



Lamond Campus

Title I Program Evaluation Summary 2012-2013 School Year

During the school year hypotheses were made, and data were collected and analyzed in several areas pertaining to Title I student achievement. Parents/guardians, teachers, and administrators carefully reviewed these data in order to inform the decisions that will be made concerning Title I program design and implementation. Over the 2012-2013 school year Imagine Hope Lamond allocated funds to employ a reading coach, an early childhood coach, and a math coach. We also used a small portion of funds towards professional development.

There were several changes made to the Title I program this year. One was the addition of a reading coach. The reading coach began the school year pulling students for Reading intervention using the intervention program DIBELS and through the use and implementation of Achievement Network (ANet). She assisted teachers in collecting and analyzing data in the area of English language arts and reading comprehension. She also aided teachers in developing action plans in response to determined student needs based on the Achievement Network Scope & Sequence. The reading coach supported teachers and students using the Writing Aviator program as well use the BURST reading intervention program. She assisted in planning with the various grade levels based on the Common Core standards, modeled instructional best practices based on student needs, worked with administration and the ANet coach to establish school wide academic goals and created student incentives for increased academic performance and success. The reading coach at Lamond also worked collaboratively with other instructional coaches within the region. The advances made in reading can be seen below in ANet data, DC CAS data, and SAT 10 data.

The reading coach engaged parents in a number of ways. She communicated with parents during Student Support Team meetings, Back to School Night, Curriculum Nights, and DCCAS test prep sessions. She also presented project based learning showcases to parents during intercession periods. In addition, the reading coach was also the running co-coach for Girls on the Run academic and fitness program through which she engaged parents.

A math coach was also employed to promote progression in the area of math. For the 2012-2013 school year the math coach supported grades 2-6th in the area of math. She lead the ANET quarterly math assessments and the monthly professional development sessions with staff in the areas of math and effective instructional practices. The math coach assisted teachers to collect and analyze data in the area of mathematics and problem solving. She aided teachers in developing action plans in response to determined student needs based on the Achievement Network Scope & Sequence. She assisted in

planning with the various grade levels based on the Common Core standards, modeled instructional best practices based on student needs, provided academic interventions to various grade level students based on data and student groupings, worked with administration and ANet coach to establish school wide academic goals and created student incentives for increased academic performance and success using teacher made assessments as well as the data from ANET quarterly benchmarks. The math coach at Lamond also worked collaboratively with other instructional coaches within the region. The advances made in reading can be seen below in ANet data, DC CAS data, and SAT 10 data. The math coach engaged parents in a number of ways. She communicated with parents during Student Support Team meetings, Back to School Night, Curriculum Nights, and DCCAS test prep sessions. She also presented project based learning showcases to parents during intercession periods. In addition, the math coach was also the running co-coach for Girls on the Run academic and fitness program through which she engaged parents.

An early childhood coach was also utilized during the 2012-2013 school year to promote academic success. The Early Childhood coach provided direct leadership and support for grades Prek3-1st grade. She managed all data reports and assessments for those grades (CKPAT, MCLASS, MCLASS Math, SAT10 and supported with the Dibels intervention). The Early Childhood Coordinator also engaged all parents, addressed all concerns for those grades and provided direct professional development to the teachers of those identified grades.

**Given the 5 areas that were assessed for Early Childhood assessment Imagine Hope Lamond met 3/5 targets. Please see the below data for each assessment given to grades Prek3-4.

Achievement and Progress Metrics in Literacy and Math

<u>Metric</u>	<u>Assessment</u>	<u>Goal</u>
Literacy Achievement	SAT 10	Stanine 4
Literacy Progress	CK PAT	Advance 1 level (on all 8 or 12 categories) (or maintain “competent/ ready” on all)
Literacy Progress	SAT 10	Make 0 or greater NCE
Math Achievement	SAT 10	Stanine 4
Math Progress	CK PAT	Advance 1 level (on all 8 or 12 categories) (or maintain “competent/ ready” on all)

<u>Grade Levels</u>	<u>% Meeting Goal</u>	<u>N-Size</u>
K,1,2	70	135
PK3,PK4	40	131
K,1,2	39	118
K,1,2	75	150
PK3,PK4	66	131

Summary of the CK PAT Assessment

The CK PAT is based on the Core Knowledge Preschool Sequence Curriculum. Pre-Kindergarten 3 (PK3) and Pre-Kindergarten 4 (PK4) administered the CK PAT in the Fall and Spring of the 2012-13 school year. The CK PAT assessment is aligned to the curriculum that early childhood utilizes and is also an approved assessment for literacy and math as defined by the District of Columbia Public Charter School Board. The scores given for each indicator are NY: Not Yet; P: Progressing; R: Ready; and NA: Not Applicable. PK3 students were evaluated on the following three domains: Emerging Literacy Skills in Reading and Writing; Mathematical Reasoning and Number Sense; and Music. Whereas, PK4 students were evaluated on the following two domains: Emerging Literacy Skills in Reading and Writing; and Mathematical Reasoning and Number Sense.

The table below details the percentage of students that received a “Ready” score on the Emerging Literacy Skills in Reading and Writing (Literacy Skills); and Mathematical Reasoning and Number Sense (Math) domains in the 2012-13 school year.

Grade Level	Literacy Skills	Math
PK3	69%	68%
PK4	81%	91%

Overall, employing these positions (reading coach, early childhood coach, math coach) helped to create short and long-term plans for student progress and schoolwide success. Through the assistance of ANET, both the ELA and math coach provided staff with coaching support. Planning and data meetings to ensure effective reteach plans took place quarterly to track student progress and in order to monitor mastery of designated standards. The Schoolwide Program has been implemented as the Schoolwide Planning Team and school leadership intended. The addition of the reading coach, math coach, early childhood coach has been academically beneficial and has put Imagine Hope Lamond on the path toward meeting academic targets.

Though Lamond did not achieve all AMO targets for the 2012-2013 school year, the additions made last year proved to be beneficial and lay the foundation for the coming 2013-2014 school year. After evaluating the initiatives that were successful and the initiatives that need revision, Imagine Hope Lamond has been able to make the necessary changes to put the school in the best position for achieving academic success going forward.

Imagine Hope Lamond also provided high-quality professional development activities for the staff. The staff participated in Quarterly Writing Aviator support through Pearson, monthly PLC meetings with grade level teams, monthly support through the ANET coach, and afterschool school-wide professional development sessions. Professional development sessions were conducted on differentiated instruction, the importance of homework, providing feedback for parents during parent conferences, appropriate pacing of lessons, small group instruction, and guided reading groups.

The professional development activities provided throughout the year assisted the instructional staff in adopting the most effective teaching strategies and practices. Many of the instructional practices and teaching strategies of the teachers begin to change as a result of the PD that was provided. Differentiation of lesson planning for small groups began to take place and became the focus. Teachers used these development sessions to assist in their classrooms by creating homework logs, book report trackers, and also created small group lessons specifically for students during re-teach periods.

Looking Forward

Going forward in the 2013-2014 school year, we have identified the need to allocate Title I funds towards the restructuring of school leadership and school climate development. Imagine Hope Lamond will employ a Vice Principal of the upper school, a Vice Principal of the lower school, and a dean of students.

After reviewing the school wide academic data and reviewing the specific needs of the school based on our school of excellence review, the leadership team needed to be restructured in the area of teacher support, student culture and climate. Therefore, the need to have two Vice Principals designated to support and coach upper and lower school teachers was a priority. In addition, we identified the need to have a dean of students dedicated to support the culture and climate of the school for student behaviors. The new positions will assist with the development of an atmosphere of shared values (Integrity, Justice, and Fun) within the school community. They will assist with the discipline and academic issues of students by using the student support team as an intervention. The new staff will promote an atmosphere of PAC (Personal, Academic, and Community) pride at all times. The dean of students position is required based on the last years previous data which had a large number of student suspension be the end of the school year totaling over 30-40. The administrator in this role will be proactive in creating a school wide behavior system and incentive program while also working alongside the school counselor in supporting students with appropriate behavior interventions.

The upper school Vice Principal will support teachers specifically in the area of both ELA and also Math for grades 2-6th. This position will also support parents in the area of behavior, intervention academics, and incorporate student incentives. She will assist with the implementation of teachers using data to drive instruction and the use of the common core standards. The upper school VP will communicate openly and effectively with students, community, staff, and administration. She will play a role in maintaining effective programs to strengthen and monitor pupil discipline, attendance, and individual progress. She will analyze and use the Achievement Network benchmark assessment to track student progress and the implementation of all its components for academic successes. The upper school VP will encourage the professional growth of teachers through advanced training, experimentation, and evaluation. She will assist with professional learning communities on a monthly basis, help with planning and organizing the school day and year to provide for efficient operation of the school, and work with the administrative team to create a school-wide academic calendar and related events. She will meet weekly for leadership team meetings to discuss areas of growth, areas of concern, and other related topics pertaining to staff and students in grades 2nd- 6th as well as special classes. The upper school VP will work cooperatively with peers in sharing ideas, techniques, and procedures for improvement of the learning environment. She will keep abreast of new information, innovative ideas and techniques and participate in webinars and outside professional development trainings to bring latest techniques to the school wide community.

The lower school Vice Principal will specialize in support for early childhood grades of Pre-K3 – first grade. The lower school VP will coach, support and evaluate the instructional team. She will lead grade level collaborative meetings that will take place twice a week. She will lend support in the areas of curriculum planning and alignment; student academic and behavioral concerns; and assessment data analysis. The leadership model change will be beneficial in the 2013-2014 school year. The lower and upper school will have the support of their designated vice principals. This also allows for another layer in the leadership structure for instructional staff, in that they can bring their concerns to their VP and/or principal. Adding to the program two vice principals and a dean of students will provide an even greater academically sound positive school culture this year. A culture that will have a reduction in the amount of student infractions and students and staff will gain greater classroom support for both staff, students and families.

Math Achievement

DC CAS

- At our Lamond campus, 12.5% of males scored advanced in the area of math in 2012.
- At our Lamond Campus, our 4th grade saw an increase in students who demonstrated proficiency from 2011(42.86%) to 2012(50%) for math.
- 20% of 5th grade students achieved proficiency in math in 2012.

SAT 10 Learning Gains

- In the economically disadvantaged student population at Lamond, we saw a math learning gain of 1.05
- The African American student population achieved a 1.04 learning gain in math.
- The Hispanic/Latino student population achieved a 1.15 learning gain in math.
- In the overall student population at Lamond, we saw a 1.06 learning gain in math.

Reading Achievement

DC CAS

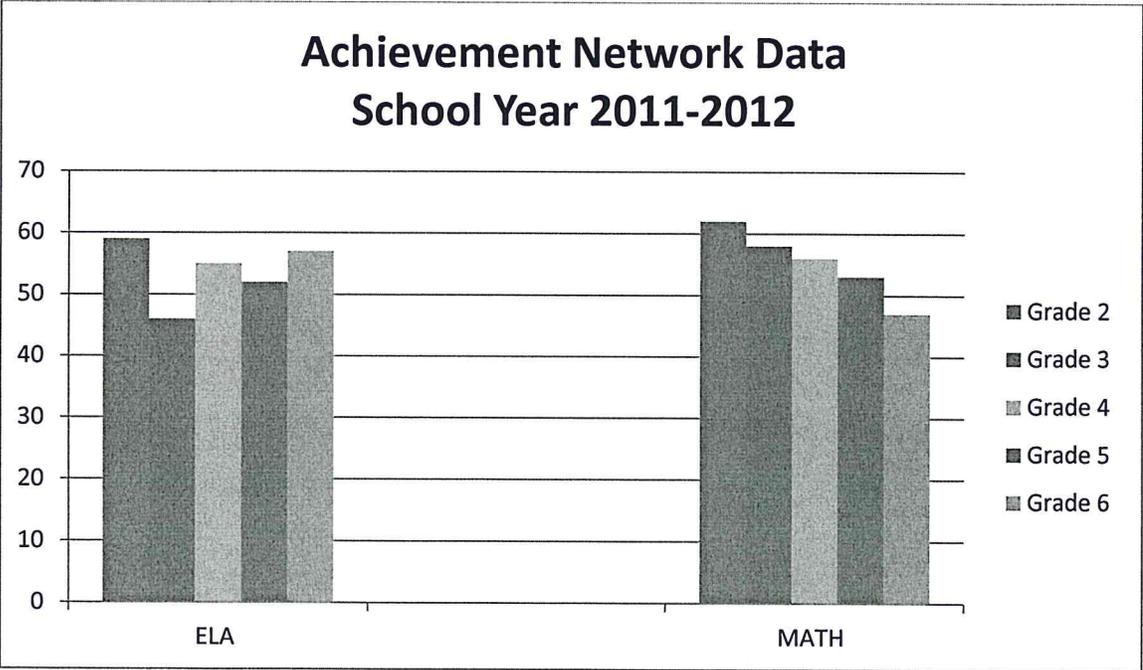
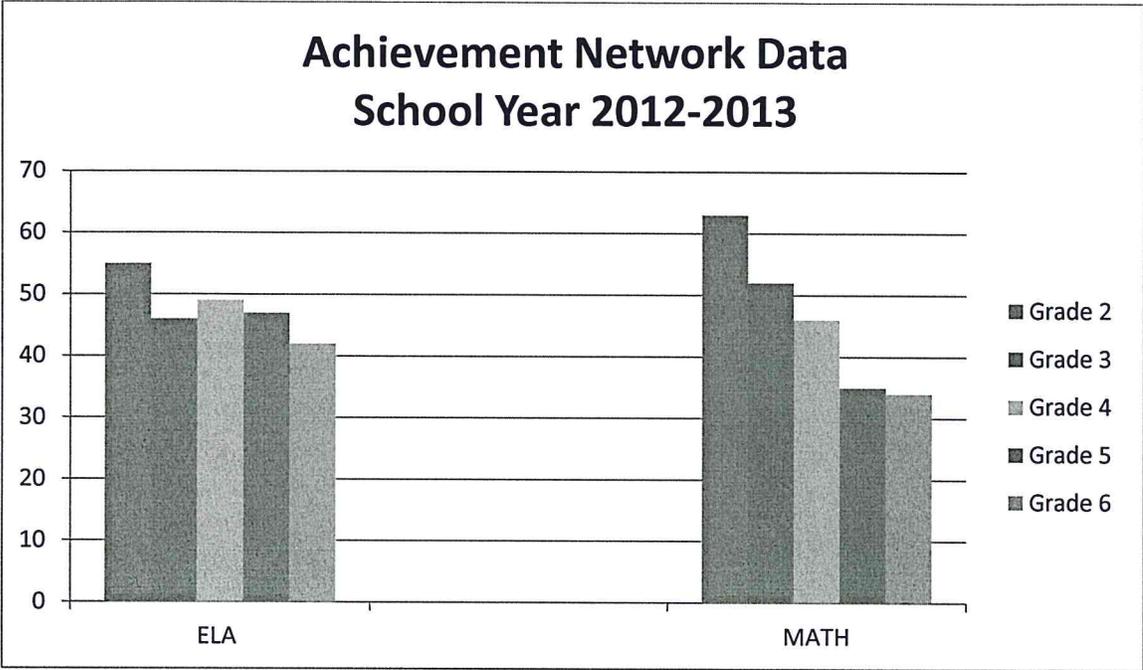
- 3rd grade demonstrated great accomplishments in reading proficiency in 2012. 50% of female students and 40.9% male in the 3rd grade at the Lamond campus reached proficiency in reading.
- At Lamond, 56.25% of students in the 4th grade scored proficient in reading in 2012.
- At the Lamond Campus 33.33% of students in the 5th grade achieved reading proficiency this past school year.

SAT 10 Learning Gains

- In the economically disadvantaged student population at Lamond, we saw a reading learning gain of .96
- The African American student population achieved a .95 learning gain in reading.
- The Hispanic/Latino student population achieved a 1.05 learning gain in reading.
- In the overall student population at Lamond, we saw a 1.01 learning gain in reading.

Achievement Network Data

The Achievement Network (ANet) provides tools and support to schools that serve high-need students to close the achievement gap and raise student achievement.



Learning Gain Imagine Schools - Econ. Disadvantage

School: Imagine Hope Community Charter School-Lamond
Period: F2012-S2013

		Reading Learning Gain											
Economic Disadvantage	N	Mean LG	Proportion Growth > expected	Mean Spring NCE	Proportion with NCE >= 50	Students who began the year scoring in				Quartile 3		Quartile 4	
						Quartile 1 N	Quartile 1 Mean LG	Quartile 2 N	Quartile 2 Mean LG	Quartile 3 N	Quartile 3 Mean LG	Quartile 4 N	Quartile 4 Mean LG
Econ. Disadv.	173	0.96	0.40	43.15	0.37	56	1.00	42	0.96	40	0.95	35	0.91
Not Econ. Disadv	12	0.98	0.50	61.34	0.75	2	1.07	1	1.09	3	0.87	6	0.98
Overall	185	0.97	0.45	52.25	0.56	58	1.04	43	1.03	43	0.91	41	0.95

		Math Learning Gain											
Economic Disadvantage	N	Mean LG	Proportion Growth > expected	Mean Spring NCE	Proportion with NCE >= 50	Students who began the year scoring in				Quartile 3		Quartile 4	
						Quartile 1 N	Quartile 1 Mean LG	Quartile 2 N	Quartile 2 Mean LG	Quartile 3 N	Quartile 3 Mean LG	Quartile 4 N	Quartile 4 Mean LG
Econ. Disadv.	206	1.05	0.63	46.01	0.41	88	1.08	56	1.06	43	1.05	19	0.88
Not Econ. Disadv	15	1.05	0.47	58.94	0.60	3	1.21	2	0.98	6	1.06	4	0.95
Overall	221	1.05	0.55	52.48	0.51	91	1.15	58	1.02	49	1.06	23	0.92

		Average Learning Gain									
Economic Disadvantage	N	Mean LG	Proportion Growth > expected	Mean Spring NCE							
Econ. Disadv.	243	1.01	0.58	46.45							
Not Econ. Disadv	20	0.99	0.45	61.18							
Overall	263	1.00	0.52	53.82							

Learning Gain Imagine Schools - Econ. Disadvantage

School **Imagine Hope Community Charter School-Lamond**
Period **F2012-S2013**

Notes

NCE - Normal Curve Equivalent is a transformation of the Percentile Rank so that the scores can be summarized and Learning Gains calculated (the Percentile Rank is not a linear scale). The left hand side of this report represents the data for all students in the group indicated. The right hand side breaks these students down according to the quartile that they fell into on the Fall assessment. N - number of students in this category, Mean LG - Mean Learning Gain for students in this category, Proportion LG >= 1.0 - Proportion of students who made expected growth or more, Mean Spring NCE - Mean NCE score of this group on the Spring assessment. Fall mean NCE can be determined by computing $\text{Fall Mean NCE} = \text{Spring Mean NCE} - (\text{Mean LG} - 1.00) * 100$. Proportion NCE >= 50 represents the proportion of students scoring average or better on the Spring assessment

Learning Gain Imagine Schools - Race

School **Imagine Hope Community Charter School-Lamond**
 Period **F2012-S2013**

Reading Learning Gain												
Race	N	Mean LG	Proportion Growth > expected	Mean Spring NCE	Proportion with NCE >= 50	Students who began the year scoring in						
						Quartile 1 Mean LG	N	Quartile 2 Mean LG	N	Quartile 3 Mean LG	N	Quartile 4 Mean LG
Afr. Amer.	167	0.95	0.38	43.12	0.37	0.99	40	0.95	39	0.94	36	0.92
Hispanic/Lat.	16	1.06	0.56	52.04	0.56	1.16	3	1.10	4	1.00	3	0.90
White	2	1.01	1.00	83.50	1.00						2	1.01
Overall	185	1.01	0.65	59.55	0.64	1.08	43	1.03	43	0.97	41	0.94

Math Learning Gain												
Race	N	Mean LG	Proportion Growth > expected	Mean Spring NCE	Proportion with NCE >= 50	Students who began the year scoring in						
						Quartile 1 Mean LG	N	Quartile 2 Mean LG	N	Quartile 3 Mean LG	N	Quartile 4 Mean LG
Afr. Amer.	202	1.04	0.60	45.64	0.39	1.08	52	1.05	45	1.05	19	0.86
Hispanic/Lat.	17	1.15	0.88	58.22	0.71	1.19	6	1.15	4	1.10	2	1.11
White	2	0.99	0.50	76.00	1.00						2	0.99
Overall	221	1.06	0.66	59.95	0.70	1.14	58	1.10	49	1.08	23	0.99

Average Learning Gain				
Race	N	Mean LG	Proportion Growth > expected	Mean Spring NCE
Afr. Amer.	237	1.00	0.54	45.96
Hispanic/Lat.	23	1.08	0.91	59.68
White	3	0.96	0.67	81.77

Learning Gain Imagine Schools - Race

School **Imagine Hope Community Charter School-Lamond**

Period **F2012-S2013**

Overall 263 1.01 0.71 62.47

Notes

NCE - Normal Curve Equivalent is a transformation of the Percentile Rank so that the scores can be summarized and Learning Gains calculated (the Percentile Rank is not a linear scale). The left hand side of this report represents the data for all students in the group indicated. The right hand side breaks these students down according to the quartile that they fell into on the Fall assessment. N - number of students in this category, Mean LG - Mean Learning Gain for students in this category, Proportion LG >= 1.0 - Proportion of students who made expected growth or more, Mean Spring NCE - Mean NCE score of this group on the Spring assessment. Fall mean NCE can be determined by computing Fall Mean NCE = Spring Mean NCE - (Mean LG -1.00)*100. Proportion NCE >= 50 represents the proportion of students scoring average or better on the Spring assessment