



Lincoln Public Schools

Patricia Kinsella
Assistant Superintendent of Schools

To: School Committee
From: Patricia Kinsella and Rob Ford
Re: Report on Subgroup Performance for Spring, 2015
Date: November 19, 2015

Context

Lincoln Public Schools has a long-standing commitment to the achievement of all its students. Full access to a rigorous core curriculum is a priority, and the district consistently allocates resources to provide quality learning experiences and support for all students. Despite these efforts, achievement gaps have persisted; LPS personnel strive to address the needs of students who have not achieved at a level commensurate with that of grade-level peers.

This report disaggregates assessment data from four Key Yearly Measures to provide a detailed picture of academic achievement by subgroups of students. The subgroups analyzed derive from categories outlined in state and/or federal reporting guidelines:

- High Needs, including ELL and Former ELL, Economically Disadvantaged, and Students with Disabilities;
- Race/Ethnicity, including African American, Asian, Hispanic/Latino, Multiple Race/Non-Latino, and White; and
- Gender.

The data analyzed are the spring, 2015 results of four Key Yearly: MCAS, the Common Writing Assessment, Fountas and Pinnell reading assessment, and the Student Interview Model math assessment.

Considerations Regarding the Data

We present the data with several key issues in mind:

- We include subgroup data for MCAS as presented by the state Department of Elementary and Secondary Education.
- Because the LPS student population is small, we present some in grade spans in order to provide a scale sufficient to safeguard student identities and to ensure the validity of our analysis. Parents/guardians identify their children's race and ethnicity during the school registration process.
- There are cases in which even the grade-span subgroup is smaller than ten students and is not, therefore, included in the analysis.
- The smaller the subgroup, the greater the impact of each student's performance on the overall picture of that subgroup.

Structure of this Report

For each of the Key Yearly Measures analyzed, this report provides two frames of reference. The first is a brief list of bulleted points that highlights important stories within the numbers. The second frame of reference is a set of graphs that visually represent the assessment data. The data used in this report come from both the state's data warehouse and LPS internal data systems.

The bulleted points are not meant to be a comprehensive analysis of subgroup scores. They are, rather, places from which we believe important conversations need to begin.

I. MCAS: Achievement by Student Subgroups in Grades 3-8

We share MCAS data in **Graphs 1-6** for the three subgroups (High Needs, Race/Ethnicity, and Gender) exactly as presented by the Department of Elementary and Secondary Education (DESE). We make several important points below regarding the subgroup scores, and we limit analysis in the MCAS section so as to provide space for analysis of the additional three Key Yearly Measures included in this report.

Please note: High Needs is an unduplicated count of students belonging to any of the following three subgroups: ELL & Former ELL, Economically Disadvantaged, and Students w/ Disabilities. The state's new designation of "Economically Disadvantaged" appears to have reduced the number of students who would formerly have been classified as "Low Income," particularly on the Hanscom campus.

A. MCAS NOTES ON STUDENT SUBGROUPS: HIGH NEEDS

- High Needs students in Lincoln School score higher in both ELA and Math when compared with similar students from across the state; this pattern holds true for the disaggregated subgroups of ELLs, Economically Disadvantaged Students, and Students with Disabilities, except for Economically Disadvantaged Students in Math. (Graphs 1-4)
- The achievement of students with disabilities on both campuses continues to lag far behind that of LPS students without disabilities.
- Hanscom: over three quarters of the students with disabilities score W/Ni in both ELA and Math.
- Lincoln: almost half of the students with disabilities score W/Ni in Math.

B. MCAS NOTES ON STUDENT SUBGROUPS: RACE/ETHNICITY

- African American, Latino, and Multi-Race students score lower in both ELA and Math than their White counterparts on the Hanscom campus.
- African American and Latino students on the Lincoln Campus score lower than their White counterparts in both ELA and Math.
- Asian and Multi-Race students on the Lincoln campus score higher in both ELA and Math than their White counterparts.

C. MCAS NOTES ON STUDENT SUBGROUPS: GENDER

- Girls outscore boys by 10-26 percentage points, on both campuses, in ELA.
- In Math, girls and boys score overall within three percentage points of each other.
- The gender differences in several grade levels are far greater than the grade-span differences would suggest. For example, 95% of the Hanscom fifth grade girls score proficient or advanced in ELA, compared to 55% of the boys.

Graph 1

Spring 2015 MCAS School Results by Subgroup English Language Arts

District: Lincoln

Hanscom Primary - 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	56	10	46	37	8	78.8	52		
Economic Status									
Economically Disadvantaged							2		
Non-Economically Disadvantaged	54	8	46	38	8	78	50		
Disability Status									
Students w/ Disabilities	21	0	21	58	21	59.2	19		
Non-Disabled	76	15	61	24	0	90.2	33		
English Language Learner (ELL) Status									
ELL							1		
Non-ELL	57	10	47	35	8	79.4	51		
Race/Ethnicity									
African Amer./Black							6		
Asian							1		
Hispanic/Latino							9		
Multi-Race, Non-Hisp./Lat.							4		
Nat. Haw. or Pacif. Isl.							1		
White	58	13	45	35	6	81.5	31		
Gender									
Male	40	10	30	50	10	71.3	20		
Female	66	9	56	28	6	83.6	32		
Title 1 Status									
Title 1							7		
Non-Title 1	56	11	44	38	7	79.4	45		
High Needs Status									
High Needs	29	5	24	52	19	63.1	21		
Non-High Needs	74	13	61	26	0	89.5	31		
Former ELL Status									
Non-Former ELL	56	10	46	37	8	78.8	52		

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

Graph 2

Spring 2015 MCAS School Results by Subgroup English Language Arts

District: Lincoln

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	74	20	55	16	9	88.6	211	51.0	127
Economic Status									
Economically Disadvantaged							4		2
Non-Economically Disadvantaged	75	20	55	16	8	88.9	207	51.0	125
Disability Status									
Students w/ Disabilities	23	0	23	23	55	58.1	31		19
Non-Disabled	83	23	60	15	2	93.9	180	50.5	108
English Language Learner (ELL) Status									
ELL							5		4
Non-ELL	75	20	55	16	9	88.8	206	50.0	123
Race/Ethnicity									
African Amer./Black	59	15	44	26	15	87	27		12
Amer. Ind. or Alaska Nat.							1		
Asian							6		6
Hispanic/Latino	64	10	54	28	8	87.8	39	55.0	27
Multi-Race, Non-Hisp./Lat.	65	12	53	29	6	86.8	17		14
Nat. Haw. or Pacif. Isl.							2		1
White	81	24	56	9	10	88.7	119	53.0	67
Gender									
Male	60	11	49	21	19	81.4	90	53.0	54
Female	85	26	59	12	2	94	121	50.0	73
Title 1 Status									
Title 1	72	35	37	26	2	88.4	43	55.0	25
Non-Title 1	75	16	59	14	11	88.7	168	50.0	102
High Needs Status									
High Needs	30	0	30	25	45	62.5	40	55.5	28
Non-High Needs	85	25	60	14	1	94.7	171	50.0	99
Former ELL Status									
Former ELL							4		4
Non-Former ELL	74	20	54	16	10	88.6	207	51.0	123

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

Graph 3



Spring 2015 MCAS School Results by Subgroup English Language Arts

District: Lincoln

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	87	30	58	12	1	95.6	375	58.0	292
Economic Status									
Economically Disadvantaged	71	7	64	25	4	91.1	28		19
Non-Economically Disadvantaged	88	31	57	11	1	96	347	56.0	273
Disability Status									
Students w/ Disabilities	67	6	60	29	4	87.5	78	53.0	61
Non-Disabled	93	36	57	7	0	97.7	297	58.0	231
English Language Learner (ELL) Status									
ELL	50	0	50	42	8	81.3	12		4
Non-ELL	88	31	58	11	1	96.1	363	58.0	288
Race/Ethnicity									
African Amer./Black	69	6	63	29	3	90	35	63.5	32
Amer. Ind. or Alaska Nat.							1		1
Asian	96	46	50	4	0	99	26	66.0	22
Hispanic/Latino	64	12	52	33	2	87.5	42	43.5	28
Multi-Race, Non-Hisp./Lat.	96	44	52	4	0	99.1	27		19
White	92	33	59	8	0	97.3	244	61.0	190
Gender									
Male	82	25	57	17	1	93.7	183	54.0	142
Female	92	34	58	7	1	97.4	192	63.0	150
Title 1 Status									
Non-Title 1	87	30	58	12	1	95.6	375	58.0	292
High Needs Status									
High Needs	69	8	61	28	3	88.7	102	62.0	74
Non-High Needs	94	38	56	6	0	98.2	273	57.5	218
Former ELL Status									
Former ELL							8		8
Non-Former ELL	87	30	57	12	1	95.5	367	58.0	284

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

Graph 4



Spring 2015 MCAS School Results by Subgroup Mathematics

District: Lincoln

Hanscom Primary - 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	43	6	37	41	16	71.1	51		
Economic Status									
Economically Disadvantaged							2		
Non-Economically Disadvantaged	41	6	35	43	16	69.9	49		
Disability Status									
Students w/ Disabilities	21	0	21	47	32	55.3	19		
Non-Disabled	56	9	47	38	6	80.5	32		
English Language Learner (ELL) Status									
ELL							1		
Non-ELL	44	6	38	40	16	71.5	50		
Race/Ethnicity									
African Amer./Black							5		
Asian							1		
Hispanic/Latino							9		
Multi-Race, Non-Hisp./Lat.							4		
Nat. Haw. or Pacif. Isl.							1		
White	48	6	42	42	10	75	31		
Gender									
Male	45	15	30	30	25	67.5	20		
Female	42	0	42	48	10	73.4	31		
Title 1 Status									
Title 1							7		
Non-Title 1	43	7	36	43	14	71.6	44		
High Needs Status									
High Needs	29	0	29	43	29	59.5	21		
Non-High Needs	53	10	43	40	7	79.2	30		
Former ELL Status									
Non-Former ELL	43	6	37	41	16	71.1	51		

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

Graph 5



Spring 2015 MCAS School Results by Subgroup Mathematics

District: Lincoln

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	50	21	29	38	12	77.6	203	43.0	129
Economic Status									
Economically Disadvantaged							4		3
Non-Economically Disadvantaged	51	21	30	38	11	78	199	45.0	126
Disability Status									
Students w/ Disabilities	13	3	10	35	52	55.6	31	40.0	22
Non-Disabled	56	24	33	38	5	81.5	172	45.0	107
English Language Learner (ELL) Status									
ELL							5		4
Non-ELL	51	21	29	37	12	77.8	198	43.0	125
Race/Ethnicity									
African Amer./Black	25	4	21	38	38	62.5	24		10
Amer. Ind. or Alaska Nat.							1		1
Asian							6		6
Hispanic/Latino	39	16	24	47	13	75	38	45.0	31
Multi-Race, Non-Hisp./Lat.	38	12	25	50	12	75	16		14
Nat. Haw. or Pacif. Isl.							2		1
White	56	25	31	36	8	80.2	116	44.0	66
Gender									
Male	48	17	31	36	16	76.1	88	40.5	58
Female	51	23	28	39	10	78.7	115	45.0	71
Title 1 Status									
Title 1	57	33	24	33	10	79.2	42	47.0	26
Non-Title 1	48	17	30	39	13	77.2	161	40.0	103
High Needs Status									
High Needs	18	2	15	40	42	58.8	40	43.0	31
Non-High Needs	58	25	33	37	5	82.2	163	44.0	98
Former ELL Status									
Former ELL							4		4
Non-Former ELL	50	21	29	38	13	77.5	199	43.0	125

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

Graph 6



Spring 2015 MCAS School Results by Subgroup Mathematics

District: Lincoln

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	81	46	35	17	2	92.4	375	51.0	292
Economic Status									
Economically Disadvantaged	46	14	32	46	7	75.9	28		19
Non-Economically Disadvantaged	84	49	35	14	2	93.7	347	51.0	273
Disability Status									
Students w/ Disabilities	51	18	33	42	6	78.8	78	46.5	62
Non-Disabled	89	54	36	10	1	96	297	52.0	230
English Language Learner (ELL) Status									
ELL	75	25	50	8	17	83.3	12		3
Non-ELL	82	47	35	17	2	92.7	363	51.0	289
Race/Ethnicity									
African Amer./Black	63	9	54	34	3	83.6	35	30.5	32
Amer. Ind. or Alaska Nat.							1		1
Asian	92	65	27	4	4	95.2	26	67.0	21
Hispanic/Latino	60	29	31	33	7	82.7	42	51.5	28
Multi-Race, Non-Hisp./Lat.	96	70	26	4	0	98.1	27		19
White	85	50	35	14	1	94.6	244	52.0	191
Gender									
Male	82	50	32	15	3	92.2	183	52.0	143
Female	81	43	38	18	2	92.6	192	51.0	149
Title 1 Status									
Non-Title 1	81	46	35	17	2	92.4	375	51.0	292
High Needs Status									
High Needs	57	23	34	36	7	80.6	102	47.0	74
Non-High Needs	90	55	36	9	0	96.8	273	52.0	218
Former ELL Status									
Former ELL							8		8
Non-Former ELL	82	46	35	16	2	92.6	367	51.5	284

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

II. Common Writing Assessment (CWA) Achievement by Subgroups in Grades 1-5

This report provides data for the Spring, 2015 end-of-year CWA, an assessment given twice per year.

Students in grades 1-5 receive nine distinct CWA scores: Idea Development, Organization, Sentence Fluency, Word Choice, Voice, Grammar, Capitalization, Punctuation, and Spelling. We do not average these nine scores into a single score, as the categories represent quite different aspects of writing. (The final four categories may, however, be collectively thought of as 'conventions.') We have chosen just one of these subscores, Idea Development, for analysis in this report.

As readers will note in the graphs that follow, analysis of every subscore for every student subgroup would not only have been a monumental task, but it would also have obscured the purpose of this exercise. We seek to understand student performance in ways that help us address gaps in opportunity and achievement. We do not seek to produce analyses at a level of detail that ultimately does not inform our best decision-making.

The data in Graphs 7-18 depict the percentage of students in specific subgroups who meet the end-of-year benchmark for Idea Development in the spring administration of the CWA. We have included data only when the student subgroup has 10 or more members. In all cases, the total number of students in each subgroup (N) is shown. Reader will note that Race/Ethnicity subgroups are not large enough to include in the grade-specific graphs. For this reason, we have included a single grade-span graph for each campus that shows CWA achievement by Race/Ethnicity.

A. CWA NOTES ON STUDENT SUBGROUPS: HIGH NEEDS

- On the Hanscom campus, the differences among subgroups vary greatly among grade levels. In first and second grade, for instance, the gap between High Needs and Non-High Needs students is not large. In third grade, students in the Non-High Needs group are five times more likely to meet the end-of-year benchmark than are High Needs students. (Graphs 7-9)
- The differences among High Needs subgroups in Lincoln School are significantly larger in most cases than on the Hanscom campus. (Graphs 7-11 and 13-17)
- Except for second grade, Non-High Need students on the Lincoln campus are far more likely to meet the end-of-year benchmark than are their High Needs peers. (Graphs 7-11 and 13-17)

B. CWA NOTES ON STUDENT SUBGROUPS: RACE/ETHNICITY

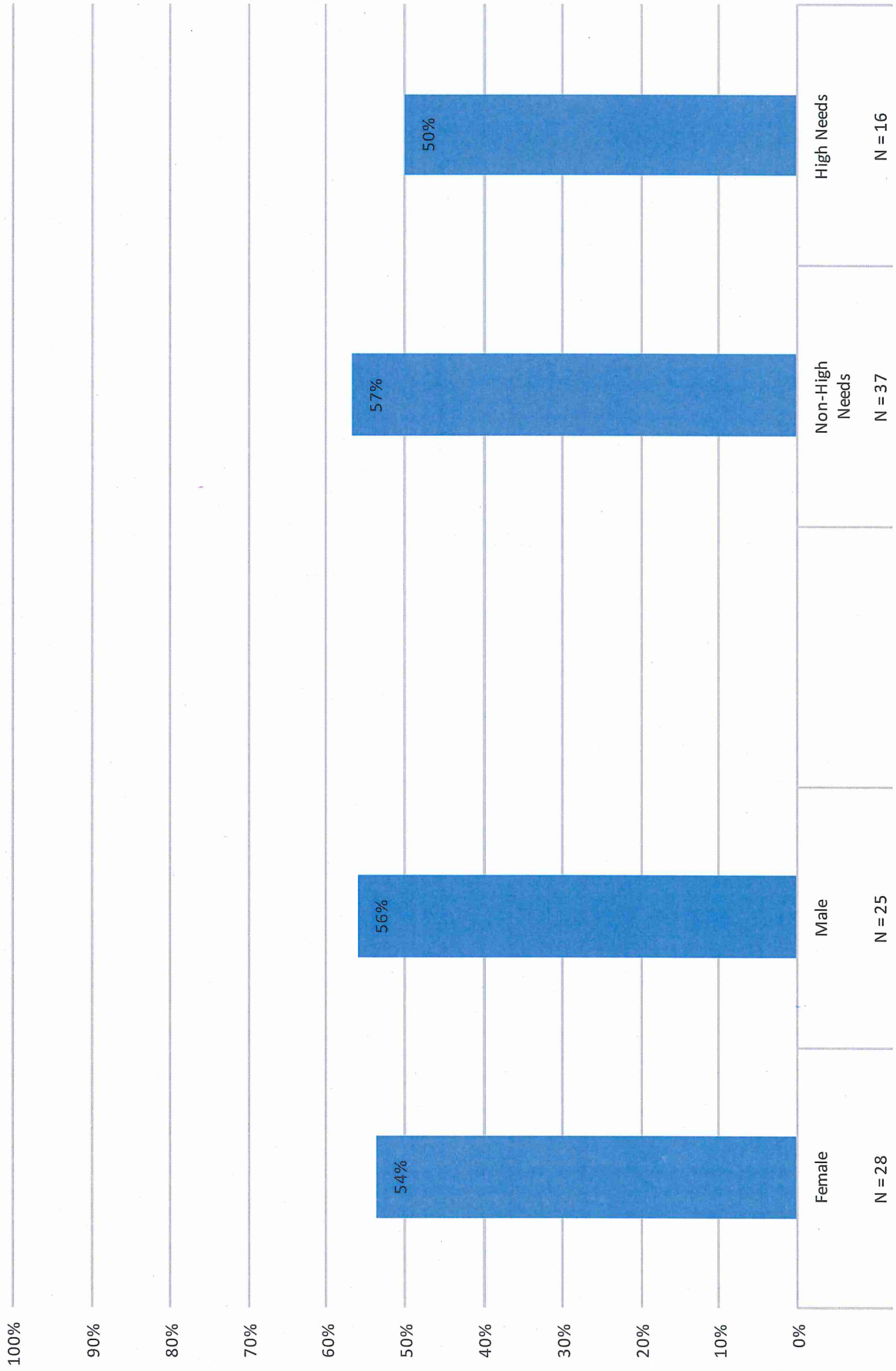
- When comparing across Race/Ethnicity on the Hanscom campus, the score spread in grades 1-5 among the four subgroups is 20 percentage points. (Graph 12)
- African American students on the Lincoln campus meet the end-of-year benchmark less often than do African American students on the Hanscom campus; the gap between the achievement of African American students and their White and Multi-Race peers in Lincoln School is wider than the gap on the Hanscom campus. (Graphs 12 and 18)
- Multi-Race students in Lincoln School are the Race/Ethnicity subgroup with the highest rate of meeting the end-of-year benchmark (71%) of any Race/Ethnicity subgroup on either campus. (Graph 18)

C. CWA NOTES ON STUDENT SUBGROUPS: GENDER

- First grade students on the Hanscom campus score almost identically when comparing subgroups by Gender, with boys slightly outscoring girls (56-54%). (Graph 7)
- In grades 2-5 on the Hanscom campus, girls outscore boys in the writing assessment, with spreads ranging from 10-22 percentage points. (Graphs 8-11)
- On the Lincoln campus, in first-third grade, girls outscore boys. The pattern is reversed in grades 4-5. The largest spread is in grade 3, with girls outscoring boys by 23 percentage points. (Graph 1)

Graph 7

14-15 Writing Assessment - % Met End of Year Benchmark
Hanscom Grade 1 - Idea Development



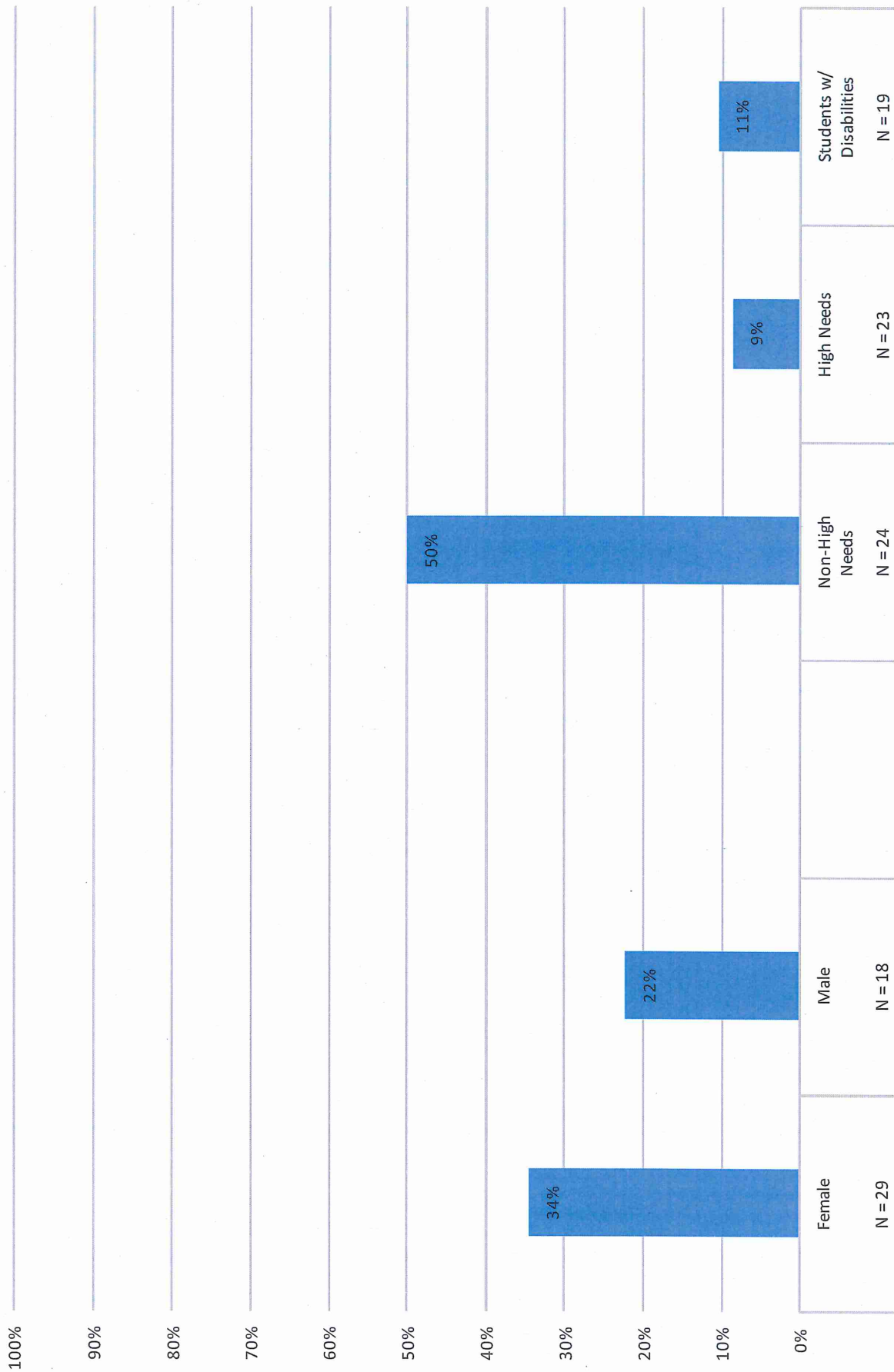
Graph 8

14-15 Writing Assessment - % Met End of Year Benchmark
Hanscom Grade 2 - Idea Development



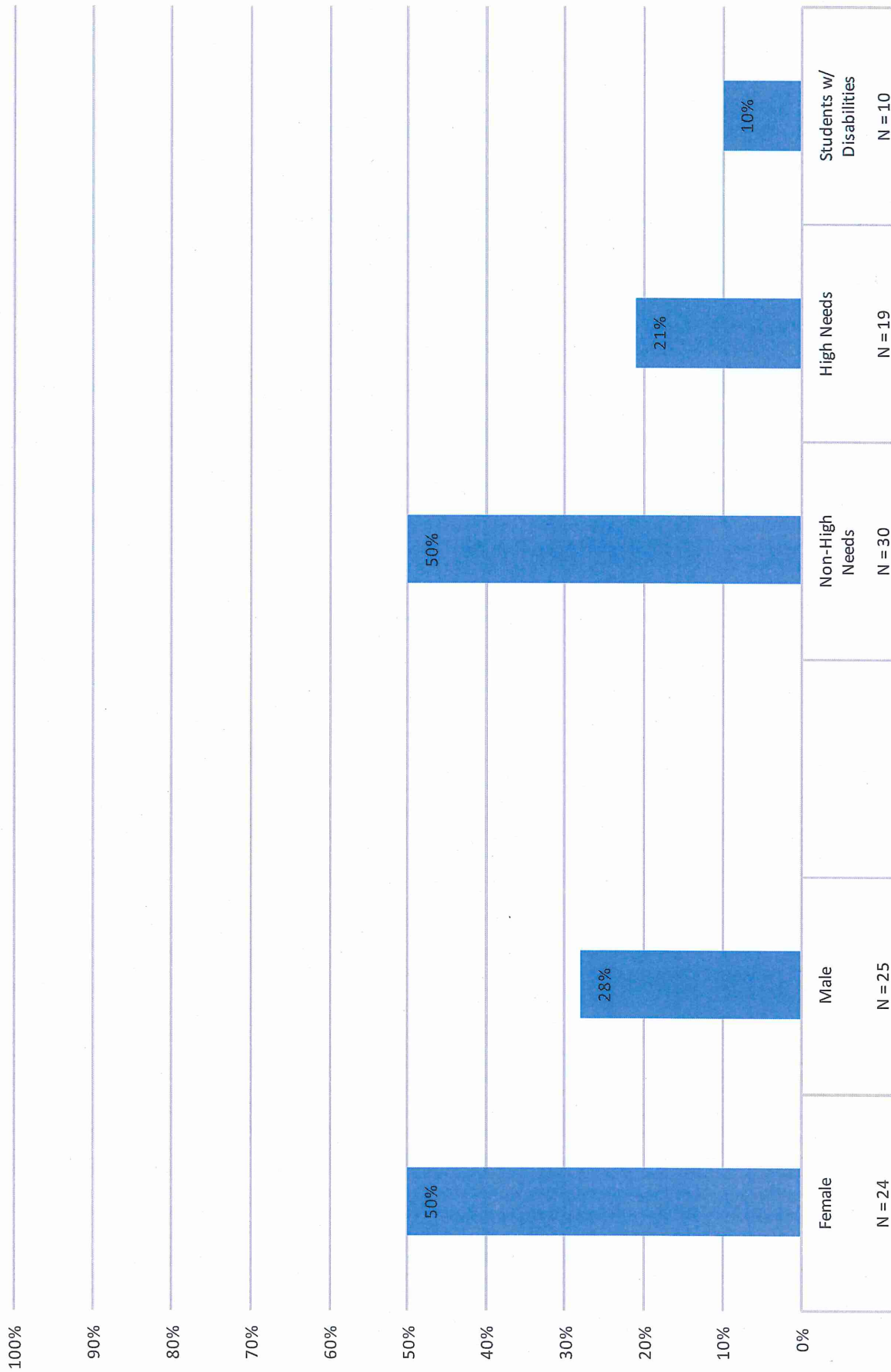
Graph 9

14-15 Writing Assessment - % Met End of Year Benchmark
Hanscom Grade 3 - Idea Development



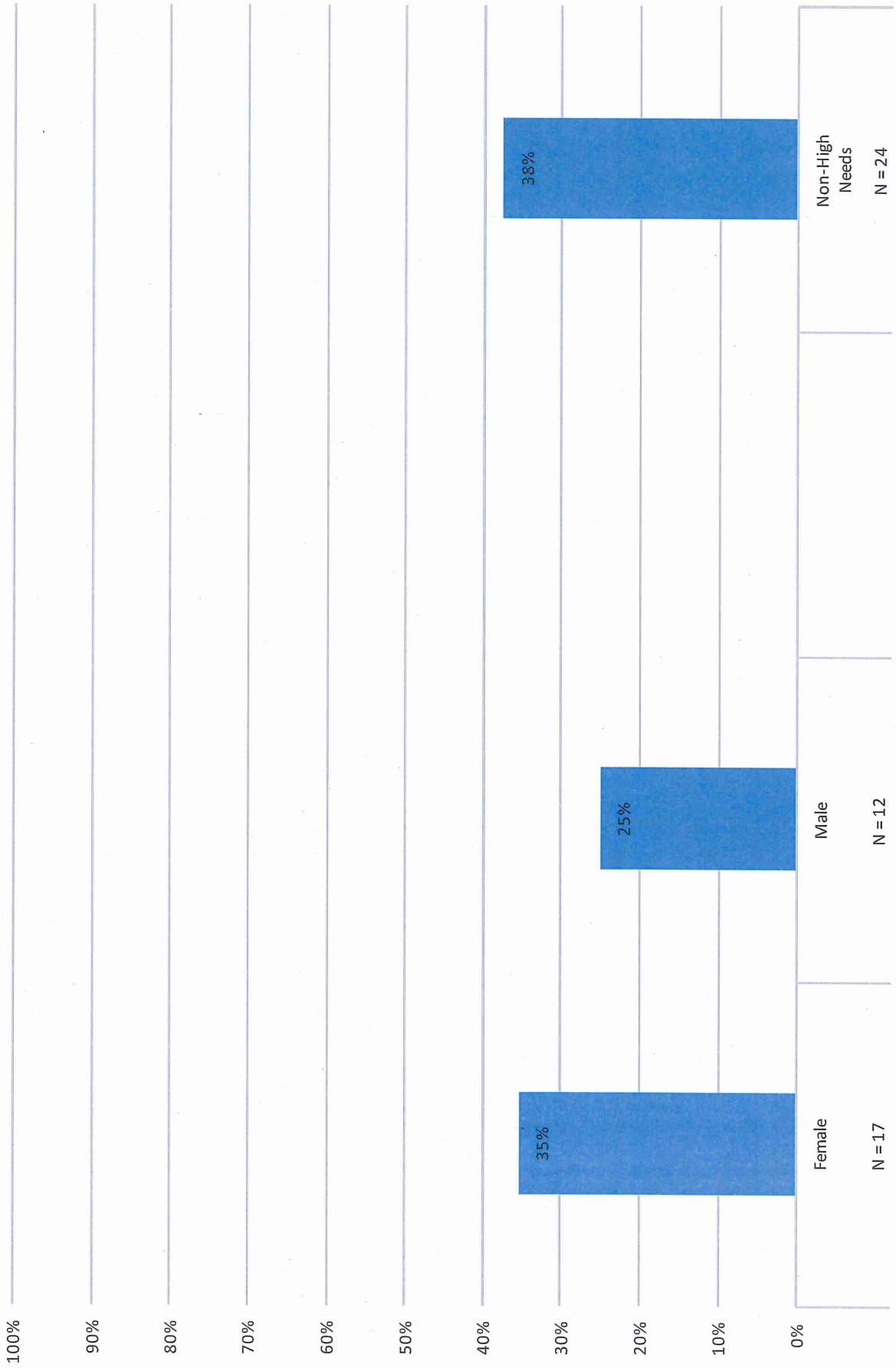
Graph 10

14-15 Writing Assessment - % Met End of Year Benchmark
Hanscom Grade 4 - Idea Development



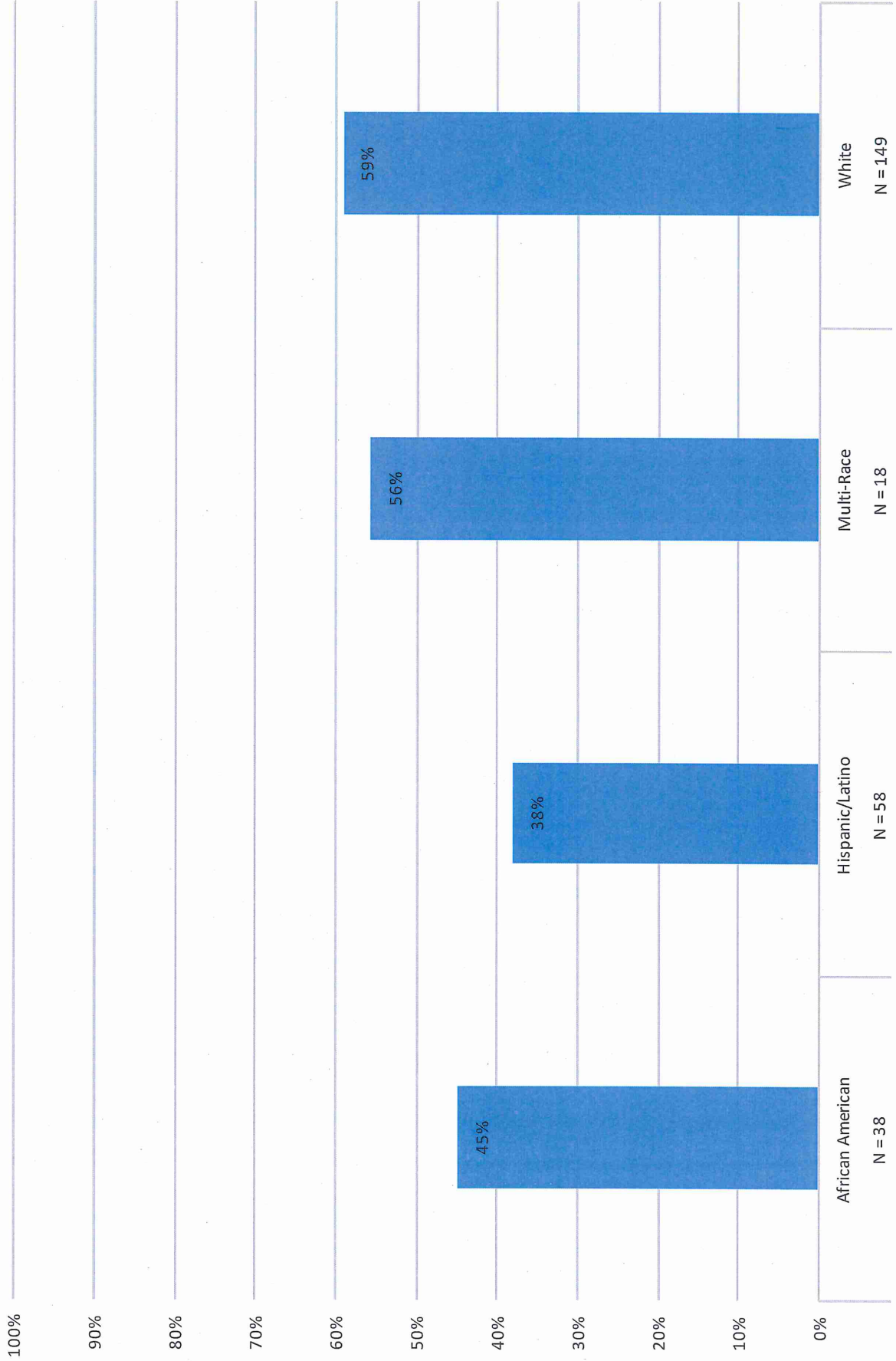
Graph 11

14-15 Writing Assessment - % Met End of Year Benchmark
Hanscom Grade 5 - Idea Development



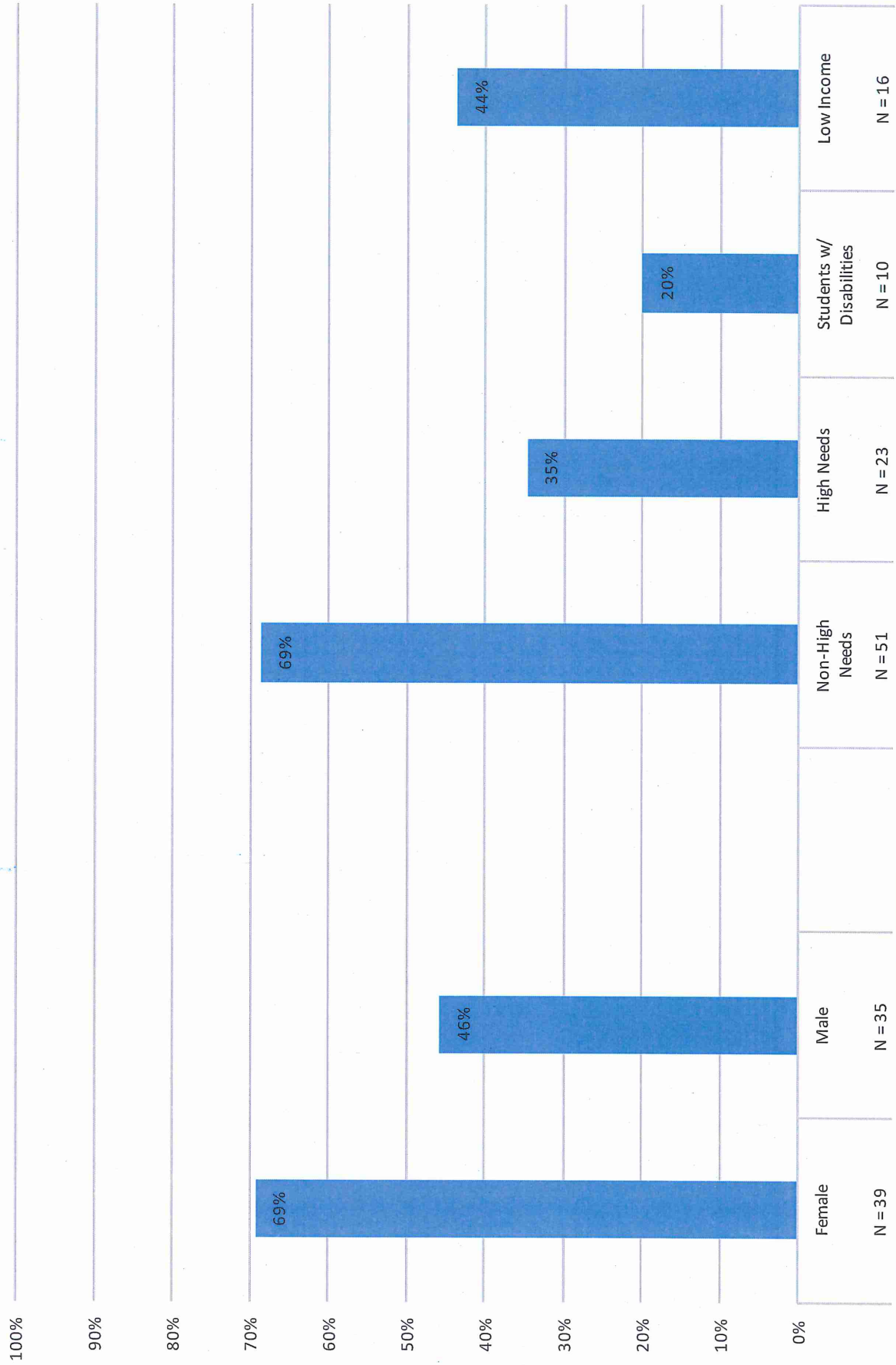
Graph 12

14-15 Writing Assessment - % Met End of Year Benchmark
Hanscom Grades 1-5 - Idea Development



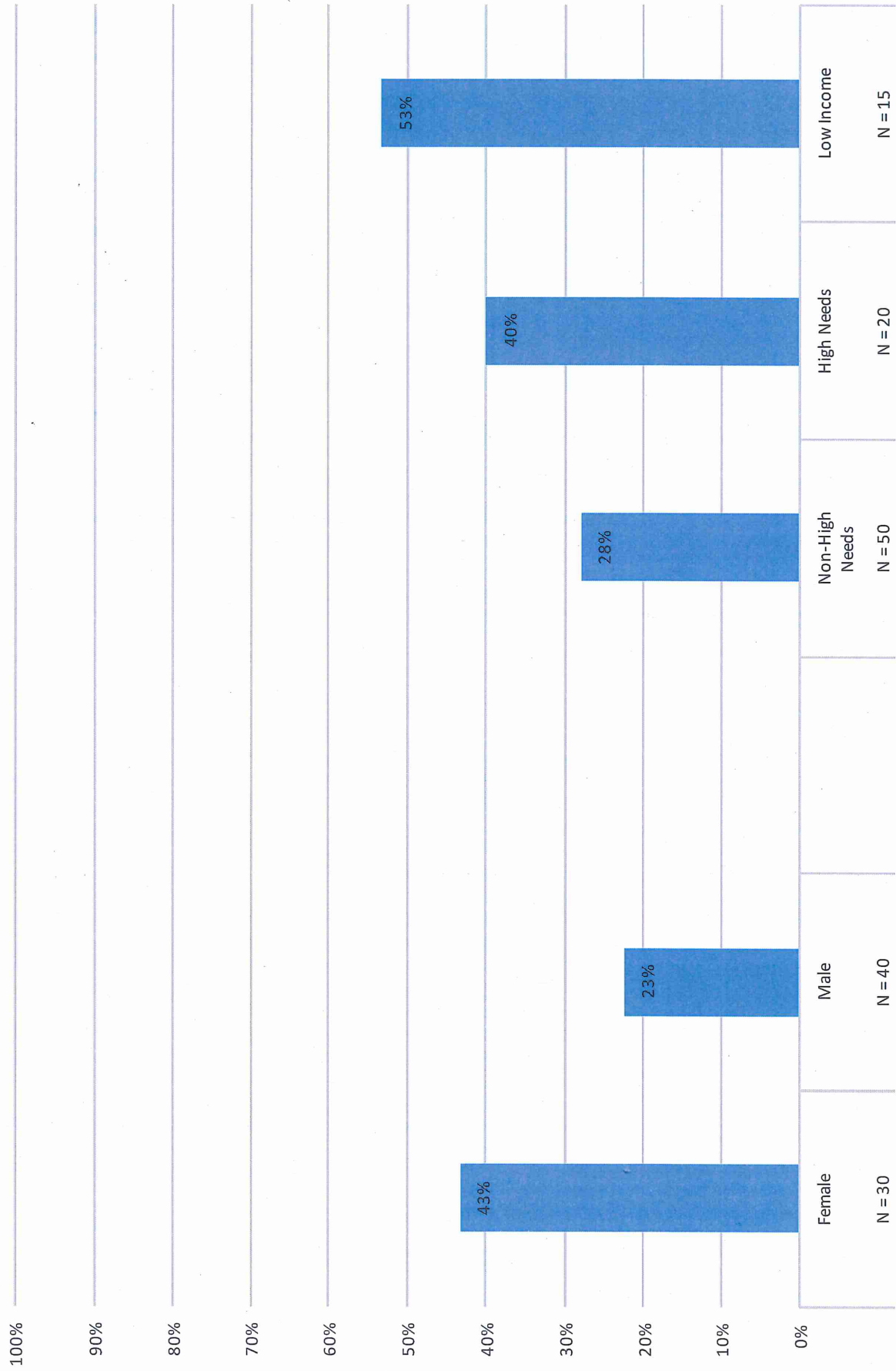
Graph 13

14-15 Writing Assessment - % Met End of Year Benchmark
Lincoln Grade 1 - Idea Development



Graph 14

14-15 Writing Assessment - % Met End of Year Benchmark
Lincoln Grade 2 - Idea Development



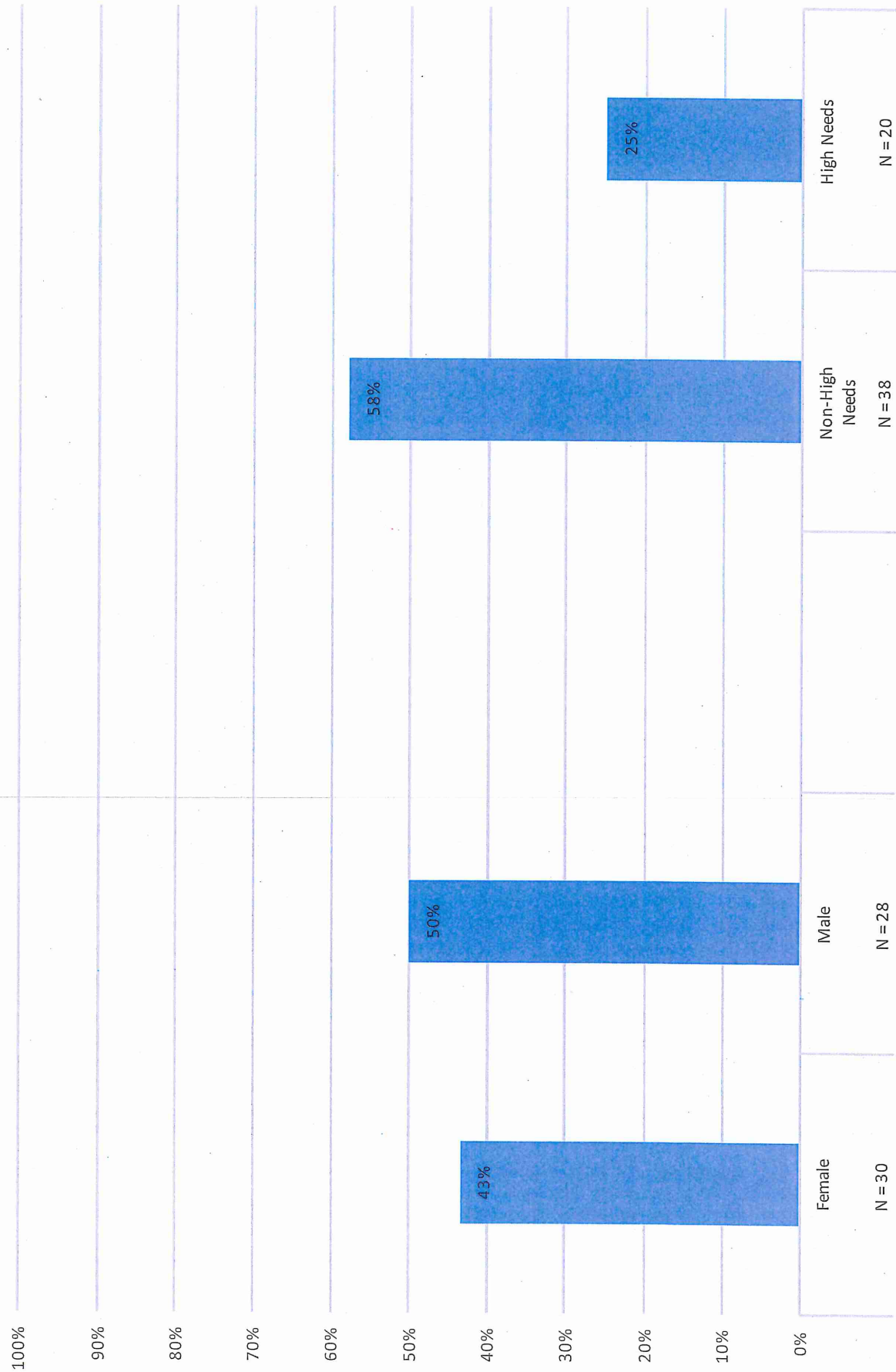
Graph 15

14-15 Writing Assessment - % Met End of Year Benchmark
Lincoln Grade 3 - Idea Development



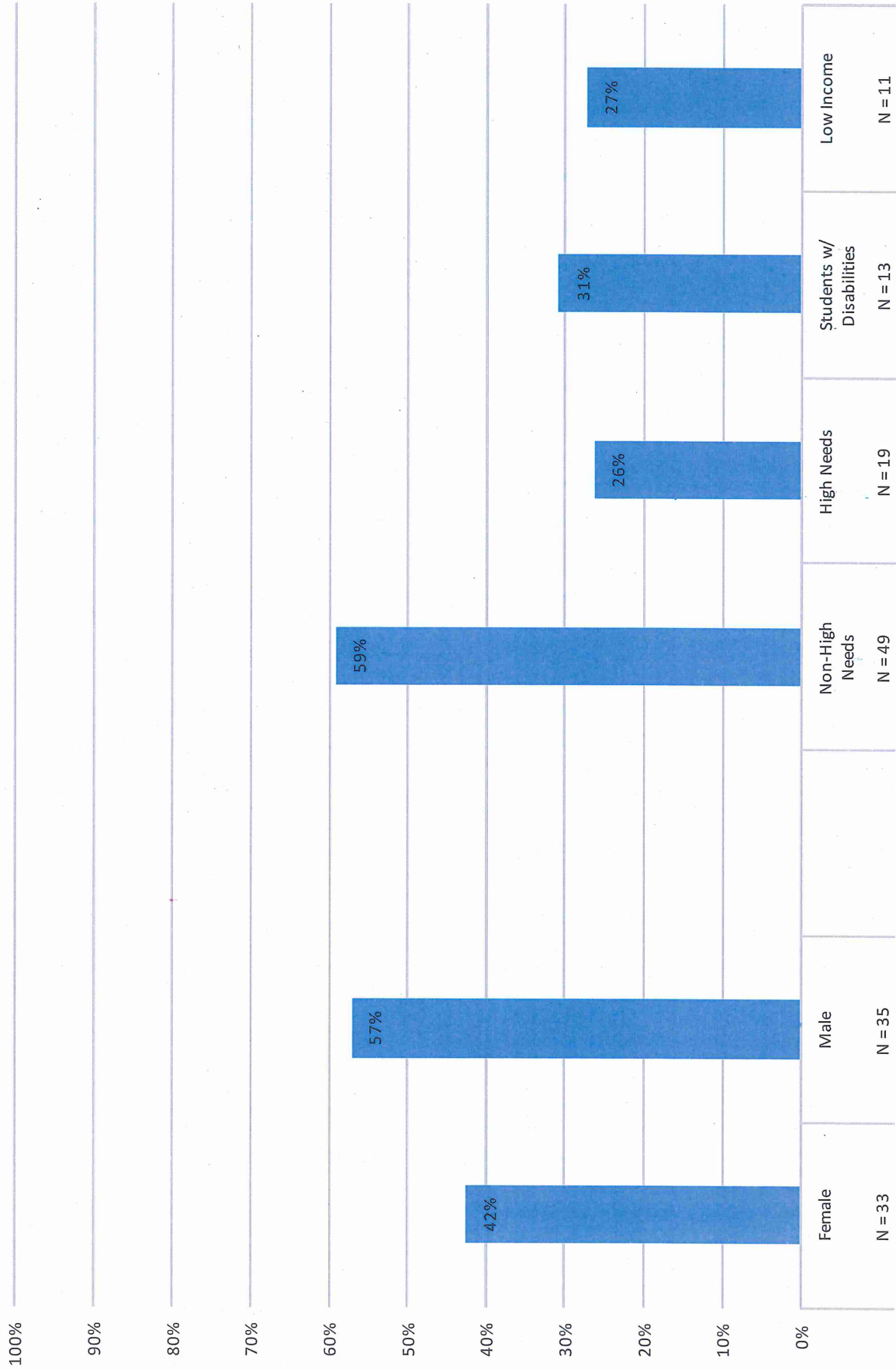
Graph 16

14-15 Writing Assessment - % Met End of Year Benchmark
Lincoln Grade 4 - Idea Development



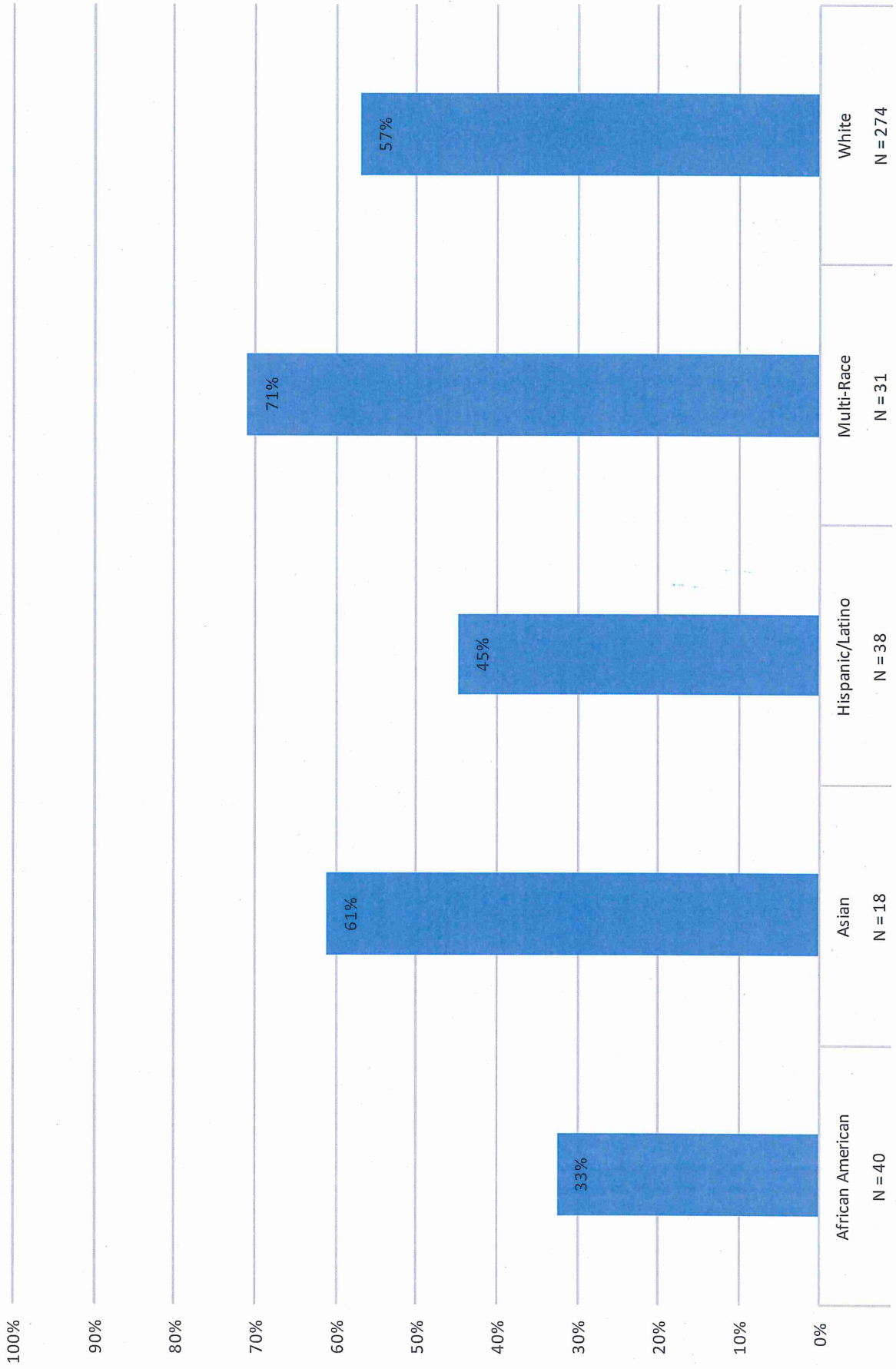
Graph 17

14-15 Writing Assessment - % Met End of Year Benchmark
Lincoln Grade 5 - Idea Development



Graph 18

14-15 Writing Assessment - % Met End of Year Benchmark
Lincoln Grades 1-5 - Idea Development





Lincoln Public Schools

Patricia Kinsella
Assistant Superintendent of Schools

III. Fountas and Pinnell (F&P) Achievement by Student Subgroups in

Grades 1-5

Graphs 31-42 depict end-of-year achievement on the Fountas and Pinnell reading assessment. The report describes achievement for this assessment at four levels: Exceeds Expectations, Meets Expectations, Approaches Expectations, and Does Not Meet Expectations. Every student subgroup, when comprised of ten or more students, has been broken out to show the percentage of its members who fall into each of these four categories. As with the Common Writing Assessment, the number of students in the Race/Ethnicity subgroups is too small to analyze at the grade-specific level. We have aggregated these groups by grade-spans in order to share their achievement results.

A. (F&P) NOTES ON STUDENT SUBGROUPS: HIGH NEEDS

- On the Hanscom campus, we are able to compare scores of High Needs and Non-High needs subgroups for grades 1-4. In grades 1-3, the differences are stark: 74-96% of Non-High Needs students meet or exceed expectations on this assessment, while only 26-56% of High Needs students score similarly. (Graphs 19-23)
- In Lincoln School, depending on the grade level, 43-78% of High Needs students meet or exceed expectations, whereas 77-98% of their Non-High Needs peers meet or exceed expectations. (Graphs 25-29)
- Students with Disabilities on the Lincoln campus have lower rates of meeting expectations overall than does the larger category of High Needs students. In Grade 5, only 16% of SWD meet or exceed expectations on this assessment. In Grade 2, only 30% of SWD meet or exceed expectations.
- On the Hanscom campus, only Grades 2 and 3 have scores broken out for SWD; 29% of these students in Grade 2 and 16% in Grade 3 meet or exceed expectations on this assessment. (Graphs 21 and 22)

B. (F&P) NOTES ON STUDENT SUBGROUPS: RACE/ETHNICITY

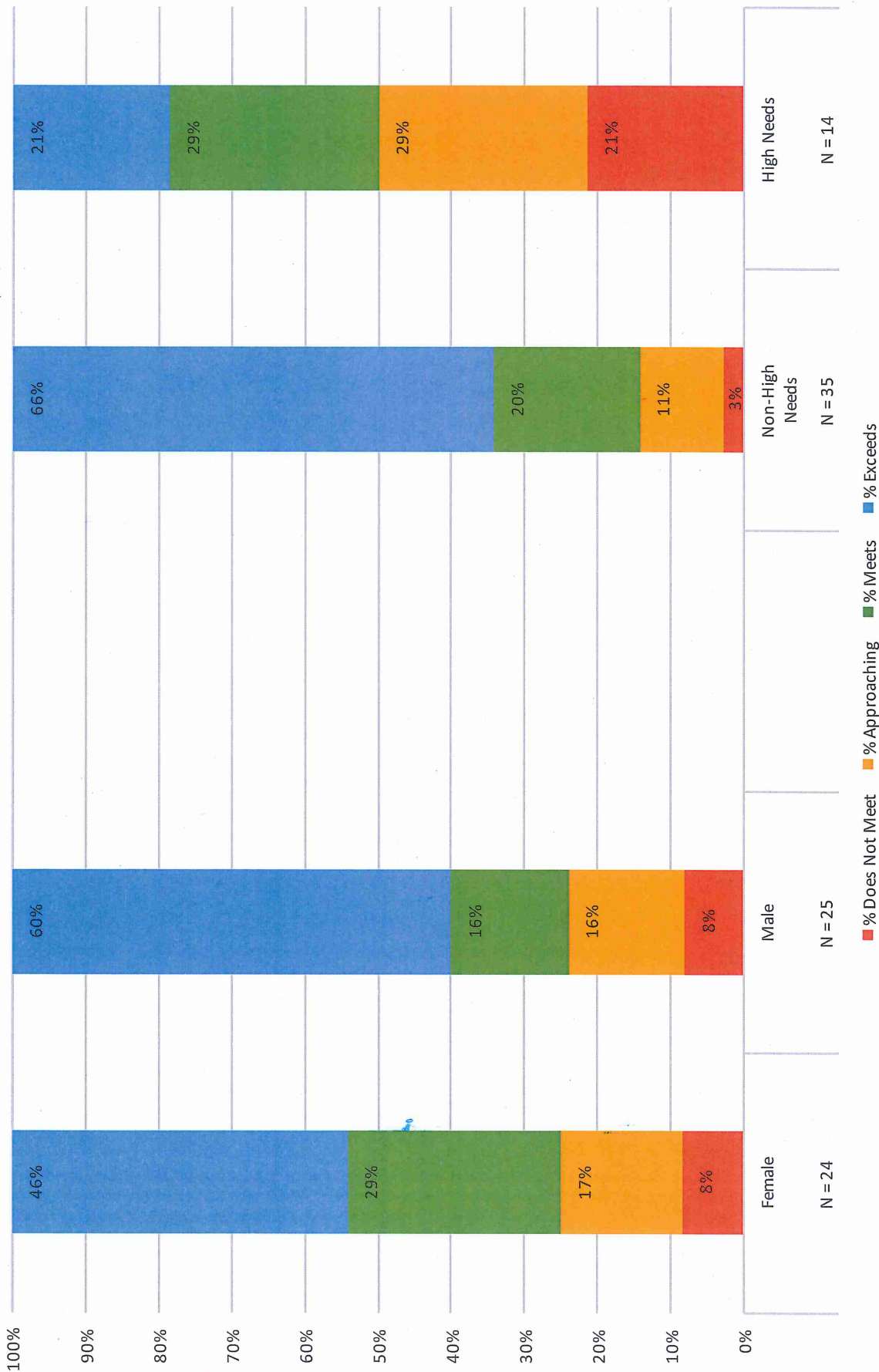
- The Hanscom grade-span scores for F&P are remarkably similar across four Race/Ethnicity subgroups: African American, Hispanic/Latino, Multi-Race, and White. Between 59-65% of students in all four subgroups meet or exceed expectations. (Graph 25)
- In Lincoln School, the differences among subgroups are greater. 94% of Asian students meet or exceed expectations; for Hispanic/Latino, Multi-Race, and White students, the rates are 72%, 75%, and 80% respectively. For African American students, 53% of students meet or exceed expectations. (Graph 30)

C. (F&P) NOTES ON STUDENT SUBGROUPS: GENDER

- Gender differences in F&P scores are less pronounced than they are in MCAS scores.
- Only two grades on either campus have gaps greater than 15 percentage points (with girls outperforming boys in both cases): Hanscom, Grade 3 and Lincoln, Grade 1. (Graphs 22 and 26)

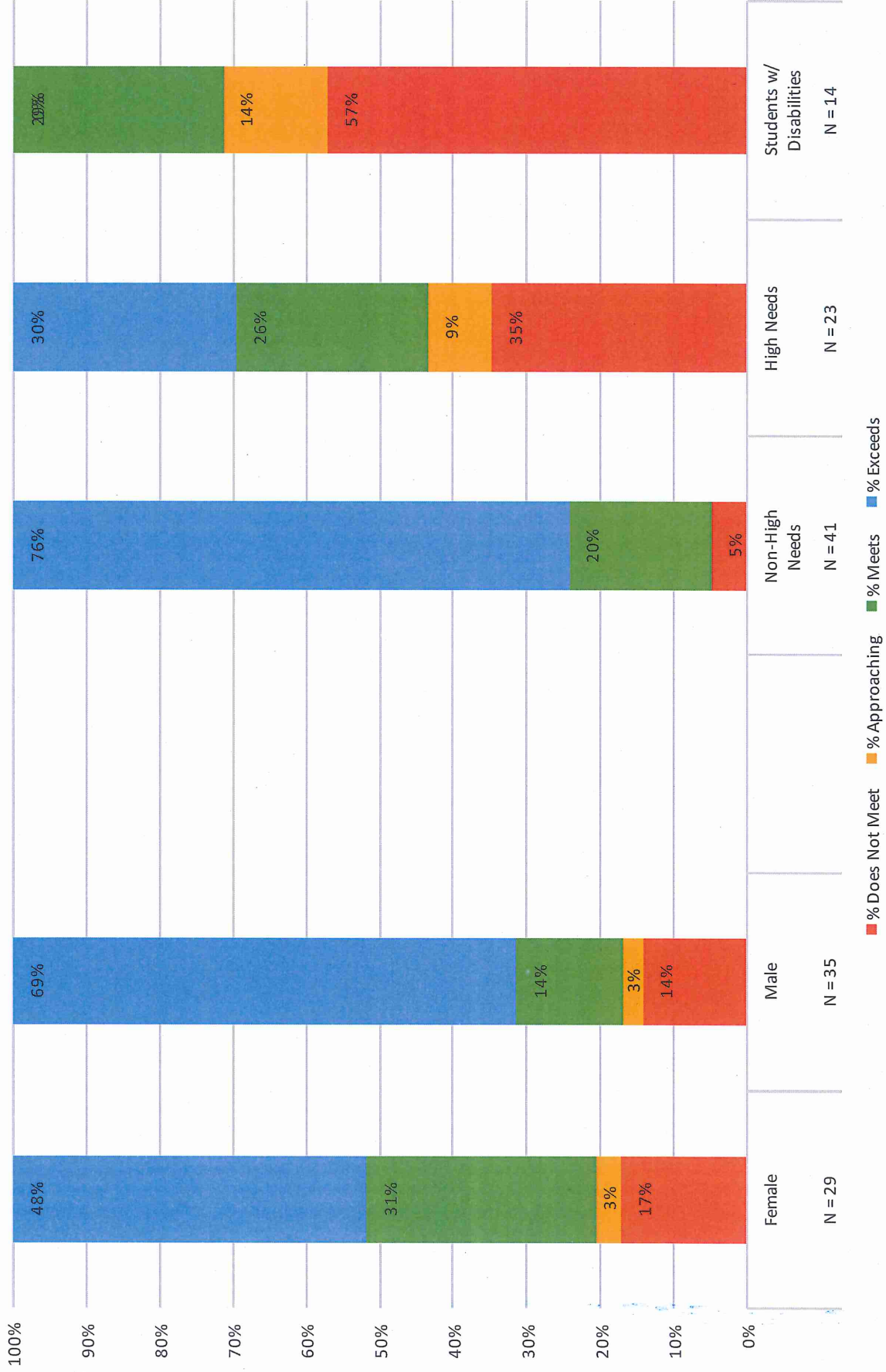
Graph 19

14-15 Fountas & Pinnell End of Year Benchmark
Hanscom Grade 1 Performance by Subgroup



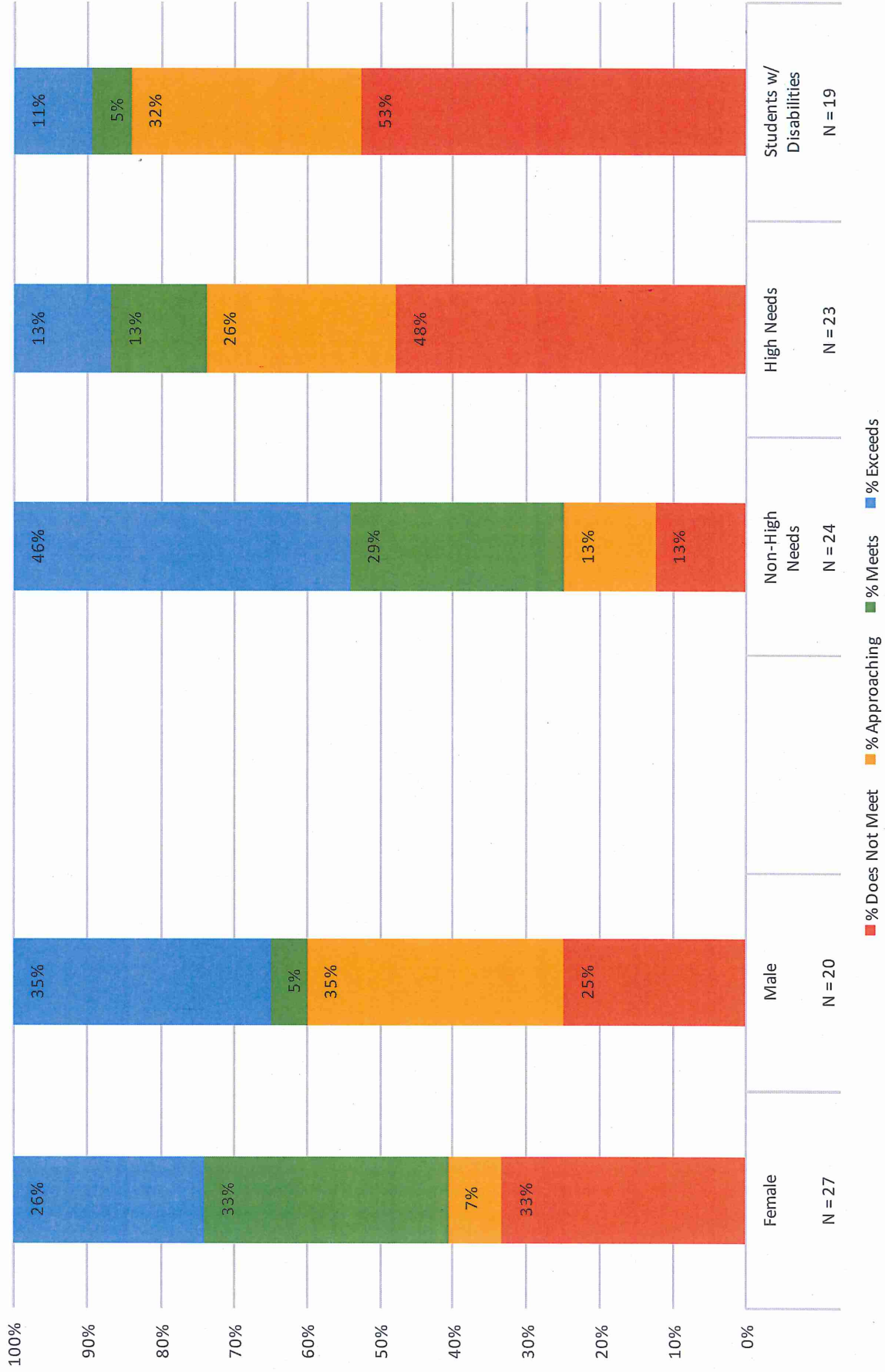
Graph 20

14-15 Fountas & Pinnell End of Year Benchmark
Hanscom Grade 2 Performance by Subgroup



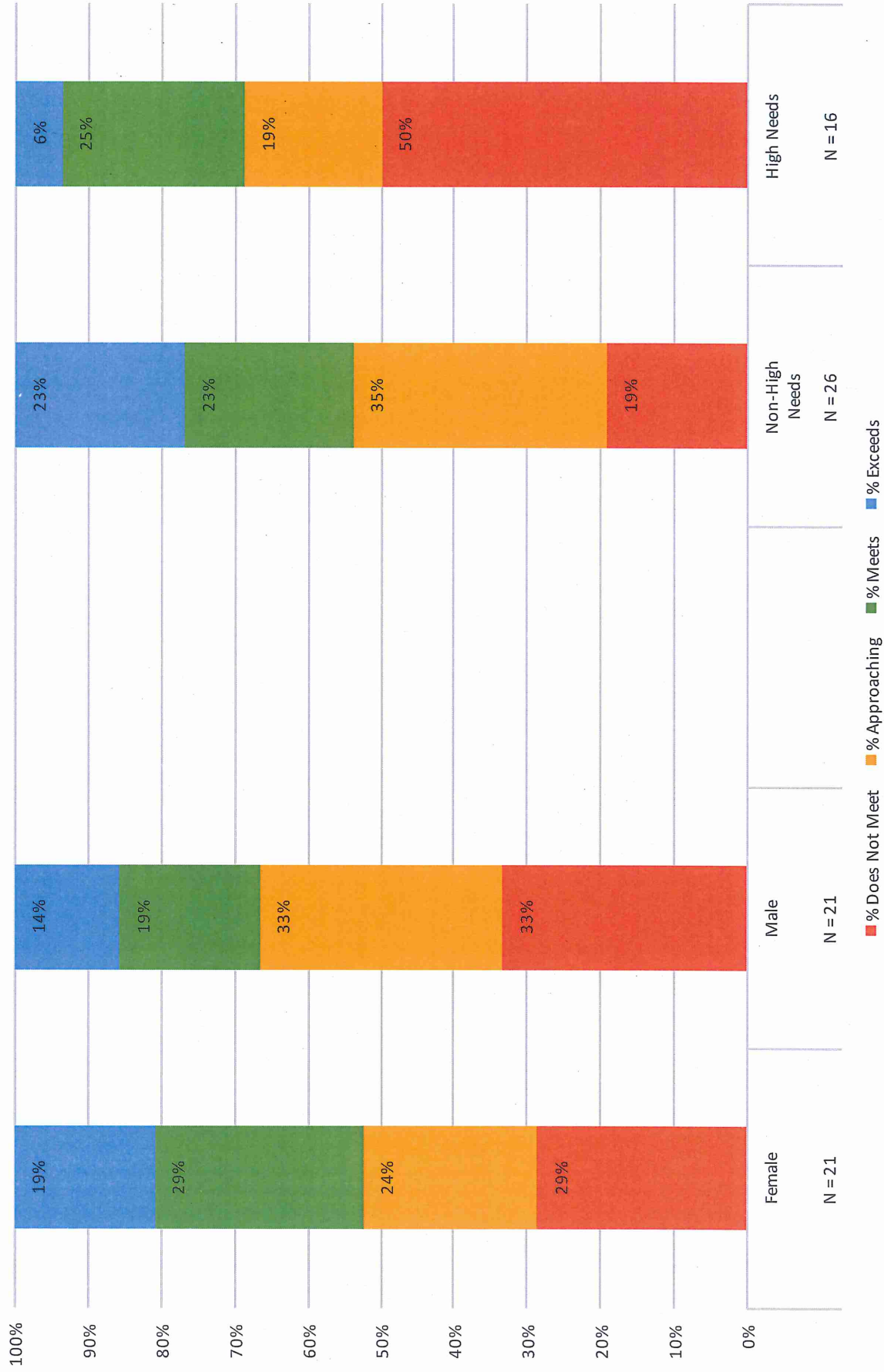
Graph 21

14-15 Fountas & Pinnell End of Year Benchmark
Hanscom Grade 3 Performance by Subgroup



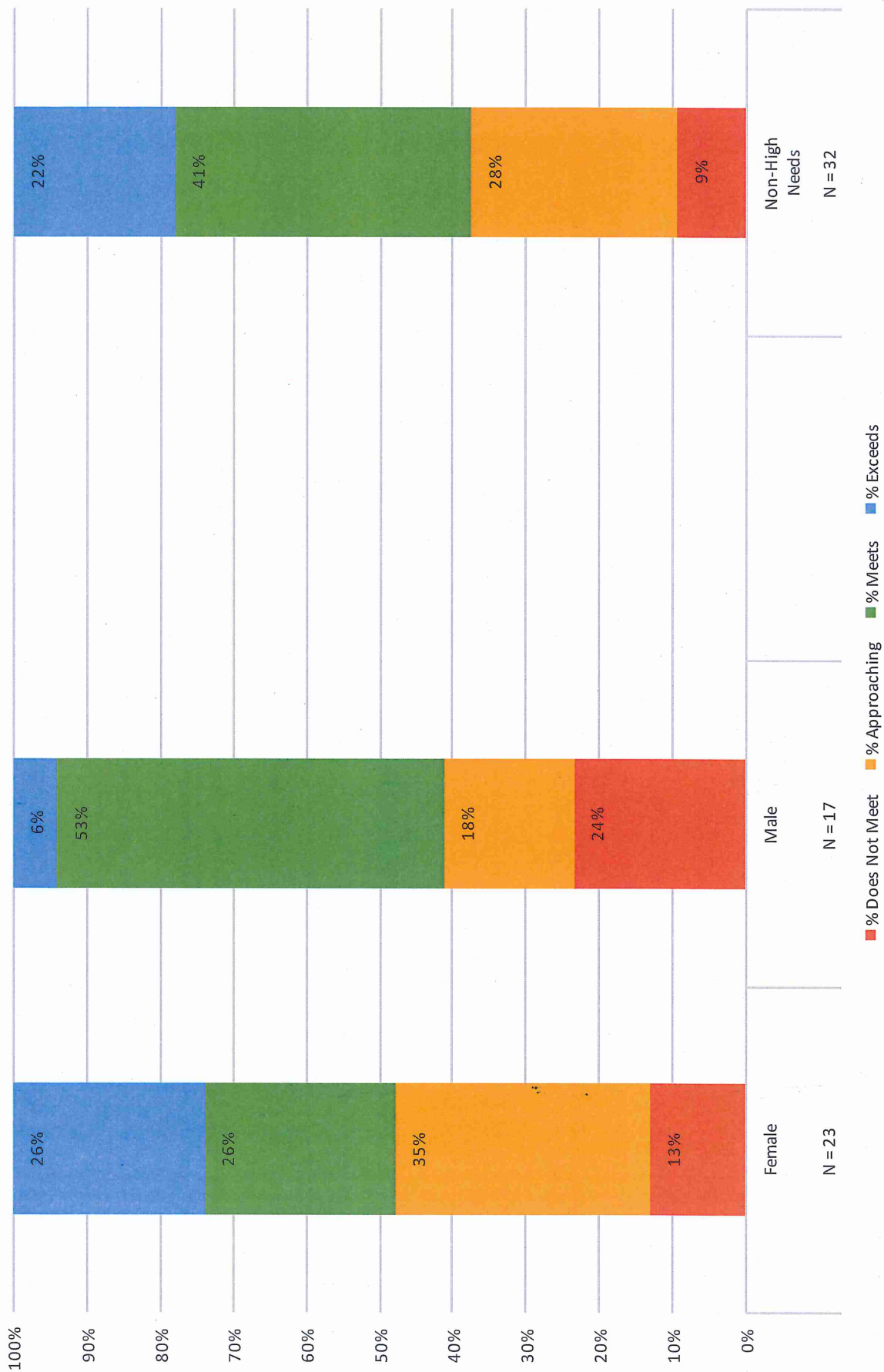
Graph 22

14-15 Fountas & Pinnell End of Year Benchmark
Hanscom Grade 4 Performance by Subgroup



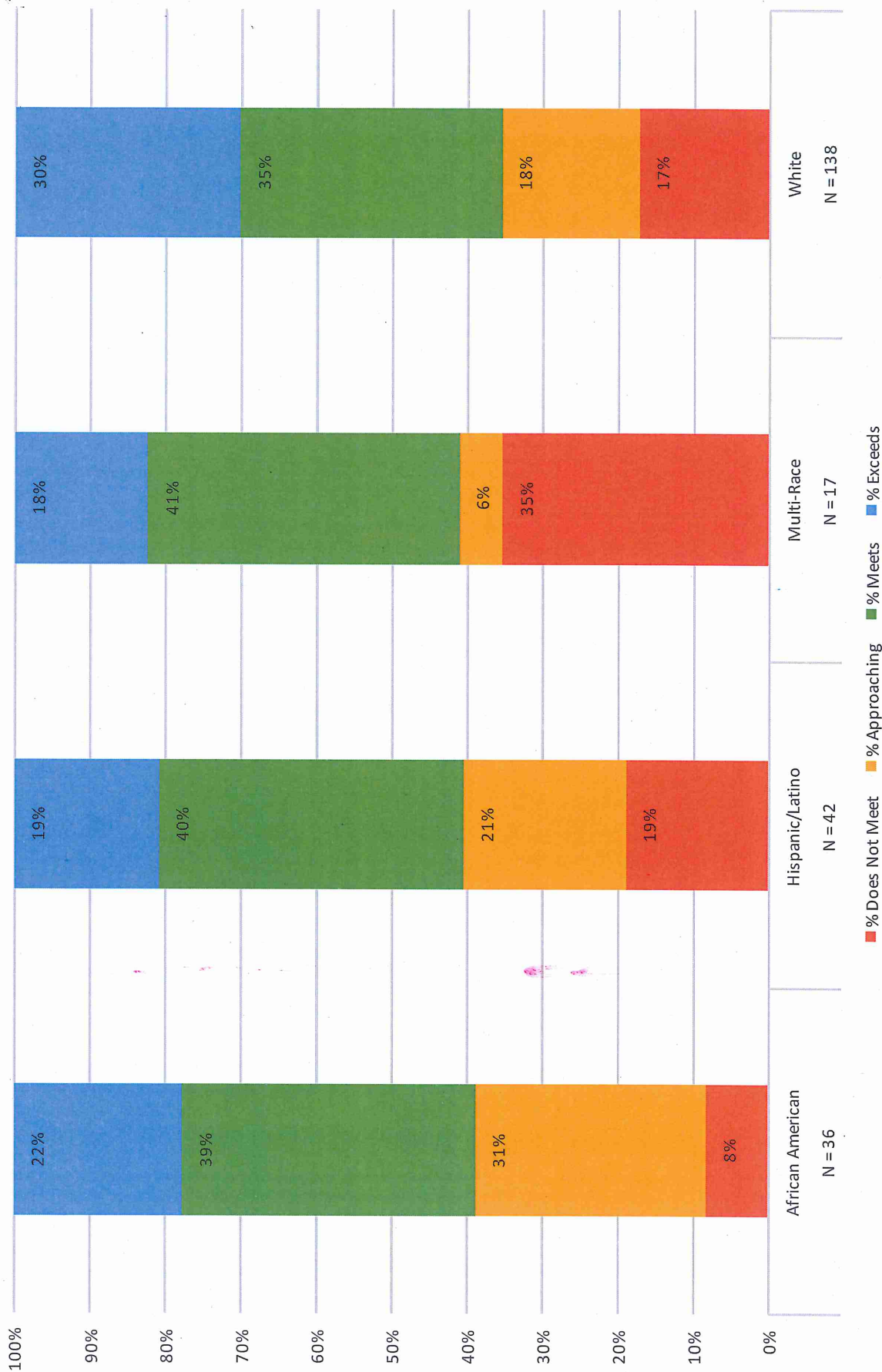
Graph 23

14-15 Fountas & Pinnell End of Year Benchmark
Hanscom Grade 5 Performance by Subgroup



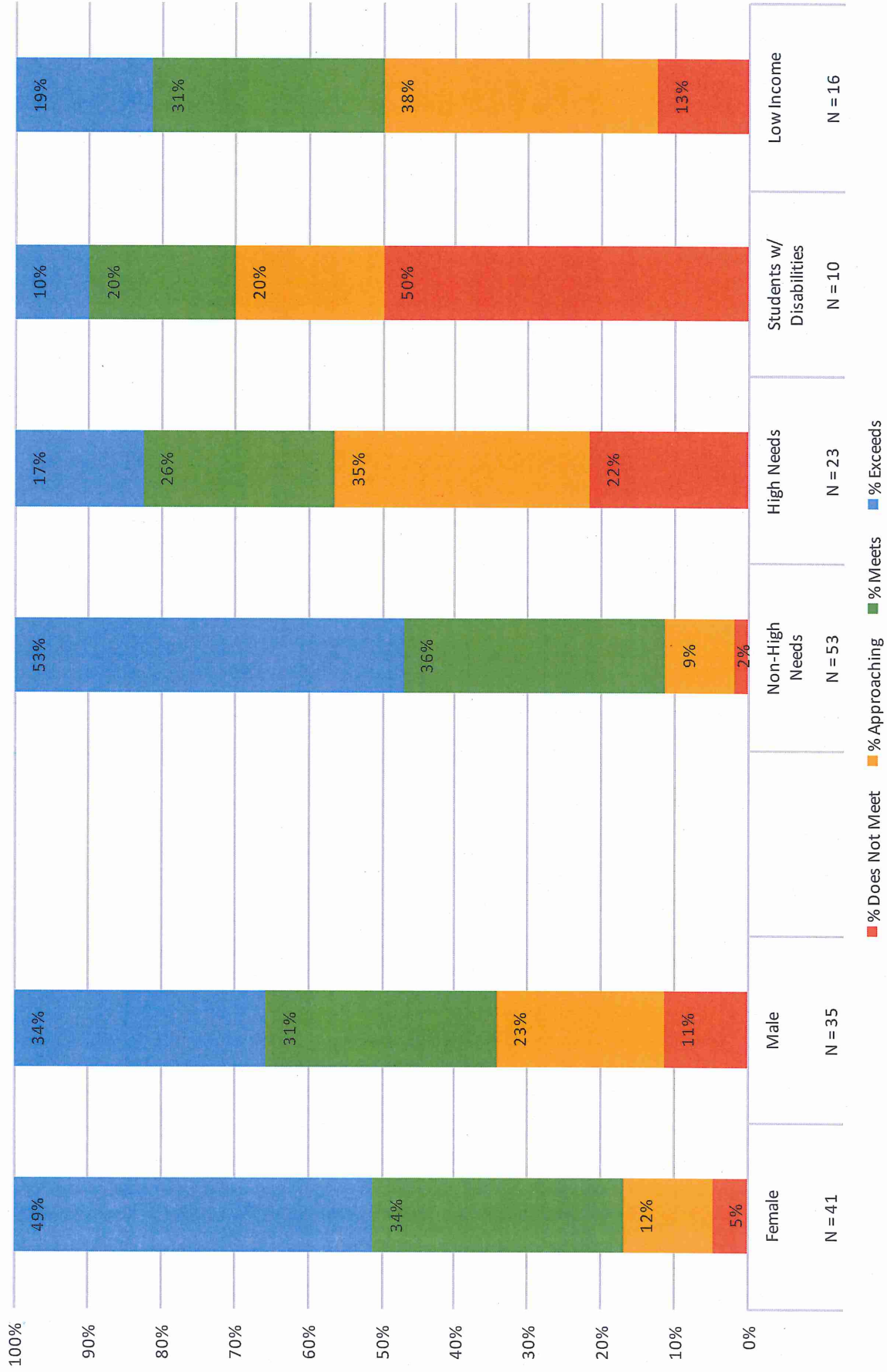
Graph 24

14-15 Fountas & Pinnell End of Year Benchmark Hanscom Grades 1-5 Performance by Subgroup



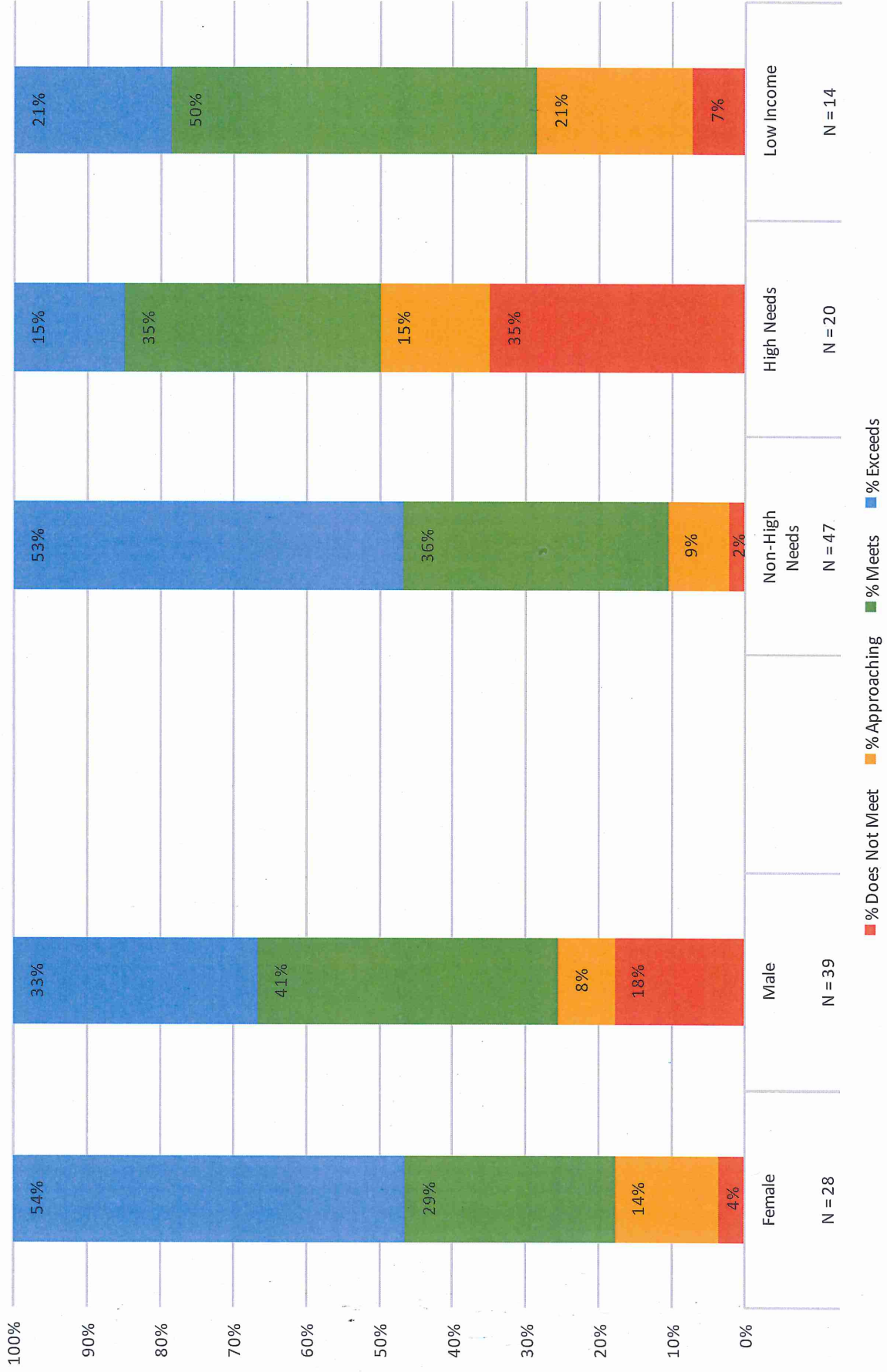
Graph 25

14-15 Fountas & Pinnell End of Year Benchmark Lincoln Grade 1 Performance by Subgroup



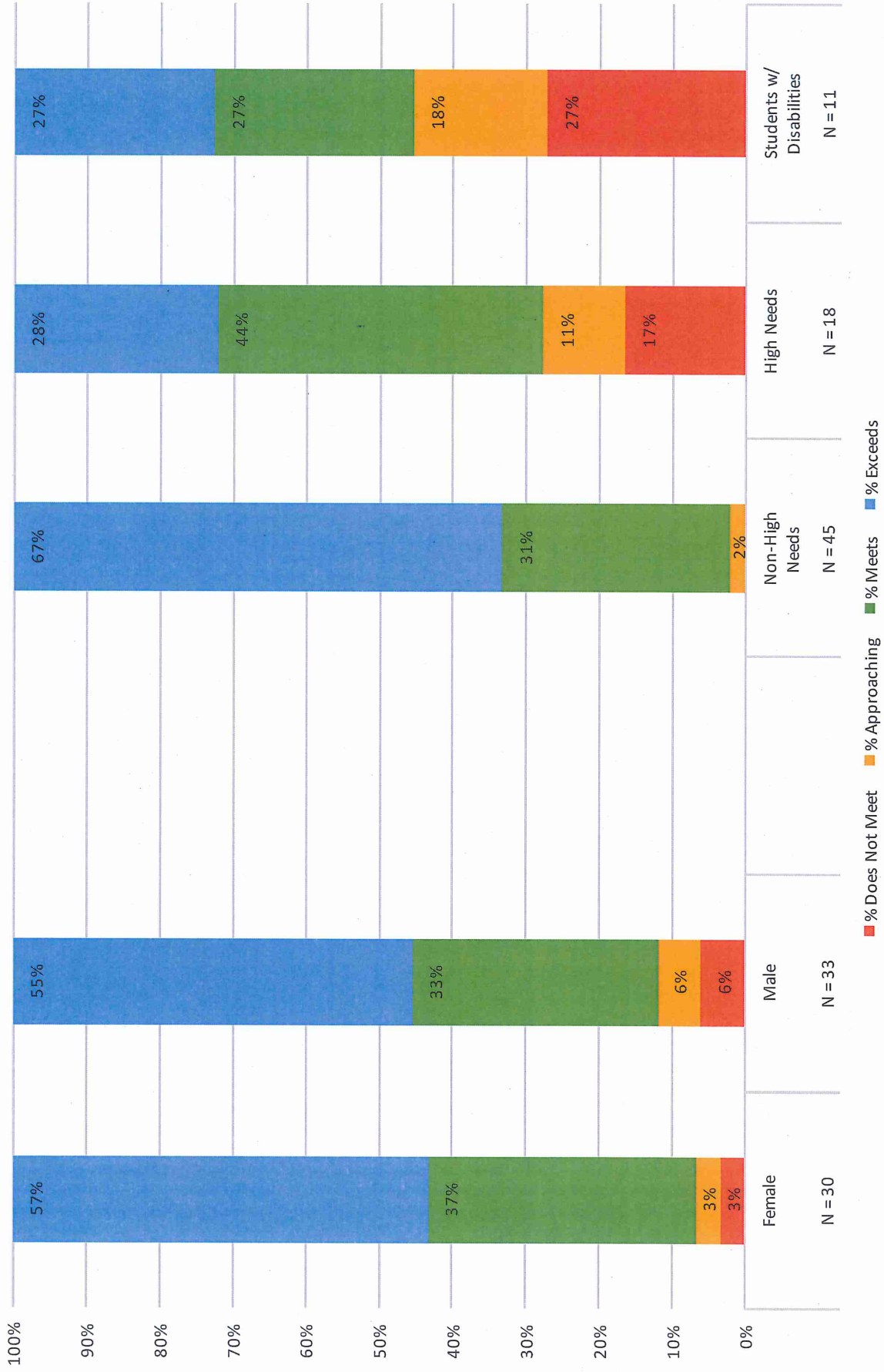
Graph 26

14-15 Fountas & Pinnell End of Year Benchmark
Lincoln Grade 2 Performance by Subgroup



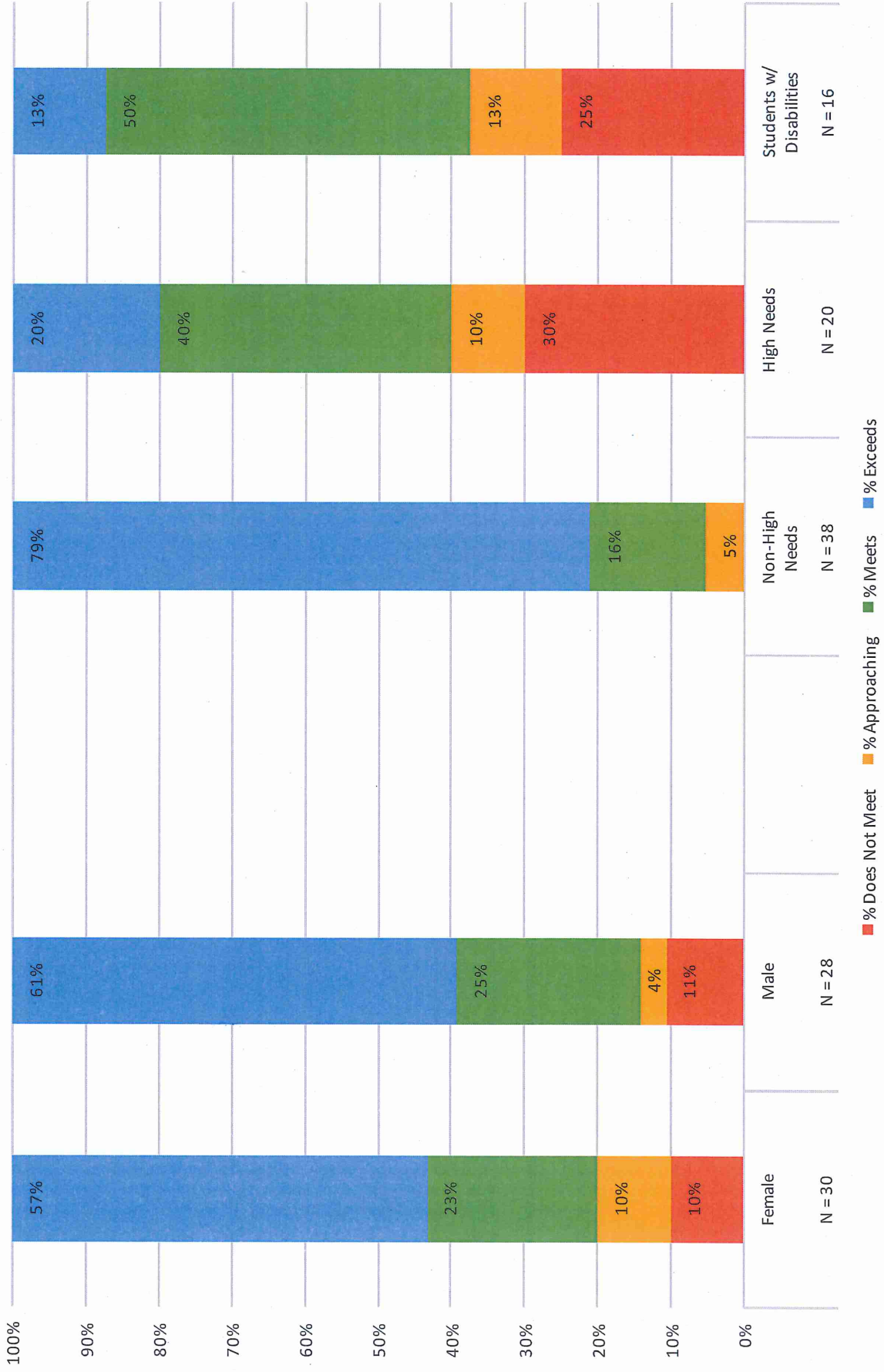
Graph 27

14-15 Fountas & Pinnell End of Year Benchmark
Lincoln Grade 3 Performance by Subgroup



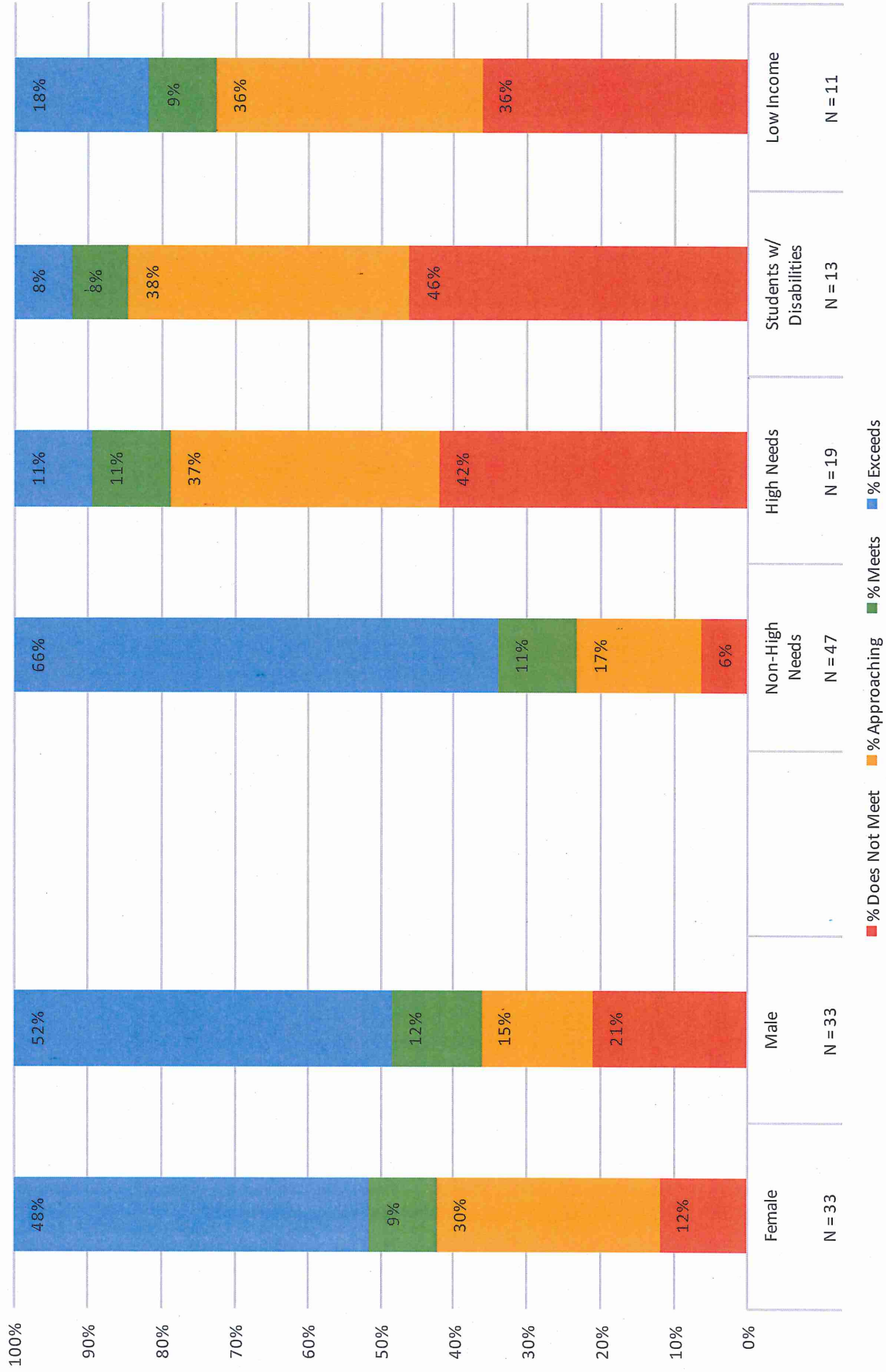
Graph 28

14-15 Fountas & Pinnell End of Year Benchmark
Lincoln Grade 4 Performance by Subgroup



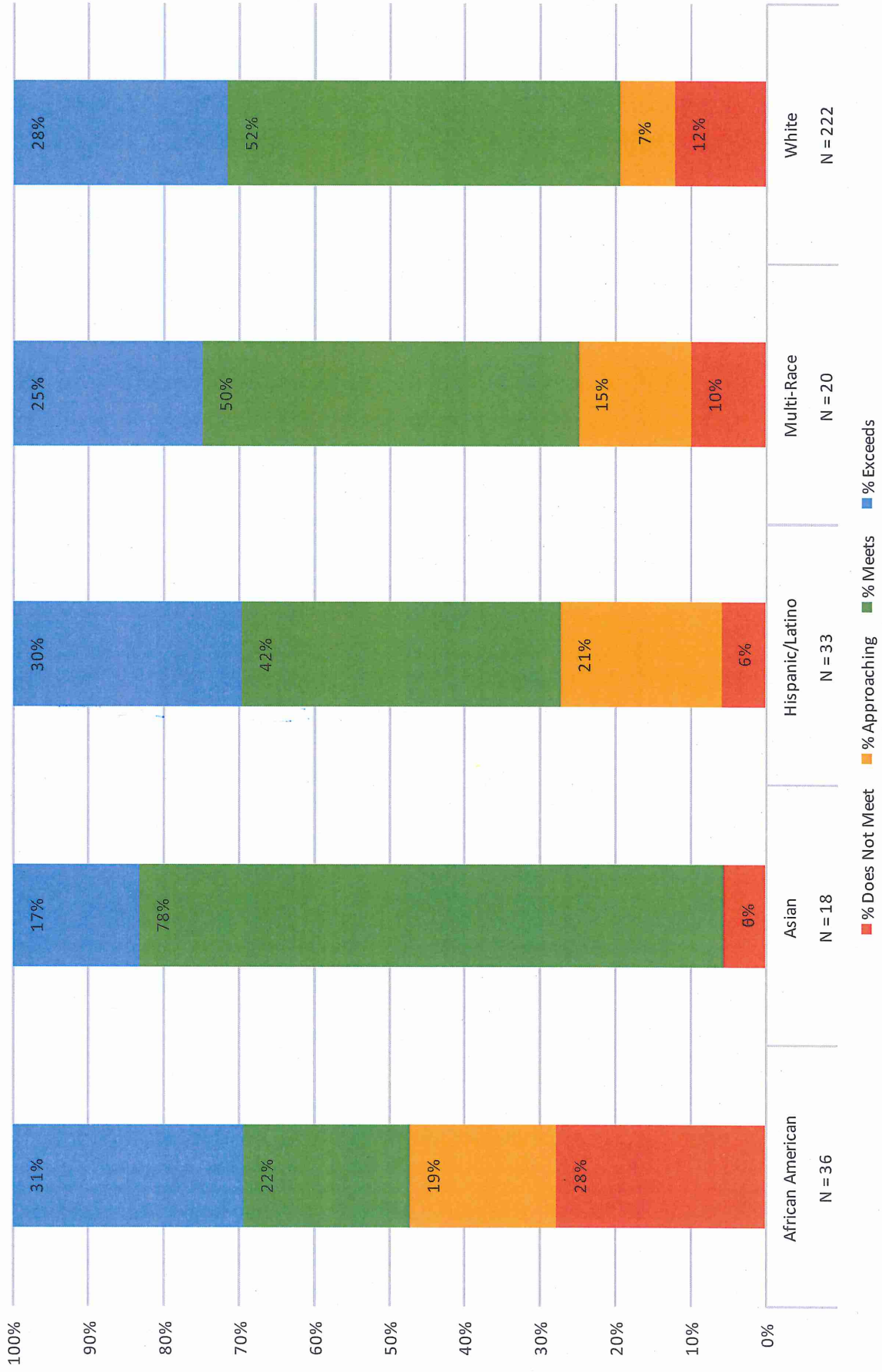
Graph 29

14-15 Fountas & Pinnell End of Year Benchmark Lincoln Grade 5 Performance by Subgroup



Graph 30

14-15 Fountas & Pinnell End of Year Benchmark
Lincoln Grades 1-5 Performance by Subgroup



IV. Student Interview Model (SIM) Achievement by Student Subgroups in Grades K-3

Students in grades K-3 participate in the Student Interview Model math assessment. For this report, we have selected just one of the tasks ("Benchmark 2") from the assessment. The data come from spring, 2015, and represent the percentage of students who meet the end-of-year benchmark for this task.

As with the other Key Yearly Measures presented in this report, the SIM data do not include many subgroups at the grade level; we have, therefore, included a grade-span graph for each campus to analyze the results of Race/Ethnicity subgroups.

The SIM data show the fewest large gaps in subgroup scores of any of the measures analyzed in this report.

A. (SIM) NOTES ON STUDENT SUBGROUPS: HIGH NEEDS

- For Kindergarten and second grade, both on Hanscom and in Lincoln School, all subgroup scores are high, over 90%. (Graphs 31 and 36)
- The two campuses had quite different scores at certain grade levels in the Key Yearly Measures report presented earlier in the fall. Those differences emerge in the SIM data, as well, in grades one and three. On the Hanscom campus, for instance, the Non-High Needs students in Grade 3 are almost five times as likely to meet the end-of-year benchmark as the High Needs Students. (Graph 34)
- On the Lincoln campus, Non-High Need students in Grade 1 are almost 2.5 times more likely to meet the end-of-year benchmark than are Students with Disabilities. (Graph 37)

B. (SIM) NOTES ON STUDENT SUBGROUPS: RACE/ETHNICITY

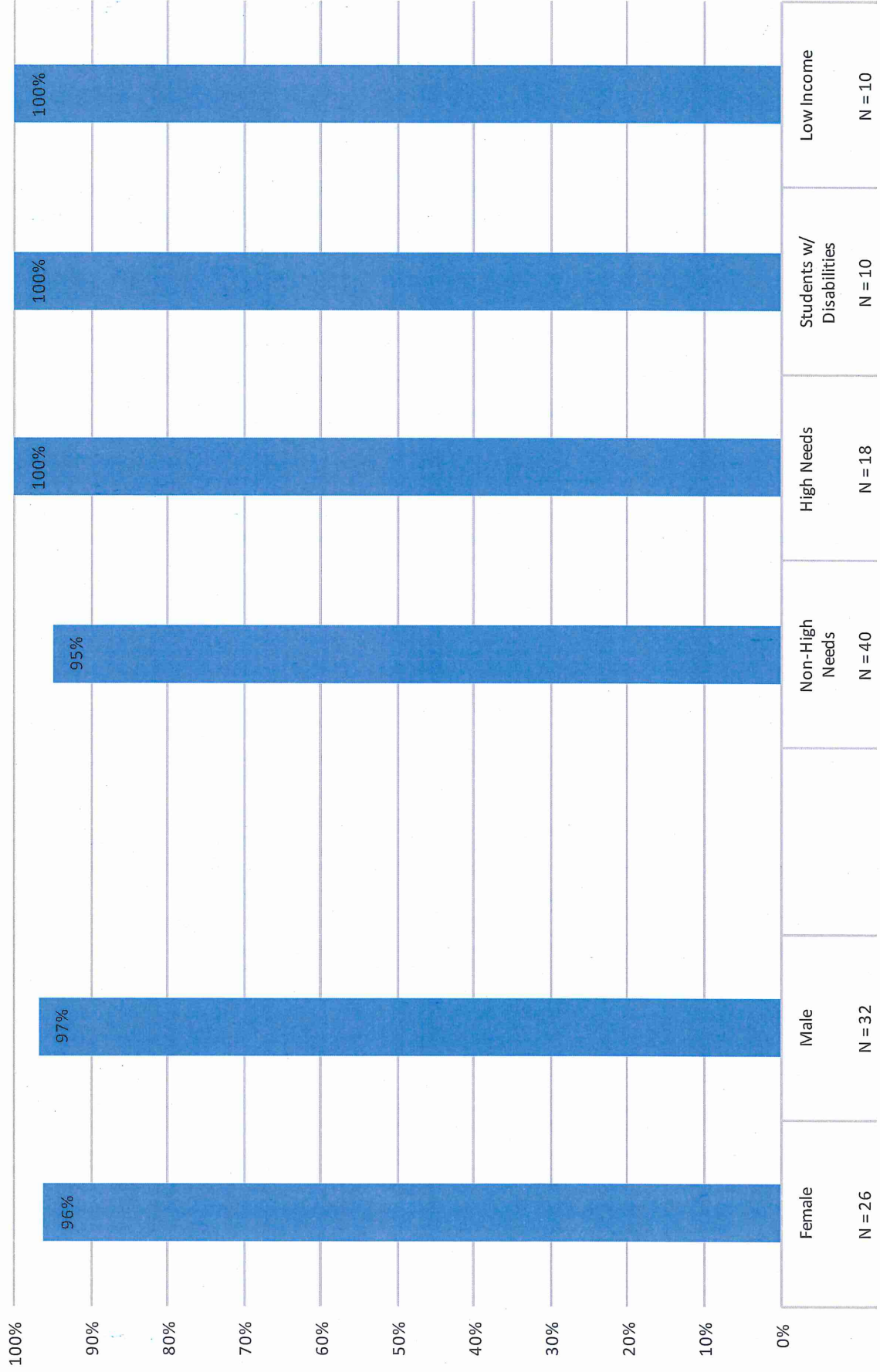
- Once again, the variation among Race/Ethnicity subgroup scores on the Hanscom campus is smaller than that of the Lincoln School. On Hanscom, the four Race/Ethnicity subgroups vary no more than five percentage points. (Graphs 35)
- In Lincoln School, 100% of Multi-Race students meet the end-of-year benchmark. Scores for other groups ranges from 68% (African American) to 92% (Asian). (Graph 40)

C. (SIM) NOTES ON STUDENT SUBGROUPS: GENDER

- The variation by Gender in SIM scores is small.
- The largest gender gap occurs in Grade 1 in Lincoln School, with a gap of 11 percentage points (boys 76% to girls 65%). (Graph 36)

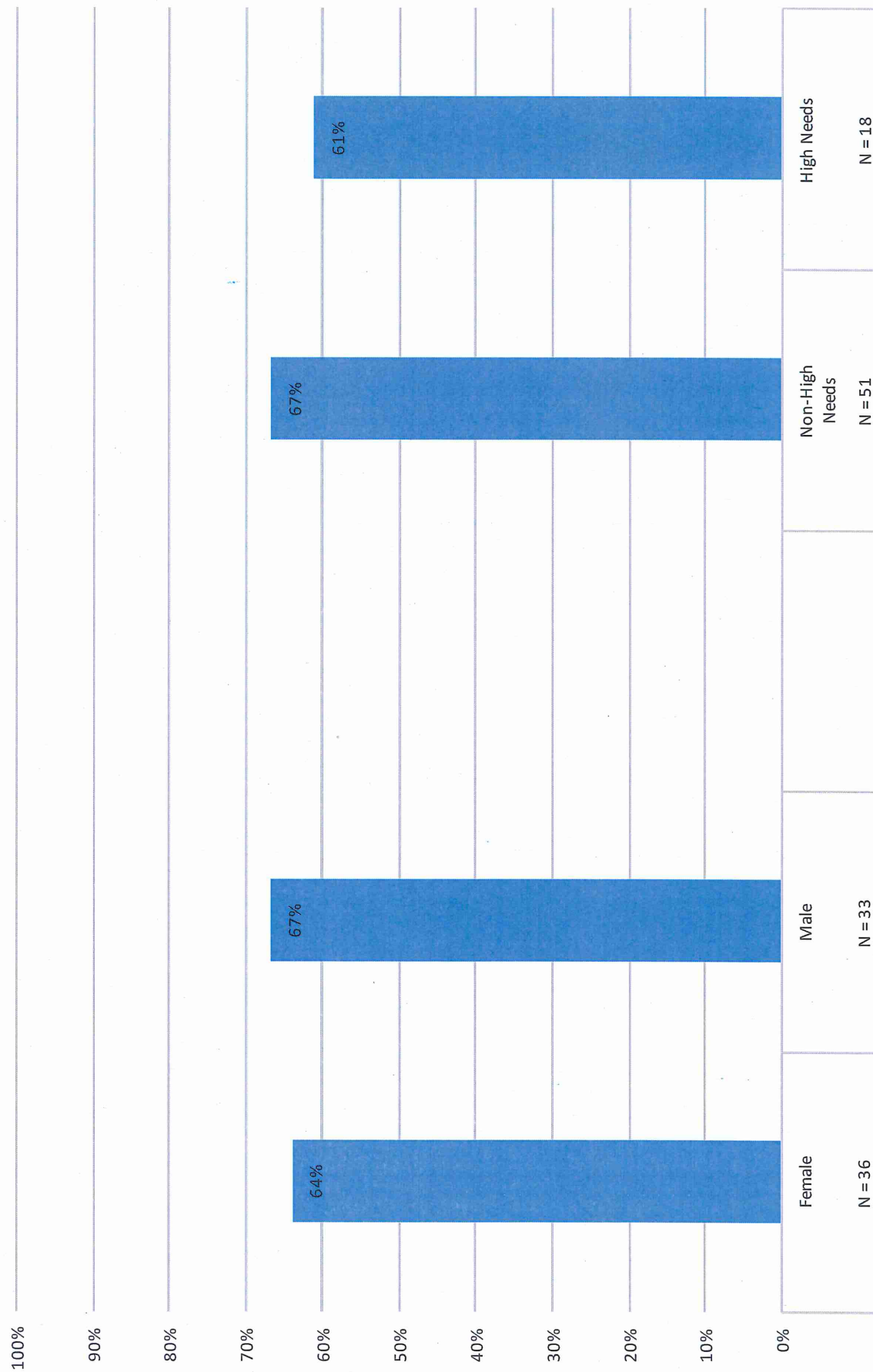
Graph 31

14-15 Math Interview - % Met End of Year Benchmark Hanscom Grade K - Benchmark 2



Graph 32

14-15 Math Interview - % Met End of Year Benchmark Hanscom Grade 1 - Benchmark 2



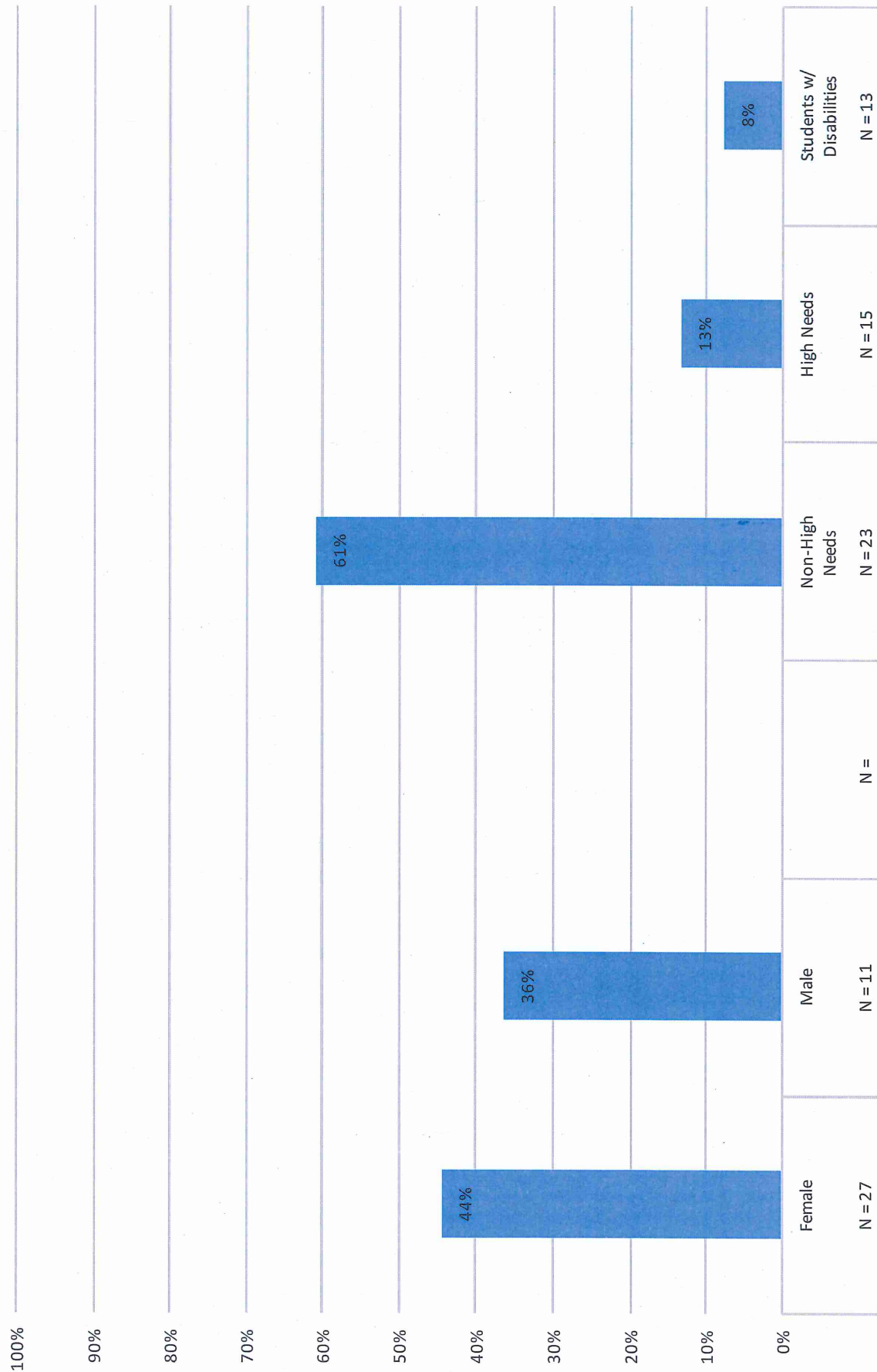
Graph 33

14-15 Math Interview - % Met End of Year Benchmark Hanscom Grade 2 - Benchmark 2



Graph 34

14-15 Math Interview - % Met End of Year Benchmark Hanscom Grade 3 - Benchmark 2



Graph 35

14-15 Math Interview - % Met End of Year Benchmark Hanscom Grades K-3 - Benchmark 2



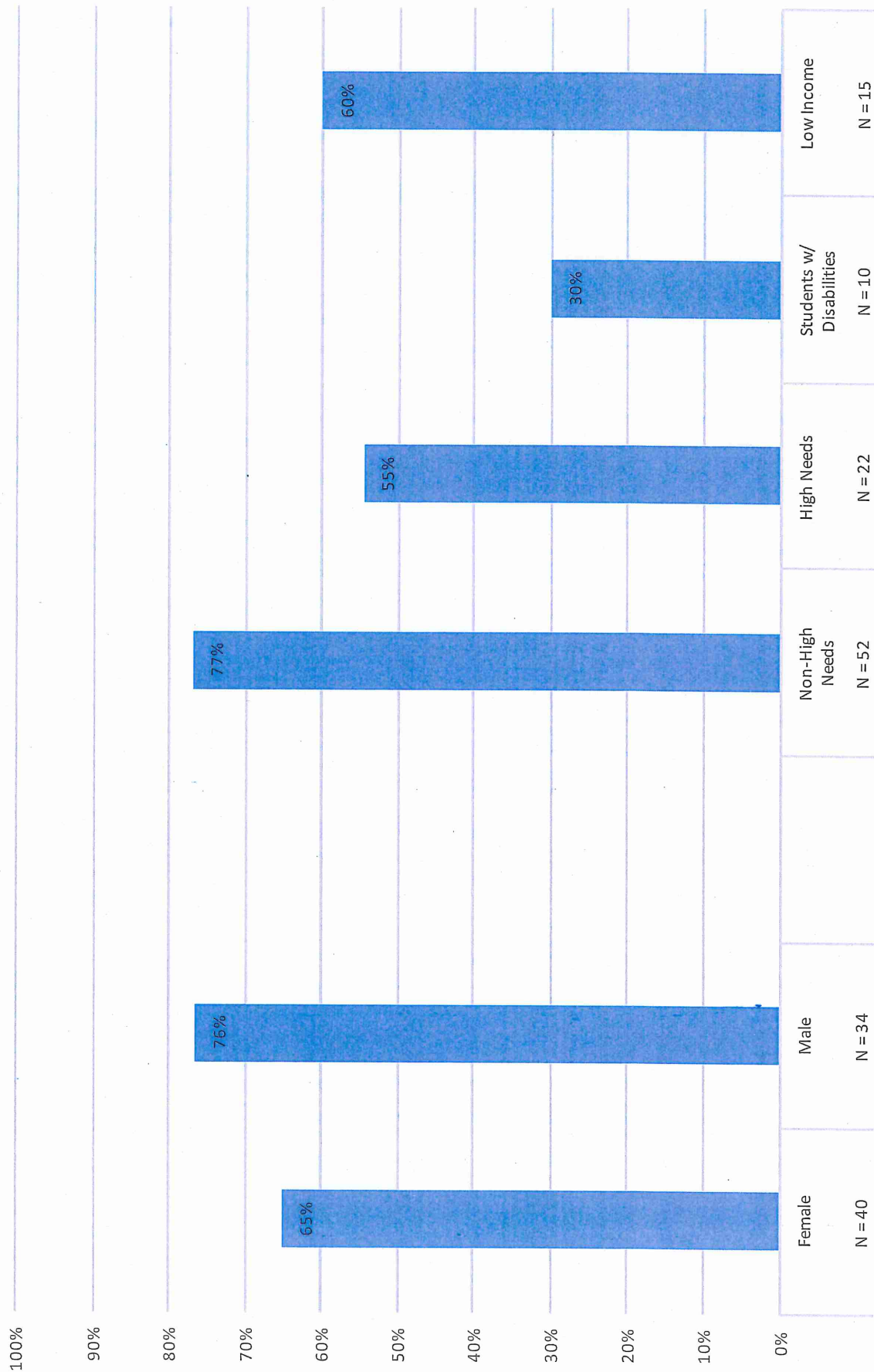
Graph 36

14-15 Math Interview - % Met End of Year Benchmark
Lincoln Grade K - Benchmark 2



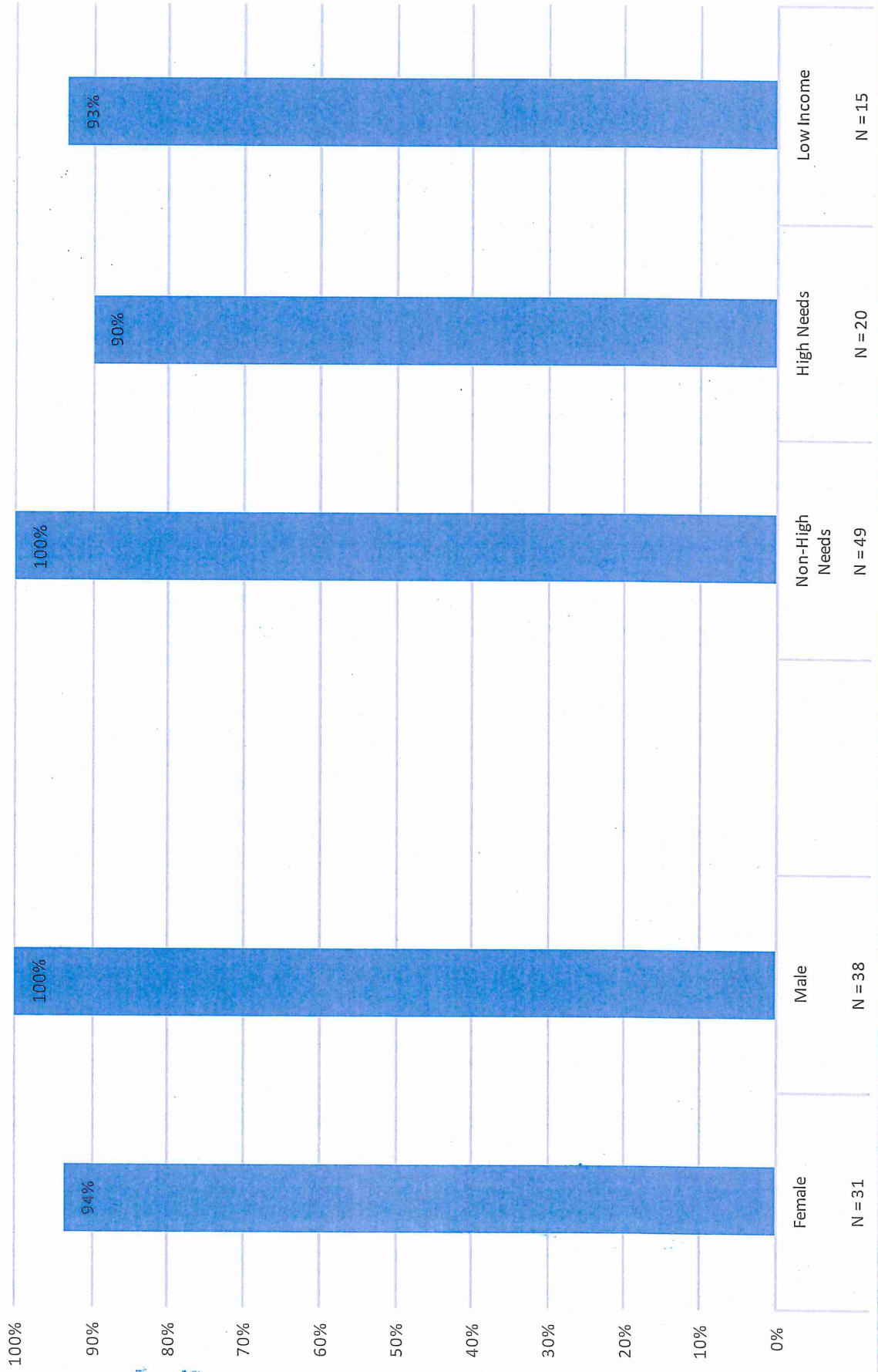
Graph 37

14-15 Math Interview - % Met End of Year Benchmark Lincoln Grade 1 - Benchmark 2



Graph 38

14-15 Math Interview - % Met End of Year Benchmark Lincoln Grade 2 - Benchmark 2



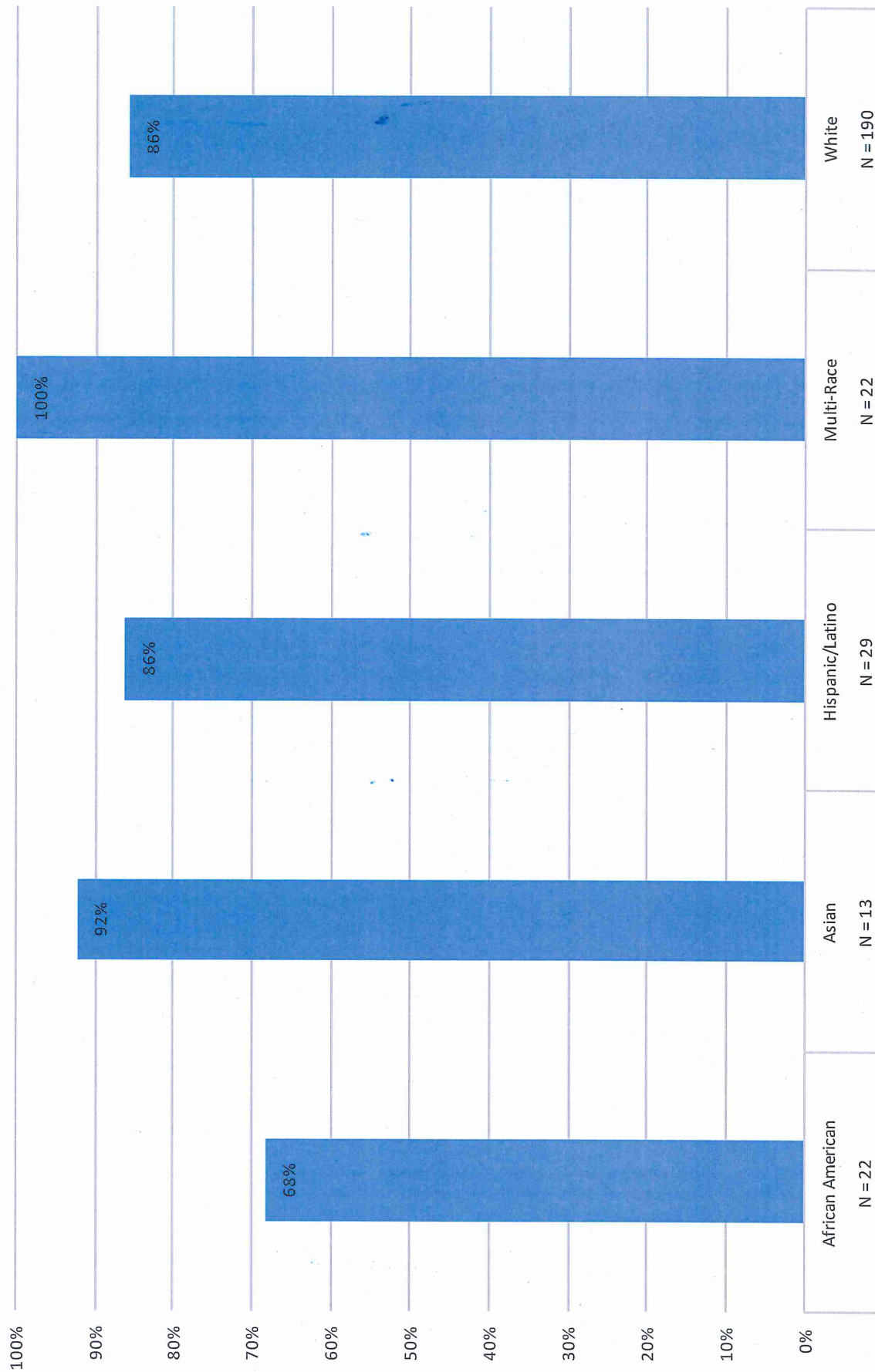
Graph 39

14-15 Math Interview - % Met End of Year Benchmark Lincoln Grade 3 - Benchmark 2



Graph 40

14-15 Math Interview - % Met End of Year Benchmark Lincoln Grades K-3 - Benchmark 2



V. Overlapping Subgroup Membership

This report looks at achievement for four Key Yearly Measures through the lens of student membership in demographic subgroups. The overlapping nature of group membership in these categories will need to be considered when determining next steps in addressing achievement gaps.

The overlapping nature of subgroup membership is outlined in Graph 41.

On the Lincoln campus, for instance, more than half of Latino and African American students are also members of at least one of two high-needs categories: either the students come from economically-disadvantaged households, they have disabilities, or they both come from economically-disadvantaged households and have disabilities. On the Hanscom campus, 48% of African American students and 44% of Asian students have similar subgroup membership. Asian students on the Lincoln campus have a strikingly different demographic, with only 15% of these students in either of these two high-needs subgroups.

Educators walk an important and fine line when pointing out patterns of achievement among subgroups whose membership is determined by demographic characteristics. We stand firm in our belief that all students are capable of excellence. At the same time, we are aware that all students are affected by the weight – or the lift – of the social opportunities afforded to them outside the schoolhouse doors. Our job in the Lincoln Public Schools is to learn about each student as an individual, to understand their current strengths and learning needs, and to create systems of academic and social opportunity that shepherd them forward in their development. Our hope is that by looking more closely at patterns of achievement and growth through a lens of subgroup membership, we will improve our ability to refine instructional programs that narrow existing gaps.

Graph 41

% of K-8 Students Low Income, Students w/ Disabilities, and Both By Race & Ethnicity, 2015-2016 (as of 11/11/15)

