Strategic Learning Practice: Curriculum 3

Data represents the percentages of classrooms for each score point for *Curriculum 3: Each and every student is supported by access to curriculum materials that match the content and rigor of the learning outcomes.*

	2016	2017	2018	2019
5	0%	0%	0%	16%
4	2%	6%	10%	14%
3	6%	30%	33%	33%
2	3%	26%	43%	14%
1	52%	22%	12%	18%
0	37%	16%	2%	5%





Findings: Curriculum Data Summary

After an analysis of the Academic Climate Review data for Curriculum, the following patterns and trends have been identified.

- There was an increase in all three practices for Curriculum.
- There was a marked increase in the number of classrooms supporting students at the highest levels with accessible standards and measurable outcomes that drive student learning. In 2016, there were only 3 classrooms scored at levels 4 or 5. There was only a slight gain in 2017 with 4 classrooms scoring at levels 4 or 5. By 2018, the number increased to 13. This year showed marked improvements with 37 classrooms supporting students at the levels of 4 or 5. When students were questioned about what they were learning, how they would learn it, and how they would demonstrate they learned it, over 50% of the classrooms had students that were able to articulate answers to these questions.
- This continued trend of an increase in the level of accessibility to measurable standards-driven outcomes contributed to a continued increase in an integrated approach to learning and conceptual redundancy. The clarity of learning outcomes appears to have strengthened the planning necessary to allow for integration, redundancy, and aligned curriculum materials.
- While there are an increased number of classrooms supporting students at a higher level in curriculum, there are still a good percentage of classrooms that are not. The data shows patterns and trends of positive changes in many classrooms but a stagnation of little to no change in others.

Instruction

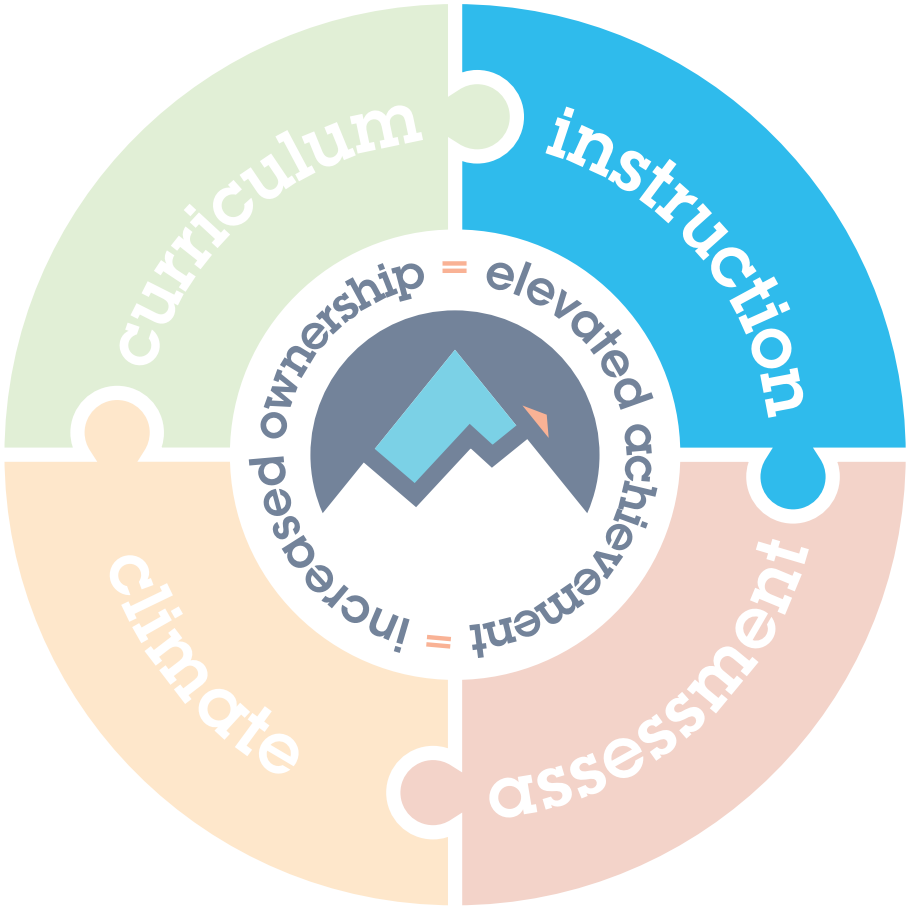
Instruction is defined as the strategies students will use to learn the skills determined in Curriculum. Instruction practices support the research specific to students' clarity about how they will learn. To demonstrate increased student ownership of Instruction, the goal is for each and every student to articulate the following:

- How will I learn this?
- How will this strategy help me learn this?
- How can I use this strategy in the future and in different situations?

Students are provided with multiple and varied opportunities to engage in the content with their peers using structured student-to-student communication. They understand how dialoguing with each other supports them in the mastery of their learning.

Instructional strategies specify both the learning outcomes and the students' needs. Students are able to explain the purpose and effectiveness of each strategy (metacognition).

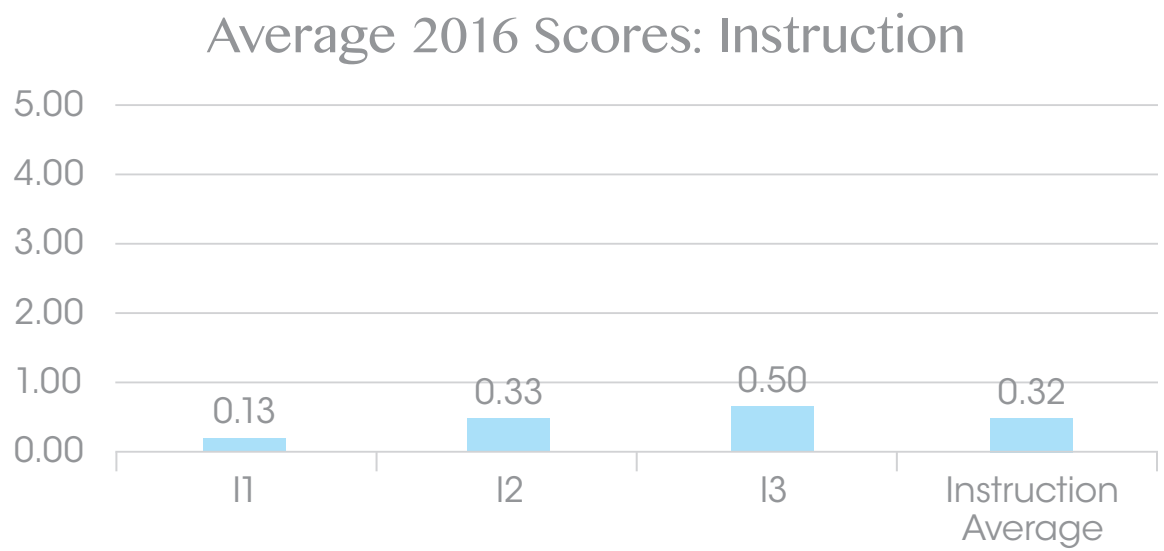
Instruction efficiently provides students with the greatest level of learning in the provided time. Students understand the importance of leveraging precious time in the classroom to support their learning.



Instruction Data – November 2016

Data represents a summary of 60 classrooms that were scored on a 6-point scale.

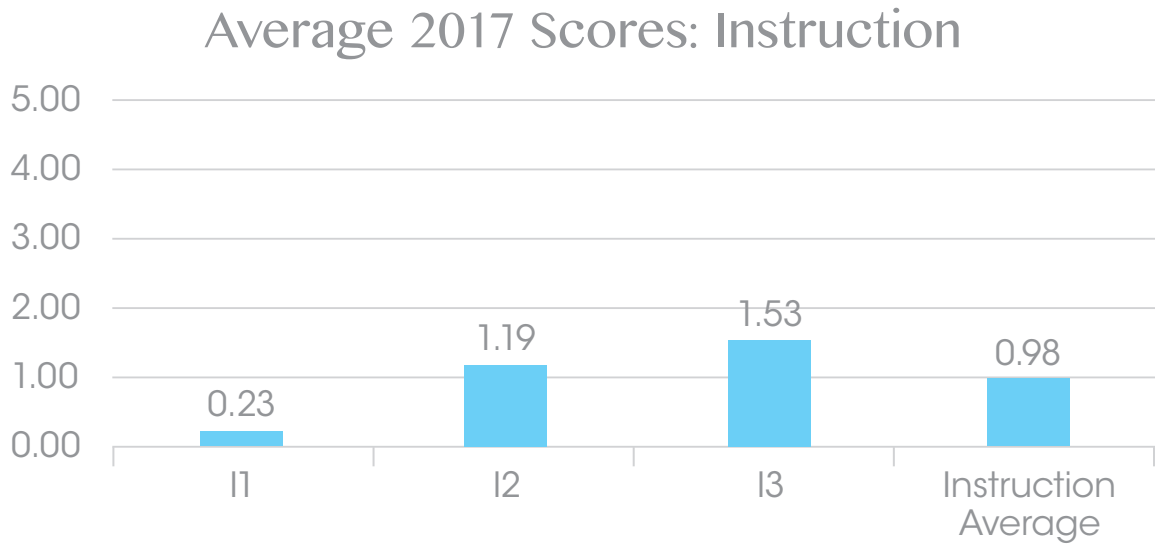
Summary of Scores: Instruction	5	4	3	2	1	0	Average
I1: Each and every student is supported by opportunities for meaningful engagement using structured student-to-student communication.	0	0	0	2	4	54	0.13
I2: Each and every student is supported by opportunities for meaningful engagement using effective instructional strategies.	0	0	1	4	9	46	0.33
I3: Each and every student is supported by opportunities for meaningful engagement in which instructional time is used efficiently.	0	1	1	4	15	39	0.50
						Instruction Average	**0.32**



Instruction Data – November 2017

Data represents a summary of 64 classrooms that were scored on a 6-point scale.

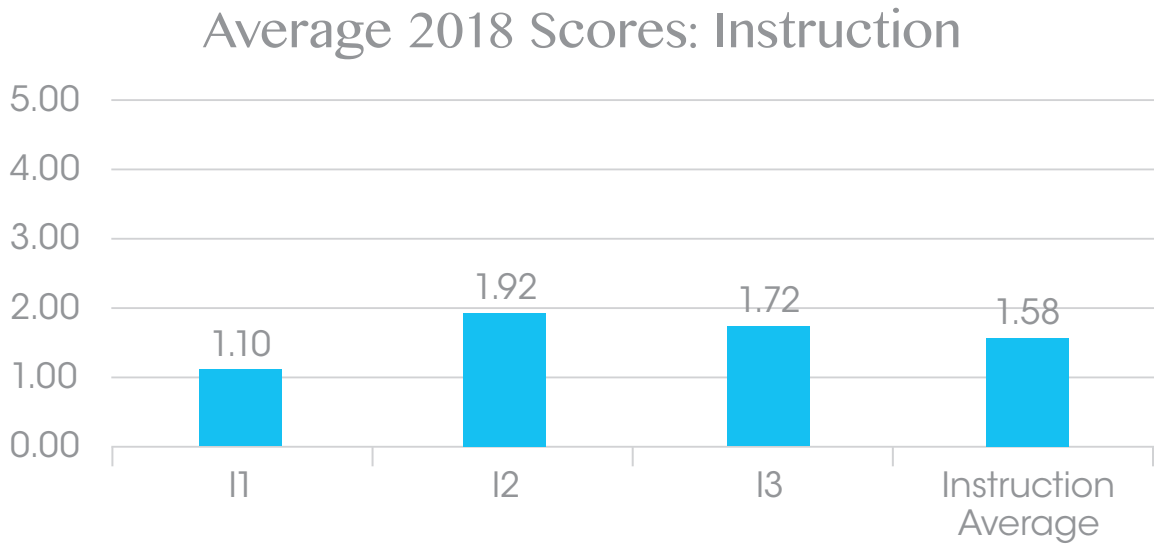
Summary of Scores: Instruction	5	4	3	2	1	0	Average
I1: Each and every student is supported by opportunities for meaningful engagement using structured student-to-student communication.	0	1	0	4	3	56	0.23
I2: Each and every student is supported by opportunities for meaningful engagement using effective instructional strategies.	0	1	8	12	24	19	1.19
I3: Each and every student is supported by opportunities for meaningful engagement in which instructional time is used efficiently.	2	0	7	23	21	11	1.53
						Instruction Average	**0.98**



Instruction Data – November 2018

Data represents a summary of 60 classrooms that were scored on a 6-point scale.

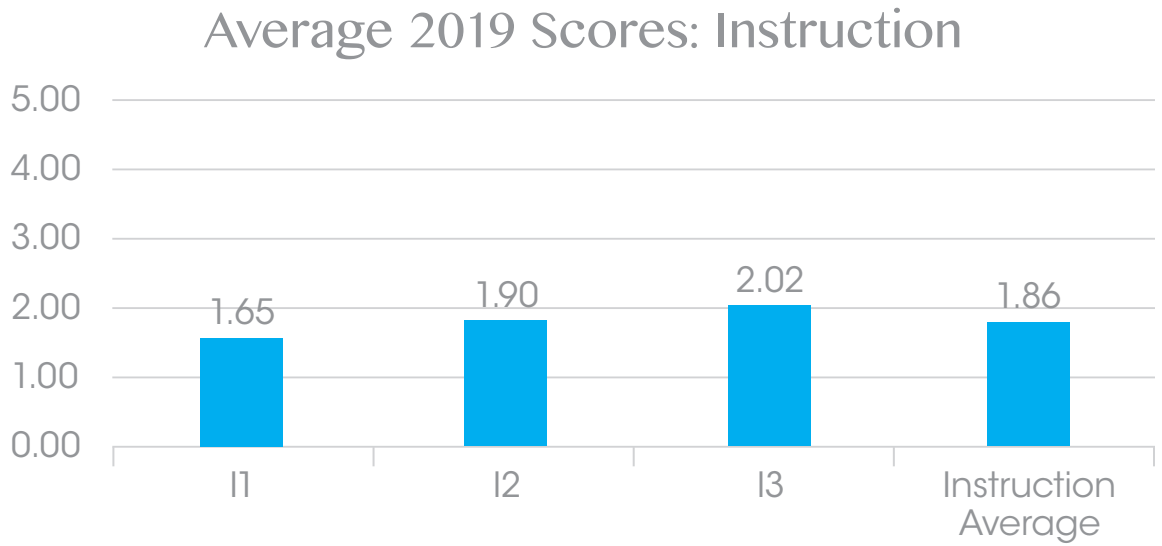
Summary of Scores: Instruction	5	4	3	2	1	0	Average
I1: Each and every student is supported by opportunities for meaningful engagement using structured student-to-student communication.	0	2	6	5	30	17	1.10
I2: Each and every student is supported by opportunities for meaningful engagement using effective instructional strategies.	0	2	16	17	25	0	1.92
I3: Each and every student is supported by opportunities for meaningful engagement in which instructional time is used efficiently.	1	2	7	22	25	3	1.72
						Instruction Average	**1.58**



Instruction Data – November 2019

Data represents a summary of 63 classrooms that were scored on a 6-point scale.

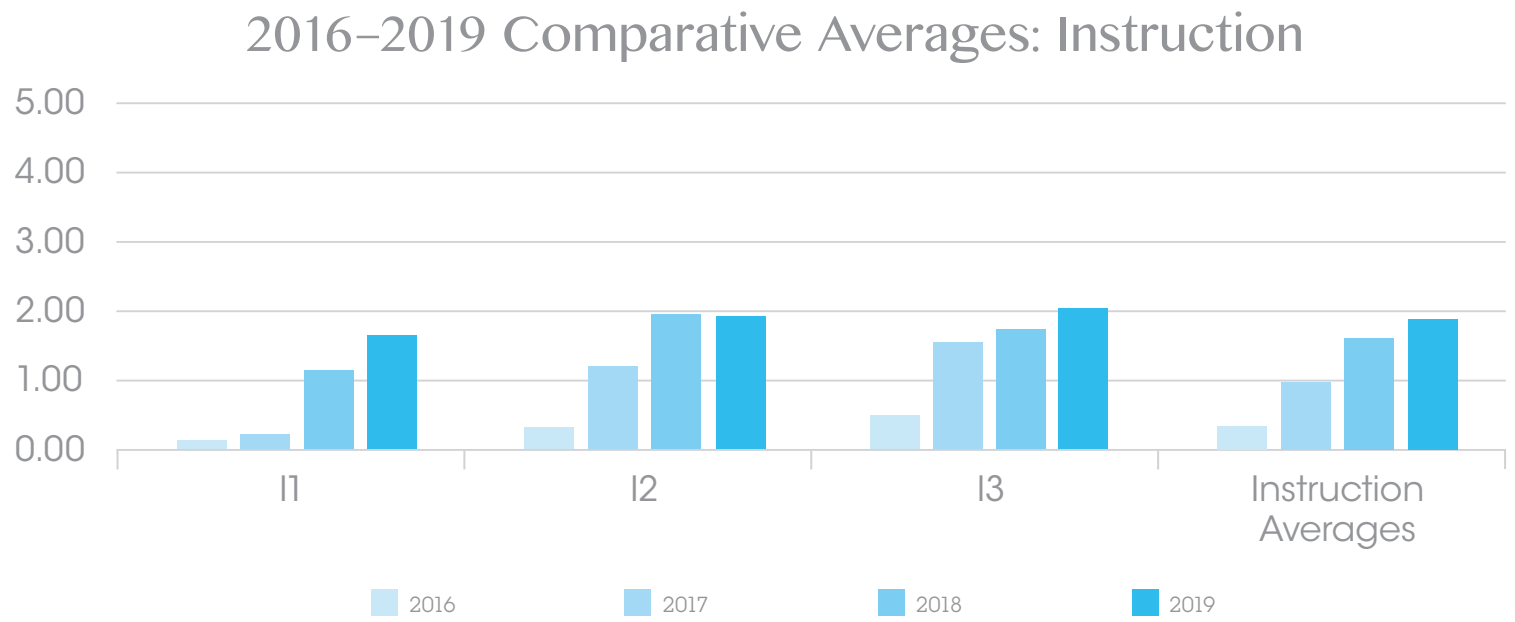
Summary of Scores: Instruction	5	4	3	2	1	0	Average
I1: Each and every student is supported by opportunities for meaningful engagement using structured student-to-student communication.	4	6	7	0	39	7	1.65
I2: Each and every student is supported by opportunities for meaningful engagement using effective instructional strategies.	5	5	11	7	28	7	1.90
I3: Each and every student is supported by opportunities for meaningful engagement in which instructional time is used efficiently.	2	7	13	19	12	10	2.02
						Instruction Average	**1.86**



2016–2019 Comparative Averages: Instruction

Data represents a comparison of the average scores across four years.

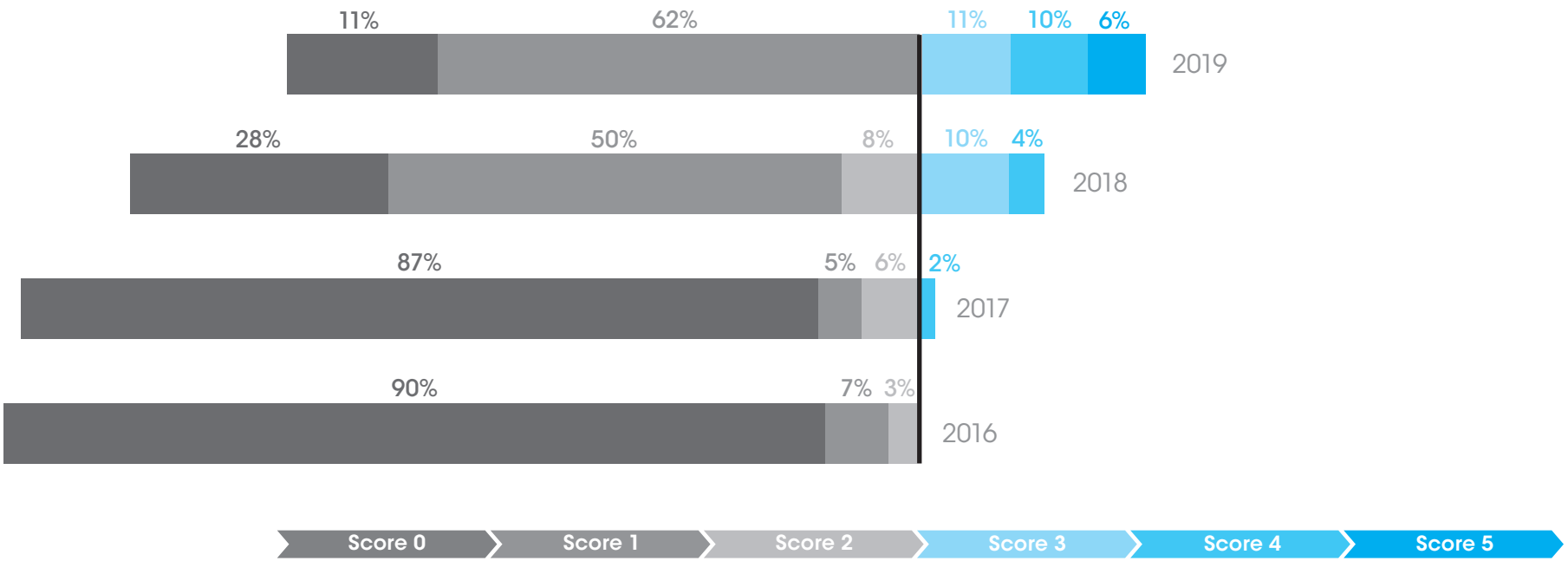
Comparative Averages: Instruction	2016	2017	2018	2019
I1: Each and every student is supported by opportunities for meaningful engagement using structured student-to-student communication.	0.13	0.23	1.10	1.65
I2: Each and every student is supported by opportunities for meaningful engagement using effective instructional strategies.	0.33	1.19	1.92	1.90
I3: Each and every student is supported by opportunities for meaningful engagement in which instructional time is used efficiently.	0.50	1.53	1.72	2.02
Instruction Averages	**0.32**	**0.98**	**1.58**	**1.86**



Scoring Distribution for Strategic Learning Practice: Instruction 1

Data represents the percentages of classrooms for each score point for *Instruction 1: Each and every student is supported by opportunities for meaningful engagement using structured student-to-student communication.*

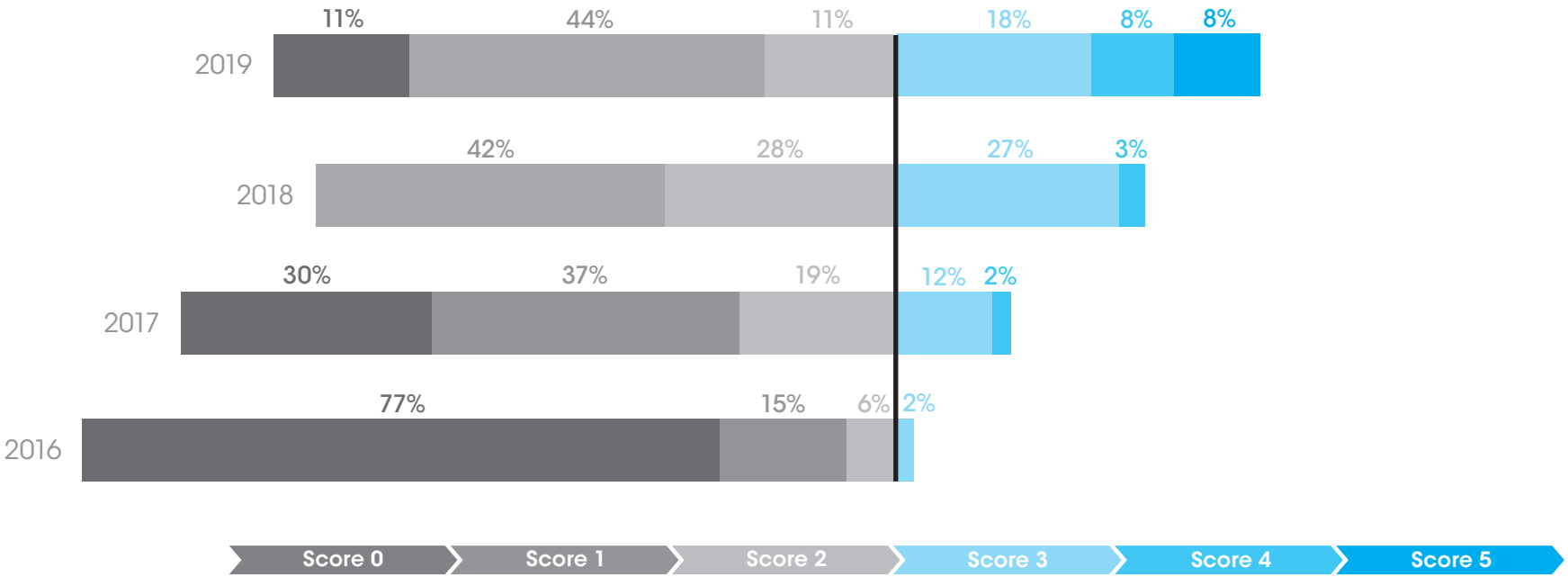
	2016	2017	2018	2019
5	0%	0%	0%	6%
4	0%	2%	4%	10%
3	0%	0%	10%	11%
2	3%	6%	8%	0%
1	7%	5%	50%	62%
0	90%	87%	28%	11%



Scoring Distribution for Strategic Learning Practice: Instruction 2

Data represents the percentages of classrooms for each score point for *Instruction 2: Each and every student is supported by opportunities for meaningful engagement using effective instructional strategies.*

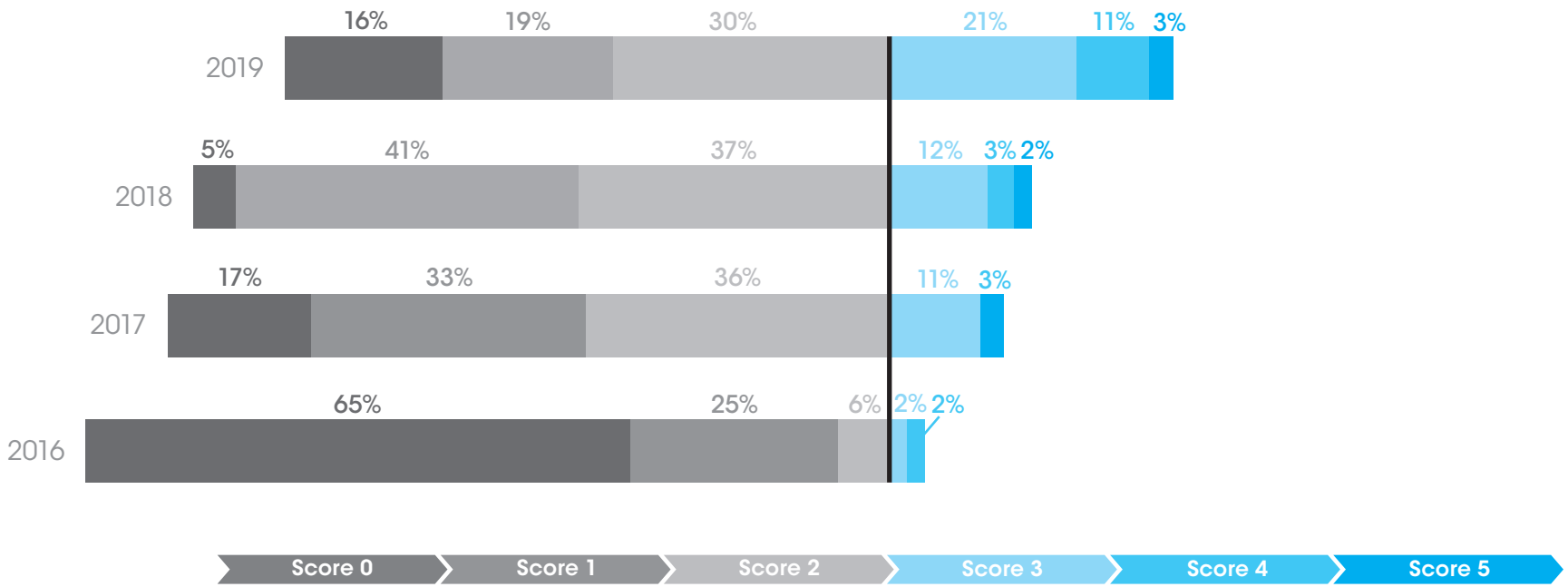
	2016	2017	2018	2019
5	0%	0%	0%	8%
4	0%	2%	3%	8%
3	2%	12%	27%	18%
2	6%	19%	28%	11%
1	15%	37%	42%	44%
0	77%	30%	0%	11%



Scoring Distribution for Strategic Learning Practice: Instruction 3

Data represents the percentages of classrooms for each score point for *Instruction 3: Each and every student is supported by opportunities for meaningful engagement in which instructional time is used efficiently.*

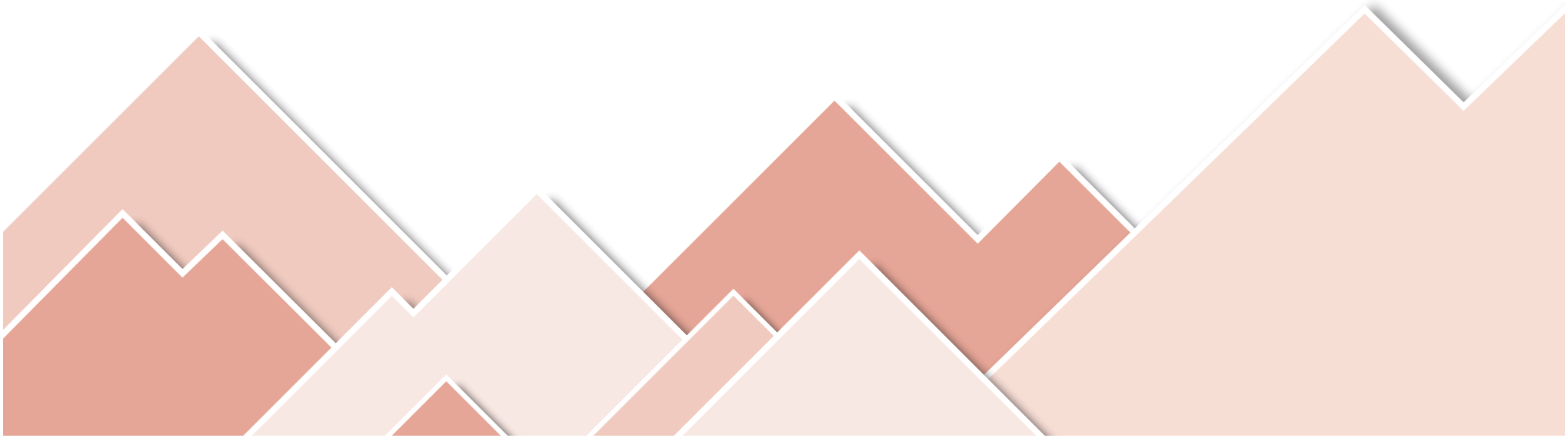
	2016	2017	2018	2019
5	0%	3%	2%	3%
4	2%	0%	3%	11%
3	2%	11%	12%	21%
2	6%	36%	37%	30%
1	25%	33%	41%	19%
0	65%	17%	5%	16%



Findings: Instruction Data Summary

After an analysis of the Academic Climate Review data for Instruction, the following patterns and trends have been identified.

- There continues to be a mostly upward trend in Instruction, with only one of the three areas having a .01 percent decrease.
- Over the four years, Instruction has made significant increases. In 2016, the majority of students were not supported with opportunities for engagement through the use of structured student-to-student communication and instructional strategies that were designed to engage students with the learning outcome at the highest level. From 2016 to 2018, there were 4 or less classrooms supporting students across Instruction in a level 4 or 5. This number jumped to 20 in 2019.
- Although there has been an increase in Instruction designed to engage learners, this continues to be an area of need with most students still not actively engaging in the learning. Most classrooms are still structured with the teacher delivering content to the class and then assigning tasks to the students. When the tasks include students talking with each other, there was evidence of more routines in place that allow students to transition into the conversations more efficiently. Most of these opportunities though do not provide students with a strong question or purpose designed to push student learning through the conversations.
- There was evidence of classroom routines, especially to begin classes. Once students were handed an assignment though there lacked clarity as to what the learning outcome of the task was, how much time students were provided, and how they were to use the time. This did not create a sense of urgency and efficiency in time but rather opportunities for students to disengage in the tasks at hand.



Assessment

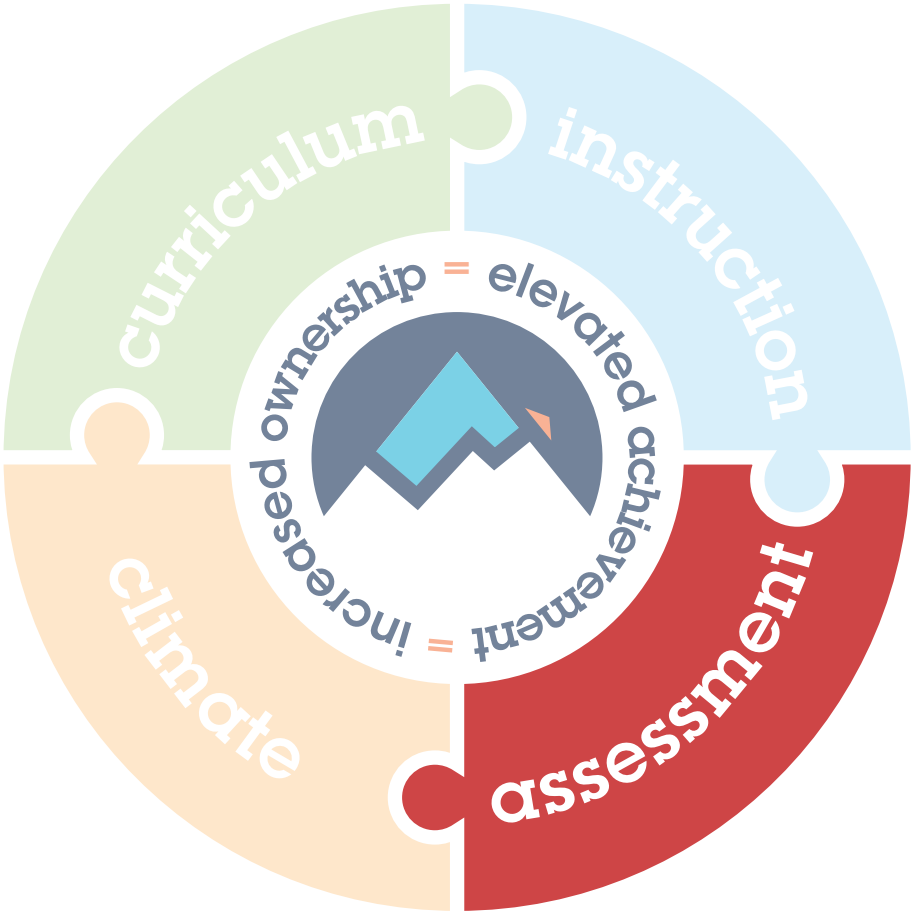
Assessment is defined as the student's ability to know when they are learning and when they are struggling. The Assessment component supports the research on students' clarity about monitoring how they are progressing or struggling in their learning. To demonstrate increased student ownership in assessment, the goal is for each and every student to clearly answer the following questions:

- How will I know I have learned it?
- How will I know I am progressing in my learning?
- What can I do if I am struggling?

Data checks allow the teachers and students to assess current learning and provide direct and specific feedback as they work towards mastery. This allows students to understand when they are learning and when they are struggling. It also allows them to articulate the difference.

Throughout instruction, adjustments are made as needed based on data checks. This allows students to understand how and why they utilize other instructional strategies to support mastery of the learning that they are currently struggling with.

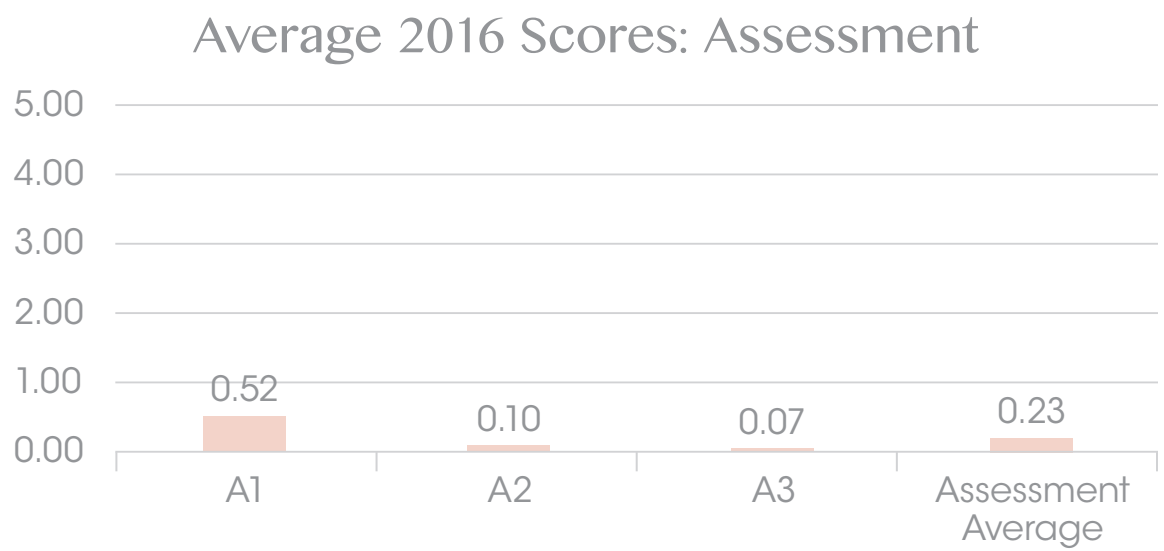
Data is used to differentiate instruction as needed. Students understand how and why they utilize specific and unique instructional strategies to support their individual needs as they work towards mastery of the learning.



Assessment Data – November 2016

Data represents a summary of 60 classrooms that were scored on a 6-point scale.

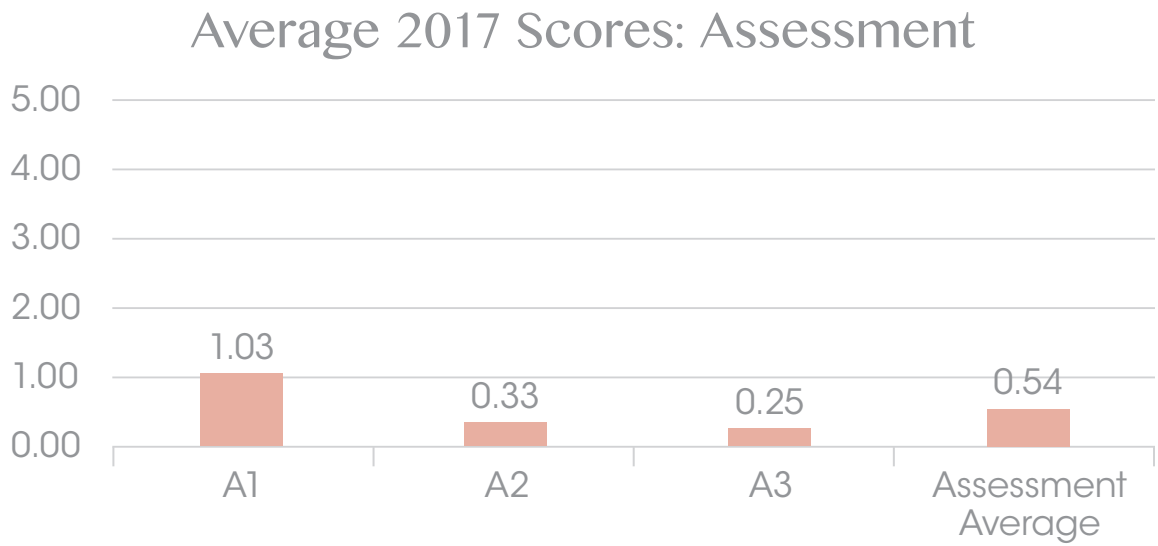
Summary of Scores: Assessment	5	4	3	2	1	0	Average
A1: Each and every student is supported by data that is used to monitor current understanding and provide feedback.	0	0	2	7	11	40	0.52
A2: Each and every student is supported by data that is used to monitor current understanding and adjust as needed.	0	0	0	0	6	54	0.10
A3: Each and every student is supported by data that is used to differentiate based on predetermined student needs.	0	0	0	2	0	58	0.07
						Assessment Average	**0.23**



Assessment Data – November 2017

Data represents a summary of 64 classrooms that were scored on a 6-point scale.

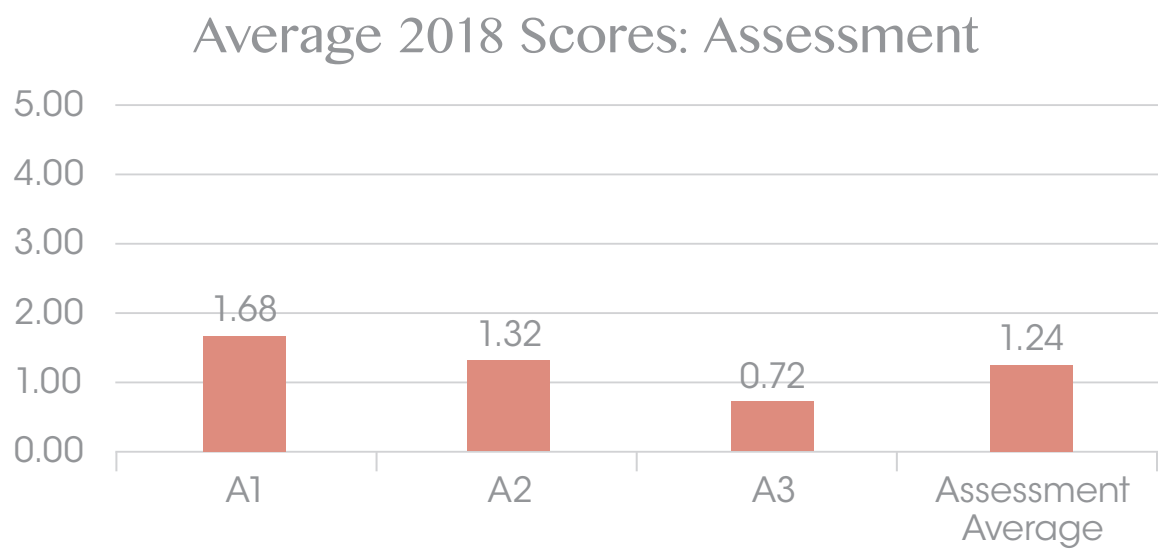
Summary of Scores: Assessment	5	4	3	2	1	0	Average
A1: Each and every student is supported by data that is used to monitor current understanding and provide feedback.	0	1	6	10	24	23	1.03
A2: Each and every student is supported by data that is used to monitor current understanding and adjust as needed.	0	1	0	4	9	50	0.33
A3: Each and every student is supported by data that is used to differentiate based on predetermined student needs.	0	0	0	6	4	54	0.25
						Assessment Average	**0.54**



Assessment Data – November 2018

Data represents a summary of 60 classrooms that were scored on a 6-point scale.

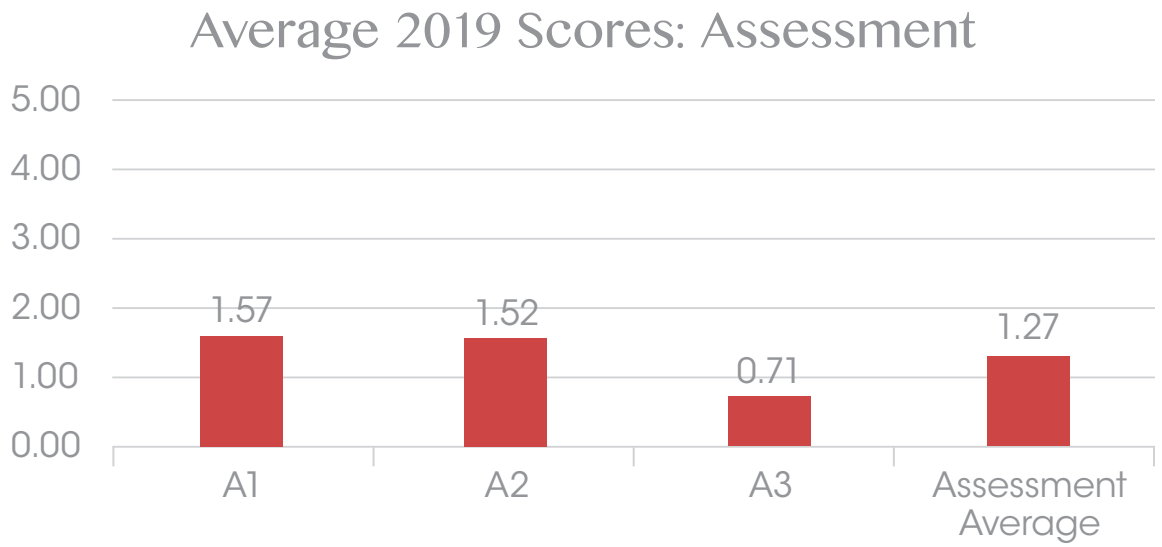
Summary of Scores: Assessment	5	4	3	2	1	0	Average
A1: Each and every student is supported by data that is used to monitor current understanding and provide feedback.	0	2	16	14	17	11	1.68
A2: Each and every student is supported by data that is used to monitor current understanding and adjust as needed.	0	2	8	15	17	18	1.32
A3: Each and every student is supported by data that is used to differentiate based on predetermined student needs.	0	0	6	5	15	34	0.72
						Assessment Average	**1.24**



Assessment Data – November 2019

Data represents a summary of 63 classrooms that were scored on a 6-point scale.

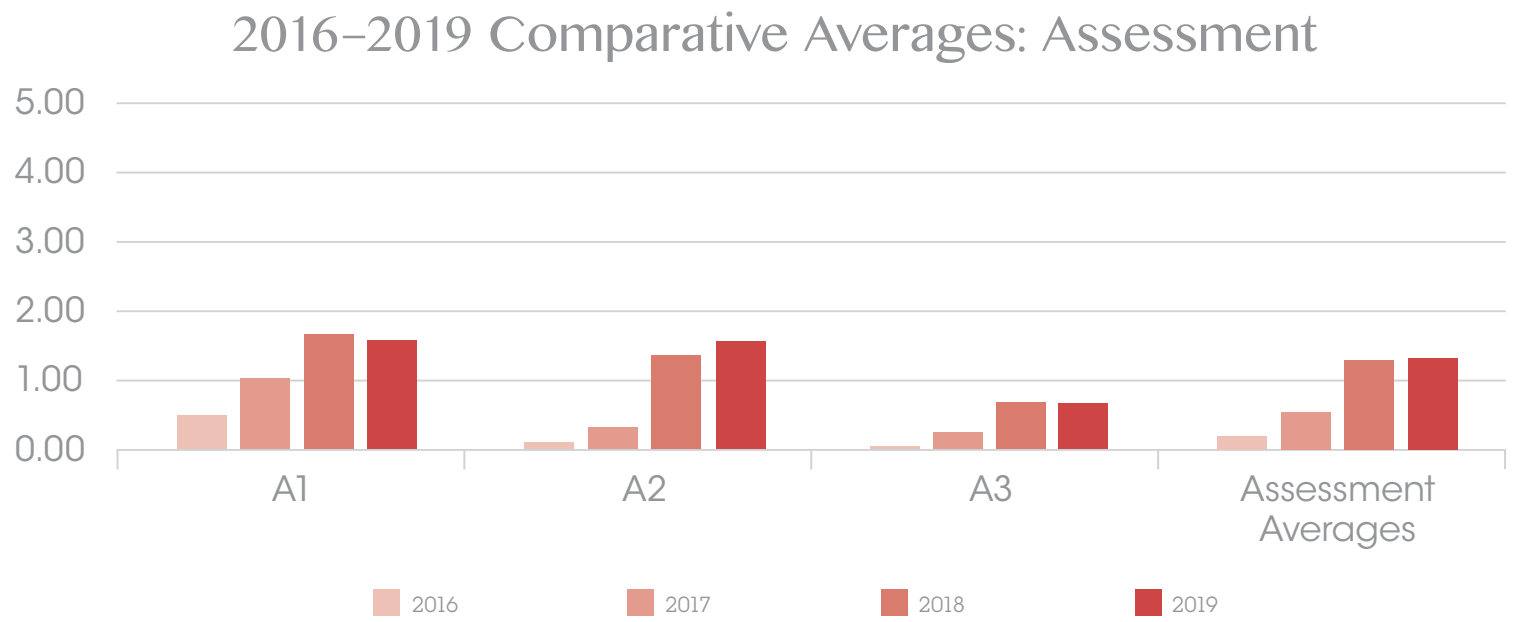
Summary of Scores: Assessment	5	4	3	2	1	0	Average
A1: Each and every student is supported by data that is used to monitor current understanding and provide feedback.	1	4	12	17	8	21	1.57
A2: Each and every student is supported by data that is used to monitor current understanding and adjust as needed.	1	3	14	15	7	23	1.52
A3: Each and every student is supported by data that is used to differentiate based on predetermined student needs.	0	1	7	5	10	40	0.71
						Assessment Average	**1.27**



2016–2019 Comparative Averages: Assessment

Data represents a comparison of the average scores across four years.

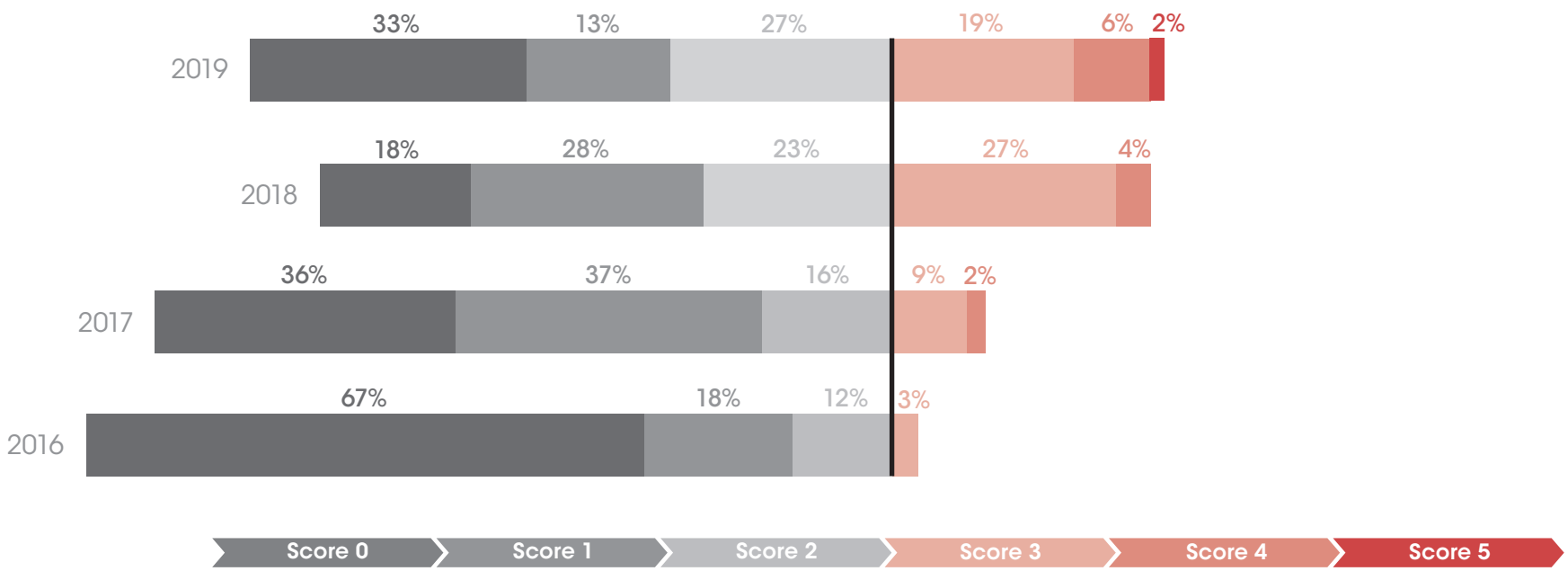
Comparative Averages: Assessment	2016	2017	2018	2019
A1: Each and every student is supported by data that is used to monitor current understanding and provide feedback.	0.52	1.03	1.68	1.57
A2: Each and every student is supported by data that is used to monitor current understanding and adjust as needed.	0.10	0.33	1.32	1.52
A3: Each and every student is supported by data that is used to differentiate based on predetermined student needs.	0.07	0.25	0.72	0.71
Assessment Averages	**0.23**	**0.54**	**1.24**	**1.27**



Scoring Distribution for Strategic Learning Practice: Assessment 1

Data represents the percentages of classrooms for each score point for *Assessment 1: Each and every student is supported by data that is used to monitor current understanding and provide feedback.*

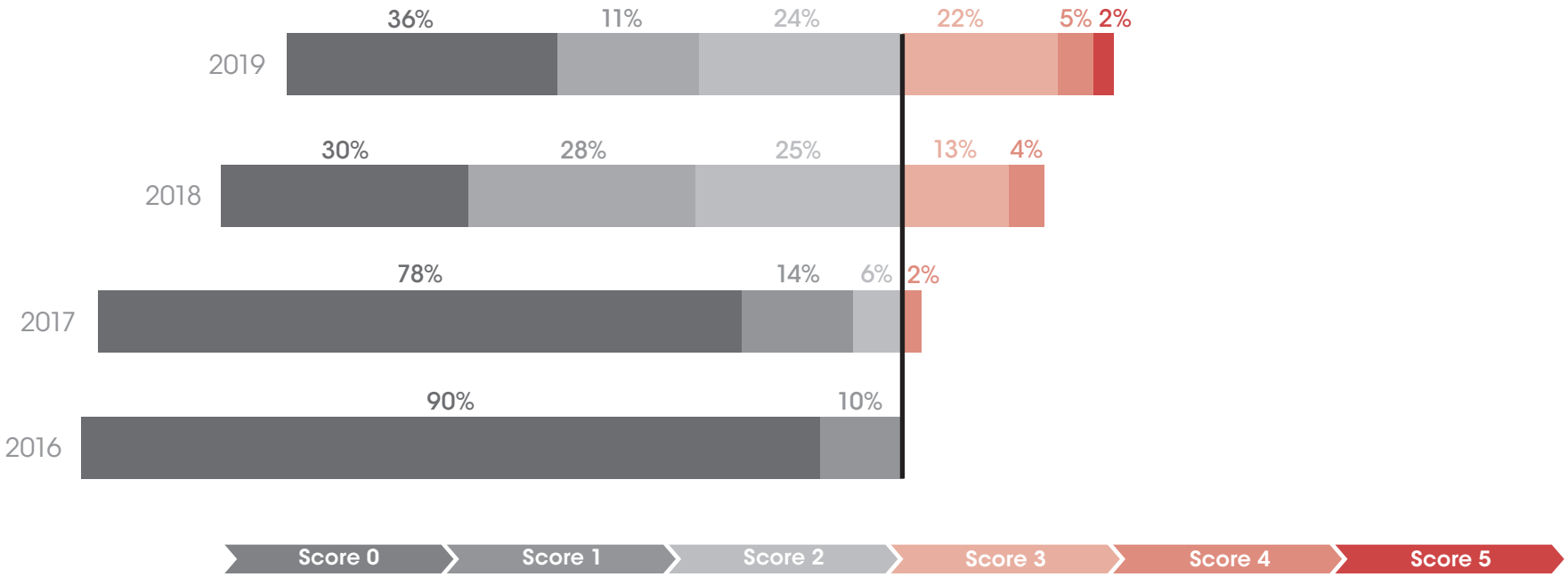
	2016	2017	2018	2019
5	0%	0%	0%	2%
4	0%	2%	4%	6%
3	3%	9%	27%	19%
2	12%	16%	23%	27%
1	18%	37%	28%	13%
0	67%	36%	18%	33%



Scoring Distribution for Strategic Learning Practice: Assessment 2

Data represents the percentages of classrooms for each score point for *Assessment 2: Each and every student is supported by data that is used to monitor current understanding and adjust as needed.*

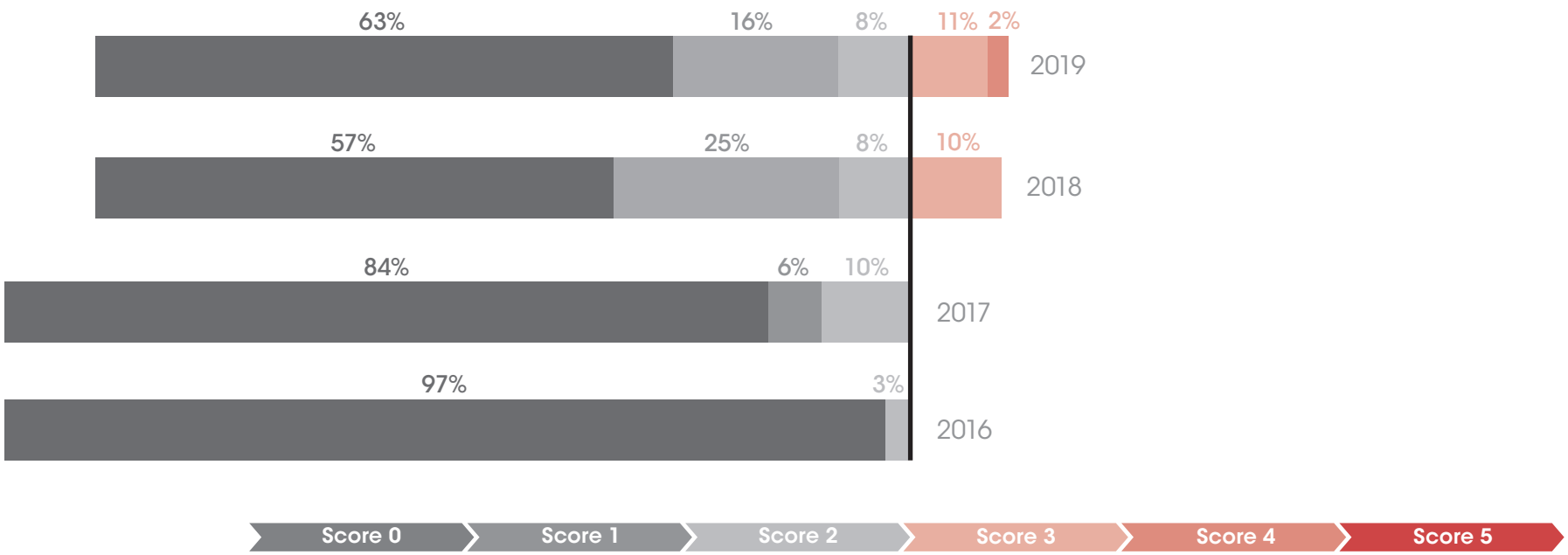
	2016	2017	2018	2019
5	0%	0%	0%	2%
4	0%	2%	4%	5%
3	0%	0%	13%	22%
2	0%	6%	25%	24%
1	10%	14%	28%	11%
0	90%	78%	30%	36%

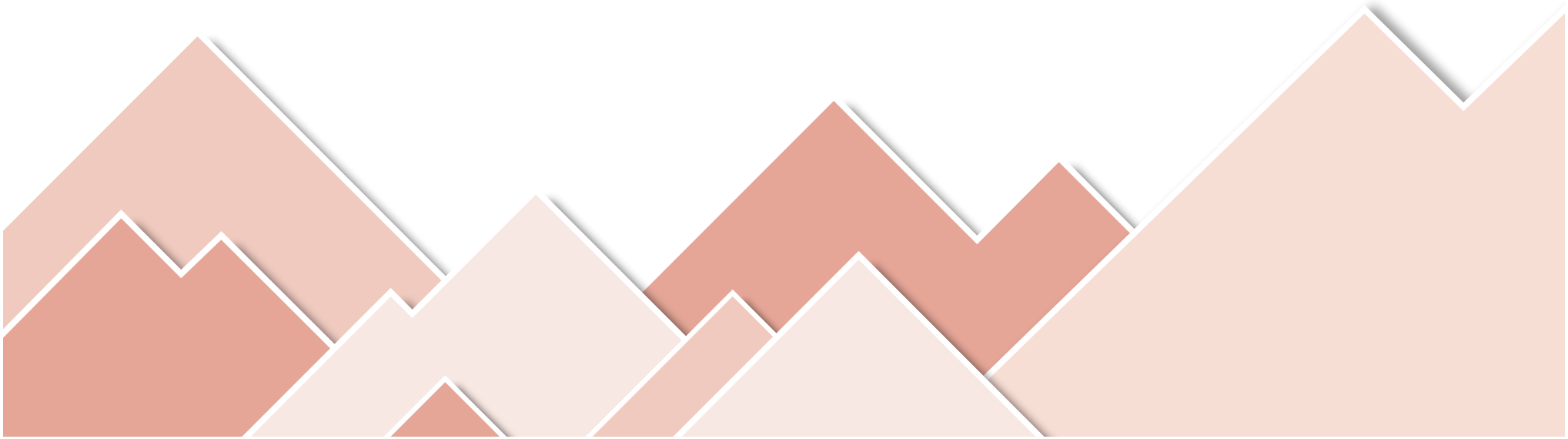


Scoring Distribution for Strategic Learning Practice: Assessment 3

Data represents the percentages of classrooms for each score point for *Assessment 3: Each and every student is supported by data that is used to differentiate based on predetermined student needs.*

	2016	2017	2018	2019
5	0%	0%	0%	0%
4	0%	0%	0%	2%
3	0%	0%	10%	11%
2	3%	10%	8%	8%
1	0%	6%	25%	16%
0	97%	84%	57%	63%

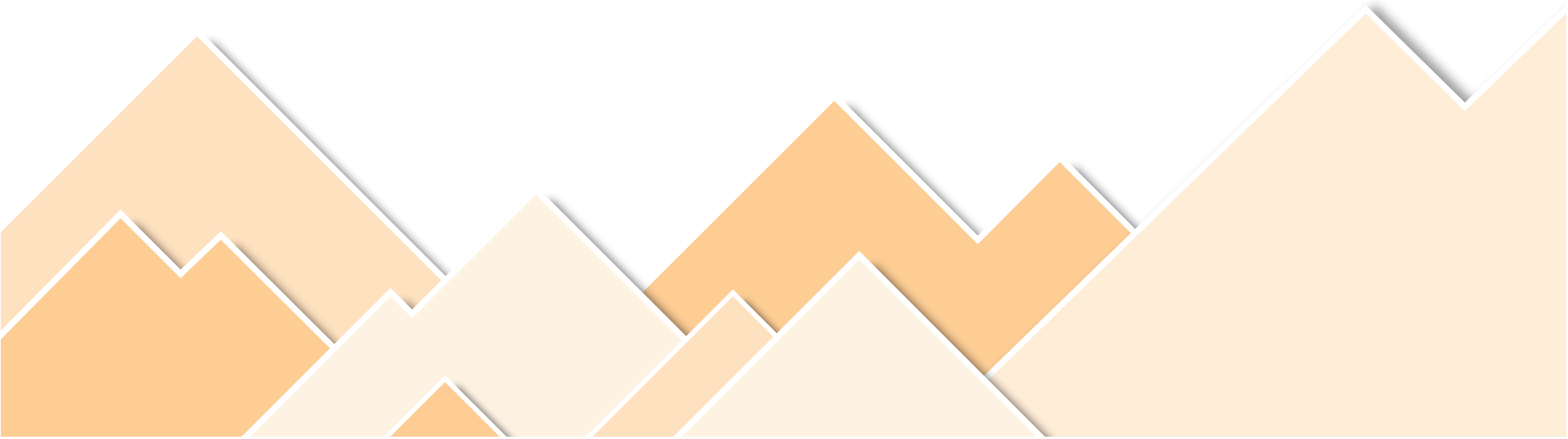




Findings: Assessment Data Summary

After an analysis of the Academic Climate Review data for Assessment, the following patterns and trends have been identified.

- The Assessment data has remained mostly static since last year.
- Across the years there has been a positive change from little to no checking for understanding to minimal and limited checking for understanding. These situations tend to be general questions like, "Does anyone have any questions?" or "Does everyone understand?" that are presented to the entire class. From there teachers may elicit a response from a couple of students. Little to no adjustments or feedback were observed.
- There were minimal examples of planned differentiated instruction for students. Data shows this practice to remain stagnant across time.



Climate

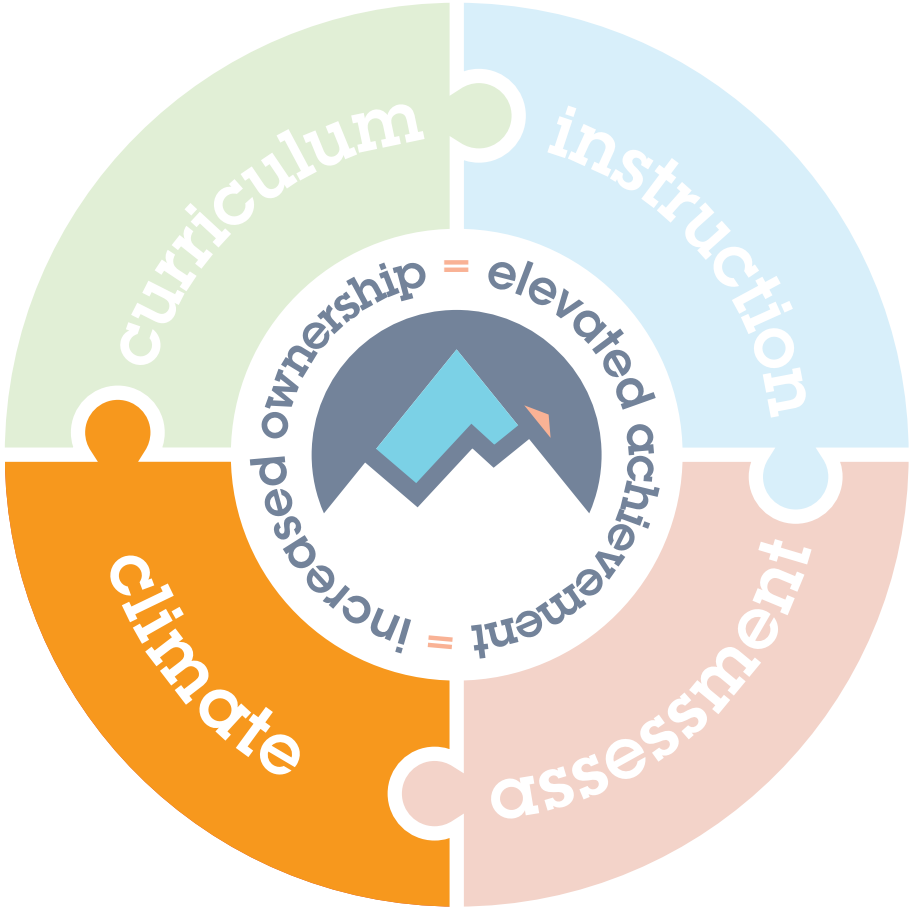
Climate is defined as a student-centered environment that accelerates student learning. The Climate component supports the research on students' clarity about how to be an active participant in an academic learning environment. To demonstrate increased student ownership in climate, the goal is for each and every student to answer the following:

- What is my role in the class?
- How will I support others in their learning?
- How will I take risks in my learning?

Students are supported by classroom environments that are respectful and established to recognize and promote each student in their academics. Students understand how and why they share ideas, listen to ideas, ask questions, listen to questions, answer questions, listen to answers, and build on each other's thinking because they respect and support the learning process for themselves and each other.

Students all benefit from a cooperative environment that encourages academic risk taking. Students understand the importance of asking questions and answering to clarify content or process. Students push themselves beyond their comfort zone and are willing to make mistakes.

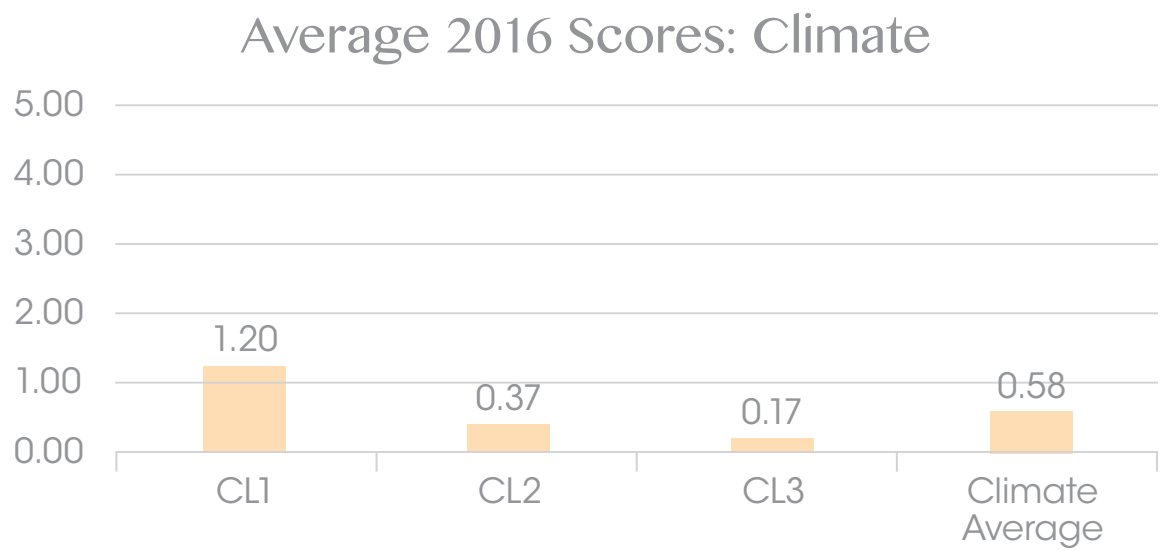
Student productivity is enhanced when they are supported by a collaborative learning environment. Students understand how to work with the teacher and each other to support content and process mastery because they understand that "no one of us is as smart as all of us together."



Climate Data – November 2016

Data represents a summary of 60 classrooms that were scored on a 6-point scale.

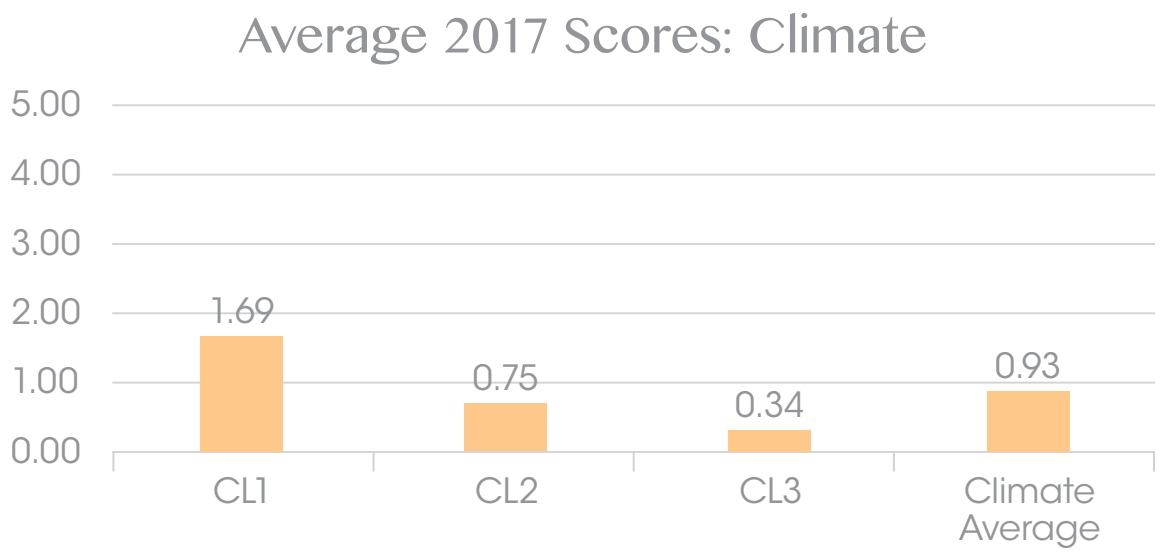
Summary of Scores: Climate	5	4	3	2	1	0	Average
CL1: Each and every student is supported by a respectful academic environment that recognizes and promotes scholarly behaviors.	0	1	8	11	22	18	1.20
CL2: Each and every student is supported by a cooperative academic environment that encourages risk taking.	0	0	1	5	9	45	0.37
CL3: Each and every student is supported by a collaborative academic environment that enhances student productivity.	0	0	1	2	3	54	0.17
						Climate Average	**0.58**



Climate Data – November 2017

Data represents a summary of 64 classrooms that were scored on a 6-point scale.

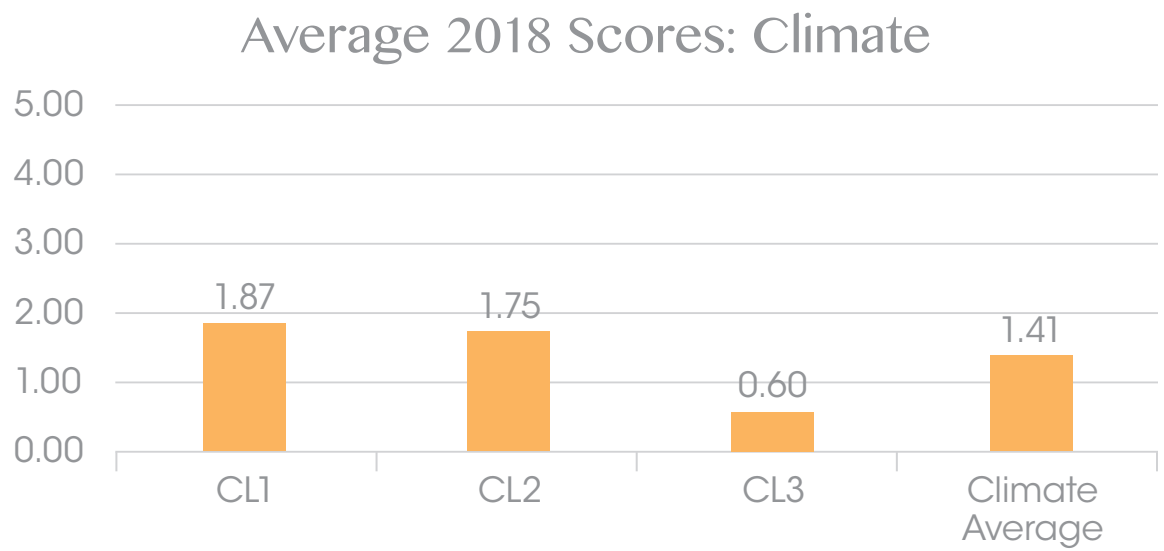
Summary of Scores: Climate	5	4	3	2	1	0	Average
CL1: Each and every student is supported by a respectful academic environment that recognizes and promotes scholarly behaviors.	0	1	10	30	14	9	1.69
CL2: Each and every student is supported by a cooperative academic environment that encourages risk taking.	0	1	3	7	21	32	0.75
CL3: Each and every student is supported by a collaborative academic environment that enhances student productivity.	0	1	1	6	3	53	0.34
						Climate Average	**0.93**



Climate Data – November 2018

Data represents a summary of 60 classrooms that were scored on a 6-point scale.

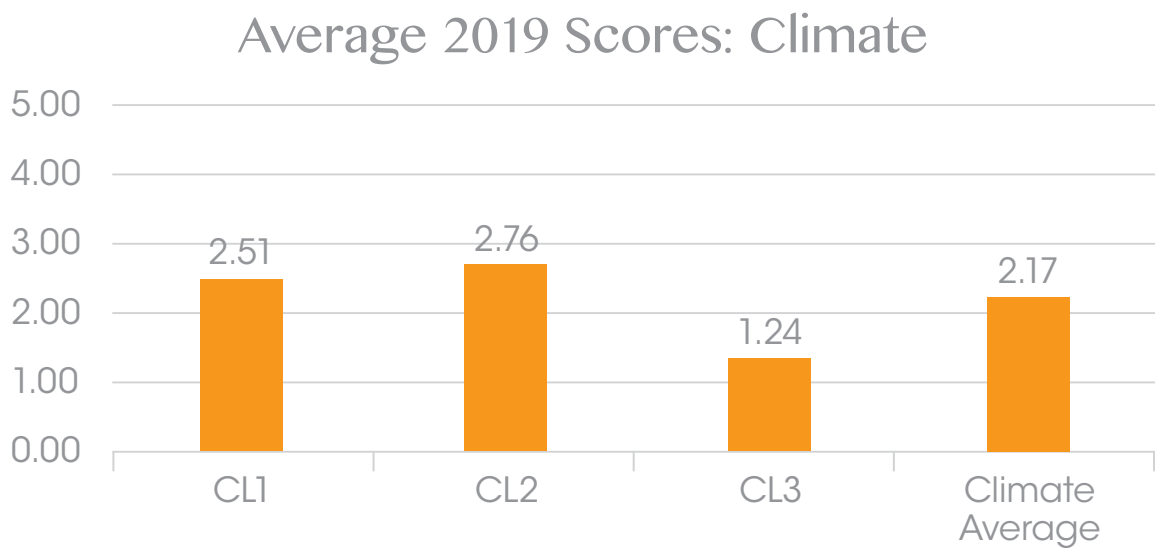
Summary of Scores: Climate	5	4	3	2	1	0	Average
CL1: Each and every student is supported by a respectful academic environment that recognizes and promotes scholarly behaviors.	0	2	15	17	25	1	1.87
CL2: Each and every student is supported by a cooperative academic environment that encourages risk taking.	0	2	16	14	21	7	1.75
CL3: Each and every student is supported by a collaborative academic environment that enhances student productivity.	0	2	3	5	9	41	0.60
						Climate Average	**1.41**



Climate Data – November 2019

Data represents a summary of 63 classrooms that were scored on a 6-point scale.

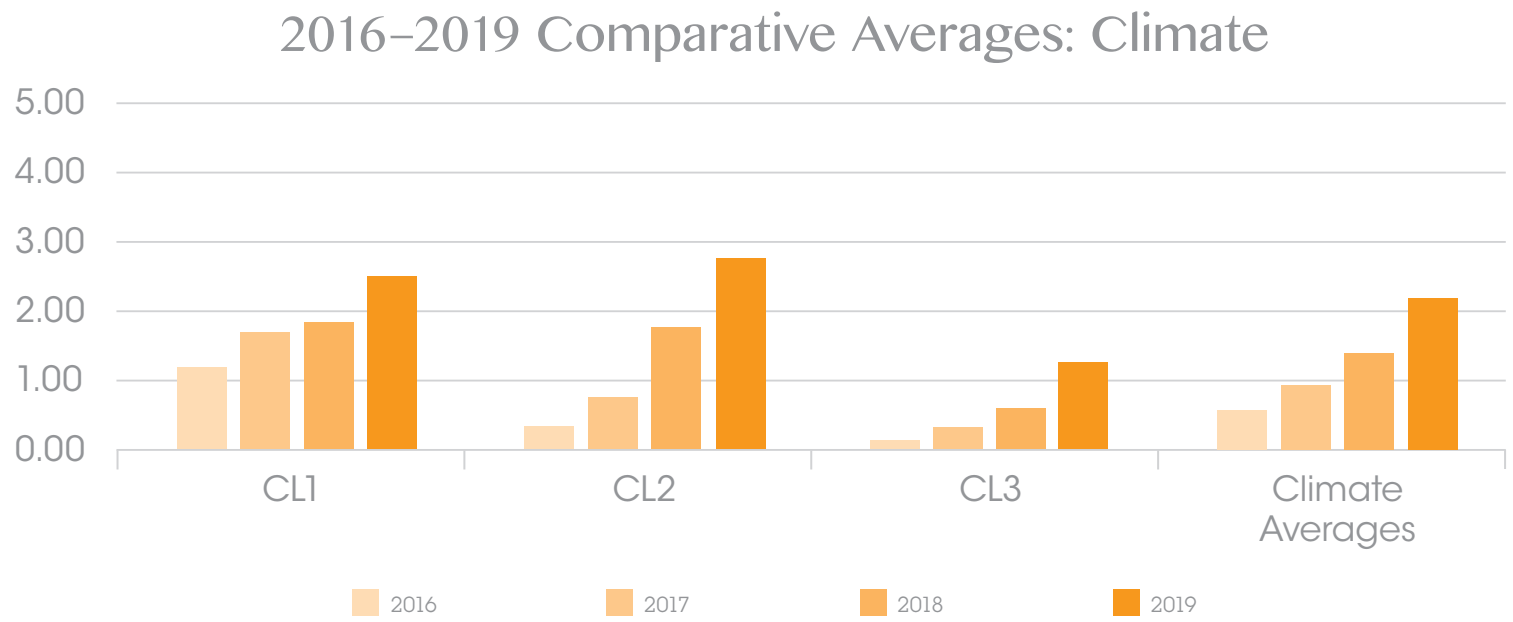
Summary of Scores: Climate	5	4	3	2	1	0	Average
CL1: Each and every student is supported by a respectful academic environment that recognizes and promotes scholarly behaviors.	4	8	19	19	11	2	2.51
CL2: Each and every student is supported by a cooperative academic environment that encourages risk taking.	6	7	28	10	12	0	2.76
CL3: Each and every student is supported by a collaborative academic environment that enhances student productivity.	8	3	8	1	0	43	1.24
						Climate Average	**2.17**



2016–2019 Comparative Averages: Climate

Data represents a comparison of the average scores across four years.

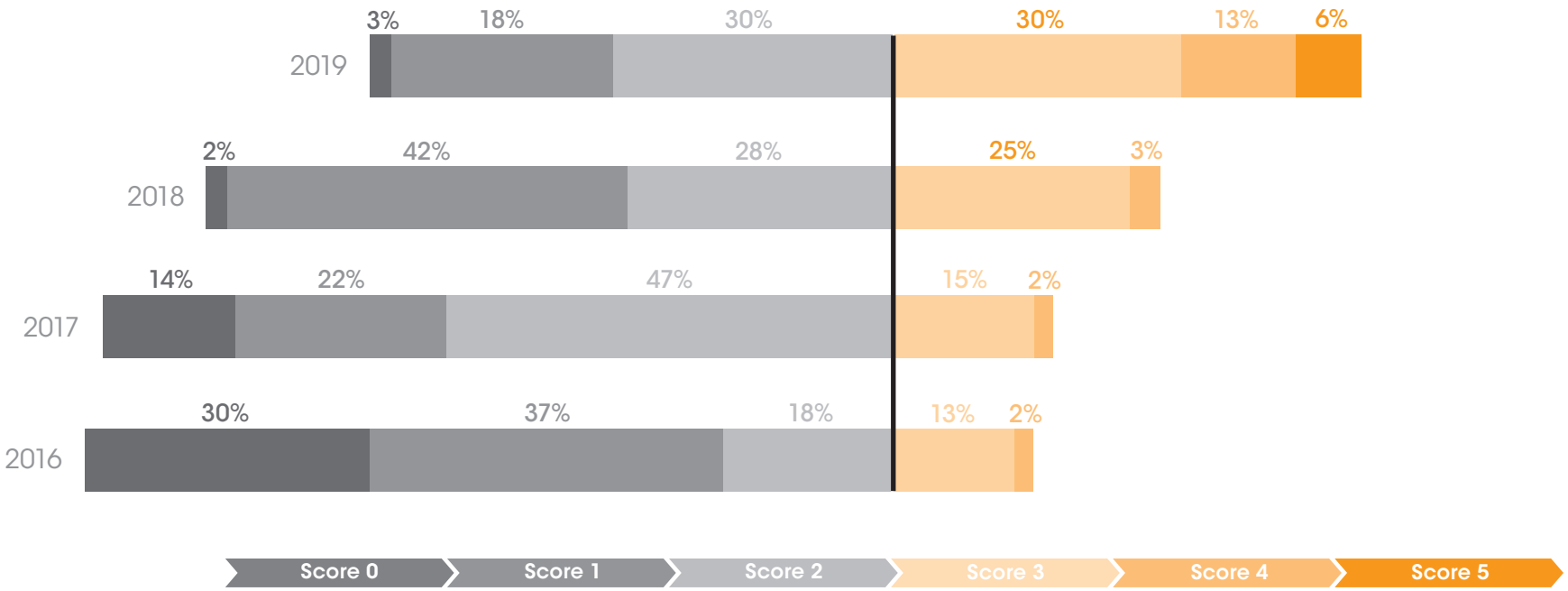
Comparative Averages: Climate	2016	2017	2018	2019
CL1: Each and every student is supported by a respectful academic environment that recognizes and promotes scholarly behaviors.	1.20	1.69	1.87	2.51
CL2: Each and every student is supported by a cooperative academic environment that encourages risk taking.	0.37	0.75	1.75	2.76
CL3: Each and every student is supported by a collaborative academic environment that enhances student productivity.	0.17	0.34	0.60	1.24
Climate Averages	**0.58**	**0.93**	**1.41**	**2.17**



Scoring Distribution for Strategic Learning Practice: Climate 1

Data represents the percentages of classrooms for each score point for *Climate 1: Each and every student is supported by a respectful academic environment that recognizes and promotes scholarly behaviors.*

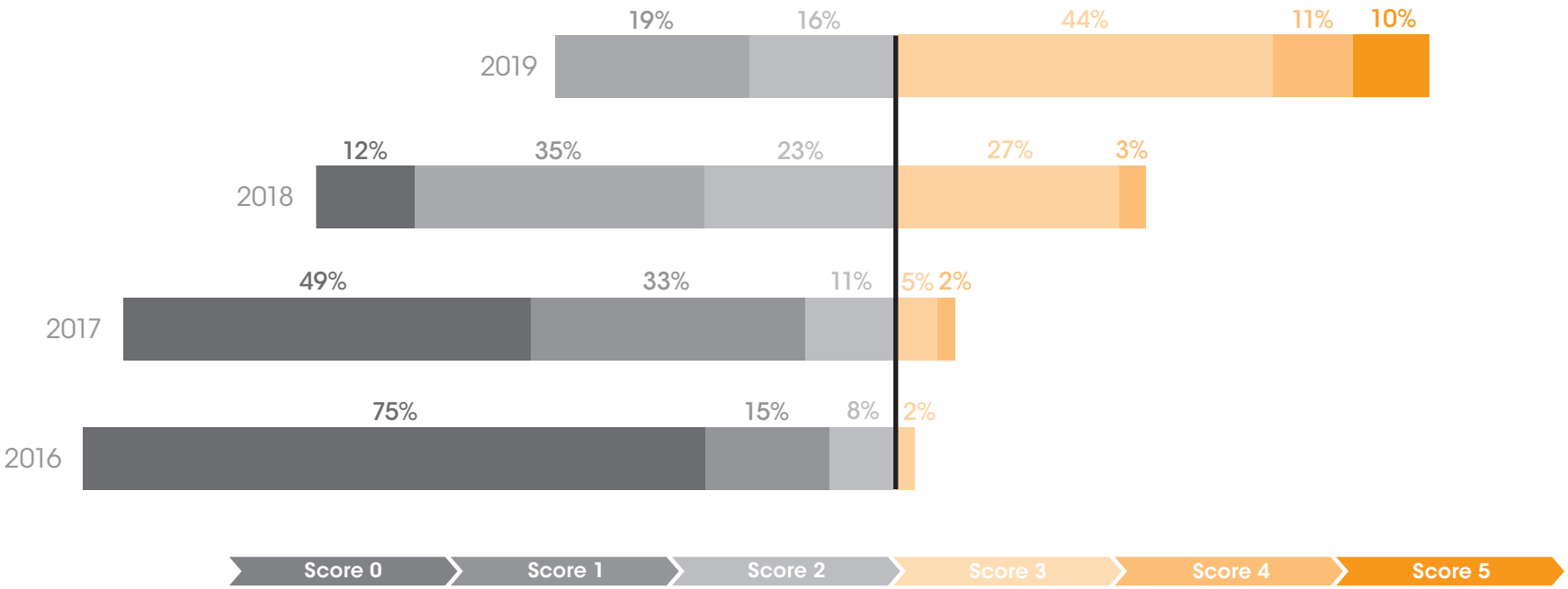
	2016	2017	2018	2019
5	0%	0%	0%	6%
4	2%	2%	3%	13%
3	13%	15%	25%	30%
2	18%	47%	28%	30%
1	37%	22%	42%	18%
0	30%	14%	2%	3%



Scoring Distribution for Strategic Learning Practice: Climate 2

Data represents the percentages of classrooms for each score point for *Climate 2: Each and every student is supported by a cooperative academic environment that encourages risk taking.*

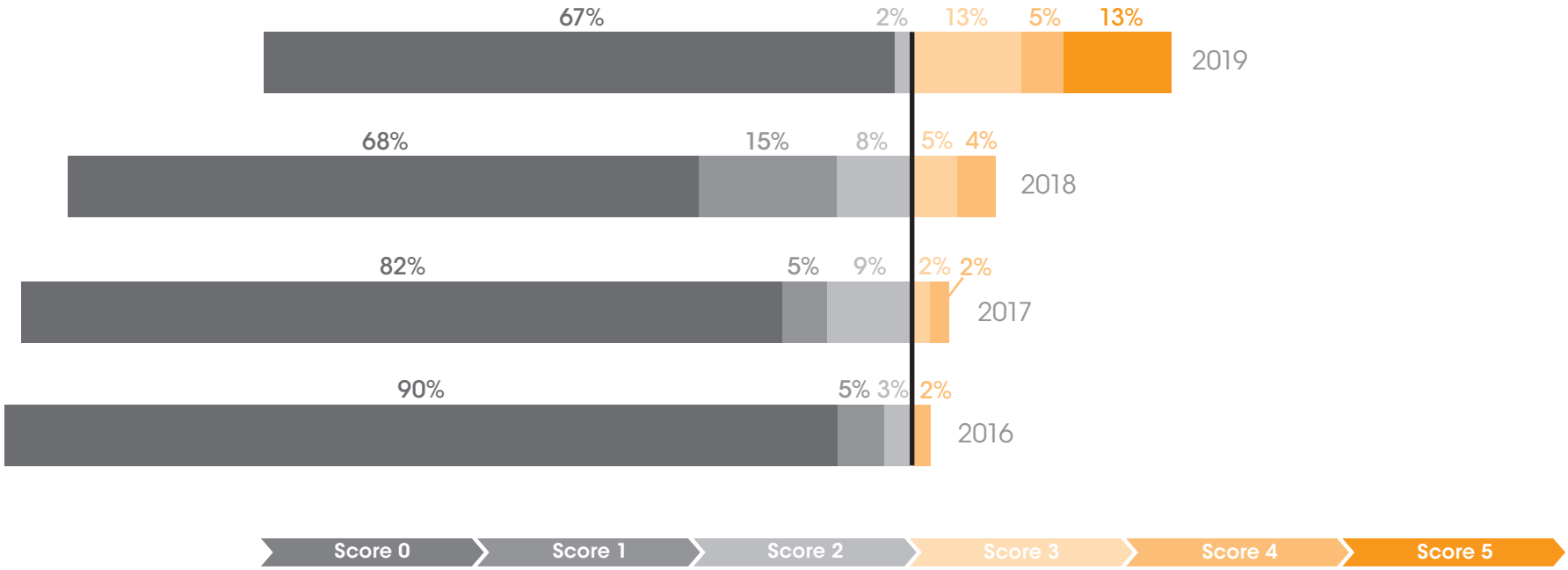
	2016	2017	2018	2019
5	0%	0%	0%	10%
4	0%	2%	3%	11%
3	2%	5%	27%	44%
2	8%	11%	23%	16%
1	15%	33%	35%	19%
0	75%	49%	12%	0%

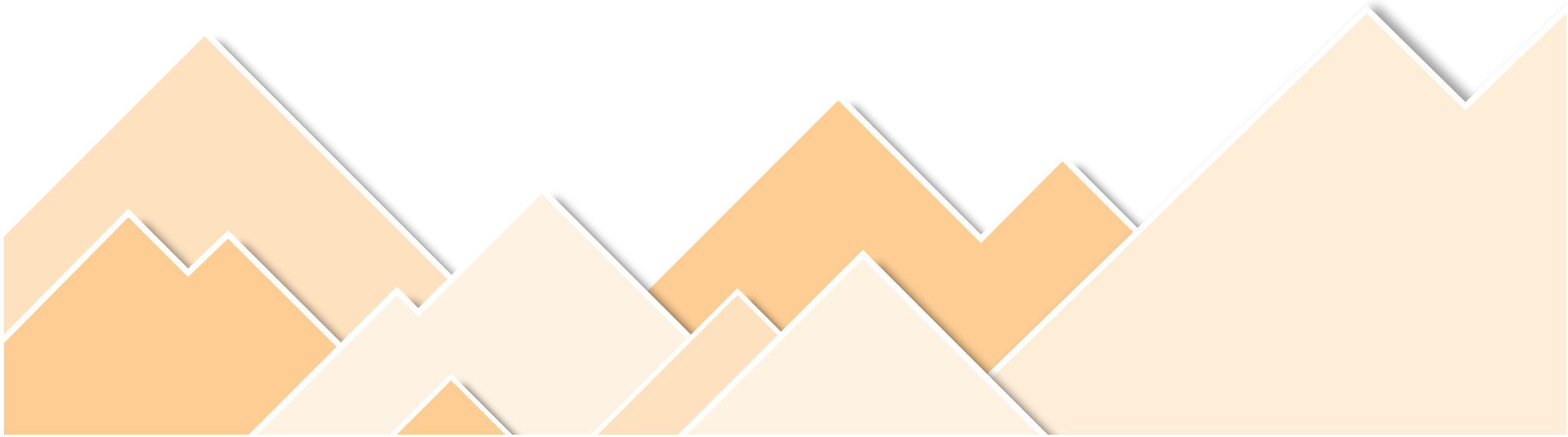


Scoring Distribution for Strategic Learning Practice: Climate 3

Data represents the percentages of classrooms for each score point for *Climate 3: Each and every student is supported by a collaborative academic environment that enhances student productivity.*

	2016	2017	2018	2019
5	0%	0%	0%	13%
4	0%	2%	4%	5%
3	2%	2%	5%	13%
2	3%	9%	8%	2%
1	5%	5%	15%	0%
0	90%	82%	68%	67%

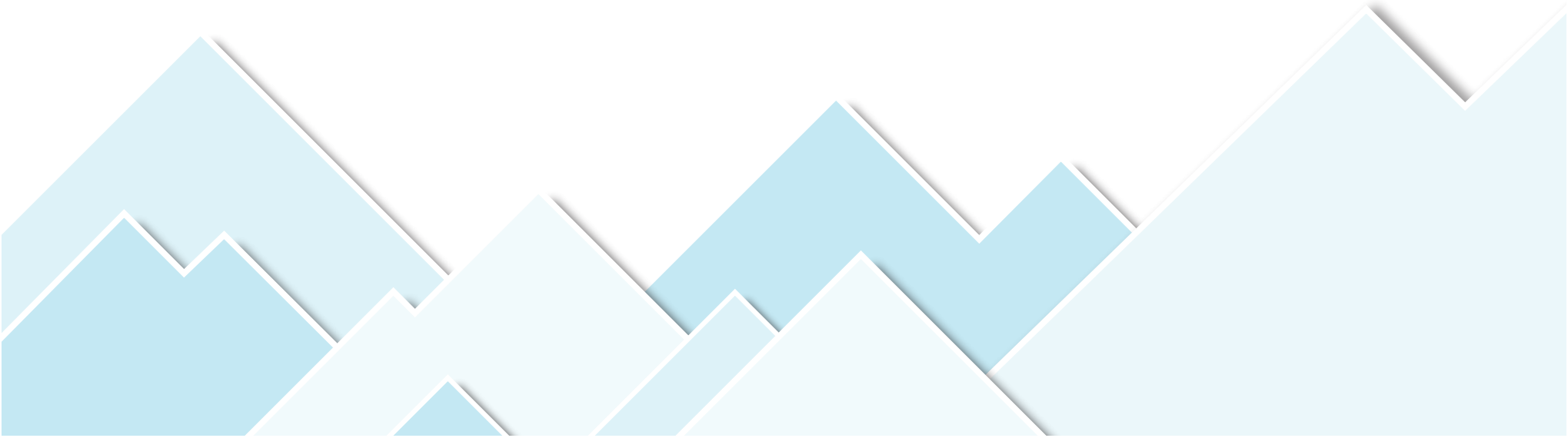




Findings: Climate Data Summary

After an analysis of the Academic Climate Review data for Climate, the following patterns and trends have been identified.

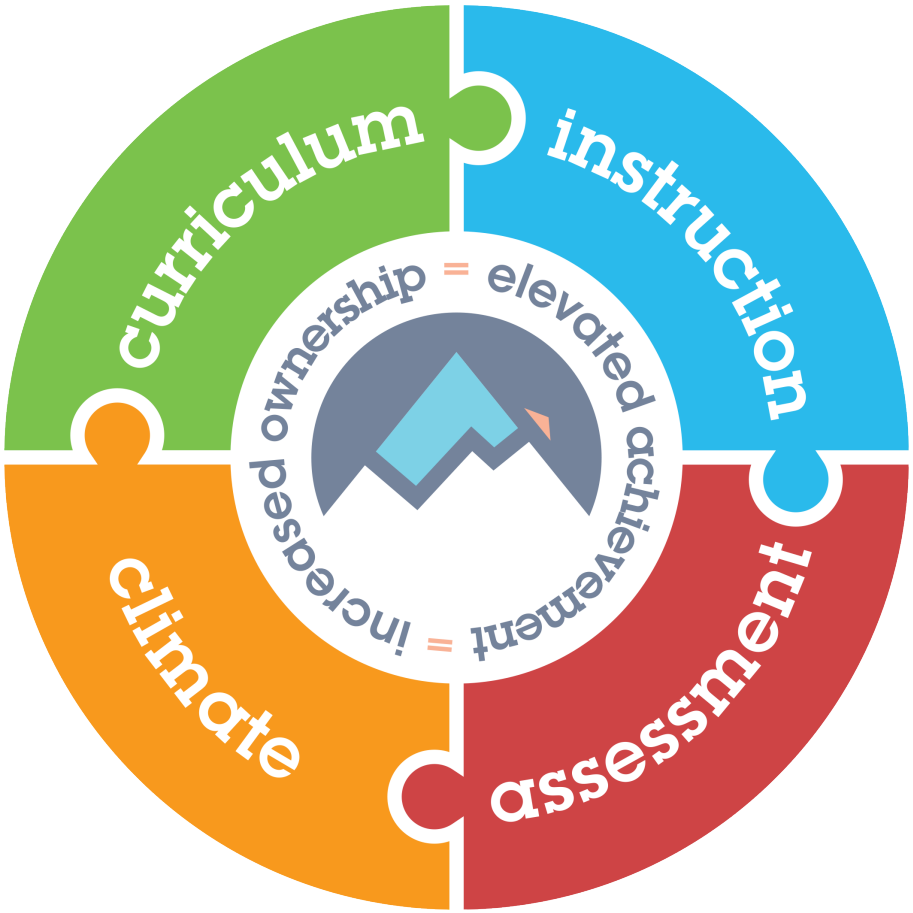
- There was an increase in all three practices for Climate. Climate showed the greatest gains of all four components. Overall classroom environments continue to show evidence of increased respect and cooperation.
- There was evidence of teachers giving students positive affirmation and students supporting each other. There were routines in place in many classrooms that supported students working together in a cooperative fashion. The teacher affirmations and student cooperation though were mostly tied to the tasks or activities. Only minimal examples were observed that were outcome-focused where students understand how their scholarly behaviors supported academic achievement and their role as risk takers in learning.
- Although there was an increase in cooperative learning opportunities, only minimal opportunities for collaborative learning designed to support student academic productivity were observed.



Trends, Projections, and Recommended Next Steps

Student ownership is best defined as a mindset. Students with an ownership mindset know they have the authority, the capacity, and the responsibility to own their learning. In other words, students who own their learning consistently manage their role in the learning, recognize why this is crucial, and utilize strong metacognitive skills.

In his book *Visible Learning,* John Hattie (2011) tells us, "It is students themselves, in the end, not teachers, who decide what students will learn. Thus we must attend to what students are thinking, what their goals are, and why they would want to engage in learning what is offered in schools." Four years of data confirms that Lincoln Heights High School students continue to increase their ownership not just in a specific content area, but across all academic subjects because LHHS educators are delegating more and more authority, capacity, and responsibility to the students. However, there is still work to be done.



Based on the data reflected in this report, Elevated Achievement Group recommends LHHS continue its focus on Instruction and Climate with an additional emphasis on Assessment. The following pages detail specific trends, projections, and recommendations that will empower Lincoln Heights High School to continue to develop student ownership through the increased supports that lead to greater student achievement.

Trends and Projections

During the time period from November 2016 to November 2019, Lincoln Heights High School has had a continued and clear focus on Curriculum. Each year they have provided additional and varied supports to teachers to ensure a continued emphasis on focused, standards-based learning outcomes. Thus, it is no surprise that the school has seen its greatest improvements in the area of Curriculum with an overall average gain of 2.05 from 2016 to 2019. And, because of the integration between Curriculum, Instruction, Assessment, and Climate, and their school focus on these components, we have found two growing trends for each of the other three components as well.

Trends in Overall Averages

	2016	2017	2018	2019	Change from 2016–2019
Curriculum	0.73	1.63	2.41	2.78	+ 2.05
Instruction	0.32	0.98	1.58	1.86	+ 1.54
Assessment	0.23	0.54	1.24	1.27	+ 1.04
Climate	0.58	0.93	1.41	2.17	+ 1.59

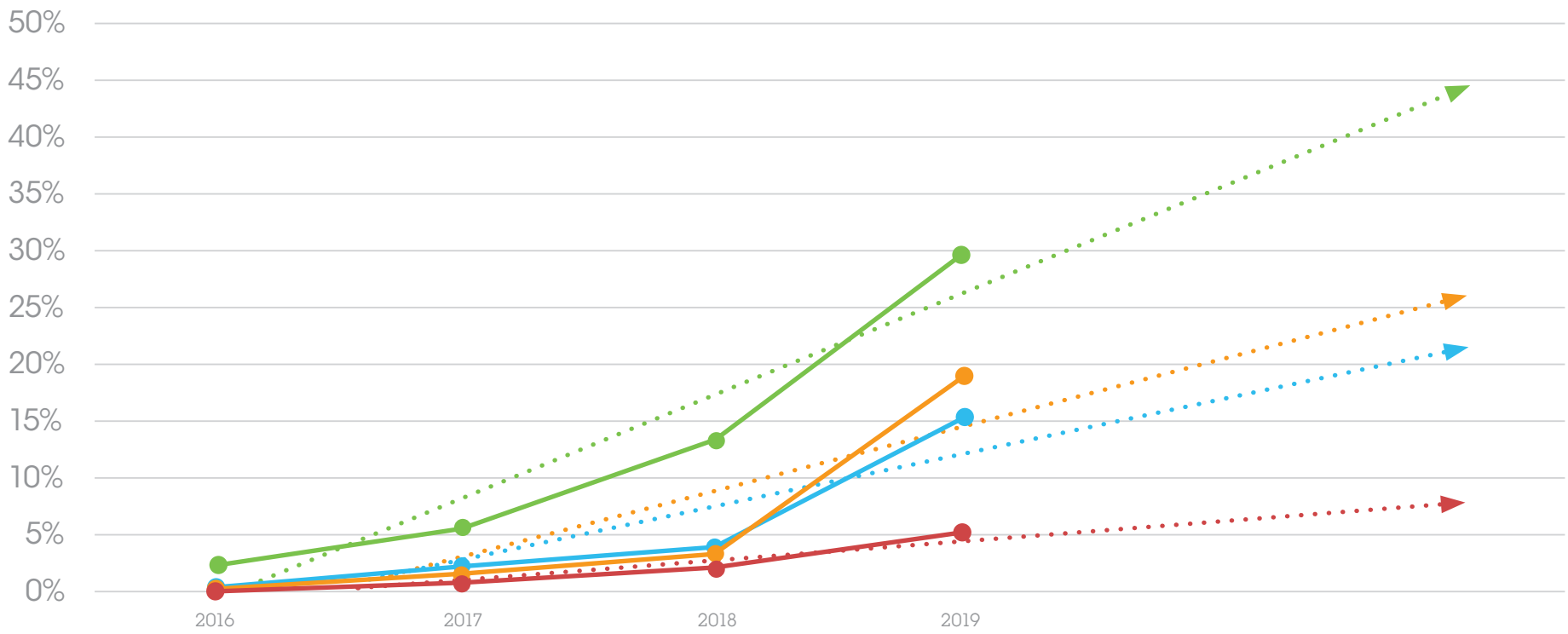
Since November 2016, there has been incremental increases each year in the component avearge with a significant difference between the overall averages from 2016 to 2019. Because the school has utilized this Academic Climate Review on a yearly basis, they have been able to track the growth across time, remain focused on key factors that have led to this growth, and address gaps in a consistent manner.

The following page illustrates the second trend and demonstrates that this consistent tracking of growth has led to a notable increase in the percentage of classrooms scoring at levels 4 and 5 from 2016 to 2019. Using this data to make projections, it is clear that if the school continues to utilize the Academic Climate Review to track growth across time, remain focused on key factors that have led to this growth, and address gaps in a consistent manner, the percentage of classrooms scoring at higher levels will continue to increase at an accelerated rate.

Trends in Levels 4 and 5 Support

	2016	2017	2018	2019
Curriculum	2%	6%	13%	30%
Instruction	1%	2%	4%	15%
Assessment	0%	1%	2%	5%
Climate	1%	2%	3%	19%

Projections in Levels 4 and 5 Support



Recommended Next Steps

The ultimate goal is to ensure all students are supported at the highest level. With this goal in mind, Elevated Achievement Group has provided on the following recommendations that will not only meet the projected percentages but will support Lincoln Heights High School in surpassing them.

Curriculum

This work needs to focus on continuing to ensure that teachers have the knowledge and skills necessary to provide students with standards-based learning outcomes, and that instructional leaders have the skills necessary to monitor and support the work. There should be a continued expectation that all learners have access to the learning outcome and understand the value in knowing it. This work should be differentiated, allowing those teachers that are currently supporting students at a high-level to serve as mentors and models, while providing differentiated support for those teachers that continue to struggle.

Instruction

This work needs to focus on the planning and delivery of standards-based lessons using the most engaging, effective, and efficient instructional strategies. The selection of these strategies is based on student outcomes and student data.

Teachers will continue to acquire the knowledge and skills to:

- Implement a Learning Model that incorporates the elements of best, first instruction. These elements are meaningful structured student-to-student communication that builds directly to mastery of the learning outcome, research-based instructional strategies that are driven by the outcome and student data, and routines that support efficient use of time.
- Participate in a variety of supports that include in-classroom coaching, co-planning/co-teaching, demonstration lessons, observation and feedback sessions, and reflection opportunities.

Assessment

This work needs to focus on designing, building, and analyzing interim student achievement measures to evaluate the degree of student mastery of the standards. These measures will work in conjunction with the District Assessment Blueprint and the District Benchmarks.

Teachers will continue to acquire the knowledge and skills to:

- Implement a Learning Model that includes daily planned data checks of learning specific to the learning outcome.
- Participate in a variety of supports on formative assessment and feedback strategies that include in-classroom coaching, co-planning/co-teaching, demonstration lessons, observation and feedback sessions, and reflection opportunities.
- Analyze formative and summative assessment results to understand and replicate practices that garner academic gains, and to rectify practices that are not making significant gains.

Climate

This work should be differentiated as there is a hierarchy in the development of collaborative environments that provide a high-level of engagement and student ownership of learning.

Teachers will continue to acquire the knowledge and skills to:

- Develop respectful classrooms that allow for recognition of all students tied to learning outcomes.
- Develop strategies and routines that allow for cooperative environments that encourage academic risk taking.
- Plan and facilitate collaborative opportunities that lead to individual academic achievement.

Appendix

Strategic Learning Practices™ – Data Collection Tool

Curriculum

Students are more supported to develop ownership when all student learning is driven by a standards-based curriculum with measurable and achievable outcomes.

Each and every student is supported by:	5	4	3	2	1	0	Totals
C1: Relevant standards with measurable and achievable outcomes that are accessible and drive all learning.							
C2: Units and lessons that provide an integrated approach and that support conceptual redundancy of the learning outcomes.							
C3: Access to curriculum materials that match the content and rigor of the learning outcomes.							

Instruction

Students are more supported to develop ownership when all student learning is driven by highly engaging, effective, and efficient instruction.

Each and every student is supported by:	5	4	3	2	1	0	Totals
I1: Opportunities for meaningful engagement using structured student-to-student communication.							
I2: Opportunities for meaningful engagement using effective instructional strategies.							
I3: Opportunities for meaningful engagement in which instructional time is used efficiently.							

Assessment

Students are more supported to develop ownership when all student learning is driven by regular assessment that guides instructional decision making.

Each and every student is supported by:	5	4	3	2	1	0	Totals
A1: Data that is used to monitor current understanding and provide feedback.							
A2: Data that is used to monitor current understanding and adjust as needed.							
A3: Data that is used to differentiate based on predetermined student needs.							

Climate

Students are more supported to develop ownership when all student learning is driven by a positive academic climate.

Each and every student is supported by:	5	4	3	2	1	0	Totals
CL1: A respectful academic environment that recognizes and promotes scholarly behaviors.							
CL2: A cooperative academic environment that encourages risk taking.							
CL3: A collaborative academic environment that enhances student productivity.							

Strategic Learning Practices™ – Scoring Rubrics

Curriculum 1

Each and every student is supported by relevant standards with measurable and achievable outcomes that are accessible and drive all learning.	
5	Students are provided with relevant standards with measurable and achievable outcomes that are accessible and state a "what" and a "how." All student learning is driven by the identified standard/ measurable learning outcomes. • The learning outcomes align to a relevant standard and uses academically appropriate language. • The learning outcomes align to "what" the standard calls for. • The learning outcomes identify "how" the students will demonstrate the learning. • All student learning is driven by the identified standard/measurable outcomes and can be attained in the lesson. • All students have access to the learning outcomes.
4	Students are provided with relevant standards with measurable and achievable outcomes that state "what" and "how." All students have access to the learning outcomes. Student learning is mostly tied to the identified standard/measurable outcomes.
3	Students are provided with learning outcomes that relate to the standard and include a "what" or a "how" and are accessible. Student learning is somewhat tied to the identified standard/outcomes.
2	Students are provided with tasks that may relate to the standard and are somewhat accessible. Student learning is tied in a limited way to the identified tasks.
1	Students are provided with tasks that are accessible and may or may not be tied to student learning.
0	Students are not provided with tasks that are accessible and tied to student learning.

Curriculum 2

Each and every student is supported by units and lessons that provide an integrated approach and that support conceptual redundancy of the learning outcomes.	
5	Students are provided with units and lessons that are highly developed to support learning through an integrated approach with conceptual redundancy, building directly to mastery of the standard/ learning outcomes. • Unit/lesson integration builds to mastery of the relevant standards with measurable and achievable learning outcomes. • Unit/lesson provides students with conceptual redundancy through multiple, varied interactions with the same concept. • Unit/lesson aligns to previous learning and builds to subsequent learning.
4	Students are provided with units and lessons that are highly developed to support learning through an integrated approach with conceptual redundancy that is mostly tied to relevant standards with measurable and achievable learning outcomes.
3	Students are provided with units and lessons that are highly developed to support learning through an integrated approach with conceptual redundancy that is somewhat tied to the learning outcomes.
2	Students are provided with units and lessons that afford limited integrated approaches or conceptual redundancy in relevant content.
1	Students are provided with units and lessons that afford minimal integrated approaches or conceptual redundancy in relevant content.
0	Students are not provided with units and lessons that afford integrated approaches or conceptual redundancy in relevant content.

Curriculum 3

Each and every student is supported by access to curriculum materials that match the content and rigor of the learning outcomes.	
5	Students are provided with curriculum materials that are accessible and build toward mastery of the content and rigor of the standard/learning outcomes. • Curriculum materials build to mastery of the relevant standards with measurable and achievable learning outcomes. • Curriculum materials are specifically selected to support the content of the standard/ learning outcomes. • Curriculum materials are specifically selected to support the rigor of standard/learning outcomes. • Curriculum materials are accessible to all students.
4	Students are provided with curriculum materials that are accessible and are mostly tied to the content and rigor of the relevant standards with measurable and achievable learning outcomes.
3	Students are provided with curriculum materials that are accessible and are somewhat tied to the content and the rigor of the learning outcomes.
2	Students are provided with curriculum materials that are accessible and match in a limited way to the content and rigor of the stated task.
1	Students are provided with curriculum materials that are accessible and minimally match the content or rigor of the stated task.
0	Students are not provided with curriculum materials that are accessible.

Instruction 1

Each and every student is supported by opportunities for meaningful engagement using structured student-to-student communication.	
5	Students are provided with and engage in opportunities for meaningful structured student-to-student communication, building directly to mastery of the standard/learning outcomes. • Student communications build to mastery of the relevant standards with measurable and achievable learning outcomes. • Multiple, varied opportunities for student communication are provided. • Student communications are structured to provide rigorous and high quality conversations. • Structured communications include reciprocal speaking and listening opportunities for each student.
4	Students are provided with and engage in opportunities for meaningful structured student-to-student communication that are mostly tied to relevant standards with measurable and achievable learning outcomes.
3	Students are provided with and engage in opportunities to engage in meaningful structured student-to-student communication that are somewhat tied to the learning outcomes.
2	Students are provided with opportunities for structured student-to-student communication.
1	Students are provided with opportunities for unstructured student-to-student communication.
0	Students are not provided with opportunities for student-to-student communication.

Instruction 2

Each and every student is supported by opportunities for meaningful engagement using effective instructional strategies.	
5	Students are provided with instructional strategies that offer multiple opportunities for meaningful engagement, building directly to mastery of the standard/learning outcomes. • Instructional strategies build to mastery of the relevant standards with measurable and achievable learning outcomes. • Instructional strategies require a high level of active participation.
4	Students are provided with opportunities for meaningful engagement through the use of instructional strategies that are mostly tied to relevant standards with measurable and achievable learning outcomes.
3	Students are provided with some opportunities for meaningful engagement through the use of instructional strategies that are somewhat tied to the learning outcomes.
2	Students are provided with opportunities for limited engagement through the use of instructional strategies.
1	Students are provided with opportunities for minimal engagement through the use of activities.
0	Students are not provided with opportunities for engagement through the use of instructional strategies or activities.

Instruction 3

Each and every student is supported by opportunities for meaningful engagement in which instructional time is used efficiently.	
5	Students are provided with instruction that is well-paced and keeps students highly engaged, building toward mastery of the standard/learning outcomes. Time is maximized through the use of instructional routines. • All time is used to meaningfully engage students toward mastery of the relevant standards with measurable and achievable learning outcomes. • Pace keeps all students actively participating. • Routines are used to maximize instructional time and exclude non-productive time.
4	Students are provided with opportunities for meaningful engagement that is well-paced and that is mostly tied to relevant standards with measurable and achievable learning outcomes. Multiple instructional routines are evident.
3	Students are provided with some opportunities for meaningful engagement that is well-paced and that is somewhat tied to the learning outcomes. Some instructional routines are evident.
2	Students may be provided with opportunities for engagement. Limited instructional routines are evident.
1	Students are provided with minimal opportunities for engagement. Minimal instructional routines are evident.
0	Students are not provided with opportunities for engagement through the use of instructional time and routines.

Assessment 1

Each and every student is supported by data that is used to monitor current understanding and provide feedback.	
5	Data is used to continuously monitor current student understanding and provide specific feedback, building to mastery of the standard/learning outcomes. • Planned data checks are utilized to effectively monitor current student understanding. • Direct and specific feedback clarifies current understanding and builds towards mastery of the relevant standards with measurable and achievable learning outcomes.
4	Data is used to continuously monitor current student understanding and provide feedback that is mostly tied to relevant standards with measurable and achievable learning outcomes.
3	Data is used to continuously monitor current student understanding and provide feedback that is somewhat tied to the learning outcomes.
2	Data is used in a limited way to check for understanding. Limited feedback is provided.
1	Data is used minimally to check for understanding. Little or no feedback is provided.
0	Data is not used to monitor and check for understanding. Feedback is not provided.

Assessment 2

Each and every student is supported by data that is used to monitor current understanding and adjust as needed	
5	Data is used to monitor current understanding and effectively make adjustments during the lesson, building to mastery of the standard/learning outcomes. • Planned and varied data checks align directly to assessing current understanding. • Data checks are used to monitor student understanding and consistently and effectively make adjustments that build toward mastery of the relevant standards with measurable and achievable learning outcomes. • Data is used to determine next steps, including reteaching, maintaining and/or accelerating.
4	Data is used to consistently monitor understanding and effectively make adjustments during the lesson. Data checks are mostly tied to relevant standards with measurable and achievable learning outcomes.
3	Data is used to monitor understanding and effectively make adjustments during the lesson. Data checks are somewhat tied to the learning outcomes.
2	Data is used in a limited way to monitor understanding and limited adjustments are made.
1	Data is used minimally to monitor understanding and non-effective adjustments are made.
0	Data is not used to monitor understanding and no adjustments are made.

Assessment 3

Each and every student is supported by data that is used to differentiate based on predetermined student needs.	
5	Data is used to effectively differentiate instruction based on predetermined student needs, building to mastery of the standard/learning outcomes. • All differentiated instruction aligns directly to the relevant standards with measurable and achievable learning outcomes. • All differentiated instruction is planned and meets the predetermined needs of the identified students.
4	Data is used to effectively differentiate instruction based on predetermined student needs and is mostly tied to relevant standards with measurable and achievable learning outcomes.
3	Data is used to effectively differentiate instruction based on predetermined student needs and is somewhat tied to the learning outcomes.
2	Data is used in a limited way to differentiate instruction based on predetermined student needs.
1	Data is minimally used to differentiate instruction based on predetermined student needs.
0	Data is not used to differentiated instruction.

Climate 1

Each and every student is supported by a respectful academic environment that recognizes and promotes scholarly behaviors.	
5	Students are provided with a respectful academic environment to ensure consistent recognition and promotion of all students, building to mastery of the standard/learning outcomes. • Interactions are focused on recognizing and promoting students academically and build toward mastery of the relevant standards with measurable and achievable learning outcomes. • Teacher interacts with all students in an academic, respectful, and supportive manner. • Students interact with each other and the teacher in an academic, respectful, and supportive manner. • Positive academic interactions are made public.
4	Students are provided with a respectful academic environment to ensure consistent recognition and promotion of all students and that is mostly tied to relevant standards with measurable and achievable learning outcomes.
3	Students are provided with a respectful academic environment to ensure consistent recognition and promotion of all students and that is somewhat tied to the learning outcomes.
2	Students are provided with a respectful academic environment that allows for limited recognition and promotion.
1	Students are provided with a respectful academic environment that allows for minimal recognition and promotion.
0	Students are not provided with a respectful academic environment.

Climate 2

Each and every student is supported by a cooperative environment that encourages academic risk taking.	
5	Students are provided with a cooperative environment that consistently encourages academic risk taking for all students, building to mastery of the standard/learning outcomes. • Interactions encourage students in taking academic chances that build toward mastery of the relevant standards with measurable and achievable learning outcomes. • Interactions facilitate students in asking for academic help. • Interactions support a willingness to make academic mistakes.
4	Students are provided with a cooperative environment that consistently encourages academic risk taking for all students and that is mostly tied to relevant standards with measurable and achievable learning outcomes.
3	Students are provided with a cooperative environment that consistently encourages academic risk taking for all students and that is somewhat tied to the learning outcomes.
2	Students are provided with a cooperative environment that allows for limited academic risk taking.
1	Students are provided with a cooperative environment that allows for minimal academic risk taking.
0	Students are not provided with a cooperative environment that allows for academic risk taking.

Climate 3

Each and every student is supported by a collaborative environment that enhances student academic productivity.	
5	Students are provided with a collaborative environment that enhances academic productivity for all students, building to mastery of the relevant standards with measurable and achievable learning outcomes. • Collaborative environment facilitates shared and mutual respect amongst all students. • Collaborative environment promotes interdependence in students' academic productivity. • Collaborative environment that leads to increased individual academic productivity.
4	Students are provided with a collaborative environment that enhances academic productivity for all students that is mostly tied to relevant standards with measurable and achievable learning outcomes.
3	Students are provided with a collaborative environment that enhances academic productivity for all students that is somewhat tied to the learning outcomes.
2	Students are provided with a collaborative environment that leads to limited productivity.
1	Students are provided with a minimally collaborative environment.
0	Students are not provided a collaborative environment.

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