Lincoln Public Schools Fall Literacy and Math Data Roll-Up
*Executive Summary -- October 2022*

Literacy

In grades 1-5 we collect screening data three times a year (fall, winter, spring) using DIBELS 8 (Dynamic Indicators of Basic Early Literacy Skills) a normed screening assessment, and a developmental spelling inventory (grades 2-5 in the fall), or on-demand writing sample (grade 1 in the fall). Literacy specialists and teachers work together to determine an overall level for each student. We are using the same terms that MCAS uses, though we recognize that this is more an exercise in finding approximate synonyms than in precision and exact translation.

| Not meeting expectations 21.0%	Partially meeting expectations 19.9%	Meeting expectations 48.4%	Exceeding expectations 10.7%

Math

Teachers in grades 1-5 have used an assessment that is built off of the End-of-Year expectations from the prior grade level to understand students' math skills and knowledge. We expect to eliminate the BoY assessments and only use i-Ready in the future, but since we needed time to learn i-Ready this fall, we kept our BoY math assessments in place and are reporting on them here.

Not meeting expectations 19.6%	Partially meeting expectations 27.0%	Meeting expectations 56.9%
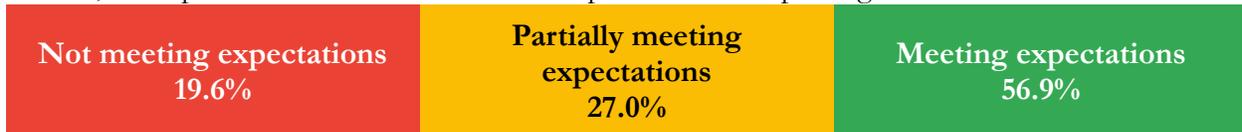
This fall, we adopted the i-Ready math diagnostic assessment for all students in kindergarten through eighth grade. i-Ready is taken on an iPad and is adaptive, meaning it matches the difficulty of questions to the proficiency level of each student. The biggest notable difference between our BoY assessment data and i-Ready data is that nearly half of our students tested one grade level below. After looking at raw scores, it is clear that some of these students are very close to being on grade level while others are farther behind. Only 13% of students scored 2 or 3 grade levels below.

3 or More Grade Levels Below 4.6%	2 Grade Levels Below 8.6%	1 Grade Level Below 48.3%	Early On Grade Level 20.6%	Mid or Above Grade Level 17.8%
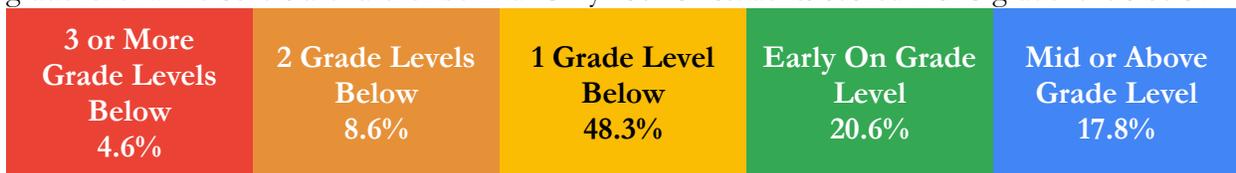
Gaps Between Subgroups Across the District

In both the Literacy and Math BoY data, as well as i-Ready data, we see consistent gaps between demographic groups, in particular for Black students and Boston-resident students on the Lincoln campus, and Latinx students, EL students, and students with disabilities on both campuses.

Key Yearly Measures Moving Forward

As we work to further develop our approach to Key Yearly Measures, we expect winter and spring opportunities to update this data on the progress we see from our students. At the end of the year we anticipate reporting Key Yearly Measures regarding:

- % of students meeting or exceeding expectations in spring in ELA data roll-up
- Progress from fall to spring in ELA data roll-ups
- % of students at or above grade level on spring i-Ready
- % of students who reached their typical and stretch growth goals in i-Ready