Lincoln Public Schools

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To: School Committee
From: Mary Sterling
Re: Report on the 2012 MCAS Results
Date: October 11, 2012

This report presents the 2012 MCAS testing results for the Lincoln School district, administered by the Massachusetts Department of Elementary and Secondary Education. Three key dimensions are delineated and discussed for both the Lincoln and Hanscom schools, with appendices to provide specific data:

I. **Performance Levels:** How did students perform relative to the expectation of proficiency in English language arts (ELA), mathematics, and science/engineering?

II. **Progress and Performance Index (PPI):** What is the district and school "accountability" rating? How did the district and schools performance and growth compare to new state goal of reducing proficiency gaps in ELA, math, and science by 2016-17?

III. **Student Growth:** How did students individually grow in performance over the past few years of MCAS testing?

A closing section discusses the district's action steps to promote proficiency and growth for all students.

Part I Performance Levels

Lincoln School

English language arts – (see detailed scores in Appendix A)

The Lincoln School students continue to demonstrate strong performance in ELA. Taken together, 86% of students in grades 3-8 scored at proficient or higher levels. The combined total of advanced and proficient scores at grade 8 is 95%. The Lincoln School performance is well above the state level, especially in the percentage of scores at the advanced level. When comparing advanced scores at grade 3 to those at grade 8, scores increased from grade 3 at 20% to 43% at grade 8. The percentage of scores at Needs Improvement and Warning levels decline steadily through the grades to a low of 5% in grade 8.

The cohort growth chart (Appendix A) shows that scores maintain a four year trend of increasing levels of proficiency in Lincoln School across grades. Highlights include these points about the combined percentage of advanced and proficient scores in the following grades:

- Grade 6: 88% combined scores in 2012 compared to 71% when these students were in grade 4 in 2010, characterized by a 36 point increase in percentage of advanced scores
- Grade 7: 88% combined scores compared to 63% when these students were in grade 4 in 2009, characterized by a rise of 7 percentage points in advanced scores and an 18 point increase in proficient scores. This is significant because these scores include results for the Long Composition, which is administered in both grade 4 and grade 7
- Grade 8: 95% combined scores compared to 86% when these students were in grade 5 in 2009, characterized by 12 point increase in percentage of advanced scores

An analysis of ELA performance on different types of questions and in the three strands of *Language, Reading,* and *Writing* reveal many strengths and a few areas for growth at the Lincoln School. Overall, the performance in questions about language and reading reveals the students in grades 3-8 demonstrate strength in topics such as "Understanding a Text" and "Vocabulary and Concept Development" which are two of the most important areas of understanding and skill in literacy. There were no significant areas of concern in the reading and language strands for grades 3-8. However the scores for questions about poetry were relatively lower in some grades.

In the *Writing* strand, the scores on the long composition for grades 4 and 7 continue a trend in the last two years of showing greater strength in conventions than in craft. The older students scored higher than the younger students in their composition performance (72% points correct at grade 7; 64% points correct at grade 4). The goal of improving composition skills will remain a priority for students in all grades, particularly in "Topic Development."

As is true in the district and in the state, Lincoln School students perform better on multiple choice questions than they do on short answer or Open Response questions. Open Response questions require students to read a text and write a response to a prompt about the text, using evidence from the text to support their answers. As students grow, they improve in their capacity to respond well to this type of question: the percentage of points correct on Open Response increased 20 points from the younger grades (grade 3: 54%) to the older grades (Grade 8: 74%). However, the percentage of points correct in these topics still needs to increase; improvement in responding to Open Response questions remains a goal at the school and in the district.

In state assessments, ELA results for subgroups of students are often not as strong as the overall Lincoln School performance. A chart of the English language arts performance for subgroup performance at "All Grades" is located in Appendix B. The state has changed some of the ways they report subgroups performance so that students who are members of several groups are represented in each group and, if they qualify, in one new group called, "High Needs." This group includes "Students with Disabilities, students who are "ELL" (English

Language Learners) and students who are counted as "Low-Income." The state's new calculation of progress sets a targeted goal for each subgroup and tracks performance over time. Subgroup performance is a key factor in the state designation of "PPI" level of accountability (See next section of this report).

In the Lincoln School, there are often fewer than 10 members of a subgroup per grade so the state does not report on performance or progress in these low-incidence groups. Nonetheless, it is instructive to note the progress of some groups with more than 10 members in comparison to their performance on the 2011 ELA state assessments. The High Needs groups, because they represent a combination of students, are often large enough to trace and each member is counted only once in the group. The 19 students in this group currently in grade six made significant gains over the year before: 68% achieved a level of proficient or better, compared to 44% in 2011. The 16 current seventh grade students in the High Needs group clearly struggle with ELA but the number of students at the proficient level was raised from 36% in 2011 to 44% in 2012. In the current grade 8 High Needs group of 22 students, there was an addition of three students last year and a decrease in proficient scores since 2011.

In the category of race and ethnicity, there are often not enough members of a group at a grade level in the Lincoln School for the state to report on subgroup achievement. However, in the multi-grade (3-8) combination of scores, the subgroup of 46 African-American students earned 67% Proficient or higher compared to the "all students" score of 86%. This gap in achievement is similar to the same set of scores in 2011. An examination of each group in the 2012 composite chart of "All Grades," 3-8, shows the lower performance of each group compared to their non-group counterparts. The pattern that has held throughout the state and in our district is consistent: subgroup performance falls below the performance of students who are not in that subgroup. This issue is one we address in our Action Steps at the end of this report.

Mathematics – (see detailed scores in Appendix A)

In mathematics at all grade levels, Lincoln School students score consistently higher than students across the state in percentage of scores at advanced and proficient levels. Overall since 2009, each grade level has made gains in combined scores and in CPI (Composite Performance Index).[1] Advanced scores at grades 3, 4, and 5 have increased since 2009. A comparison of grade 8 combined scores in 2012 to scores in 2009 shows a steady level of 80% Proficient or higher. But a closer look shows an 11 point percentage point gain of advanced scores since 2009, which was prior to the district's adoption of *Impact Mathematics* and Advanced Algebra I. Less positive is the trend in Warning scores: over the past five years, these scores stay under 5% in grades 3 and 4 but increase in the older grades to a high of 7% Warning scores in 2012 at grade 8.

[1] See multiyear scores on the DESE website, under school profiles, assessment results: www.doe.mass.edu

The cohort growth chart, (Appendix A) shows that each cohort varied in terms of growth over four years, since 2009. Highlights include the following points about the combined percentage of advanced and proficient scores in the following grades over two years of assessment:

- Grade 5: 78% compared to 72% as 4th graders in 2011, characterized by a drop in percentage of proficient scores and a 17 point gain in advanced scores
- Grade 6: 78% compared to 79% as 5th graders in 2011, characterized by a slight decline in advanced scores and a slight rise in proficient scores
- Grade 7: 75% compared to 70% as 6th graders in 2011, characterized by movement from the below proficient scores to the proficient level
- Grade 8: 80% compared to 76% as 7th graders in 2011, characterized by an 8 point increase in percentage of advanced scores (55%) and reduction of scores at the warning level

An analysis of mathematics performance on different types of questions shows some gain since 2009: the total number of points correct in 2012 for all questions is higher at each grade than it was in 2009. Students tended to receive more correct points on multiple choice questions than they did on Open Response and short answer questions. Open Response scores at all grades continue to be higher than the state. Cohort gains are also evident for Lincoln Schools. A comparison of the scores of 8th graders in 2012 to the Open Response scores of the same students when they were 5th graders in 2009, shows a significant gain: 69% correct in 2009; 81% correct in 2012. A gain is also evident in tracing scores of 7th graders in 2012 (79% correct) to the scores of these same students when they were in 4th grade (74%). Even though these gains are promising, teachers and math specialists recognize the need to continue teaching students to develop skill in deciphering and responding to open-ended questions that often demand a more in-depth response than do multiple choice questions.

Performance on the strands of mathematics in the elementary grades (3, 4, and 5) reveals strength in most strands of mathematics in many subtopics. No clear concerns about content knowledge are evident from the testing results. The 2012 results show greater percentage correct on the content strands in each grade than was true four years ago, when the district first introduced *Everyday Math.* For students at any given grade level who had significant difficulty with questions in a strand, an item analysis of questions will be undertaken to determine any areas of specific weakness that need attention.

Mathematics scores for students in one or more subgroups trail behind the performance of the whole group, as has been true in the district and the state for several years. A chart of data about subgroup performance for mathematics in "All Grades" (3-8) at Lincoln school is included in Appendix B. As described in the preceding section about English language arts, the state has changed its system for counting members of groups so the picture is more accurate. Any group with less than 10 members is not counted in the state's calculation of progress and performance. However, as is shown in the All Grades chart, the state has created a combined group of "High Needs," which includes students who are counted as "ELL," "Disabilities," and "Low-Income" but a student is only counted once, even if he or she belongs to more than one group.

A comparison of 2011 and 2012 scores in some subgroups large enough to count reveal progress – or lack of progress – that some of our students have made in mathematics. For example, in the High Needs subgroup, the 18 students currently at grade 6, increased slightly the percentage of proficient performance from 44% in 2011 to 47% in 2012. However, the 16 current seventh graders in this group declined in percentage of proficiency over their 2011 scores: more students scored at the Needs Improvement and Warning levels. However, this same group of students made progress in ELA scores, as described above. The 19 current eighth graders in the High Needs group improved their performance from 26% Proficient scores to 41% Proficient scores, which still indicates continued need for focused intervention in mathematics.

In the category of race and ethnicity, there are often not enough members of a group at a grade level for the state to report on subgroup achievement. However, in the multi-grade (3-8) combination of scores, the subgroup of 46 African-American students earned 48% Proficient or higher scores compared to the "all students" score of 78%. This represents a 16 percentage point increase in Proficient scores for this subgroup compared to the scores of 2011. The "All Grades" chart of students in subgroups who were tested last year at grades 3-8 shows a clear pattern of lower math performance by students than that of their non-subgroup counterparts. Focused intervention with students in these groups is a high priority in our district and is described in the Action Steps at the close of this report.

Science & Engineering – (See detailed scores in Appendix A)

Lincoln School students achieved gains in performance in their science scores since 2010, continuing a trend of improvement over the past three years. At grade 5, the percentage of students with scores at proficient or higher levels increased from 69% in 2010 to 79% in 2012. The change is characterized by an increase in scores at the advanced level and a drop in scores at the needs improvement level. For comparison, the combined 2012 Massachusetts state science scores in advanced and proficient levels at grade 5 are 52%. At grade 8, scores also increased from 64% scores at proficient or higher levels in 2010 to 78% in 2012, characterized by an increase in scores at the advanced and proficient levels and a decline in scores at the needs improvement level. For comparison, the combined proficient and advanced state scores at grade 8 are 43%. Despite this significant growth, a look at the grade 8 cohort raises a concern that is mirrored at the state level from grade 5 to grade 8: a decline in advanced scores and an increase in proficient scores. A closer analysis of missed test items at grade 8 may illuminate why fewer eighth graders score at the advanced level.

An analysis of question type shows the same pattern as found in ELA and mathematics performance: students perform better on questions with multiple choice than on Open Response questions. Nearly 30% of questions are Open Response in both 5th and 8th grade assessments. Lincoln students' scores for percent correct on Open Response are well above the state scores at both grades. Even though these results exceed the state performance by a clear margin, the district continues to focus on developing proficiency in responding to open-ended questions.

This emphasis is particularly important as we incorporate the new national and state standards in reading and writing in science and engineering.

Responses analyzed by the strands of science show that Lincoln School 5th grade scores on all four strands were 70% correct or better; the 8th grade scores were 72% or better. The strand with the greatest percent of correct responses at grade 5 was Life Science: 79%. At grade 8, the greatest percentage of correct responses was in the strand of Technology/Engineering: 79%. Patterns of response on subtopics in each strand at grade 5 reveal the need to focus review on high frequency topics. At grade 8, subtopic scores give science teachers direction in looking more closely at item analysis to determine what content posed difficulties for students (such as 58% on a question about forms of energy) and what was readily understood (such as 91% correct on question about construction technologies).

Hanscom Schools

English language arts – (see detailed scores in Appendix A)

Students in the Hanscom schools demonstrated a moderate performance in ELA. In grades 4-8, 70% of students scored at proficient or higher levels. At Hanscom Primary School, third grade scores reach a new high level of 71%, which is a 16 percentage point increase from the 2011 scores. The Hanscom Middle School students' performance levels are often comparable to the state levels, although the 2012 ELA results for grades 4, 5, and 6 are higher than the state levels. The combined ELA scores for the graduating 8th graders amount to 82% advanced and proficient, which is similar to scores for 8th grader over the past four years. Analysis of a cohort's progress from one grade to the next does not result in valid measures at Hanscom Schools because of the high turnover rate. However, as part of the school's internal process, some data is gathered on specific aspects of performance of a small group of students who remain longer than two years.

An analysis of performance in the strands of *Language*, *Reading*, and *Writing* reveal some strength across the grades in "Understanding a Text" and a few grade level results show strength in responding to questions about "Genre" and "Style and Language." Areas of concern in these two strands are evidence in grade 4, 5, and 6 results for questions about non-fiction.

The *Writing* strand is where results raise concern about student performance. The points scored in "Long Composition" were similar in grade 4 (61% points correct) to grade 7 (60% points correct). Scores show greater strength in "conventions" than in "craft." Particular concern is raised when examining the low scores in "Topic Development:" 52% correct for grade 4; 49% correct for grade 6, which are below the state averages. As is true in the district, Hanscom students perform better on multiple choice than on open-ended questions. Proficient scores on Open Response questions range from 48% at grade 4 to 62% at grade 8. The development of strength in answering Open Response and composing longer pieces of writing continues to be a priority at Hanscom and in the district.

Scores of students in subgroups at the Hanscom schools are difficult to interpret at each grade because of the very small numbers in each group. Also, since the turnover is approximately one third per year, the membership in subgroups can change substantially. However, the subgroup scores for students in all grades 4-8 (see chart in Appendix), show three subgroups with significant difference in ELA performance compared to their non-subgroup counterparts. Of the 27 students with disabilities who were at grades 4-8 in the spring of 2012, only 22% achieved scores of Proficient or higher compared to their non-disabled peers whose scores of Proficient or above reached 78%. In the category of race and ethnicity, the subgroup of 29 African-American students earned 59% Proficient or higher compared to the "all students" score of 71%. The High Needs subgroup, which includes 64 students, earned a composite score of 58% Proficient or higher compared to their non-subgroup counterparts at 79%. Students in these subgroups require focused interventions to raise their achievement in ELA, which are described in the Action Steps.

Mathematics – (see detailed scores in Appendix A)

In mathematics at grades 3-5, students in the Hanscom schools scored significantly higher than students across the state in percentage of scores at advanced and proficient levels. However, at grades 6, 7, and 8, the combined scores drop below 50%, and are under the state scores. At the high end of the range, grade 5 students had combined scores of 78%, which is 24 percentage points above the state level. The low end was at grade 8 with combined scores of 36%, 16 percentage points below the state level. The school has responded to the low scores in several ways, outlined in the action steps in the closing section.

An analysis of mathematics performance on different types of questions shows that students in grades 3-8 tended to receive more correct points on multiple choice questions than they did on Open Response and short answer questions. Students in earlier grades earned a higher percentage of correct points for Open Response (a range of 68% to 74%) than did students in grades 6, 7, and 8 who scored 60% correct at grade 6, 63% correct at grade 7, and 44% correct at grade 8. These middle school scores are below the state percentages for each of the three grades. Further investigation of the difficulties associated with open-ended questions is already underway using the released questions for these items at each grade.

Performance on the strands of mathematics was stronger in the elementary grades (3, 4, and 5) than in the middle school grades. Younger student scores showed a mix of strength and need in specifics topics of the main strands. The greatest strength was in the strand of *Patterns, Relations, and Algebra* in grade 3 and the lowest scores were at grade 5 in *Geometry*. However, students at grades 6, 7, and 8 had greater difficulty with all strands than did students in earlier grades. Of all the strands assessed, middle school students demonstrated relative strength in topics about *Patterns, Relations, and Algebra*, with scores better or close to the state average. However, there are many topics within all the strands with scores below the state average, particularly at grades 7 and 8. Teachers and math specialists will analyze the released questions

to see what concepts and skills posed the most difficulty for students and adjust instruction to target key areas.

As was stated in the section on ELA, scores in mathematics for students in subgroups at the Hanscom schools are difficult to interpret at each grade because of the very small numbers in each group and the high turnover in group membership. However, the subgroup scores for students in all grades 4-8 (see chart in Appendix B), show four subgroups with significant difference in mathematics performance compared to their non-subgroup counterparts. 46 students were counted in the Low-Income category: the multi-grade performance of this group was 46% Proficient or higher, compared to their non-subgroup peers at 60%. Of the 27 students with disabilities who were at grades 4-8 in the spring of 2012, only 22% achieved scores of Proficient or higher compared to their non-disabled peers whose scores of Proficient or higher reached 62%. In the subgroup of 29 African-American students, the scores of Proficient or higher were only 28% compared to the "all students" score of 57%. The High Needs subgroup, which includes 64 students, earned a composite score of 42% Proficient or higher compared to their non-subgroup counterparts at 63%. Students in these subgroups require focused interventions to raise their achievement in mathematics, which are described in the Action Steps.

Science & Engineering – (See detailed scores in Appendix A)

The performance scores in science and engineering at Hanscom show that steady improvement in grade 5 performance since 2009. The 2009 combined scores of advanced and proficient were 30%; the 2012 combined results for grade 5 are 78%, characterized by 22% advanced and 56% proficient scores. Many eighth grade students, however, have difficulty achieving a proficient level of response to questions posed. The scores are below the state levels of performance in all categories. At grade 8, combined scores for 2012 are 28% (state 43%).

The high turnover rate at Hanscom is a major factor in the low science scores. Questions for the tests at grade 8 are based on state science and engineering standards in grades 6-8. Success depends on three years of participation in the district's science instruction to be successful. In fact, a small percentage of students attend Hanscom schools for three years and this presents a serious hurdle to students faced with a cumulative assessment. The challenge of students who are unprepared for the state science tests continues to be of great concern to the school and the district.

Nonetheless, a close look at question type and performance on strands and subtopics may assist science teachers in determining some areas for increased instructional focus. In both grades, students responded to multiple choice questions with greater accuracy than they were able to achieve in Open Response questions. Nearly 30% of the questions are Open Response in both 5th and 8th grade assessments. Fifth graders were more successful in responding to this type of open-ended question (53% correct) than were eighth graders (34%). As a district, we will continue to focus on developing proficiency in responding to Open Response questions in the content areas.

The content understanding in each of the strands of science can be seen in clusters of scores in topics. Students in grade 5 showed strength in their scores for six topics including Electrical Energy (86%) and the Water Cycle (88%). Fifth graders did not score as well in topics such as Soils (63%) and States of Matter (68%). In grade 8, scores on the content knowledge of the three science strands were weak and often below state averages. However, scores in Technology/Engineering, though not high, were somewhat stronger than the other assessed areas. Science teachers use item analysis of released test questions to assist them in determining what steps to take in this academic year to support students, especially newcomers, who will take these assessments next spring.

Part II Progress and Performance Index (PPI)

The state of Massachusetts has replaced the Adequate Yearly Progress (AYP) metric used since 2003 as the primary method of determining district and school "accountability" for student progress. The new method is called "Progress and Performance Index" (PPI). The PPI is assigned to districts, schools, and student groups based on their achievement and growth compared to targets set by the state. The indicator for achievement is the CPI (Composite Point Index) in ELA, mathematics and science; growth is indicated by the median SGP (Student Growth Percentiles) in ELA and mathematics. For high schools, the PPI also includes two additional indicators: cohort graduation rate and Annual dropout rate. Each year, districts and schools will receive an annual PPI, based on a district or a school's progress toward targets from one year to the next, and a cumulative PPI based on four years of annual PPI data. More detailed information about the background for this change and the methods for calculating the PPI can be found on the Massachusetts website (www.doe.mass.edu) in the section on school and district profiles, and in Appendix C of this report.

The PPI results in a classification of each school into levels from 1-5. A district is assigned the accountability and assistance level of its lowest performing school. For each level, the state has described the type of assistance that it will provide to help a district and its schools make progress in the learning of all students and, in particular, in the "High Needs" subgroup. For each level, schools and districts are required to take actions to: inform the community, analyze results for all student groups, develop specific plans for the learning of its students, and set aside resources.

When the state proposed and piloted the new PPI accountability measures, officials predicted that in the first year of the PPI, 80% of schools in Massachusetts would be assigned Level 1 or 2, while the remaining 20% of schools would be in Levels 3 and 4, with a very few at Level 5. In fact, the majority of Massachusetts schools (78%) are classified into either Level 1 or Level 2 on the basis of progress toward meeting their own PPI targets for all students and for students in the High Needs subgroup.

The Lincoln Public Schools district's PPI results are the following:

Lincoln District:	Level 2
Lincoln School:	Level 1
Hanscom Primary:	Level 1
Hanscom Middle:	Level 2

More detailed reports for the district and the schools are in Appendix C and on line at www.doe.mass.us. As a district, we will take the actions required by the state for Level 2 districts, which are similar to actions required of Level 1 districts. Since Lincoln is a Title I district, we will set aside 20% of our Title I funds for interventions and supports for the lowest-achieving students in the lowest performing school. As outlined in the Action Steps at the end of this report, the district administrators, school principals, and curriculum leaders will work together to design specific supports for students whose performance is not yet proficient and whose growth is not yet *adequate.*

Part III Student Growth Percentile (SGP)

2012 is the third year that the Department of Elementary and Secondary Education (DESE) has used a metric for assessing student growth in ELA and mathematics achievement called the Student Growth Percentile (SGP). This score reflects a student's progress over at least two years of MCAS testing relative to that of students across the state who are considered "academic peers." The rate of growth is expressed as a percentile score, which is calculated using the performance scores of other students who have a similar test score history. The growth percentile, which is separate from the MCAS achievement score, adds to an understanding of student performance. While the achievement score indicates how a student performed relative to grade level standards in a given year, the SGP provides a measure of how a student changed from one year to the next. The addition of a growth percentile to the information on MCAS testing of a student's achievement on standards defines academic performance as a combination of growth and achievement. More information about the state's rationale and formula for calculating the SGP is available at www.doe.mass.edu/mcas/growth/ .

There are several advantages to having the SGP as a data point along with the MCAS achievement results:

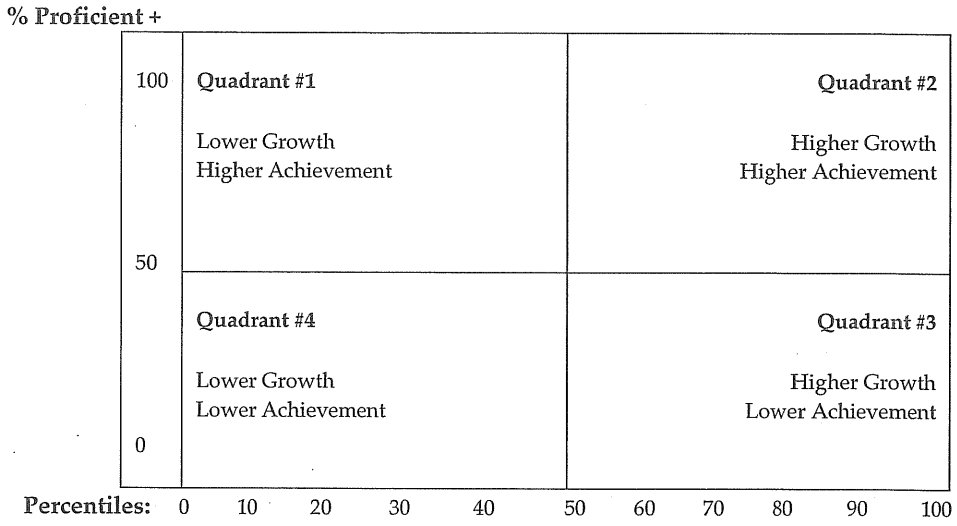
- A student can achieve at a low level but still improve relative to his academic peers
- Another student could achieve well but not improve much from year to year
- Evidence of improvement is available even among those with low achievement
- High achieving students and schools have something to strive for beyond proficiency

The use of SGP in the past two years has shown that these points are important to take into consideration as each school assesses the progress of its students.

Students in grades 4-8 who have taken the MCAS tests for at least two years have information about SGP in the MCAS results report sent home to families. The parent information chart includes achievement level and scores along with student growth percentiles for ELA and mathematics. The DESE offers three points of guidance in using SGP scores:

- Typical student growth percentiles are between about 40 and 60 on most tests.
- Students or groups outside this range have higher or lower than typical growth.
- Differences of fewer than 10 SGP points are likely not educationally meaningful.

Student Growth Percentile Distribution



The relationship between growth percentile and achievement can be understood in 4 quadrants, as depicted above. The student's performance could be in Quadrant 1, reflecting low growth if he or she is already close to the top of the achievement scale (Advanced level scores of 260 to 280) and has an SGP below 40. Quadrant 2 is most desirable: high achievement scores and high SGP. Sometimes student performance falls in Quadrant 3 when a student who is not yet achieving at a Proficient level (240 or more) but has increased the achievement scaled score from a lower level in the previous year of testing. Finally, students whose performance falls in Quadrant 4 are those who have low achievement scores and have made little growth. In addition to SGP scores for individual students, median SGP scores are calculated for grade levels, subgroups, and schools. See Appendix D for charts that show ELA median SGP scores for grades 4-8 in the Lincoln School and the Hanscom Middle School.

In both middle schools, the SGP individual scores are far more useful than median scores. Principals have undertaken a close examination of the pattern of SGP scores for all students, with special attention to those students who did not achieve proficiency in their ELA and/or mathematics achievement results. The Lincoln School students in grades 6-8 in 2012

showed good growth in SGP: 50-80% of students in English language arts and 75-80% in mathematics received student growth percentiles of 40 or higher. Of the students who received specific interventions through Academic Extensions in math and ELA last year, many made clear growth percentile gains, even if some did not reach proficiency. In analyzing student growth scores this fall, faculty members paid particular attention to students who received scores at the Needs Improvement and Warning levels. More efforts with the goal of supporting growth and achievement are described in the action steps below.

At Hanscom Middle School, principal and faculty have examined the achievement scores and growth percentiles for returning students at each grade who have been in Massachusetts for at least two years of state testing. Despite the discouraging results for actual achievement levels, the growth results are encouraging. At each grade, the majority of students had growth percentiles of 40 or better. A relatively small number of students demonstrated low growth. Furthermore, of the group who scored above the 40th percentile, the majority scored above the 60th percentile. For example:

- Twenty 7th graders returned this year with two years of testing in Massachusetts and therefore received an SGP score.
- Eight students received growth percentile scores below 40 and only one achieved a Proficient achievement score.
- Twelve students achieved SGP scores between 47 and 92: two had achievement scores in the Needs Improvement range, seven students earned scores in the Proficient level and three students earned Advanced level scores.

These growth scores are important indicators that the efforts teachers and students are making for the short time they are working together at Hanscom Middle School are producing some gains. The school faculty and principal are taking more action steps this year with the goal of increasing both growth and achievement for all students.

Action Steps

Each year, school principals, curriculum leaders and teachers gain understanding about student strengths and needs by using data from the MCAS results in combination with information gained through local assessments and daily instruction. As a district, we have consistent practices that all schools use to improve growth and achievement. Each school leader makes specific decisions about the allocation of time, resources, and expertise to narrow the gaps between students who are proficient and those who are not yet proficient. The following district and school action steps build on and refine practices established in the past few years:

District Action Steps

Goal-focused Intervention Plans: For every student entering grade 4 and 5 whose MCAS achievement scores in math and/or ELA are at a Needs Improvement or Warning level, a

goal-focused intervention plan (GFIP) is developed. Specific intervention strategies are carried out by literacy and math specialists, and the Lincoln academic advisor; progress is monitored through the intervention. At the designated end of an intervention, the student's progress is assessed and a decision is made about continuing or discontinuing services. The principal signs every plan and monitors progress on a regular basis.

Academic Extensions: For every student entering grades 6, 7, and 8 whose MCAS achievement scores in math and/or ELA are at a Needs Improvement or Warning level, an Academic Extension is assigned. These Academic Extensions are scheduled for one trimester, goals for instruction are targeted for the students' needs, and progress is monitored throughout. At the end of a trimester, a decision about continuing to assign Academic Extensions is made based on teacher and specialist determination of student need and current growth. The principals monitor progress of all students who are assigned to these extensions.

English Language Arts: The English Language Arts curriculum leader, Judy Merra, has used the MCAS results to determine broad gains and needs throughout the district. She has also investigated the connections between our local literacy assessment data and the MCAS results for those students who score below current grade level. Her analysis has contributed to the development of goals in GFIPS. In addition, Judy is leading the work on strengthening teaching approaches and student opportunities to work on Open Response questions, especially at grades 3-8. The work this year on these questions will focus specifically on reading non-fiction text and writing a response with evidence from the text.

Mathematics: The curriculum leaders for mathematics, Ellen Metzger and Liz van Cleef, have examined the math results on MCAS in terms of performance on the different strands of mathematics and on the types of questions. The most important focus for this year is to improve the work on Open Response questions. They have worked with math specialists to develop high quality Open Response questions -- aligned with the new 2011 Math standards -- for every grade level to use as local common assessments. Math specialists will work with teachers to develop skill in teaching students to use effective strategies in responding to these questions and to give feedback to students in order to bring about a high level of performance.

Science: The curriculum leader for science and engineering, Terry Green, has examined the MCAS results on both campuses at grade 5. She has also led a review of the results with a district-wide group of grade 6-8 science teachers. Given the summary of results discussed above, Terry and science teachers have made several recommendations to support greater success for students in learning science and in achieving a higher performance on the MCAS science assessments:

- Use the data about high frequency topics over the past four years of testing to organize a review for all students in grade 5 and 8 prior to the spring assessment.

- Give students many opportunities to practice Open Response questions and receive teacher feedback and coaching.
- Examine the feasibility of adding science units in grades 3-5 in several key areas.
- Consider purchasing a predictive test to assess all students in the fall with targeted instruction based on assessed need. (See the Galileo product at Assessment Technology)
- Explore the possibility of creating a "spiral" curriculum for the Engineering curriculum each year so all students get exposure to all topics.
- Schedule a science Academic Extension for 8th graders who demonstrate the need for a more in-depth review of science content knowledge in all domains.

These recommendations are being reviewed by administrators and teachers to determine which recommendations might make the most difference and would be feasible to implement.

Elementary School Action Steps

Lincoln School: Principal Steve McKenna has reviewed the MCAS results for current fourth graders who took the tests when they were third graders last spring. The overall results in achievement and growth for the grade level are strong. Of concern is the data for students who scored below Proficient which indicate that many of them are in subgroups of Low-Income and/or Special Needs. Furthermore, the low percentage of Boston resident students who scored at levels of Proficient of higher in both subjects is also of concern. In both ELA and math, the predominant pattern in low scoring student results is poor performance on open-ended questions. Furthermore in ELA, most of the students who scored below Proficient levels also scored below grade level in the local common assessments in literacy. Every one of these students is currently being supported by a goal-focused intervention plan, which is monitored by Mr. McKenna. Teachers are focusing on the needs of these identified students by coordinating instructional goals with the math specialist, literacy specialist and/or academic advisor. On a regular basis, teachers arrange for small group work with these students within the course of classroom instruction.

Hanscom Primary School: Principal Beth Ludwig has reviewed the results of students who were third graders when they took the 2012 spring test. Some of these students have moved on to Hanscom Middle School as fourth graders, some have moved away from the base. Overall, these students demonstrated strong performance in both ELA and math; Ms. Ludwig acknowledges that this cohort was unusually strong compared to past years. Yet, she notes that the teachers efforts at all grades have been more focused on some effective strategies that she believes have contributed to growth student learning. Specifically, teachers have made their learning goals clear to students by sharing learning targets and developing a growth mindset. The school has also focused on improving the intervention services and engaging the whole child in learning experiences.

Middle School Action Steps

Lincoln School: Principal Sharon Hobbs has worked with teachers to review the 2012 MCAS results of students currently in grades 5-8. The overall results for every grade in ELA and math are quite strong both in achievement and growth. On close examination of the results of students who did not score at Proficient levels in both subjects, the correlation with membership in subgroups is evident. In grade 5, fourteen students are now receiving services through a goal-focused intervention plan with a literacy specialist. All grade 6-8 students who scored below Proficient levels were assigned Academic Extensions with a priority for ELA if they needed support in both subjects. Math extensions, if needed, will be assigned for the second trimester. Ms. Hobbs also examined the growth percentile scores of students who received support through Academic Extensions last year. It is clear that most students improved their SGP scores; some by quite a substantial margin.

Hanscom Middle School: Principal Erich Ledebuhr led several meetings with faculty to examine MCAS achievement scores and growth percentiles. As discussed above in Part III, the growth percentiles indicate a stronger level of success in teaching and learning than the achievement scores. The achievement results for all students who took the tests last spring are stronger in grades 4 and 5 than in grade 6-8. For those fourth and fifth graders who scored at below proficient levels in ELA and math, GFIP services are underway, provided by math and literacy specialists, and monitored by Mr. Ledebuhr. Students in grades 6-8 whose scores indicate a need for intervention have been assigned to Academic Extensions. Mr.Ledebuhr is also working with the Administrator for Student Services, Stephanie Powers, to make strategic decisions on the use of Title I funds to support student learning during and after school.

2012 MCAS Results: Appendices

Appendix A

- 2012 Performance Levels: State, District, Schools by Grade in ELA, Math, Science
- 2009-2012 Cohort Performance Levels at Lincoln School by Grade in ELA, Math, Science/Engineering

Appendix B

- 2012 Subgroup Performance Levels: "All Grades" in ELA and Math for each school

Appendix C

- 2012 Accountability Data : Lincoln District, Lincoln School, Hanscom Middle, Hanscom Primary
- Background and Explanation: DESE slides "ESEA Flexibility"

Appendix D

- Spring 2012 MCAS School Achievement and Growth (SGP): Median ELA scores by grade: Lincoln School, Hanscom Middle School

Appendix E

- MCAS Performance: Comparison to Other Communities

2012 Grade 3 ELA Results with Comparison to State

District or School	Number of Students	Advanced %	Advanced #	Proficient %	Proficient #	Needs Improv %	Needs Improv #	Warning %	Warning #	CPI	SGP ile	SGP #
Hanscom Primary	42	14	6	57	24	24	10	5	2	89.3		
Lincoln	70	20	14	57	40	21	15	1	1	92.1		
Lincoln District	115	17	20	58	67	22	25	3	3	91.3		
State		15		46		30		9		84.1		

2012 Grade 4 ELA Results with Comparison to State

District or School	Number of Students	Advanced %	Advanced #	Proficient %	Proficient #	Needs Improv %	Needs Improv #	Warning %	Warning #	CPI	SGP ile	SGP #
Hanscom Middle	49	14	7	49	24	29	14	8	4	83.2	56	33
Lincoln	67	13	9	67	45	19	13	0	0	92.5	43.5	66
Lincoln District	127	13	17	56	71	24	30	6	8	86.8	45	99
State		13		44		30		14		80	50	

2012 Grade 5 ELA Results with Comparison to State

District or School	Number of Students	Advanced %	Advanced #	Proficient %	Proficient #	Needs Improv %	Needs Improv #	Warning %	Warning #	CPI	SGP ile	SGP #
Hanscom Middle	32	22	7	47	15	31	10	0	0	89.1	55.5	22
Lincoln	56	21	12	62	35	12	7	4	2	93.8	57	55
Lincoln District	91	21	19	57	52	20	18	2	2	91.8	56	77
State		17		44		28		11		82.5	50	

2012 Grade 6 ELA Results with Comparison to State

District or School	Number of Students	Advanced %	Advanced #	Proficient %	Proficient #	Needs Improv %	Needs Improv #	Warning %	Warning #	CPI	SGP ile	SGP #
Hanscom Middle	46	9	4	61	28	22	10	9	4	87	43	31
Lincoln	71	46	33	42	30	10	7	1	1	95.4	75.5	70
Lincoln District	125	31	39	49	62	14	18	6	7	91.2	68.5	102
State		18		48		22		11		84.8	50	

2012 Grade 7 ELA Results with Comparison to State

District or School	Number of Students	Advanced %	Advanced #	Proficient %	Proficient #	Needs Improv %	Needs Improv #	Warning %	Warning #	CPI	SGP ile	SGP #
Hanscom Middle	35	6	2	66	23	23	8	6	2	87.9	32	21
Lincoln	80	22	18	66	53	10	8	1	1	96.3	44	76
Lincoln District	120	17	20	63	76	17	20	3	4	92.3	40	97
State		15		56		21		7		88.1	50	

2012 Grade 8 ELA Results with Comparison to State

District or School	Number of Students	Advanced %	Advanced #	Proficient %	Proficient #	Needs Improv %	Needs Improv #	Warning %	Warning #	CPI	SGP ile	SGP #
Hanscom Middle	39	13	5	69	27	13	5	5	2	94.2	72	27
Lincoln	56	43	24	52	29	5	3	0	0	98.7	65	54
Lincoln District	102	30	31	59	60	9	9	2	2	96.8	67	81
State		18		63		14		6		91.8	50	

2012 Grade 3 Math Results with Comparison to State

District or School	Number of Students	Advanced %	Advanced #	Proficient %	Proficient #	Needs Improv %	Needs Improv #	Warning %	Warning #	CPI	SGP ile	SGP #
Hanscom Primary	42	38	16	43	18	12	5	7	3	91.1		
Lincoln	70	53	37	30	21	16	11	1	1	93.2		
Lincoln District	116	48	56	34	39	14	16	3	3	92.7		
State		27		34		25		14		80.9		

2012 Grade 4 Math Results with Comparison to State

District or School	Number of Students	Advanced %	Advanced #	Proficient %	Proficient #	Needs Improv %	Needs Improv #	Warning %	Warning #	CPI	SGP ile	SGP #
Hanscom Middle	49	16	8	55	27	24	12	4	2	90.3	60.5	34
Lincoln	67	33	22	43	29	24	16	0	0	92.2	58.5	66
Lincoln District	130	24	31	44	57	27	35	5	7	88.7	60	100
State		16		35		36		12		79.2	50	

2012 Grade 5 Math Results with Comparison to State

District or School	Number of Students	Advanced %	Advanced #	Proficient %	Proficient #	Needs Improv %	Needs Improv #	Warning %	Warning #	CPI	SGP ile	SGP #
Hanscom Middle	32	31	10	50	16	16	5	3	1	92.2	71.5	22
Lincoln	56	48	27	30	17	16	9	5	3	90.6	60.5	56
Lincoln District	91	41	37	38	35	16	15	4	4	90.9	61.5	78
State		25		32		26		17		78.4	50	

2012 Grade 6 Math Results with Comparison to State

District or School	Number of Students	Advanced %	Advanced #	Proficient %	Proficient #	Needs Improv %	Needs Improv #	Warning %	Warning #	CPI	SGP ile	SGP #
Hanscom Middle	44	18	8	30	13	41	18	11	5	78.4	49.5	32
Lincoln	71	39	28	39	28	14	10	7	5	90.5	49.5	70
Lincoln District	124	32	40	34	42	23	29	10	12	84.5	49	103
State		27		33		24		16		80.5	50	

2012 Grade 7 Math Results with Comparison to State

District or School	Number of Students	Advanced %	Advanced #	Proficient %	Proficient #	Needs Improv %	Needs Improv #	Warning %	Warning #	CPI	SGP ile	SGP #
Hanscom Middle	34	9	3	38	13	35	12	18	6	71.3	81	21
Lincoln	80	31	25	44	15	24	8	1	0	91.6	65.5	76
Lincoln District	119	24	29	41	49	29	35	7	8	84.2	61	97
State		20		31		30		18		75.4	50	

2012 Grade 8 Math Results with Comparison to State

District or School	Number of Students	Advanced %	Advanced #	Proficient %	Proficient #	Needs Improv %	Needs Improv #	Warning %	Warning #	CPI	SGP ile	SGP #
Hanscom Middle	39	13	5	23	9	28	11	36	14	62.8	51	29
Lincoln	55	55	30	25	14	16	9	4	2	90.9	62	53
Lincoln District	101	37	37	24	24	23	23	17	17	79	63.5	82
State		22		30		28		19		75.5	50	

2012 Grade 5 Science and Technology Results with Comparison to State

District or School	Number of Students	Advanced %	Advanced #	Proficient %	Proficient #	Needs Improv %	Needs Improv #	Warning %	Warning #	CPI
Hanscom Middle	32	22	7	56	18	22	7	0	0	92.2
Lincoln	56	34	19	45	25	20	11	2	1	91.1
Lincoln District	91	29	26	48	44	22	20	1	1	90.7
State		22		30		34		14		77.8

2012 Grade 8 Science and Technology Results with Comparison to State

District or School	Number of Students	Advanced %	Advanced #	Proficient %	Proficient #	Needs Improv %	Needs Improv #	Warning %	Warning #	CPI
Hanscom Middle	39	0	0	28	11	49	19	23	9	62.2
Lincoln	56	21	12	57	32	12	7	9	5	89.3
Lincoln District	102	13	13	45	46	27	28	15	15	78.2
State		5		38		38		20		71.6

Cohort Comparison for Lincoln School, 2009-2012

4-Year ELA Performance Level Comparison

	% Advanced				% Proficient				%Needs Improvement				% Warning			
Year	2012	2011	2010	2009	2012	2011	2010	2009	2012	2011	2010	2009	2012	2011	2010	2009
GR 3	20	19	16	30	57	60	69	41	21	19	11	26	1	2	4	3
GR 4	13	15	10	15	67	58	61	48	19	22	28	36	0	5	0	1
GR 5	21	33	35	31	62	52	42	55	12	15	20	14	4	0	2	0
GR 6	46	30	38	24	42	60	53	56	10	8	5	16	1	1	4	4
GR 7	22	26	19	13	66	66	62	75	10	9	10	11	1	6	9	1
GR 8	43	32	34	26	52	55	63	71	5	2	3	1	0	10	0	1

4-Year Mathematics Performance Level Comparison

	% Advanced				% Proficient				%Needs Improvement				% Warning			
Year	2012	2011	2010	2009	2012	2011	2010	2009	2012	2011	2010	2009	2012	2011	2010	2009
GR 3	53	32	35	35	30	49	47	42	16	17	18	19	1	2	0	4
GR 4	33	31	12	20	43	41	48	36	24	29	36	39	0	0	4	6
GR 5	48	43	41	45	30	36	27	31	16	10	27	17	5	6	5	7
GR 6	39	30	51	30	39	40	27	39	14	25	18	20	7	5	4	11
GR 7	31	47	28	41	44	29	44	36	24	14	15	13	1	10	12	9
GR 8	55	39	51	40	25	31	28	40	16	18	15	15	4	13	6	4

4-Year Science Performance Level Comparison

	% Advanced				% Proficient				% Needs Improvement				% Warning			
Year	2012	2011	2010	2009	2012	2011	2010	2009	2012	2011	2010	2009	2012	2011	2010	2009
GR 5	34	27	28	34	45	47	41	47	20	23	31	14	2	3	0	5
State	22	14	15	17	30	36	38	33	34	36	36	29	14	15	11	11
GR 8	21	16	16	3	57	51	48	51	12	25	35	41	9	8	1	6
State	5	4	4	4	38	51	36	36	38	25	41	41	20	8	19	19

Massachusetts Department of ELEMENTARY & SECONDARY EDUCATION

Spring 2012 MCAS School Results by Subgroup
English Language Arts

District: Lincoln
School: Lincoln School

All Grades - English Language Arts

	% Proficient or Higher	% Advanced	% Proficient	% Needs Improvement	% Warning/ Failing	CPI	N Included	Median SGP	N Included in SGP
All Students									
All Students	86	28	58	13	1	94.8	400	56.0	321
Low Income Status									
Low Income	63	12	52	29	8	84.6	52	53.0	40
Non-Low Income	89	30	59	11	0	96.3	348	58.0	281
Disability Status									
Students w/ Disabilities	45	4	41	48	7	77.2	56	53.0	39
Non-Disabled	92	31	61	8	0	97.6	344	58.0	282
English Language Learner (ELL) Status									
ELL	36	0	36	64	0	77.3	11		9
Non-ELL	87	28	59	12	1	95.2	389	55.5	312
Race/Ethnicity									
African Amer./Black	67	9	59	30	2	87.5	46	56.5	36
Amer. Ind. or Alaska Nat.							1		
Asian	87	31	56	13	0	95.5	39	50.0	29
Hispanic/Latino	55	3	52	39	6	81.8	33	40.0	25
Multi-Race, Non-Hisp./Lat.	92	40	52	8	0	97	25	59.0	20
White	92	32	59	7	1	97.4	256	59.0	211
Gender									
Male	81	20	62	17	1	93.7	183	56.5	152
Female	89	34	55	10	1	95.6	217	55.0	169
Title 1 Status									
Non-Title 1	86	28	58	13	1	94.8	400	56.0	321
High Needs Status									
High Needs	61	7	53	35	5	84.3	107	53.0	83
Non-High Needs	95	35	60	5	0	98.5	293	60.0	238
Former ELL Status									
Former ELL	73	7	67	27	0	90	15		12
Non-Former ELL	86	28	58	13	1	94.9	385	58.0	309

NOTE: Performance level percentages are not calculated for student groups of less than 10.

Massachusetts Department of ELEMENTARY & SECONDARY EDUCATION

Spring 2012 MCAS School Results by Subgroup
Mathematics

District: Lincoln
School: Lincoln School

All Grades - Mathematics

	% Proficient or Higher	% Advanced	% Proficient	% Needs Improvement	% Warning/ Failing	CPI	N Included	Median SGP	N Included in SGP
All Students									
All Students	78	42	36	19	3	91.5	399	61.0	321
Low Income Status									
Low Income	42	13	29	50	8	76.9	52	49.0	41
Non-Low Income	84	47	37	14	2	93.7	347	62.0	280
Disability Status									
Students w/ Disabilities	36	9	27	55	9	73.7	56	48.5	40
Non-Disabled	85	48	38	13	2	94.5	343	62.0	281
English Language Learner (ELL) Status									
ELL	36	0	36	45	18	70.5	11		9
Non-ELL	80	44	36	18	3	92.1	388	61.0	312
Race/Ethnicity									
African Amer./Black	48	9	39	39	13	74.5	46	60.0	36
Amer. Ind. or Alaska Nat.							1		
Asian	85	56	28	15	0	94.9	39	82.0	29
Hispanic/Latino	48	18	30	42	9	78.8	33	49.0	25
Multi-Race, Non-Hisp./Lat.	88	64	24	12	0	97	25	67.0	20
White	86	47	38	13	1	95.2	255	57.0	211
Gender									
Male	81	45	36	16	3	92.3	183	60.0	153
Female	76	40	37	20	3	90.9	216	61.0	168
Title 1 Status									
Non-Title 1	78	42	36	19	3	91.5	399	61.0	321
High Needs Status									
High Needs	47	14	33	44	9	77.6	107	51.5	84
Non-High Needs	90	53	37	9	1	96.7	292	62.0	237
Former ELL Status									
Former ELL	87	40	47	13	0	95	15		12
Non-Former ELL	78	42	36	19	3	91.4	384	61.0	309

NOTE: Performance level percentages are not calculated for student groups of less than 10.

Massachusetts Department of ELEMENTARY & SECONDARY EDUCATION

Spring 2012 MCAS School Results by Subgroup
English Language Arts

District: Lincoln
School: Hanscom Middle

All Grades - English Language Arts

	% Proficient or Higher	% Advanced	% Proficient	% Needs Improvement	% Warning/ Failing	CPI	N Included	Median SGP	N Included in SGP
All Students									
All Students	71	12	58	23	6	87.9	201	51.0	134
Low Income Status									
Low Income	61	11	50	33	7	85.9	46	56.0	37
Non-Low Income	74	13	61	21	6	88.5	155	51.0	97
Disability Status									
Students w/ Disabilities	22	0	22	48	30	68.5	27		17
Non-Disabled	78	14	64	20	2	90.9	174	53.0	117
English Language Learner (ELL) Status									
ELL							3		2
Non-ELL	71	13	59	23	6	88	198	51.0	132
Race/Ethnicity									
African Amer./Black	59	10	48	24	17	81	29	43.0	21
Amer. Ind. or Alaska Nat.							2		1
Asian							2		1
Hispanic/Latino	73	33	40	20	7	90	15		11
Multi-Race, Non-Hisp./Lat.	73	0	73	27	0	91.7	15		9
White	72	12	60	24	4	88.4	138	53.0	91
Gender									
Male	63	6	58	27	9	84	106	55.0	67
Female	79	20	59	19	2	92.4	95	51.0	67
Title 1 Status									
Non-Title 1	71	12	58	23	6	87.9	201	51.0	134
High Needs Status									
High Needs	53	8	45	34	12	81.3	64	54.5	48
Non-High Needs	79	15	64	18	3	91.1	137	51.0	86
Former ELL Status									
Former ELL							1		
Non-Former ELL	70	12	58	24	6	87.9	200	51.0	134

NOTE: Performance level percentages are not calculated for student groups of less than 10.

Massachusetts Department of ELEMENTARY & SECONDARY EDUCATION

Spring 2012 MCAS School Results by Subgroup
Mathematics

District: Lincoln
School: Hanscom Middle

All Grades - Mathematics

	% Proficient or Higher	% Advanced	% Proficient	% Needs Improvement	% Warning/ Failing	CPI	N Included	Median SGP	N Included in SGP
All Students									
All Students	57	17	39	29	14	79.3	198	58.0	138
Low Income Status									
Low Income	46	11	35	33	22	72.8	46	58.0	38
Non-Low Income	60	19	41	28	12	81.3	152	58.0	100
Disability Status									
Students w/ Disabilities	22	0	22	30	48	55.6	27		19
Non-Disabled	62	20	42	29	9	83	171	60.0	119
English Language Learner (ELL) Status									
ELL							3		2
Non-ELL	57	17	39	29	14	79.4	195	58.0	136
Race/Ethnicity									
African Amer./Black	28	0	28	38	34	61.2	29	51.0	23
Amer. Ind. or Alaska Nat.							1		1
Asian							2		1
Hispanic/Latino	60	33	27	20	20	81.7	15		11
Multi-Race, Non-Hisp./Lat.	43	0	43	50	7	80.4	14		9
White	63	20	42	27	10	82.3	137	60.0	93
Gender									
Male	54	15	39	30	16	77.8	106	57.0	71
Female	60	20	40	28	12	81	92	59.0	67
Title 1 Status									
Non-Title 1	57	17	39	29	14	79.3	198	58.0	138
High Needs Status									
High Needs	42	8	34	30	28	69.5	64	50.5	50
Non-High Needs	63	22	42	29	7	84	134	61.0	88
Former ELL Status									
Former ELL							1		
Non-Former ELL	56	17	39	29	14	79.2	197	58.0	138

NOTE: Performance level percentages are not calculated for student groups of less than 10.

Massachusetts School and District Profiles
Lincoln

Appendix C

2012 Accountability Data - Lincoln

District Information	
District:	Lincoln (01570000)
Region:	Greater Boston
Title I Status:	Yes

Accountability Information	About the Data
Accountability and Assistance Level	
Level 2	One or more schools in the district classified into Level 2
This district's determination of need for special education technical assistance or intervention	
Meets Requirements-At Risk (MRAR)	

This district's progress toward narrowing proficiency gaps (Cumulative Progress and Performance Index: 1-100)

Student Group (Click group to view subgroup data)	On Target = 75 or higher - Less progress / More progress		View Detailed 2012 Data
All students		86	Met Target
High needs		91	Met Target
Low income		89	Met Target
ELL and Former ELL			-
Students w/disabilities		85	Met Target
Amer. Ind. or Alaska Nat.			-
Asian		100	Met Target
Afr. Amer./Black		73	Did Not Meet Target
Hispanic/Latino		79	Met Target
Multi-race, Non-Hisp./Lat.		100	Met Target
Nat. Haw. or Pacif. Isl.			-
White		86	Met Target

School Accountability Information — About the Data

School	School Type	Title I Status	Accountability and Assistance Level
Hanscom Primary	Elementary School	Title I School (TA)	Level 1
Lincoln School	Elementary-Middle School	Non-Title I School (NT)	Level 1
Hanscom Middle	Elementary-Middle School	Title I School (TA)	Level 2

About this Report

Accountability and Assistance Levels: All Massachusetts schools and districts with sufficient data are classified into one of five accountability and assistance levels (1-5), with the highest performing in Level 1 and lowest performing in Level 5. In general, a district is classified into the level of its lowest performing school, unless the district was independently classified into Level 4 or 5 as a result of action by the Board of Elementary and Secondary Education.

Determination of need for special education technical assistance or intervention: The U.S. Department of Education requires Massachusetts to determine which districts (including single school districts) have specific needs for technical assistance or intervention in the area of special education. A district's determination is based on five categories: Meets Requirements (MR); Meets Requirements-At Risk (MRAR); Needs Technical Assistance (NTA); Needs Intervention (NI); and Needs Substantial Intervention (NSI). In most cases these categories correspond to the district's accountability and assistance level, except when the district has specific compliance needs. This designation helps signal whether outcomes for all students in the district indicate progress, including that of students with disabilities, or whether technical assistance and/or intervention is needed to improve outcomes for all children, especially students with disabilities. Upon classification of a district into Level 3, two additional focus areas for special education will be reviewed at the district level and may require action: (A) over-identification of low-income students as eligible for special education and (B) inordinate separation of students with disabilities across low income and/or racial groups.

School Percentiles: A school percentile between 1 and 99 is reported for schools with at least four years of data. This number is an indication of the school's overall performance relative to other schools that serve the same or similar grades.

Cumulative Progress and Performance Index (PPI): The cumulative PPI combines information about narrowing proficiency gaps, growth, and graduation and dropout rates over four years into a single number between 0 and 100. For a group to be considered to be making progress toward narrowing proficiency gaps, its cumulative PPI must be 75 or higher.

Resources

- Interpretive Materials
- Glossary of 2012 Accountability Terms

Appendix C

Massachusetts School and District Profiles
Lincoln School

2012 Accountability Data - Lincoln School

Organization Information			
District:	Lincoln (01570000)	School type:	Elementary-Middle School
School:	Lincoln School (01570025)	Grades served:	PK,K,01,02,03,04,05,06,07,08
Region:	Greater Boston	Title I status:	Non-Title I School (NT)

Accountability Information — About the Data

Accountability and Assistance Level

Level 1	Meeting gap narrowing goals

This school's overall performance relative to other schools in same grade span (School percentiles: 1-99)

All students:	92
Lowest performing	Highest performing

This school's progress toward narrowing proficiency gaps (Cumulative Progress and Performance Index: 1-100)

Student Group (Click group to view subgroup data)	On Target = 75 or higher - Less progress / More progress		View Detailed 2012 Data
All students		100	Met Target
High needs		91	Met Target
Low income		79	Met Target
ELL and Former ELL			-
Students w/disabilities		90	Met Target
Amer. Ind. or Alaska Nat.			-
Asian		100	Met Target
Afr. Amer./Black		96	Met Target
Hispanic/Latino			-
Multi-race, Non-Hisp./Lat.			-
Nat. Haw. or Pacif. Isl.			-
White		100	Met Target

About this Report

Accountability and Assistance Levels: All Massachusetts schools and districts with sufficient data are classified into one of five accountability and assistance levels (1-5), with the highest performing in Level 1 and lowest performing in Level 5. In general, a district is classified into the level of its lowest performing school, unless the district was independently classified into Level 4 or 5 as a result of action by the Board of Elementary and Secondary Education.

School Percentiles: A school percentile between 1 and 99 is reported for schools with at least four years of data. This number is an indication of the school's overall performance relative to other schools that serve the same or similar grades.

Progress and Performance Index (PPI): The PPI combines information about narrowing proficiency gaps, growth, and graduation and dropout rates over multiple years into a single number. All districts, schools, and student subgroups receive an annual PPI based on improvement over a two-year period and a cumulative PPI (shown above) between 0 and 100 based on four years of data. For a group to be considered to be making progress toward narrowing proficiency gaps, its cumulative PPI must be 75 or higher.

Resources

- Interpretive Materials
- Glossary of 2012 Accountability Terms

Appendix C

Massachusetts School and District Profiles
Hanscom Primary

2012 Accountability Data - Hanscom Primary

Organization Information			
District:	Lincoln (01570000)	School type:	Elementary School
School:	Hanscom Primary (01570006)	Grades served:	PK,K,01,02,03
Region:	Greater Boston	Title I status:	Title I School (TA)

Accountability Information	About the Data
Accountability and Assistance Level	
Level 1	Meeting gap narrowing goals
This school's overall performance relative to other schools in same grade span (School percentiles: 1-99)	
All students:	-

This school's progress toward narrowing proficiency gaps (Cumulative Progress and Performance Index: 1-100)

Student Group (Click group to view subgroup data)	On Target = 75 or higher - Less progress / More progress	View Detailed 2012 Data
All students	100	Met Target
High needs		-
Low income		-
ELL and Former ELL		-
Students w/disabilities		-
Amer. Ind. or Alaska Nat.		-
Asian		-
Afr. Amer./Black		-
Hispanic/Latino		-
Multi-race, Non-Hisp./Lat.		-
Nat. Haw. or Pacif. Isl.		-
White		-

About this Report

Accountability and Assistance Levels: All Massachusetts schools and districts with sufficient data are classified into one of five accountability and assistance levels (1-5), with the highest performing in Level 1 and lowest performing in Level 5. In general, a district is classified into the level of its lowest performing school, unless the district was independently classified into Level 4 or 5 as a result of action by the Board of Elementary and Secondary Education.

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Resources

- Interpretive Materials
- Glossary of 2012 Accountability Terms

Appendix C

Massachusetts School and District Profiles
Hanscom Middle

2012 Accountability Data - Hanscom Middle

Organization Information			
District:	Lincoln (01570000)	School type:	Elementary-Middle School
School:	Hanscom Middle (01570305)	Grades served:	04,05,06,07,08
Region:	Greater Boston	Title I status:	Title I School (TA)

Accountability Information — About the Data

Accountability and Assistance Level

Level 2	Not meeting gap narrowing goals

This school's overall performance relative to other schools in same grade span (School percentiles: 1-99)

All students:	67
	Lowest performing — Highest performing

This school's progress toward narrowing proficiency gaps (Cumulative Progress and Performance Index: 1-100)

Student Group (Click group to view subgroup data)	On Target = 75 or higher (Less progress — More progress)	View Detailed 2012 Data
All students	70	Did Not Meet Target
High needs	82	Met Target
Low income	100	Met Target
ELL and Former ELL		-
Students w/disabilities		-
Amer. Ind. or Alaska Nat.		-
Asian		-
Afr. Amer./Black		-
Hispanic/Latino		-
Multi-race, Non-Hisp./Lat.		-
Nat. Haw. or Pacif. Isl.		-
White	91	Met Target

About this Report

Accountability and Assistance Levels: All Massachusetts schools and districts with sufficient data are classified into one of five accountability and assistance levels (1-5), with the highest performing in Level 1 and lowest performing in Level 5. In general, a district is classified into the level of its lowest performing school, unless the district was independently classified into Level 4 or 5 as a result of action by the Board of Elementary and Secondary Education.

School Percentiles: A school percentile between 1 and 99 is reported for schools with at least four years of data. This number is an indication of the school's overall performance relative to other schools that serve the same or similar grades.

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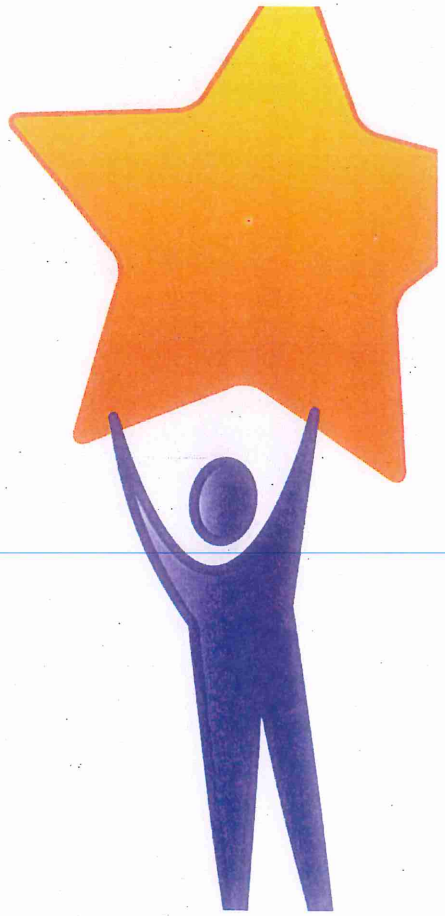
Resources

- Interpretive Materials
- Glossary of 2012 Accountability Terms



ESEA Flexibility

Changes to School & District Accountability and Assistance

April 2012

Massachusetts Department of
ELEMENTARY & SECONDARY
EDUCATION

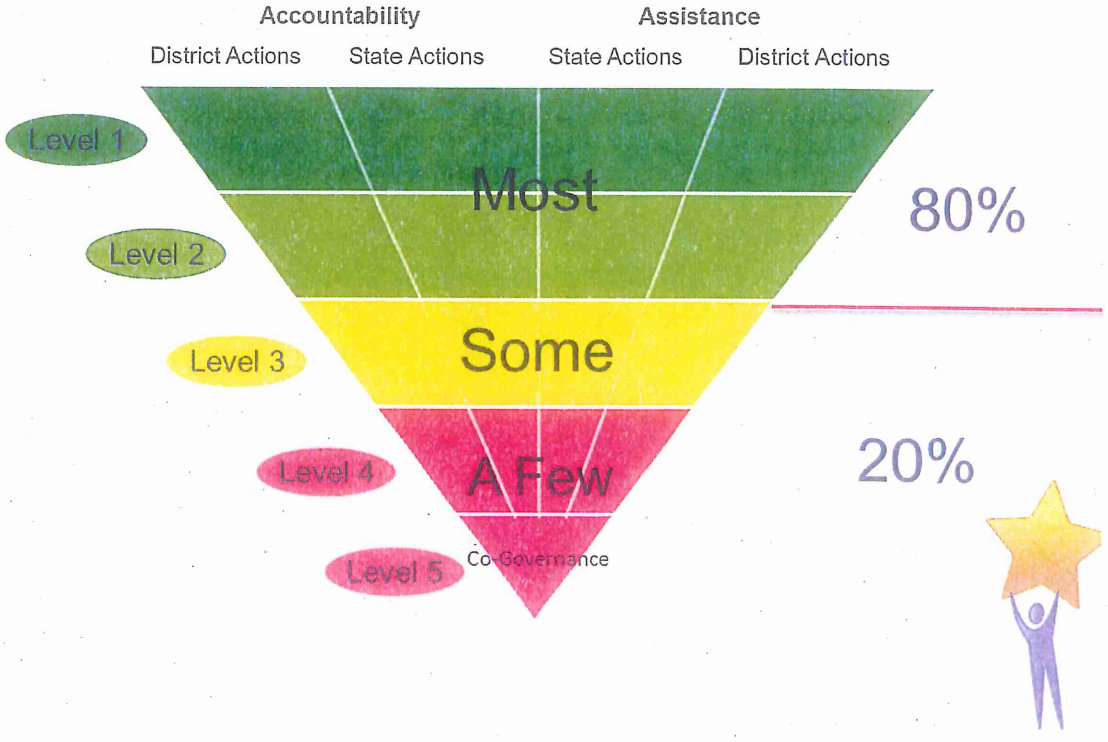
What did NCLB require?

- 100% proficiency in ELA & math by 2013–14
- Adequate Yearly Progress (AYP) determinations for all schools & districts
- Schools & districts identified for improvement, corrective action, & restructuring
- Required actions linked to NCLB status
  - 20% reservation for school choice & supplemental educational services (SES)
  - 10% reservation for professional development

What are the major changes?

- NCLB goal of 100 percent proficient replaced with new goal of reducing proficiency gaps by half by 2017
- NCLB accountability status labels eliminated -> only using accountability & assistance levels for all schools
- AYP replaced with new performance measure that incorporates student growth & other indicators
- Enhanced focus on subgroups, including new 'high needs' group
- SES & choice requirements replaced by supports & interventions responsive to identified needs

What is our state framework?



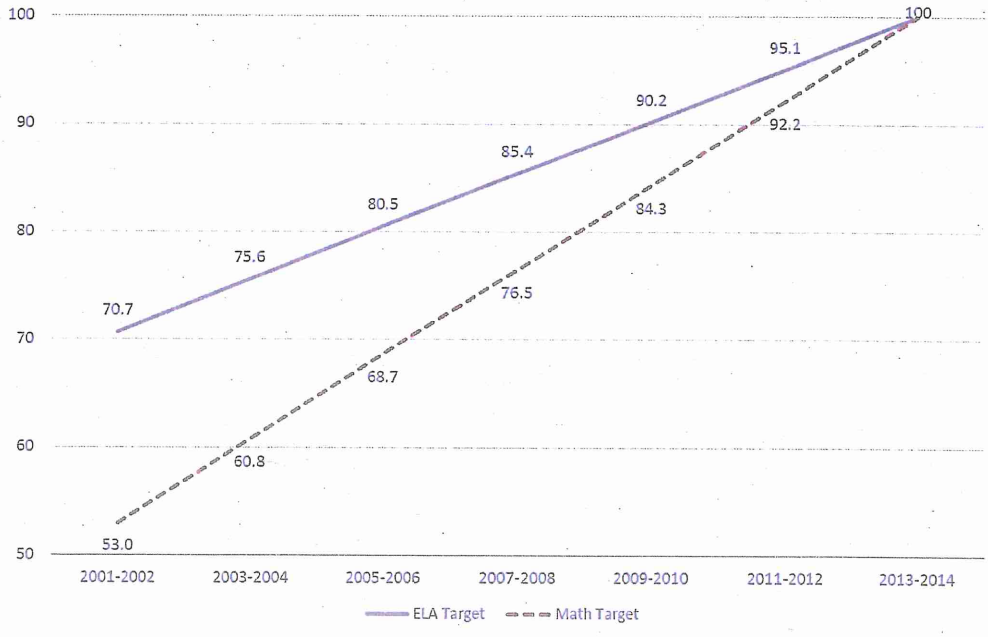
A revised goal

Reduce *proficiency gap* by half by 2016–17

- Proficiency versus achievement gaps
- Ambitious but achievable
- Requires greater progress for students furthest behind
- Focus on English language arts, mathematics, & science
- Goal is same for all, but targets are differentiated
- Applies to state, districts, schools, & groups

Massachusetts Department of Elementary and Secondary Education

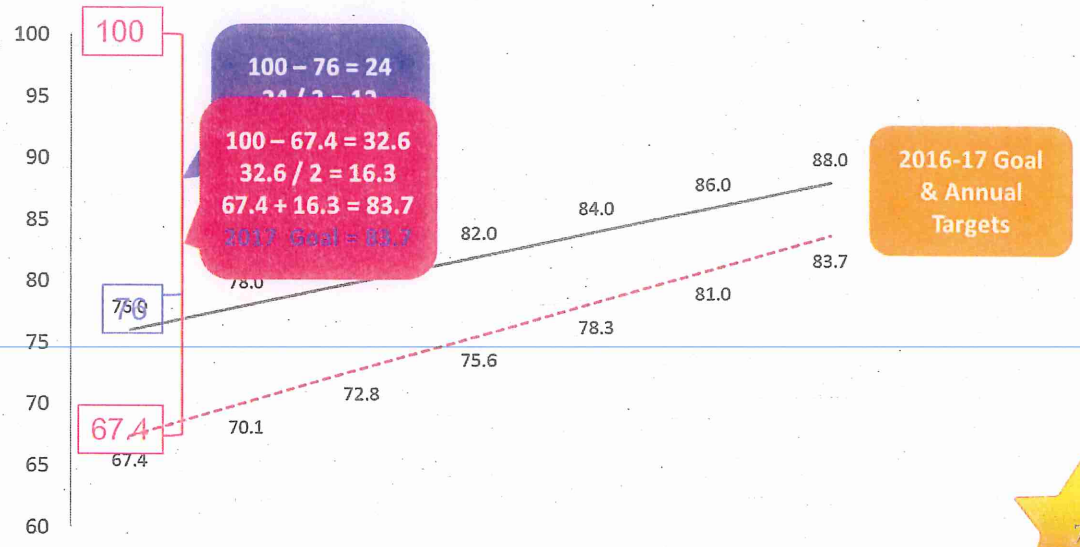
State Performance Targets Under NCLB



Massachusetts Department of Elementary and Secondary Education

Reduce proficiency gap by half by 2016–17

Example: Math CPI, All Students and Low Income



Massachusetts Department of Elementary and Secondary Education

What will ESE report?

- Progress & Performance Index (PPI)
  - Annual PPI: measure of district, school, & group progress
  - Four-year PPI: comprehensive measure of progress, updated annually
    - More recent years weighted the most (40%-30%-20%-10%)
    - Reported at state, district, school, & subgroup level
- School & district levels (1-5)

What does the PPI measure?

For elementary & middle schools

- Participation on MCAS
- Progress on CPI gap-closing in ELA, math, science
- Growth in ELA and math
- Improved performance at Advanced & Warning/Failing levels

For high schools

- Above, plus graduation & annual dropout rates

How is the PPI calculated?

- Points awarded for each PPI indicator
- Full credit for meeting goal, extra credit for exceeding target, partial credit for progress
  - Exceed target
  - Meet target
  - Improve below target
  - No change
  - Decline

Which student groups are included?

- All students (minimum of 20)
- High needs students: low income, special education, former/English language learner (minimum of 30)

- Low income
- Special education
- Former/English language learner
- Seven racial/ethnic categories

High needs subgroup

- Eliminates multiple counting of students who are in more than one subgroup
- Holds over 300 additional schools accountable for low income, special education, & English language learner students

- Most schools will be placed in levels based on the performance of all students & high needs group
- Exception: schools with lowest performing subgroups statewide

Classifying schools

	Description	ESE Engagement
Commendation Schools	High achieving, high growth, gap narrowing schools (subset of Level 1)	
Level 1	Meeting gap closing goals (for aggregate & high needs students)	Very low
Level 2	Not meeting gap closing goals (for aggregate &/or high needs students)	Low
Level 3	Lowest performing 20% of schools (including lowest performing subgroups)	High
Level 4	Lowest performing schools (subset of Level 3)	Very high
Level 5	Chronically underperforming schools (subset of Level 3)	Extremely high

Massachusetts Department of Elementary and Secondary Education

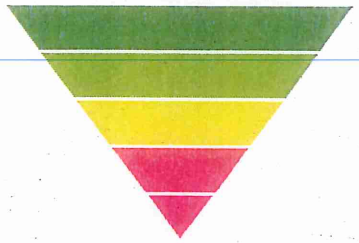
Classifying schools & districts

- Charter schools will be assigned levels
- Districts will be classified based on their lowest-performing schools
  - Exception for certain Level 4 and 5 districts designated based on Board action
- Better alignment between levels & district accountability determinations for special education

Massachusetts Department of Elementary and Secondary Education

What are the continuing obligations?

- Prioritize your lowest achieving students in your lowest performing schools
- Reserve portion of Title I, Part A funds commensurate with the scope of the problem



- **Level 1 districts** - No specific requirements
- **Level 2 districts** – up to **20%** of allocation must support Level 2 schools
- **Level 3 districts** – at least **20%** of allocation must support Level 2 & 3 schools
- **Level 4 districts** – at least **25%** of allocation must support Level 3 & 4 schools

Lincoln Public Schools

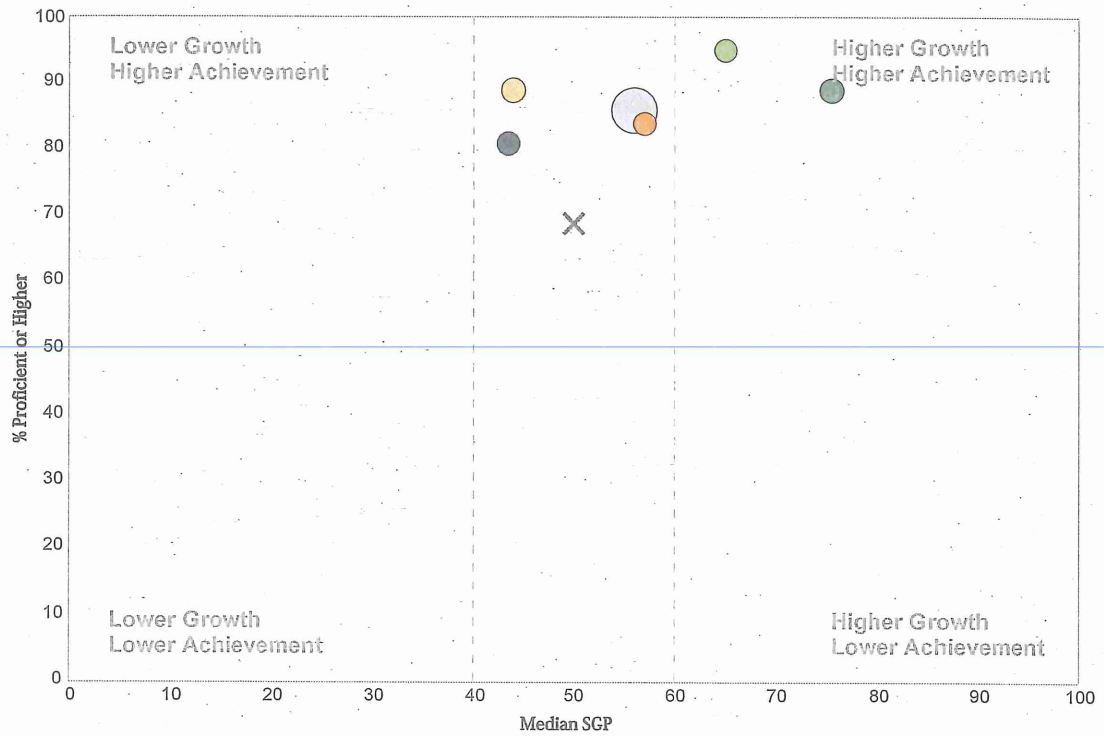
Lincoln Public School District – Level 2

Lincoln School	Level 1
Hanscom Primary School	Level 1
Hanscom Middle School	Level 2

Massachusetts Department of ELEMENTARY & SECONDARY EDUCATION

Spring 2012 MCAS School Achievement and Growth
English Language Arts
by Grade

District: Lincoln
School: Lincoln School
Grade: All Grades



X State (50, 69%)

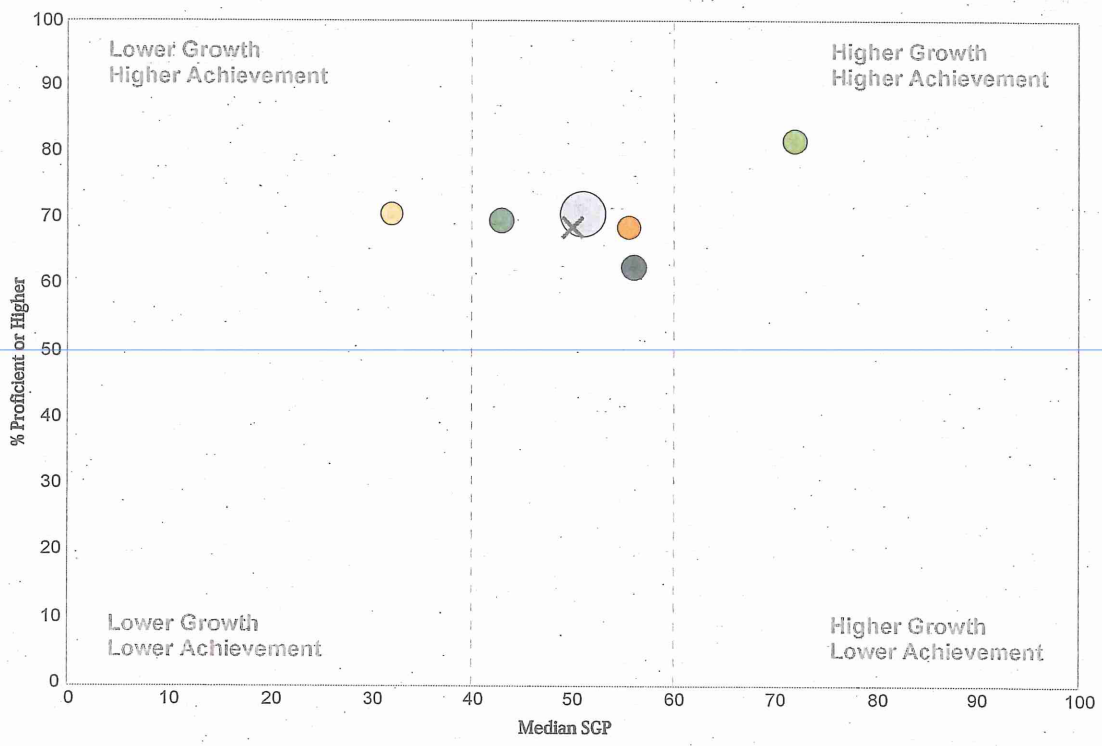
		Median SGP	N Students (SGP)	% Proficient or Higher	N Students (Perf. Level)
	All Grades	56	321	86	400
	Grade 04	43.5	66	81	67
	Grade 05	57	55	84	56
	Grade 06	75.5	70	89	71
	Grade 07	44	76	89	80
	Grade 08	65	54	95	56

Median student growth percentile (SGP) is not calculated if the number of students with SGP is less than 20.

Massachusetts Department of ELEMENTARY & SECONDARY EDUCATION

Spring 2012 MCAS School Achievement and Growth
English Language Arts
by Grade

District: Lincoln
School: HMS
Grade: All Grades



X State (50, 69%)

	Median SGP	N Students (SGP)	% Proficient or Higher	N Students (Perf. Level)
All Grades	51	134	71	201
Grade 04	56	33	63	49
Grade 05	55.5	22	69	32
Grade 06	43	31	70	46
Grade 07	32	21	71	35
Grade 08	72	27	82	39

Median student growth percentile (SGP) is not calculated if the number of students with SGP is less than 20.

MCAS Performance: Comparison to Other Communities

MCAS performance is reported in several ways for each district to allow for multiple points of comparison. Achievement scores are displayed for grade 8 in English Language Arts and Math: the percent of students who received Proficient or higher (% P + A) and the Composite Performance Index (CPI)

Percent Proficient + Advanced; Average CPI for grade 8, Spring 2012

Community	ELA % P + A	ELA CPI	Math % P + A	Math CPI
Bedford	95	98.5	72	87.5
Concord	96	98.5	76	90.7
Lexington	97	99.0	97	94.6
Lincoln	89	96.8	61	79.0
Lincoln School	95	98.7	80	90.9
Hanscom Middle	82	94.2	36	62.8
Sudbury	94	98.2	80	92.2
Waltham	83	92.9	51	75.4
Wayland	99	99.5	84	93.7
Weston	94	98.4	72	89.2

The Student Growth Percentile (SGP) shows how well students grew in their achievement over two years compared to their academic peers across the state. The chart below shows the median growth score for 8th grade in ELA and Math:

Student Growth Percentile (SGP) for grade 8, Spring 2012

Community	ELA	Math
Bedford	61	52
Concord	65	50
Lexington	64	64
Lincoln	67	63
Lincoln School	65	62
Hanscom Middle	72	65
Sudbury	40	55
Waltham	61	57
Wayland	67	51
Weston	52	48

The Progress and Performance Index (PPI) is new in 2012 and replaces the former accountability ratings called "Adequate Yearly Performance" (AYP). The new PPI designates district performance in one of five levels; each district receives the level of their lowest performing schools, regardless of the number of schools in the district that might be performing at a higher levels. The PPI level designations for Lincoln and other communities are listed below:

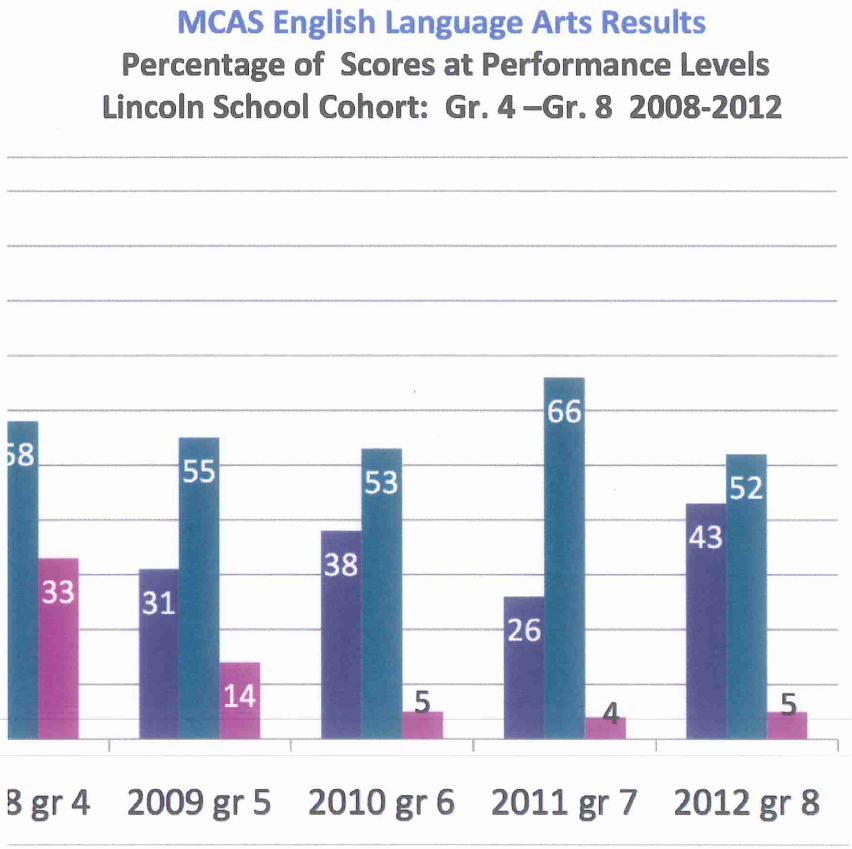
Progress and Performance Index (PPI) 2012

Community	Level 1	Level 2	Level 3
Bedford		X	
Concord		X	
Lexington		X	
Lincoln		X	
Lincoln School	X		
Hanscom Middle		X	
Sudbury		X	
Waltham			X
Wayland		X	
Weston		X	

Source: Massachusetts DESE website

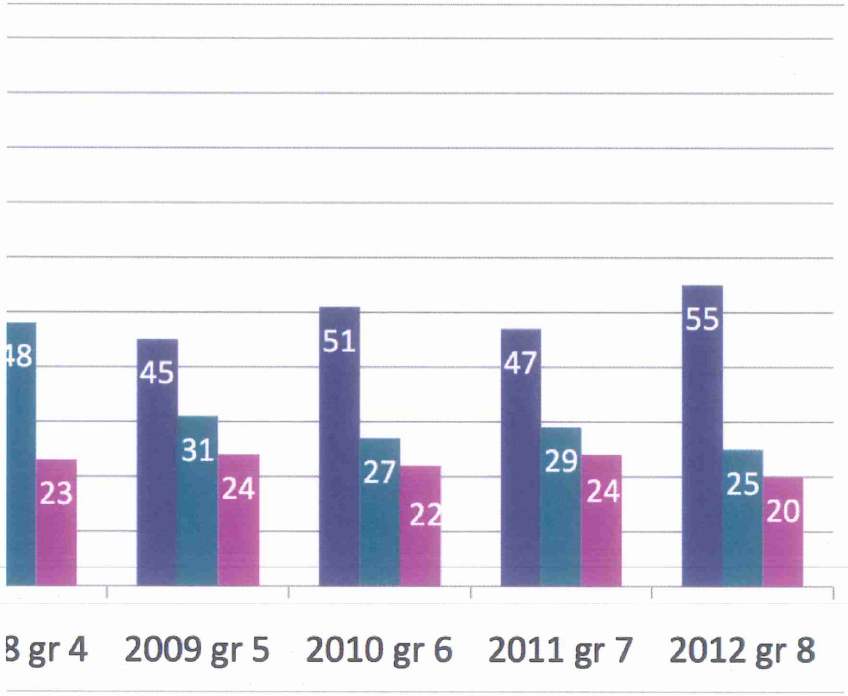
MCAS Results 2012

- Achievement
- Subgroup Information
- Student Growth Percentile
- Community Comparisons



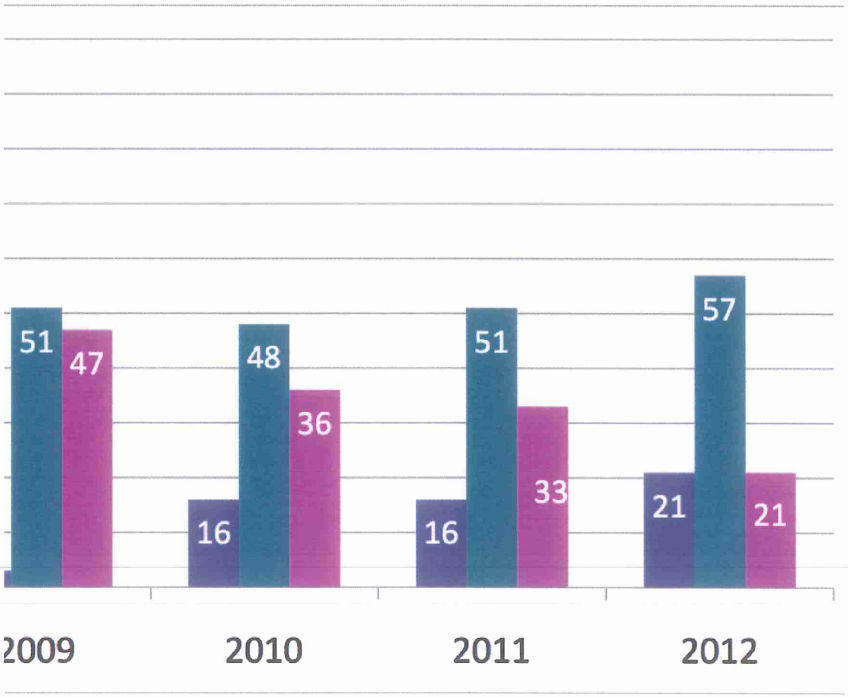
MCAS Math Results

Percentage of Scores at Performance Levels
Lincoln School Cohort: Gr. 4 –Gr. 8 2008-2012

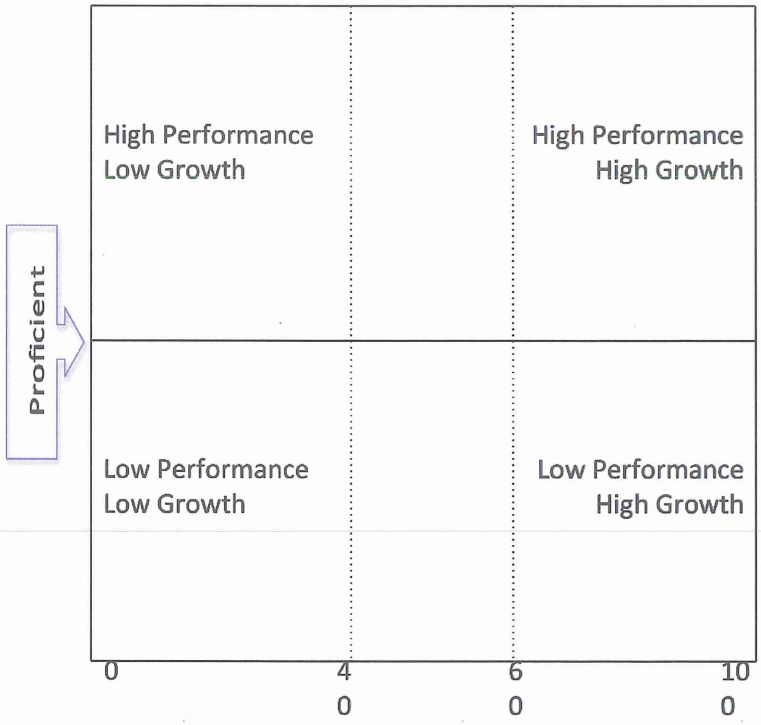


MCAS Science and Engineering Results

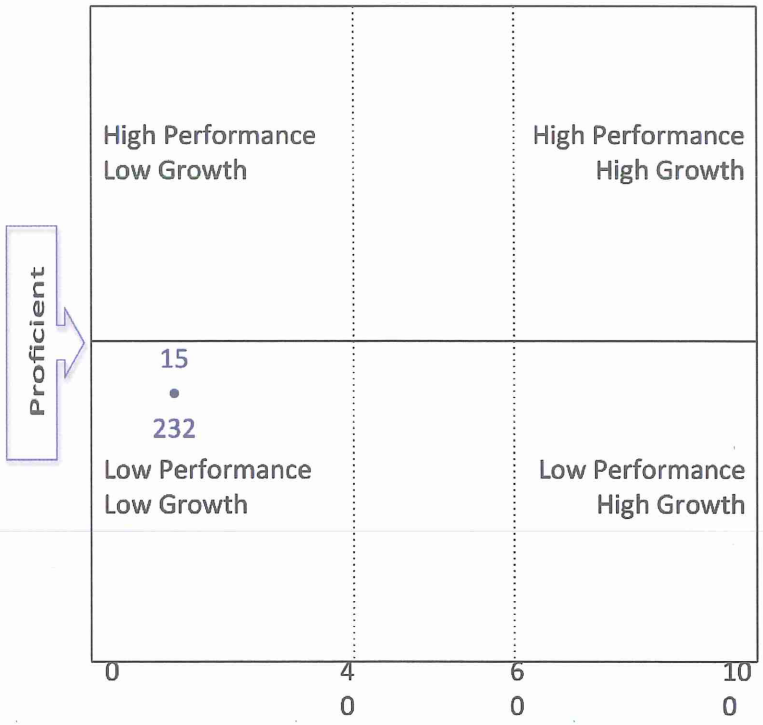
Percentage of Scores at Performance Levels
Lincoln School Grade 8 2009-2012



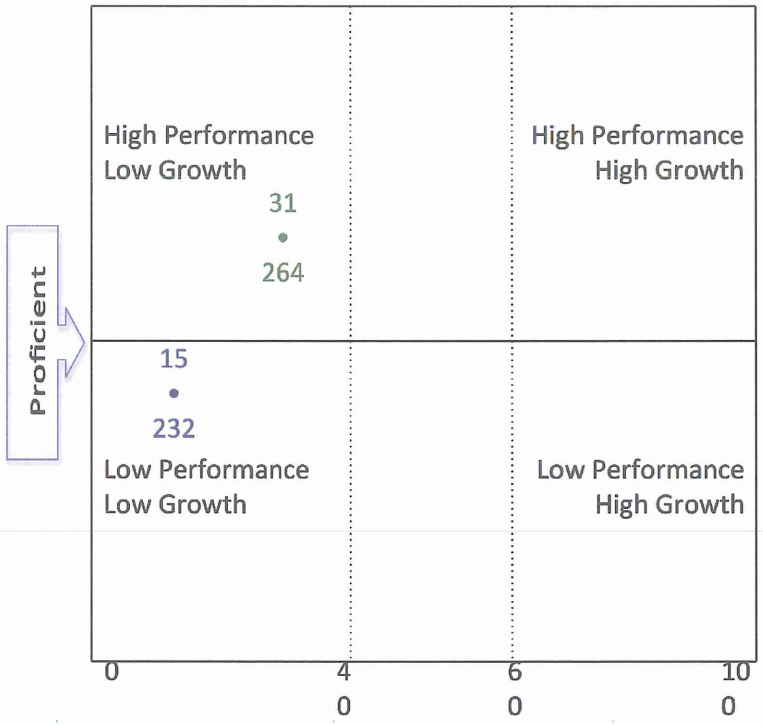
Student Growth Percentile



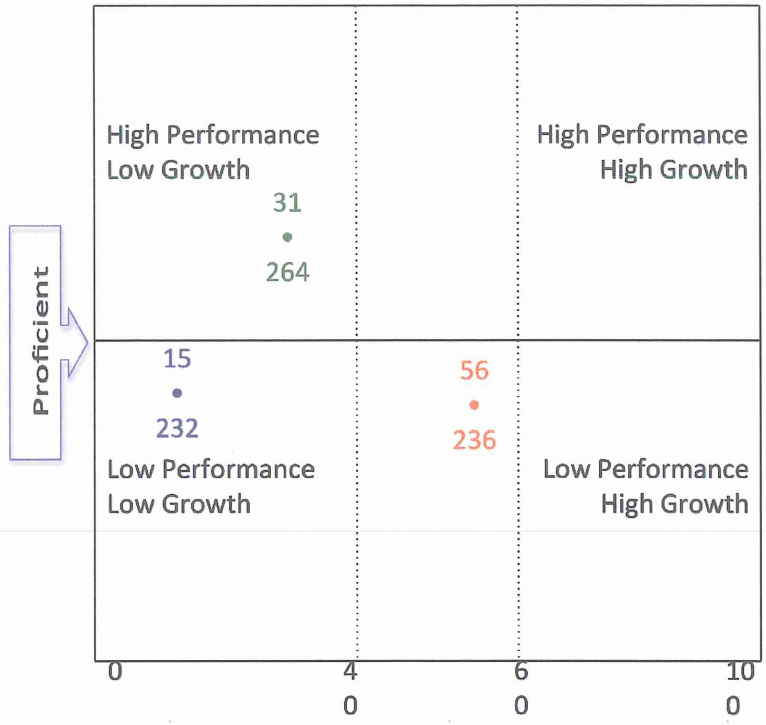
Student Growth Percentile



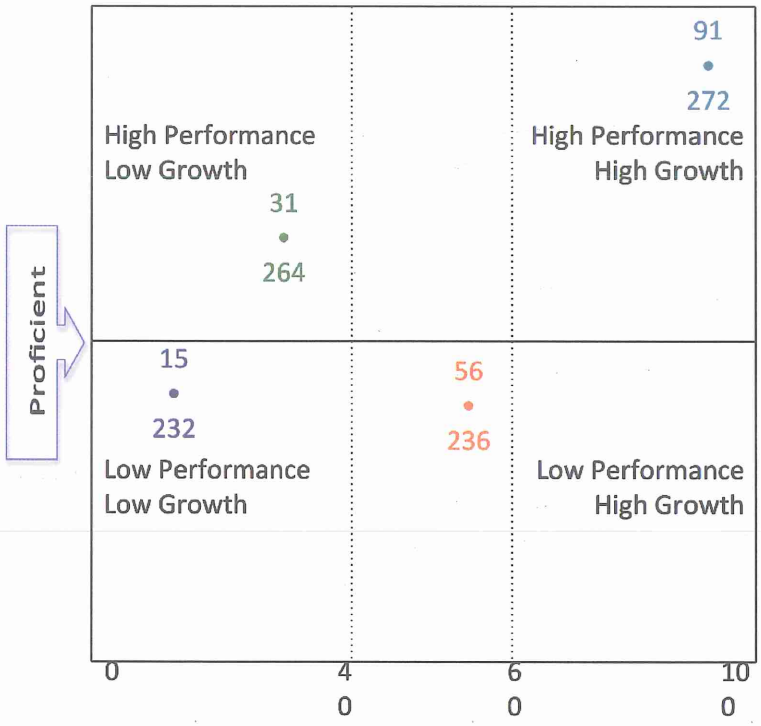
Student Growth Percentile



Student Growth Percentile



Student Growth Percentile



Sub Group Categories

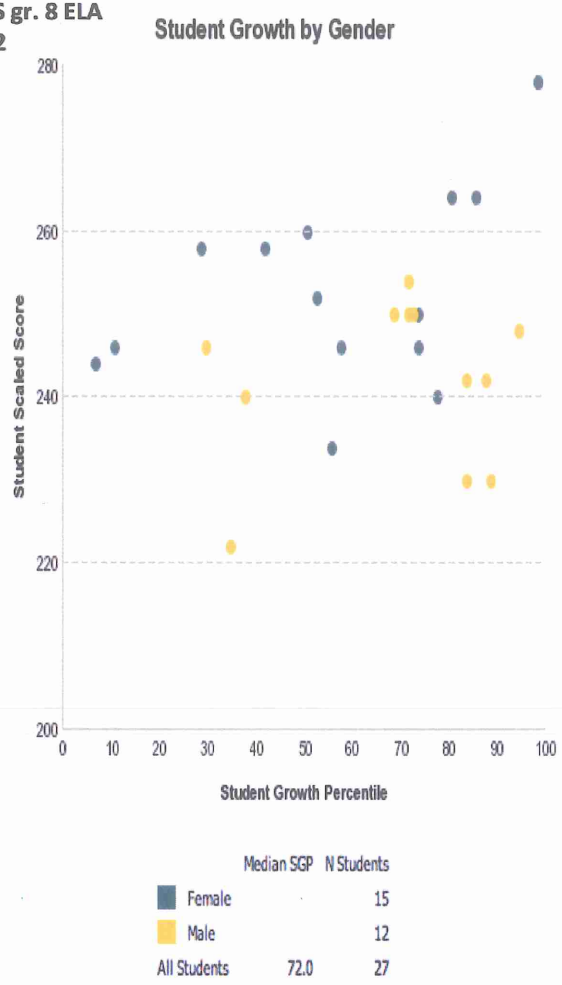
High Needs

- Low-Income
- Students with Disabilities
- English Language Learners

Race/Ethnicity

- Seven groups

HMS gr. 8 ELA 2012



	Median SGP	N Students
Female		15
Male		12
All Students	72.0	27