Student Academic Data

For the School Committee: November 20, 2025

How we use academic data...

- Internally

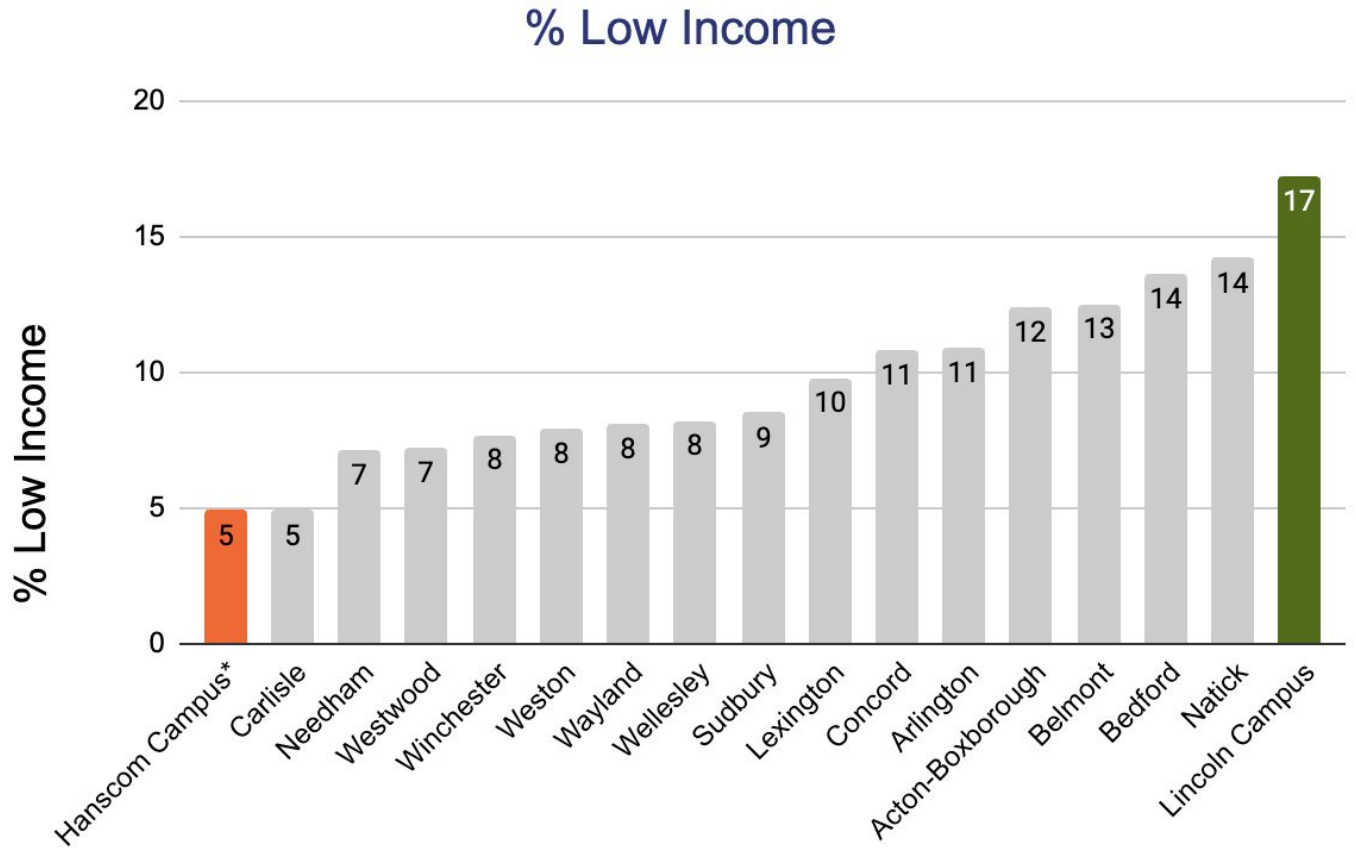
- Externally

The Framing

- Criteria
- Socio-economic Context
- MCAS
- Student Growth
- K-8 Education in the Lincoln Public Schools
- Systems and Support
- Literacy
- Mathematics
- Final Thoughts

Criteria for Academic Data Being Presented

- Looking at both achievement and **growth**
- **Focused** on Math and Literacy
- MCAS as a piece, not the whole **story**
- **Meaningful** in the aggregate (vs individual student focused)
- Stable, but **sensitive**, able to be tracked over time
- Able to communicate **clearly** about the indicator
- Able to track and **maintain** with a minimal amount of additional work
- Looking at all students and groups when **meaningful**



** Hanscom Campus undercounted due to DESE methodology based on participation in state assistance programs*

2025 MCAS

Achievement

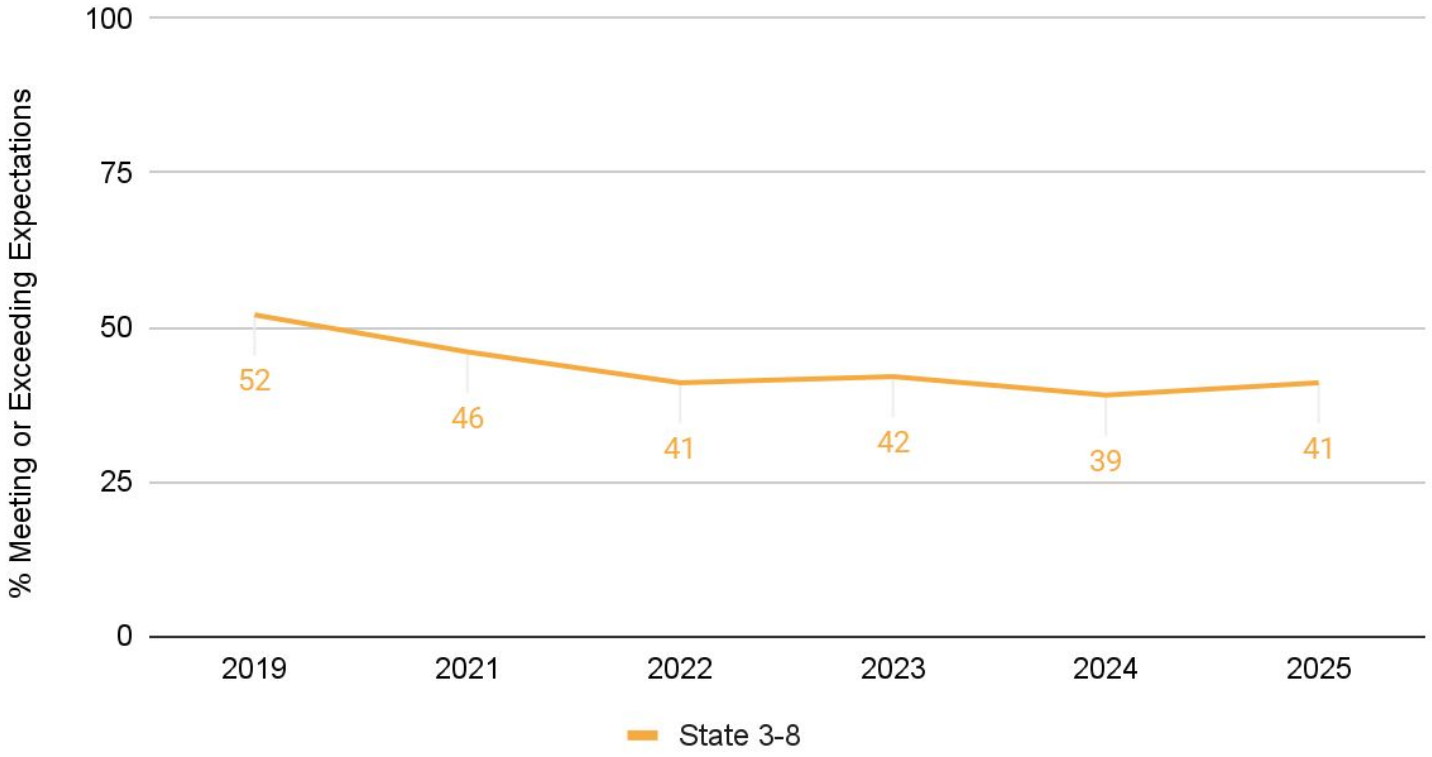
- Performance in relationship to grade level expectations (as measured by the assessment)
- Typically reported out as Achievement Levels:
  - Not Meeting Expectations
  - Partially Meeting Expectations
  - Meeting Expectations
  - Exceeding Expectations
- Sensitive to changes in cohort, small cohort sizes, assessment bias

Growth

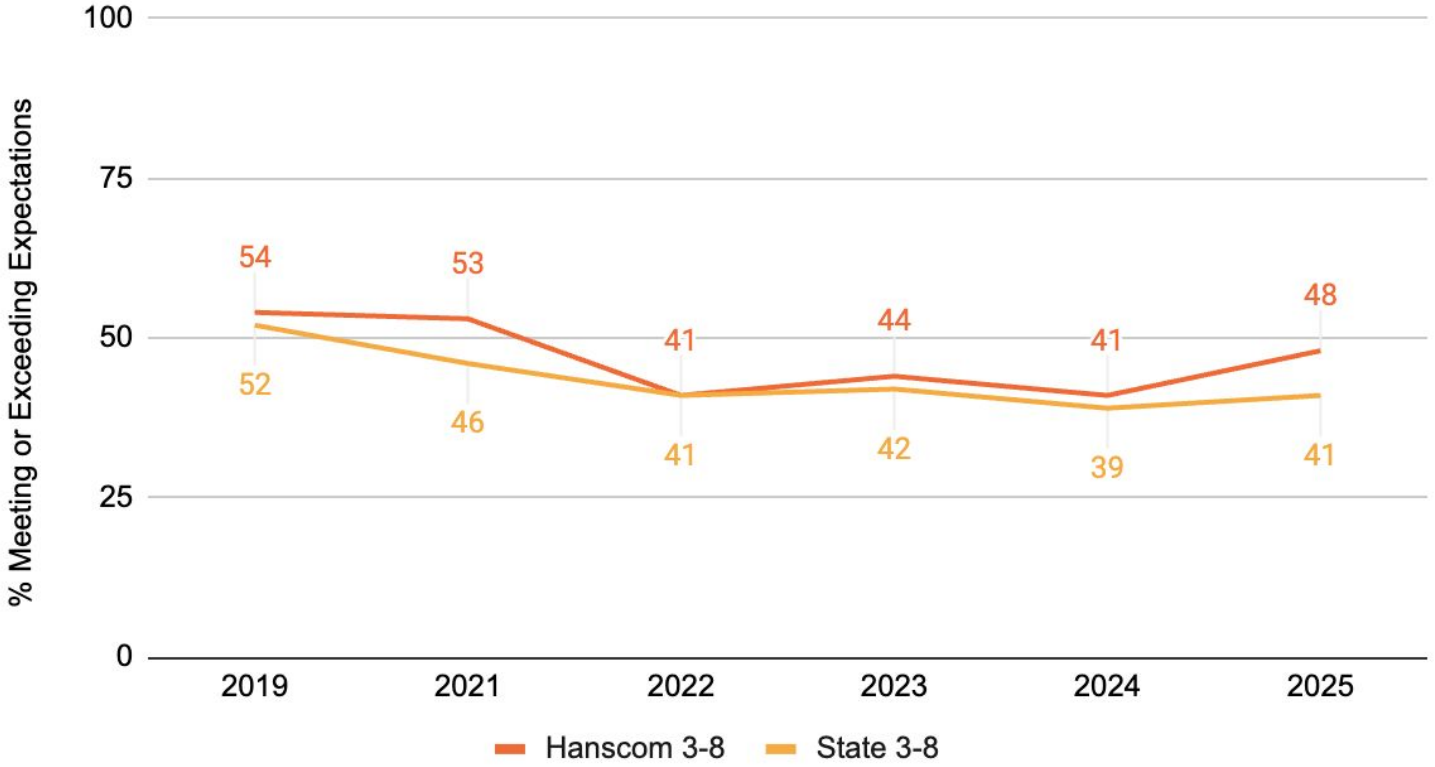
- Performance relative to peers state-wide with similar prior performance
- Reported as SGP (Student Growth Percentile)
- Limitations at Hanscom due to the large percentage of students (~30%) taking MCAS for the first time each year.

MCAS ELA

Students Meeting & Exceeding Expectations in ELA 2019-2025



Students Meeting & Exceeding Expectations in ELA 2019-2025



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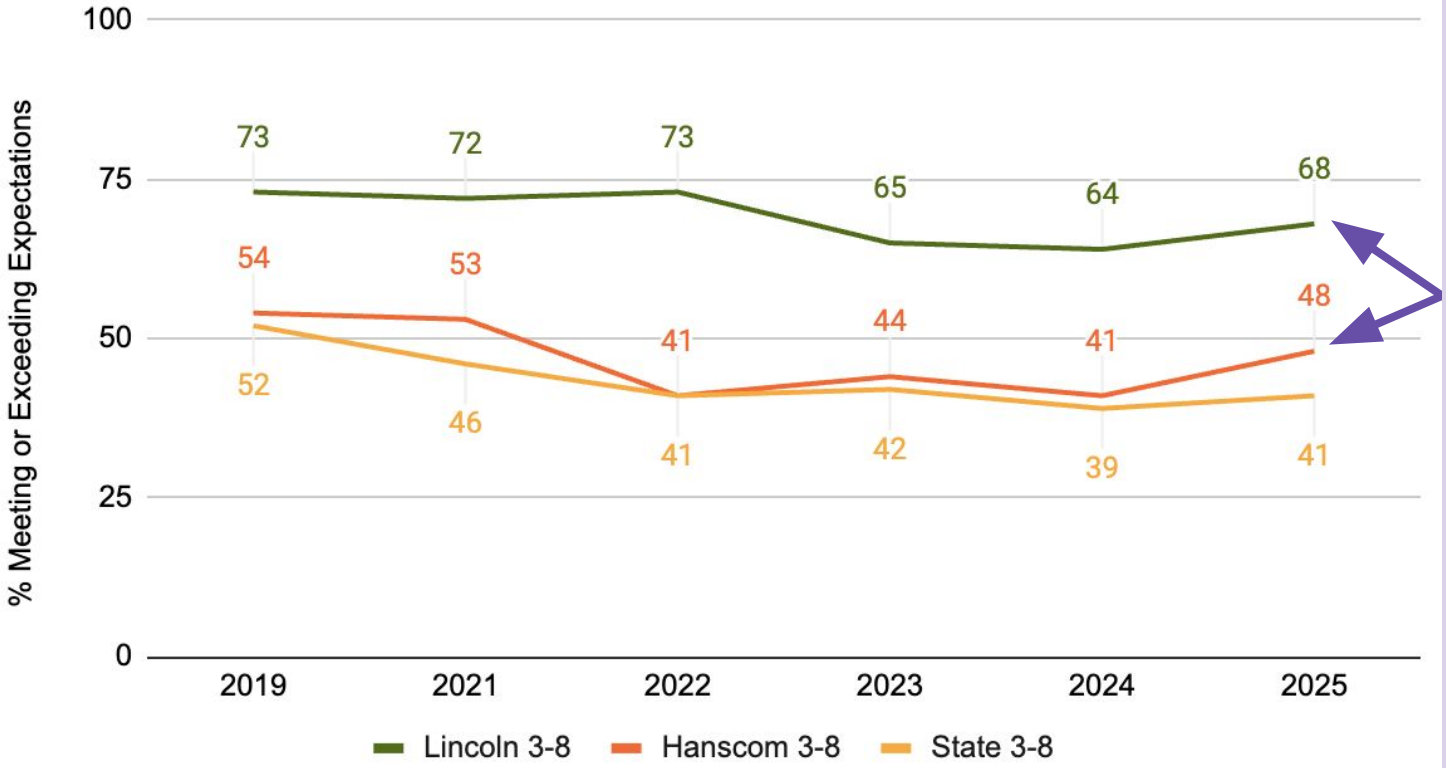
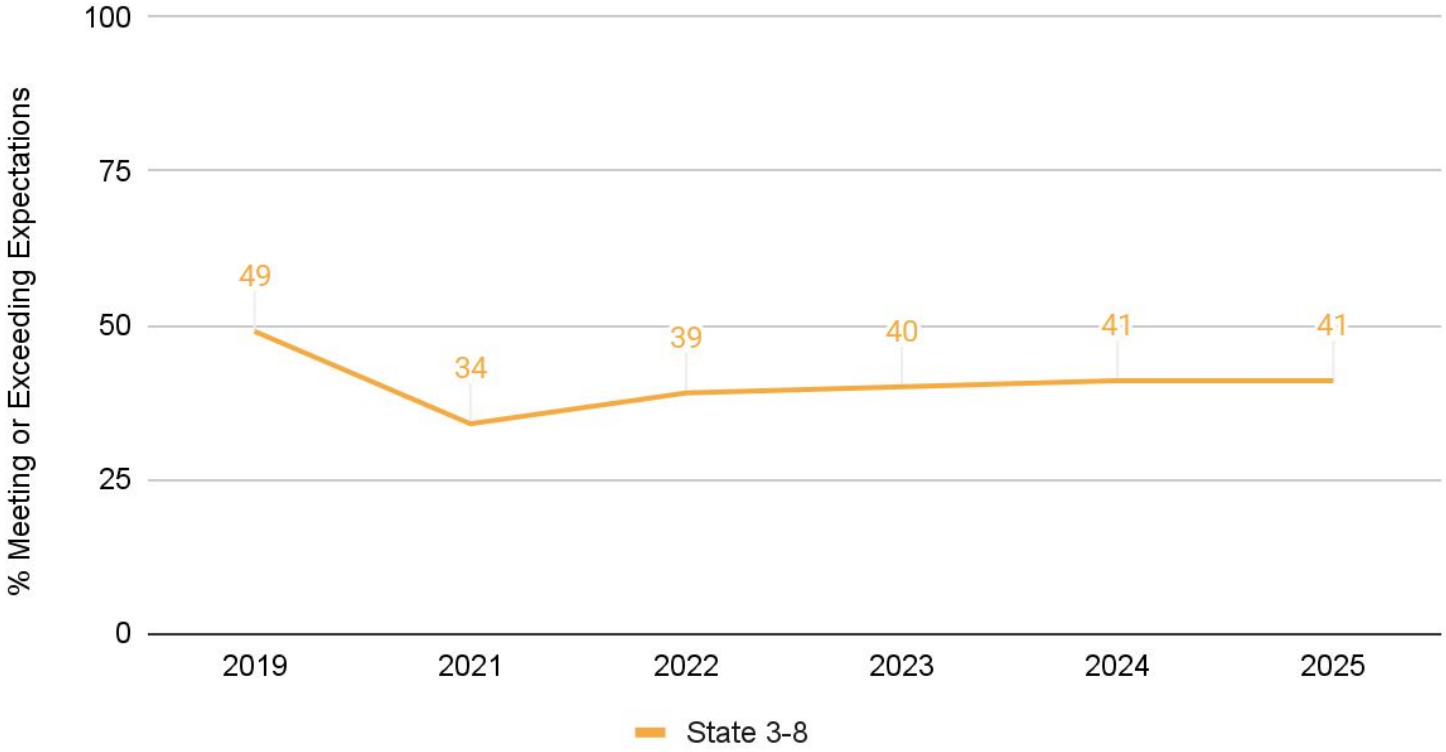


The state has been relatively flat since 2022.

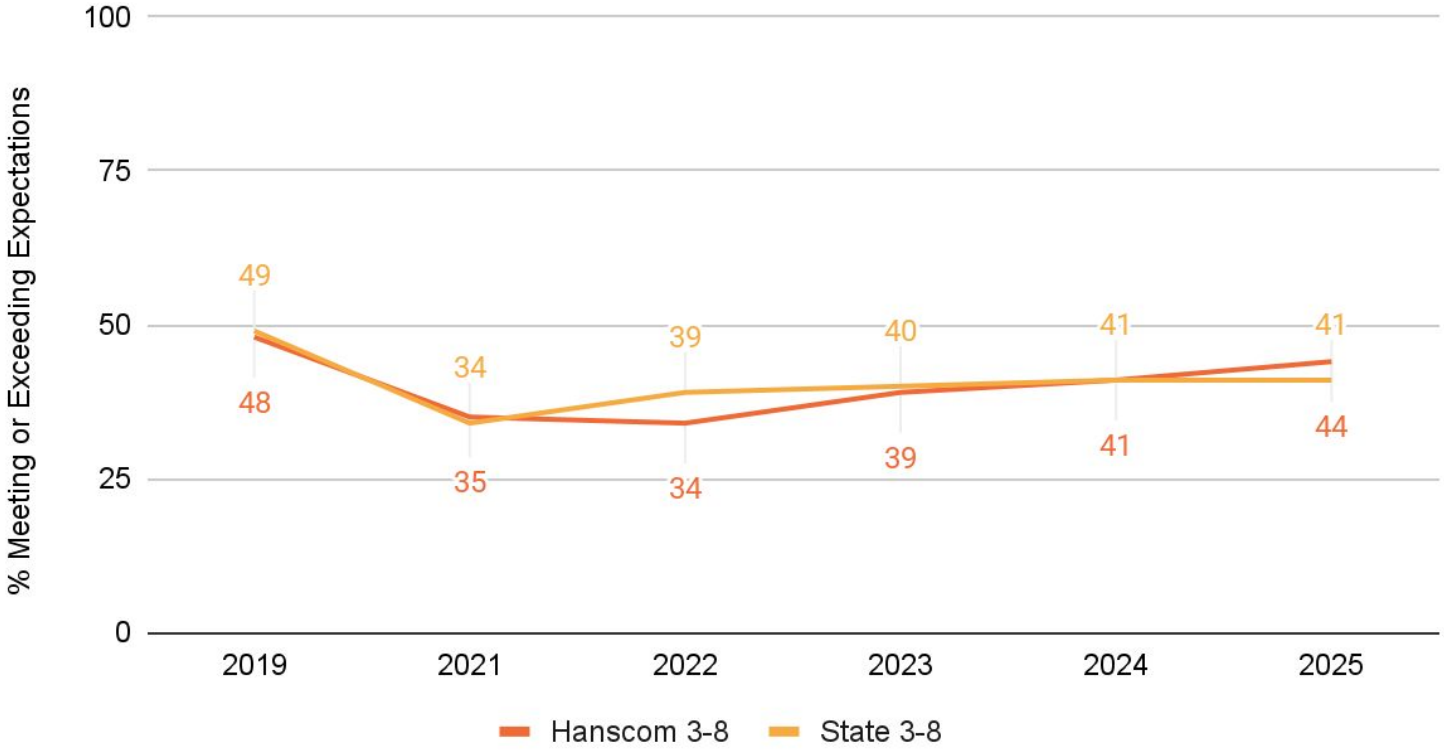
Both Hanscom & Lincoln showed meaningful increase in % of students meeting or exceeding expectations in 2025.

MCAS Math

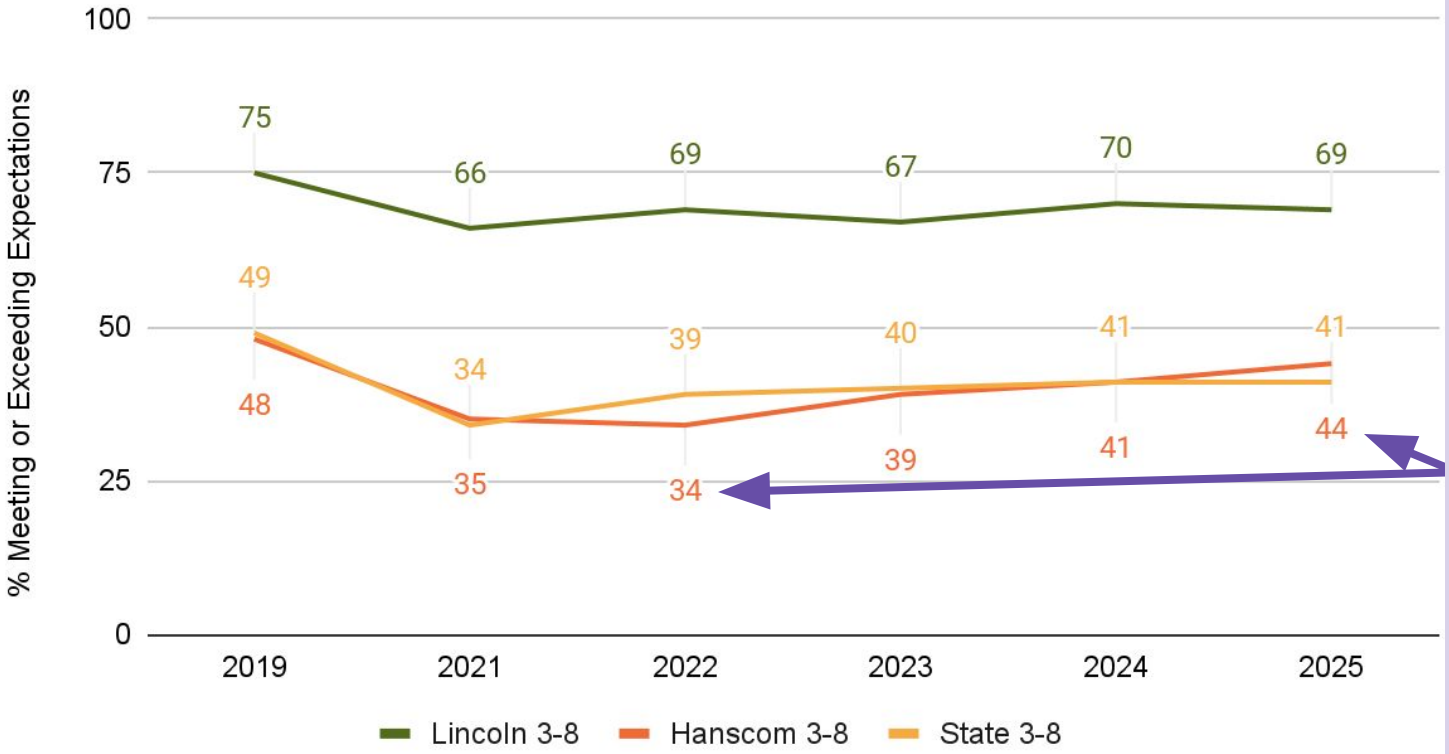
Students Meeting & Exceeding Expectations in Math 2019-2025



Students Meeting & Exceeding Expectations in Math 2019-2025



Students Meeting & Exceeding Expectations in Math 2019-2025

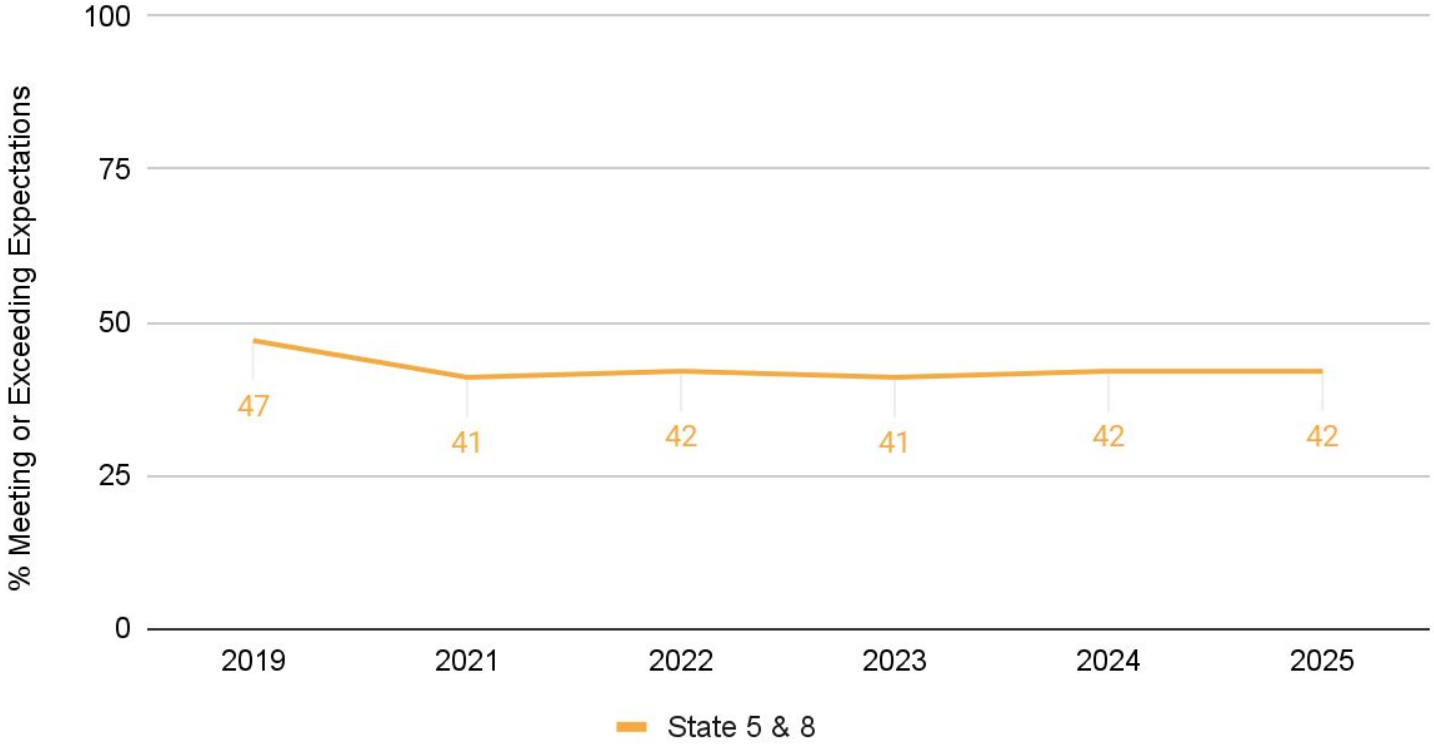


Both the state and Lincoln have been relatively flat since 2022.

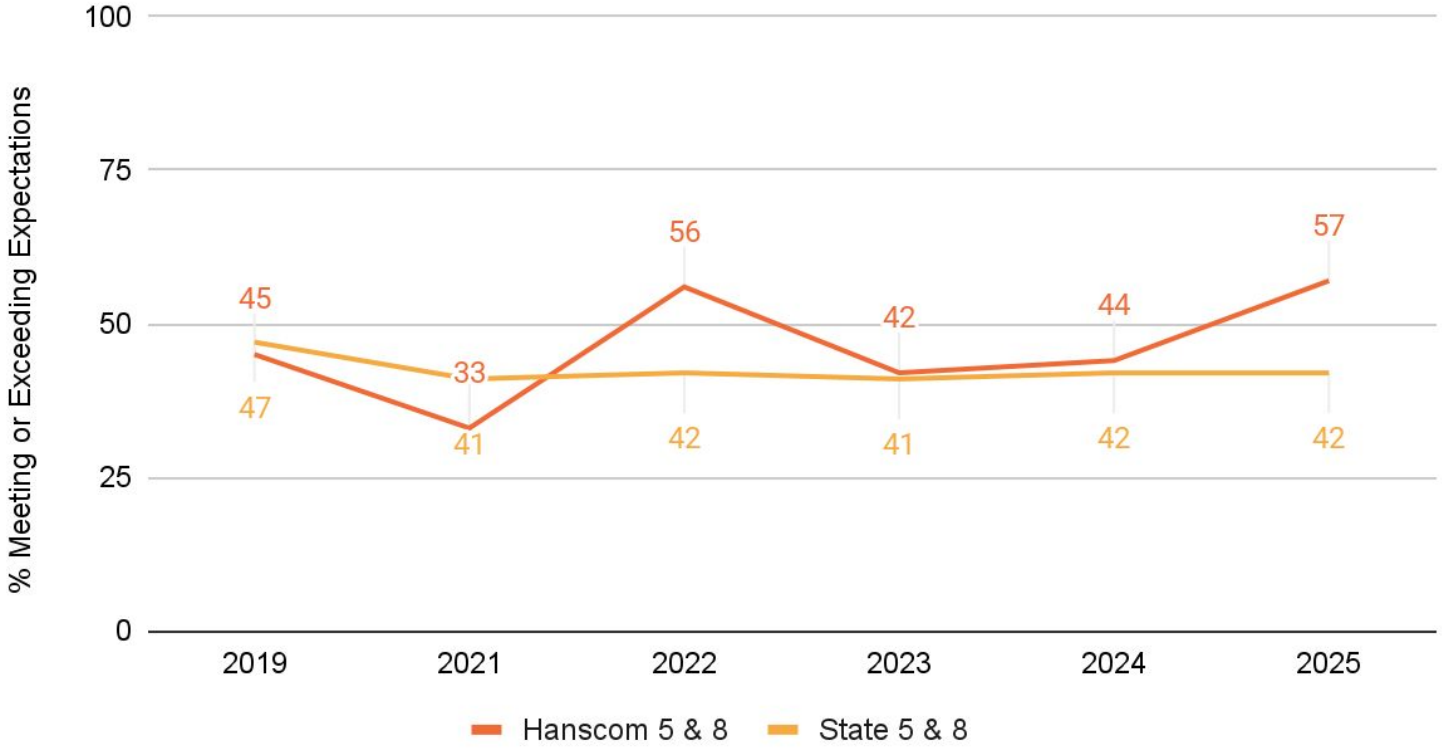
Hanscom has shown a steady increase in % of students meeting or exceeding expectations since 2022 from 34% to 44%.

MCAS Science (STE)

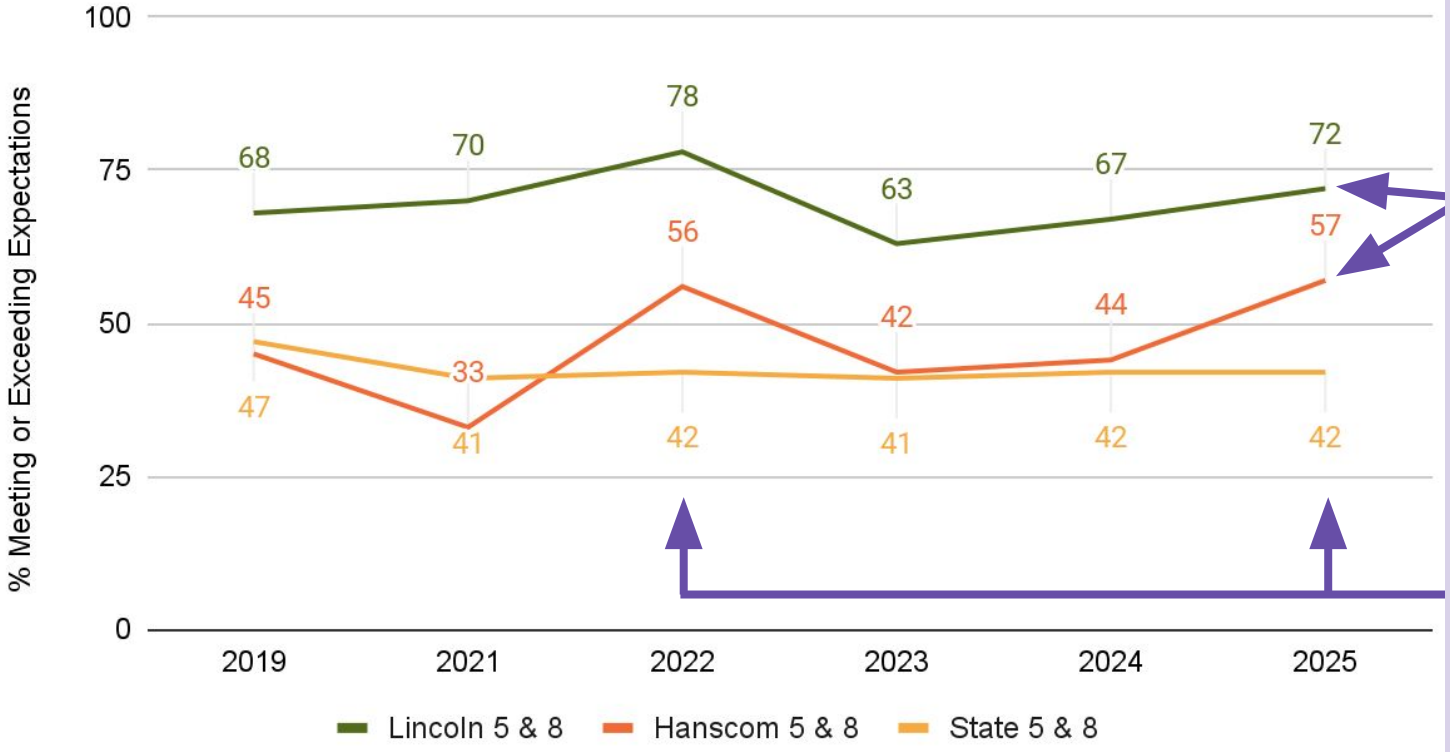
Students Meeting & Exceeding Expectations in SCI 2019-2025



Students Meeting & Exceeding Expectations in SCI 2019-2025



Students Meeting & Exceeding Expectations in SCI 2019-2025



Hanscom and Lincoln both showed a significant increase in % students meeting or exceeding in 2025, while the state remained flat.

2022's 5th graders were in 8th grade in 2025.

Student Growth Percentiles

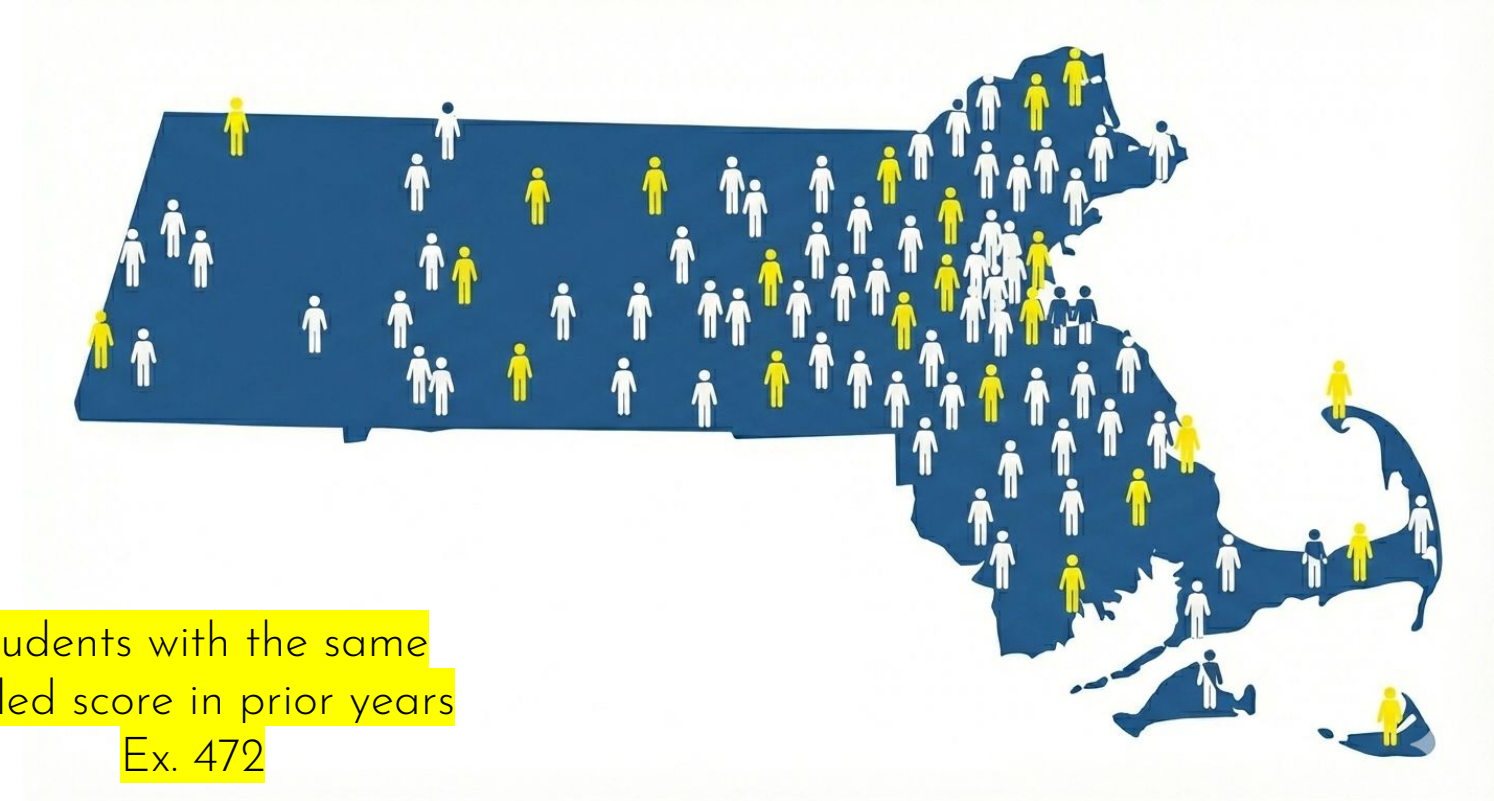
Student Growth Percentiles (SGP): A Detailed Explanation

Each student in Massachusetts with at least two consecutive years of MCAS scores will receive a **Student Growth Percentile (SGP)**, which measures how a student scored on the MCAS tests in ELA and mathematics compared to their "academic peers." Academic peers include students in the same grade statewide who received similar scores on previous MCAS assessments. SGPs range from 1 to 99, with higher numbers representing more growth and lower numbers representing less growth. All students, no matter their achievement level (e.g., Meeting Expectations, Not Meeting Expectations), can demonstrate any of the 99 growth percentiles.

SGP	Growth Level
1-19	Very Low
20-39	Low
40-59	Moderate
60-79	High
80-99	Very High

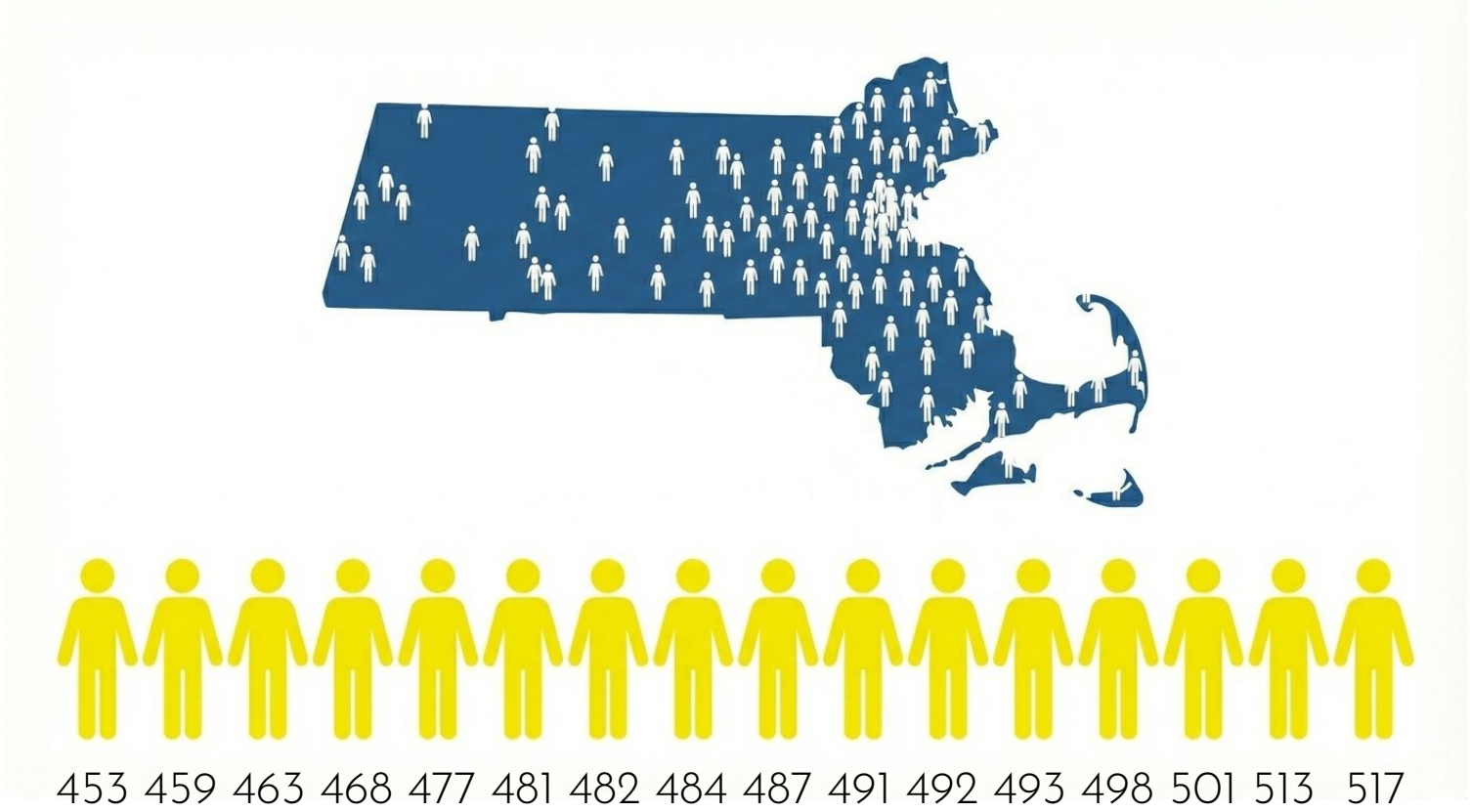
Nearly 400,000 3rd-8th graders across Massachusetts take MCAS each year.

To determine a student growth percentile, a cohort is formed of all the students statewide who had similar past scores.



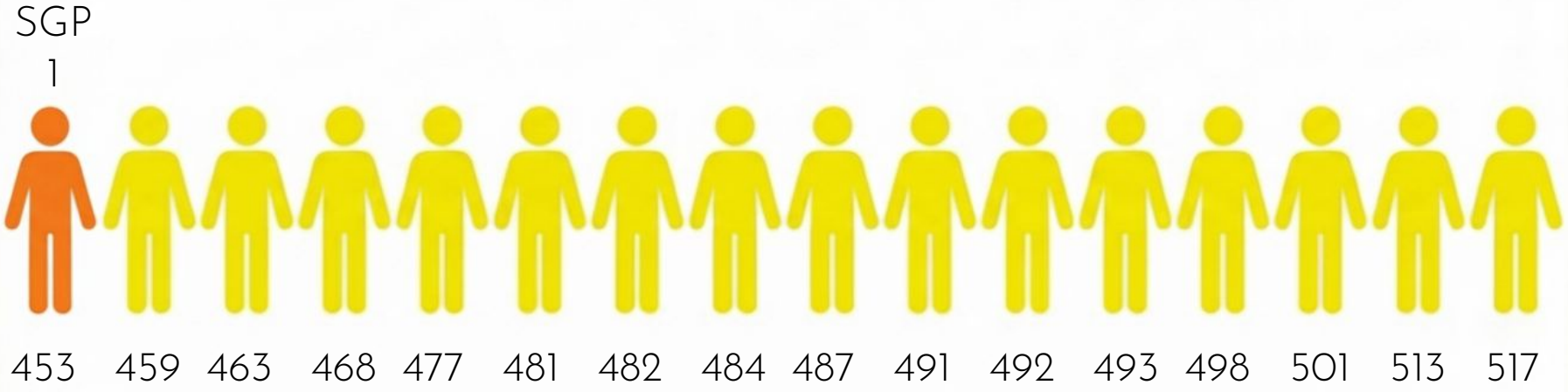
Students with the same scaled score in prior years
Ex. 472

Those students are then sorted by their scaled score on the most recent year's MCAS.

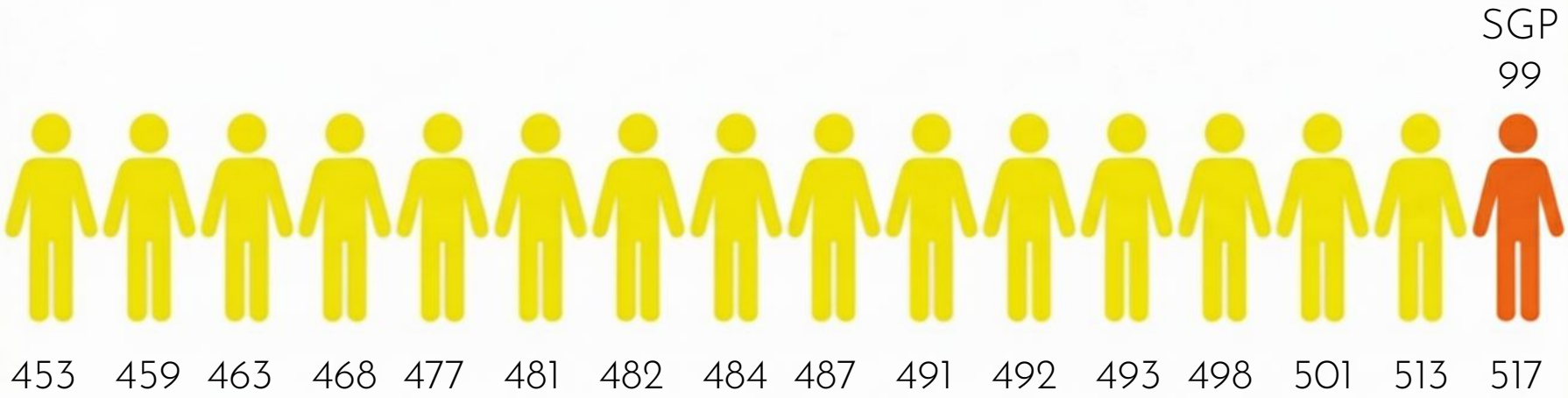


A student's growth percentile (SGP) represents how they performed relative to the rest of this group.

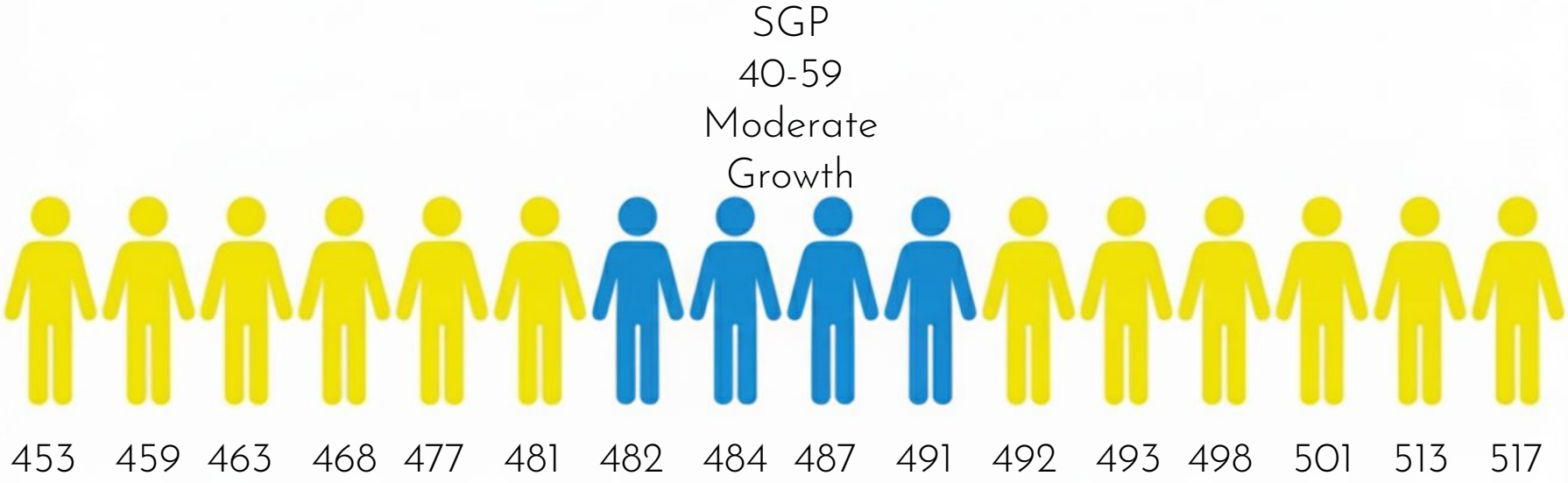
A student with an SGP of 1 had a lower scaled score than 99% of the other students in the cohort.



A student with and SGP of 99, had a higher scaled score than 99% of the student's in the cohort.



Students with an SGP between 40 and 60 are considered to have moderate growth.



An SGP below 40 indicates low or very low growth

SGP
<40
Low/Very Low
Growth

SGP
40-59
Moderate
Growth

453 459 463 468 477 481 482 484 487 491 492 493 498 501 513 517

An SGP of 60 or above indicates high or very high growth

SGP
<40
Low/Very Low
Growth

SGP
40-59
Moderate
Growth

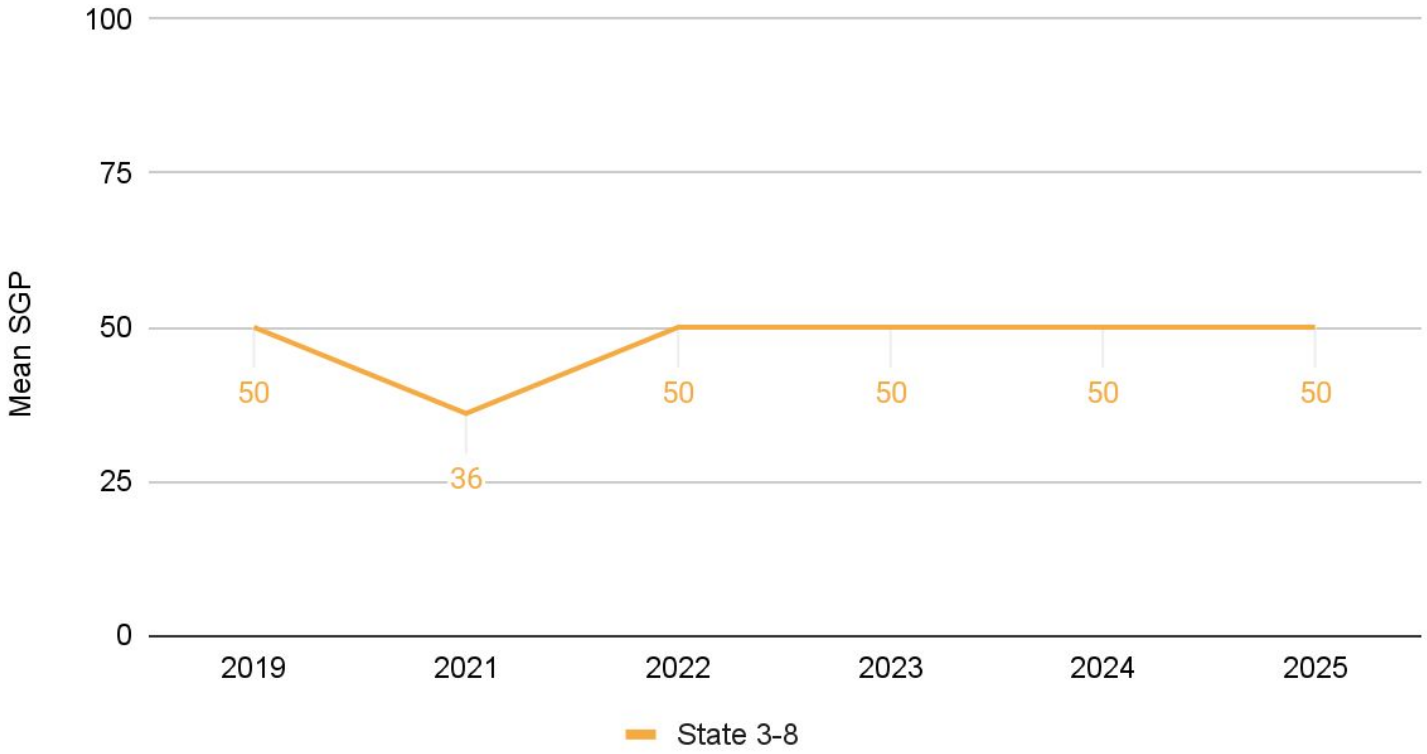
SGP
60+
High/Very High
Growth

453 459 463 468 477 481 482 484 487 491 492 493 498 501 513 517

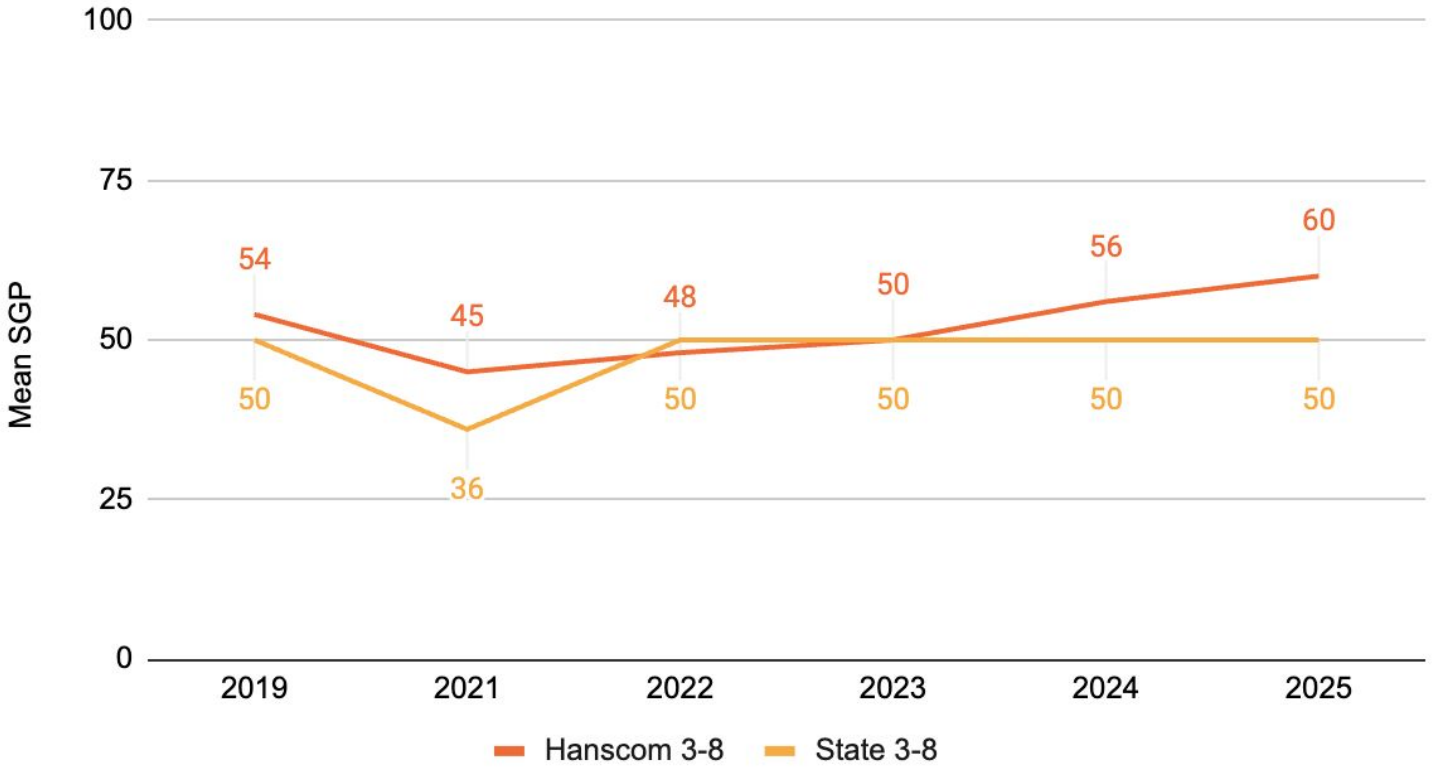
Moderate Growth (40-59) is Good.

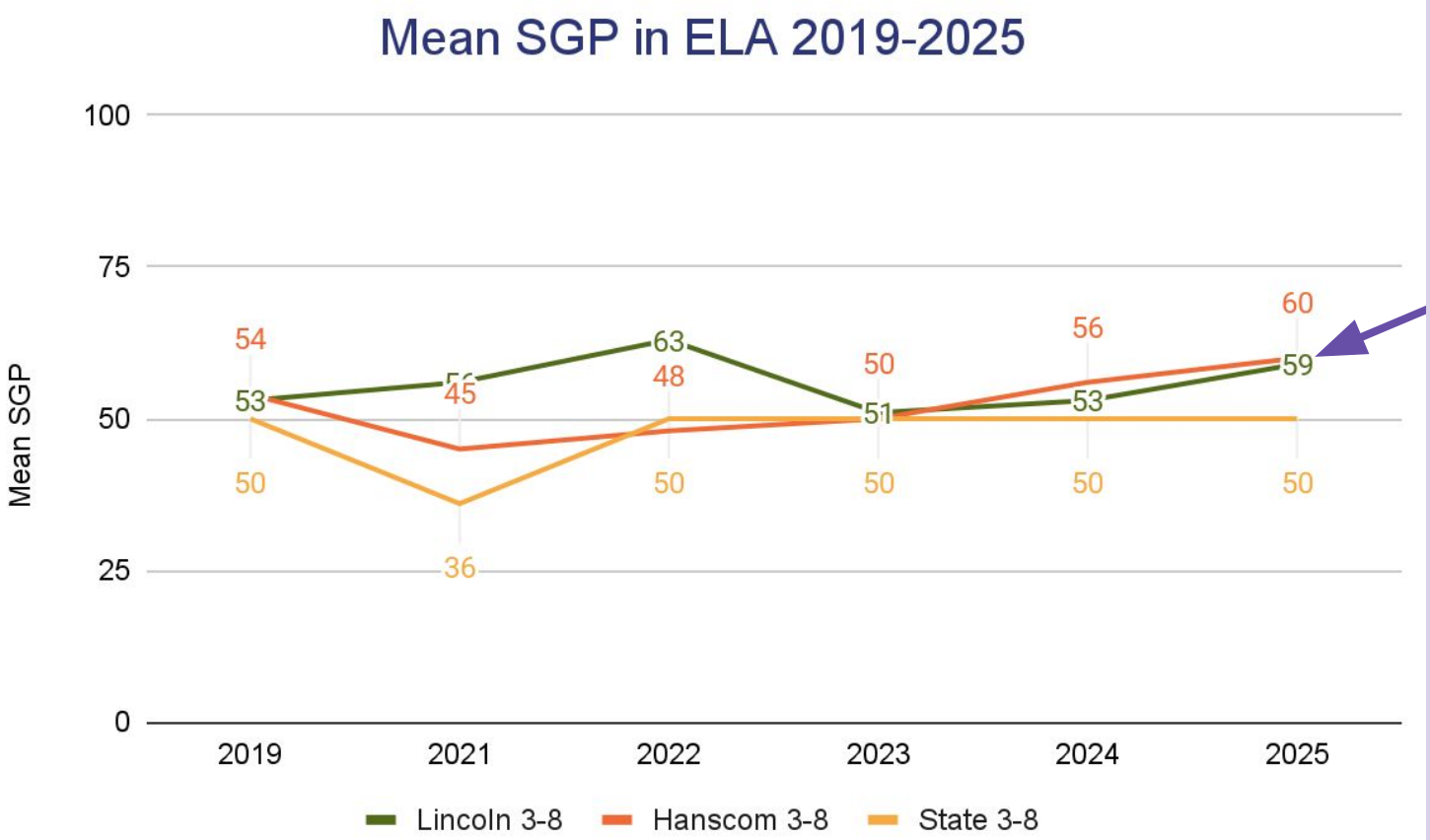
High Growth (60+) is Even Better.

Mean SGP in ELA 2019-2025



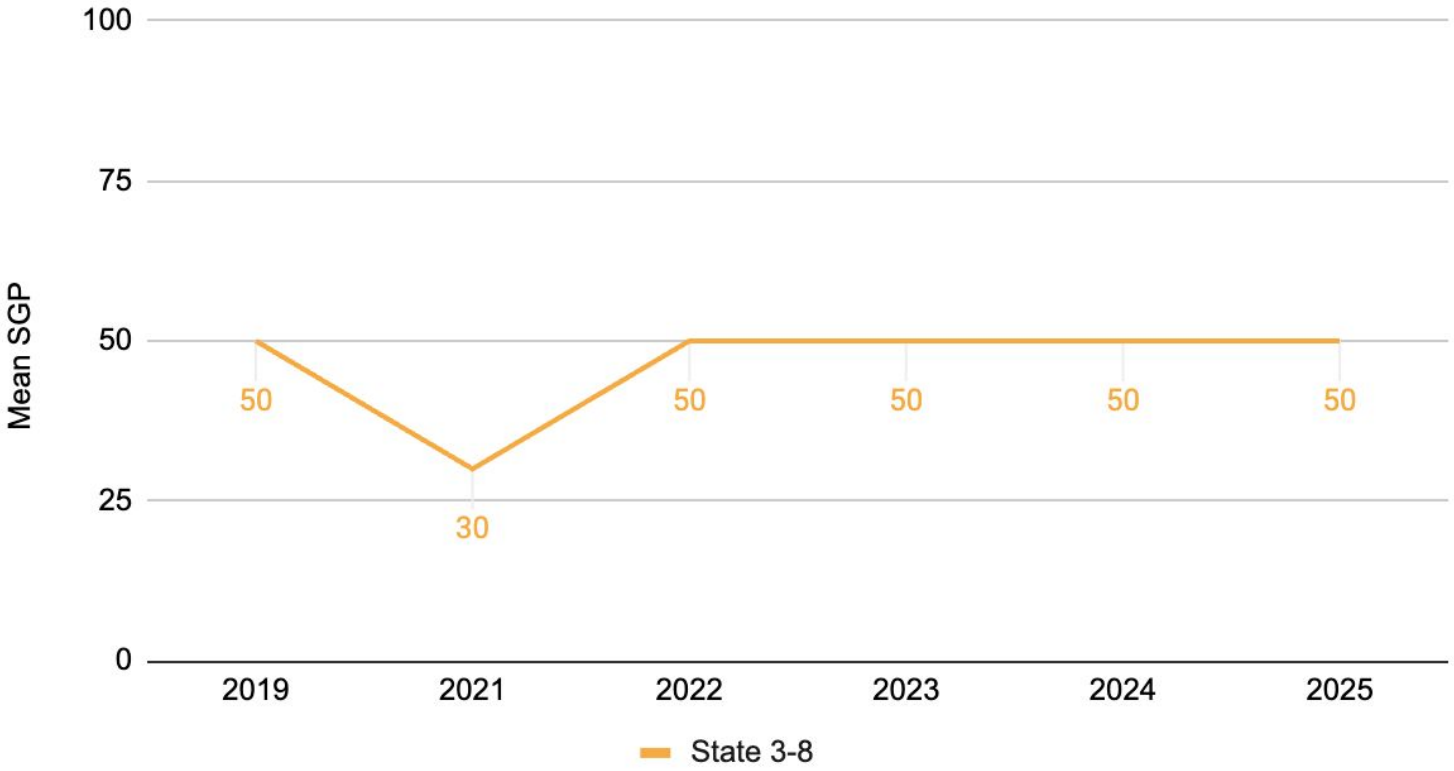
Mean SGP in ELA 2019-2025



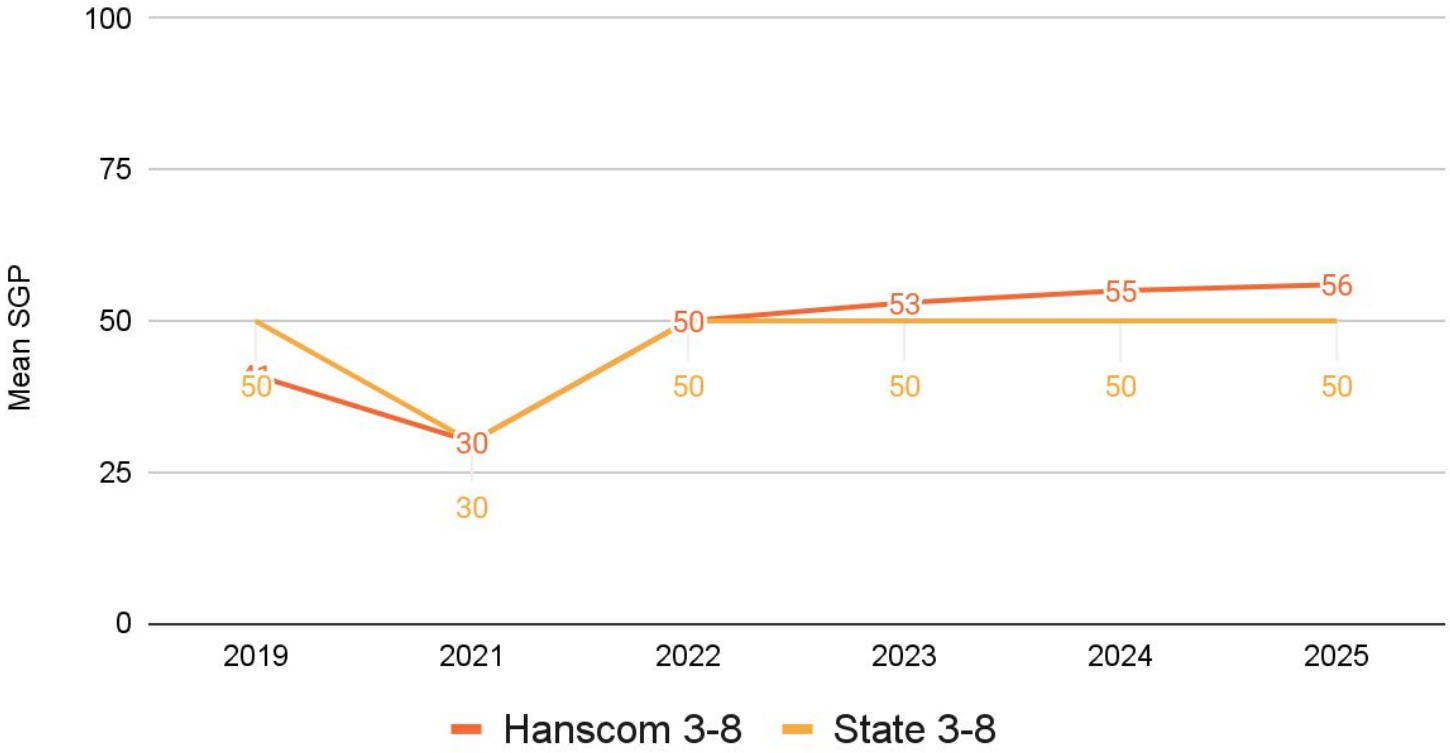


Hanscom (60 SGP) and Lincoln (59 SGP) both showed strong mean growth in ELA in 2025.

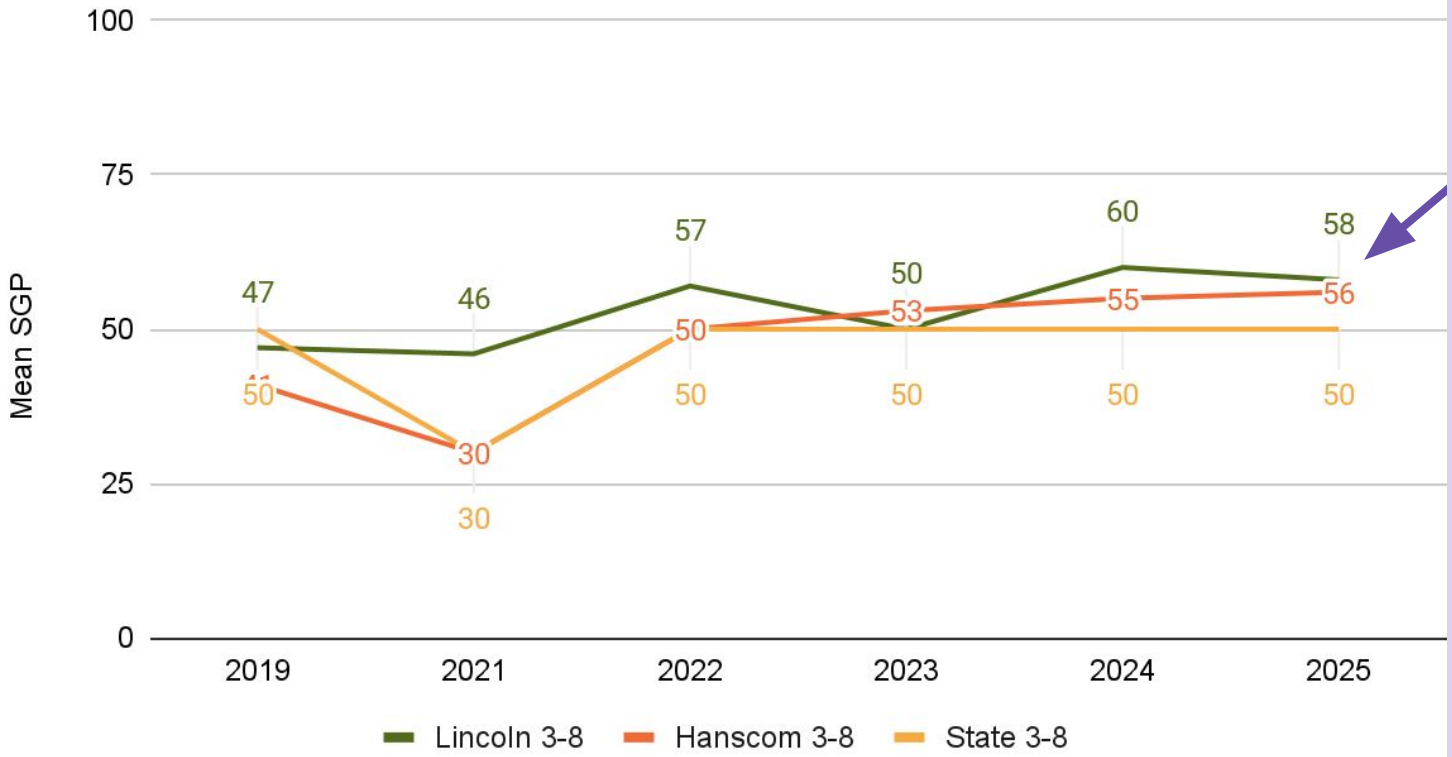
Mean SGP in Math 2019-2025



Mean SGP in Math 2019-2025

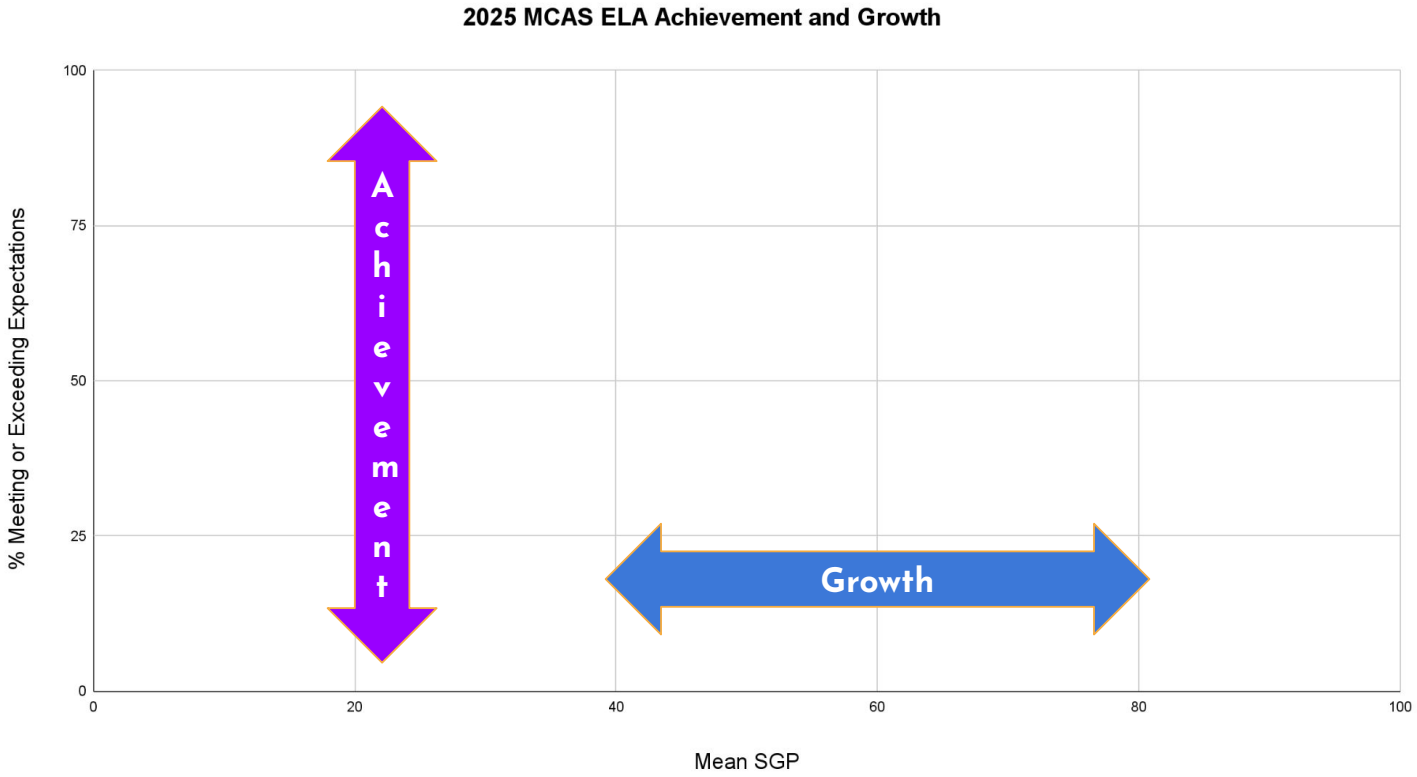


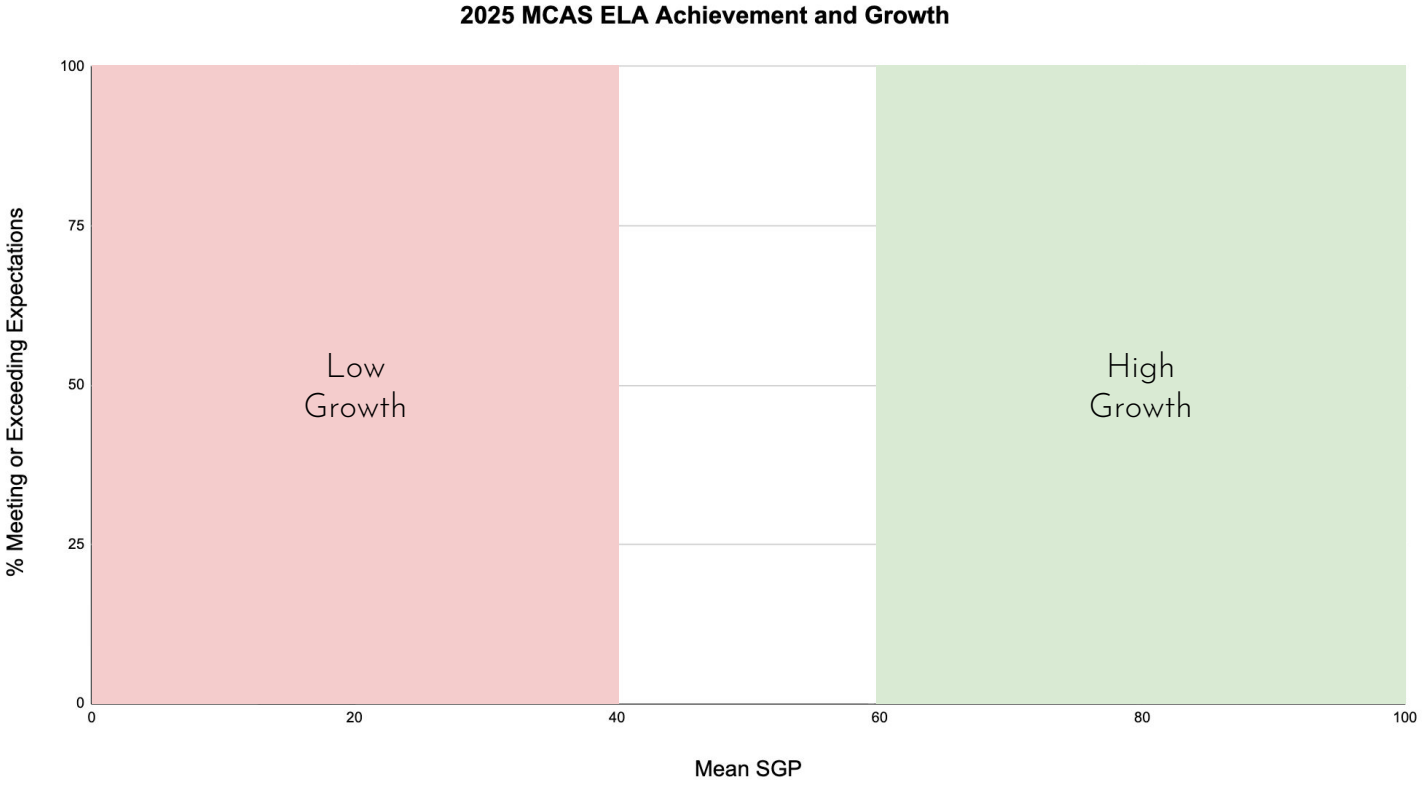
Mean SGP in Math 2019-2025

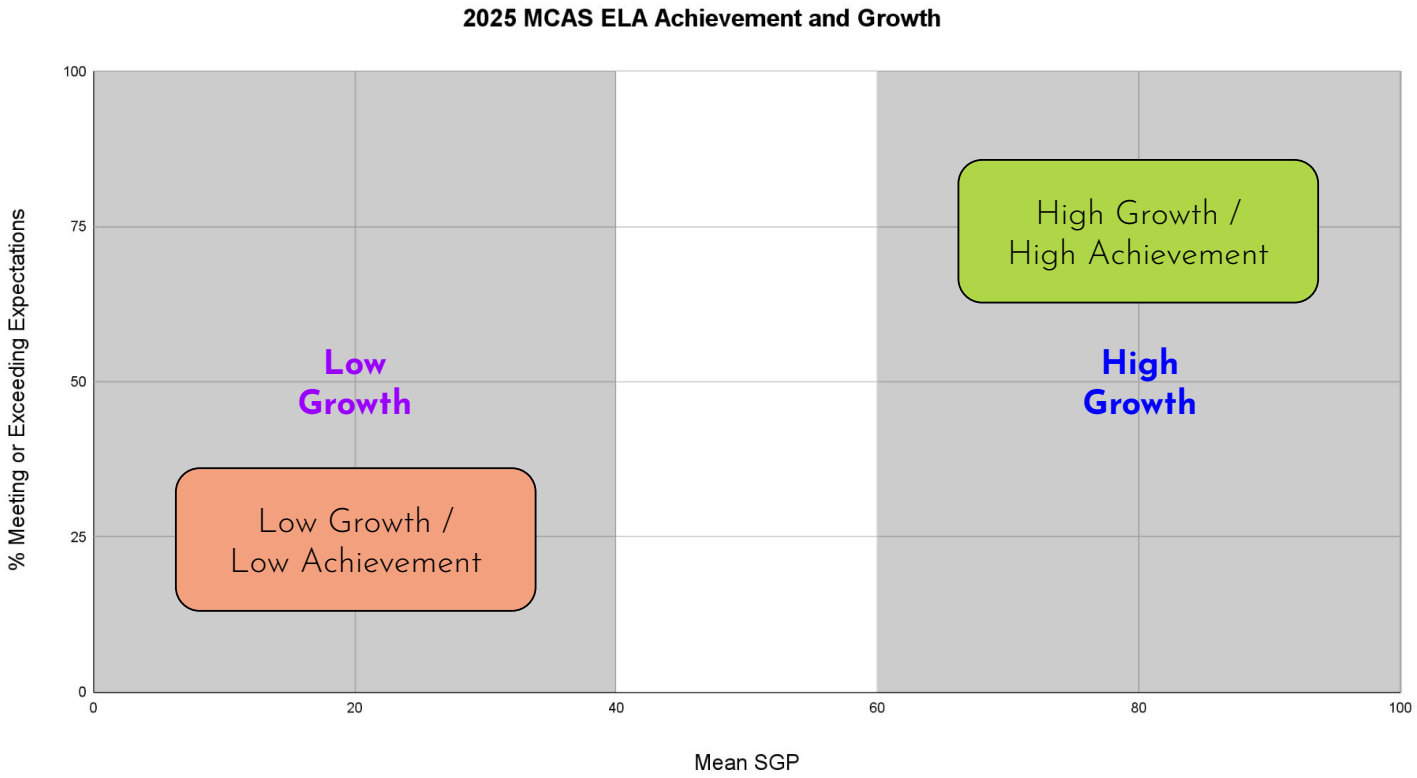


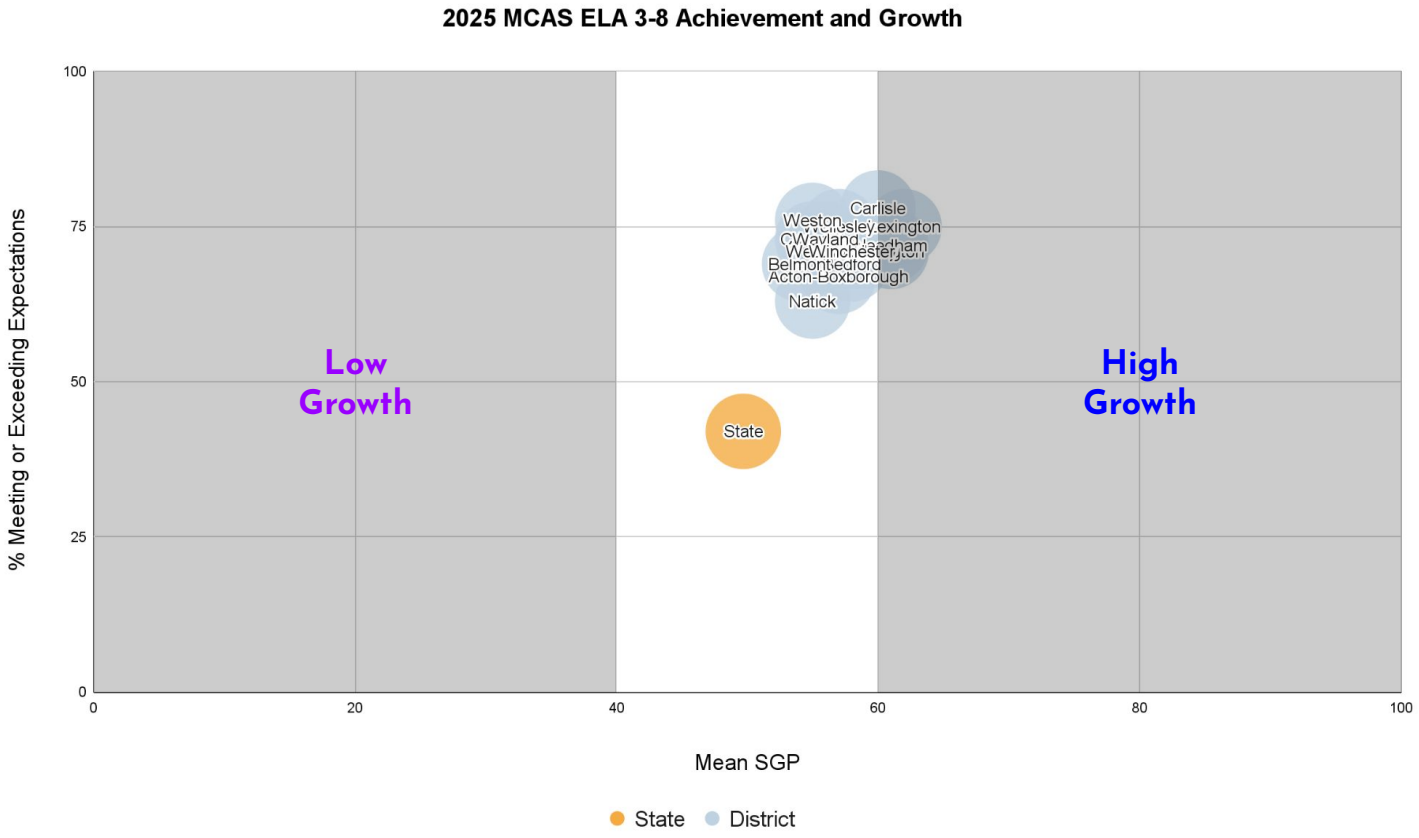
Hanscom (56 SGP)and Lincoln (58 SGP) both showed growth in the upper end of the "moderate growth" range in Math in 2025.

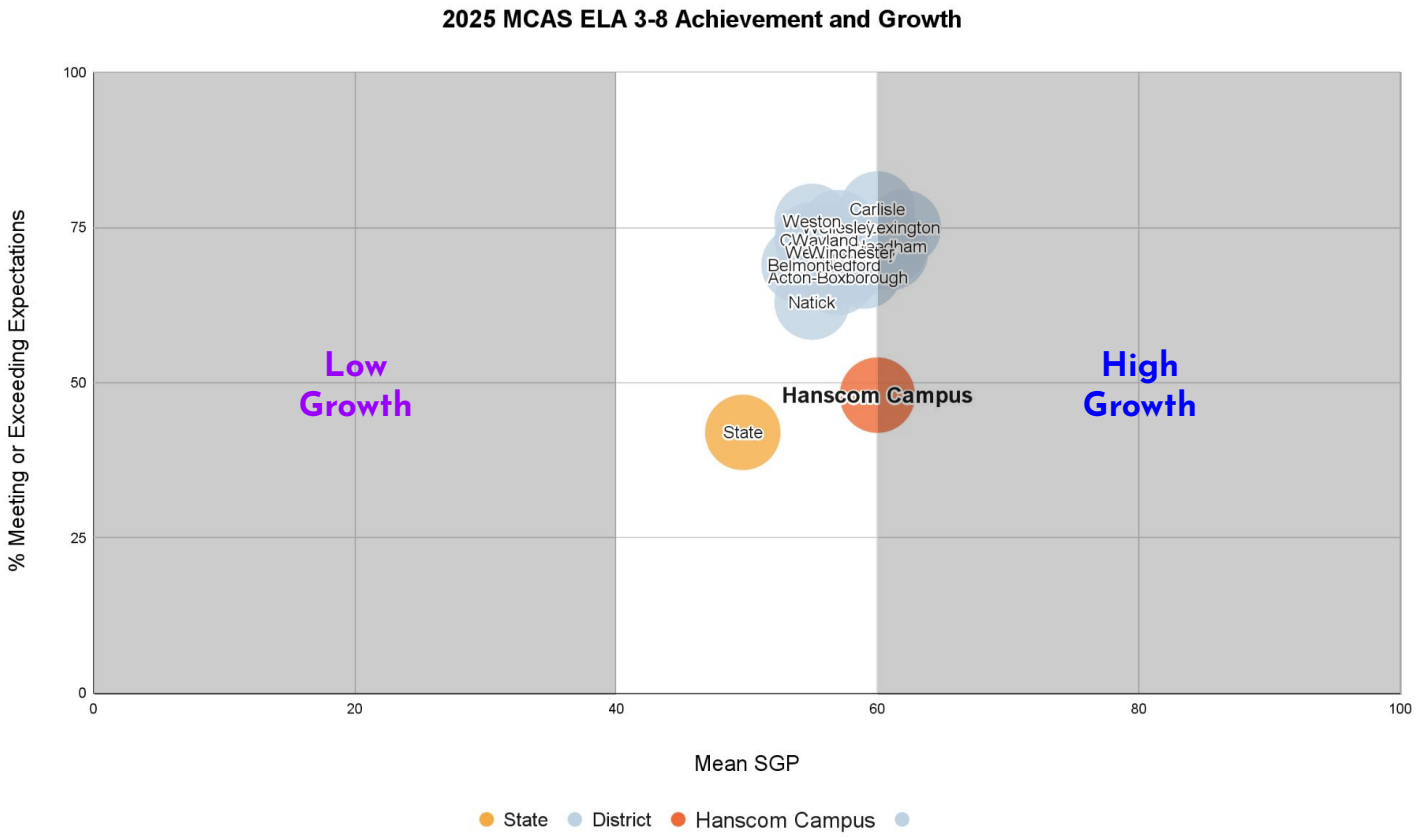
Achievement & SGP


2025 MCAS ELA Achievement and Growth
% Meeting or Exceeding Expectations
100
75
50
25
0
0
20
40
60
80
100
Mean SGP
Achievement
Growth


2025 MCAS ELA Achievement and Growth
% Meeting or Exceeding Expectations
100
75
50
25
0
Low
Growth
High
Growth
0
20
40
60
80
100
Mean SGP


2025 MCAS ELA Achievement and Growth
% Meeting or Exceeding Expectations
100
75
50
25
0
0
20
40
60
80
100
Mean SGP
High Growth / High Achievement
Low Growth
High Growth
Low Growth / Low Achievement


2025 MCAS ELA 3-8 Achievement and Growth
% Meeting or Exceeding Expectations
100
75
50
25
0
0
20
40
60
80
100
Mean SGP
Low Growth
High Growth
Carlisle
Weston
Wellesley
Lexington
Wayland
Winchester
Belmont
Bedford
Acton-Boxborough
Natick
State
State
District


2025 MCAS ELA 3-8 Achievement and Growth
% Meeting or Exceeding Expectations
100
75
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25
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60
80
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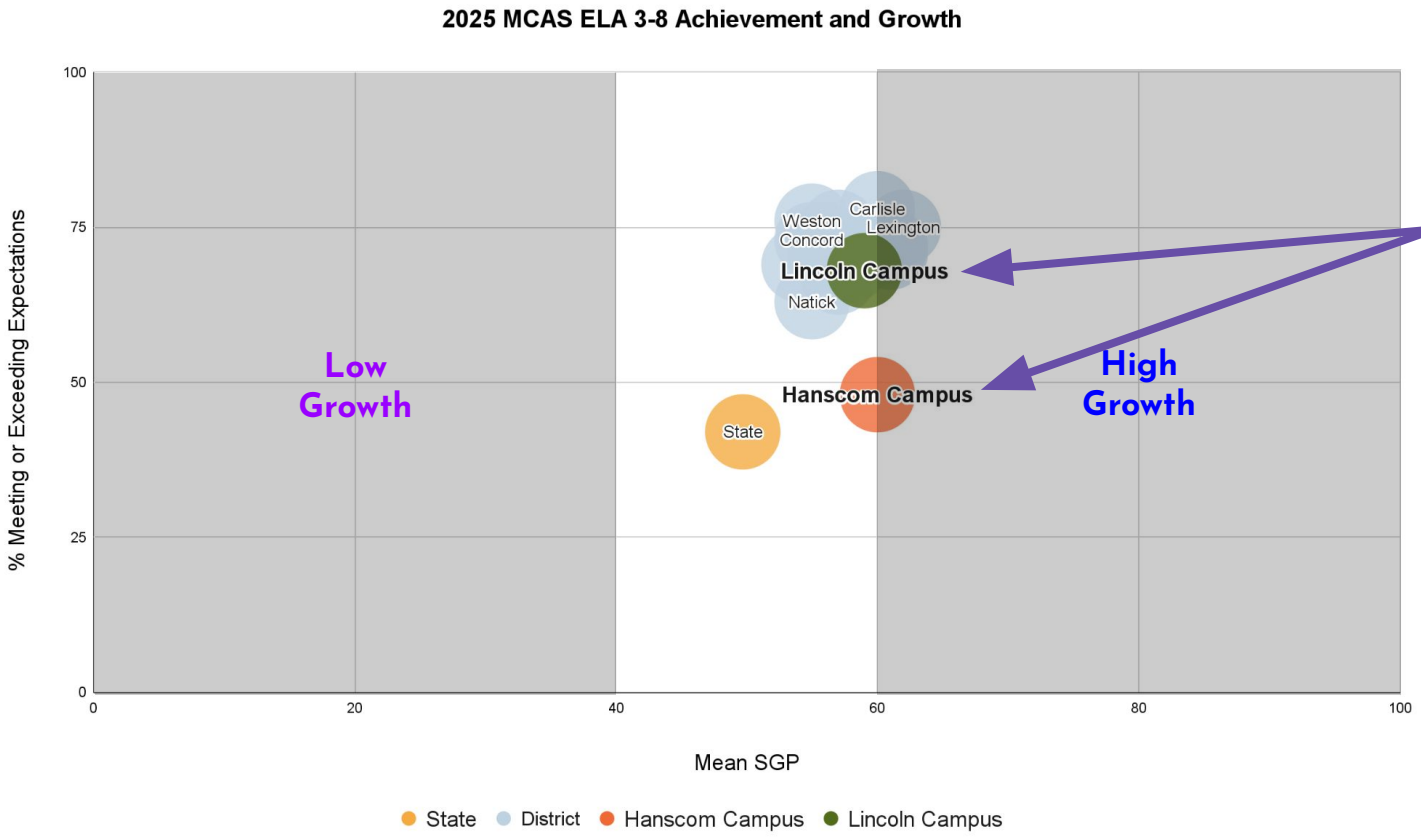
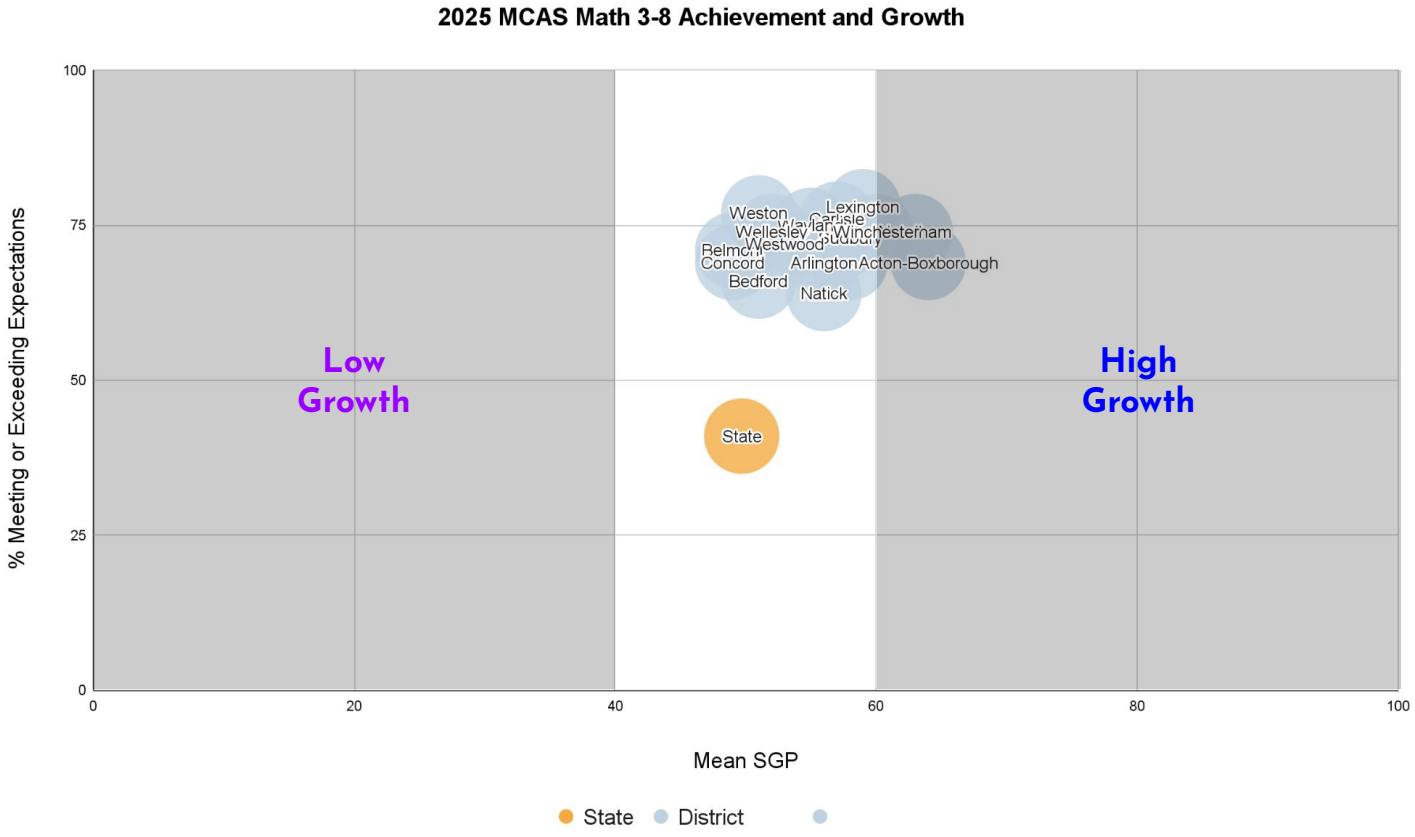
Mean SGP
Low Growth
High Growth
Carlisle
Weston
Wellesley
Lexington
Wayland
Winchester
Belmont
Bedford
Acton-Boxborough
Natick
Hanscom Campus
State
State
District
Hanscom Campus



The Lincoln campus has more students meeting or exceeding expectations on ELA, but both Lincoln and Hanscom campus show strong growth.


2025 MCAS Math 3-8 Achievement and Growth
% Meeting or Exceeding Expectations
100
75
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Mean SGP
Low Growth
High Growth
Weston
Lexington
Carlisle
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Acton-Boxborough
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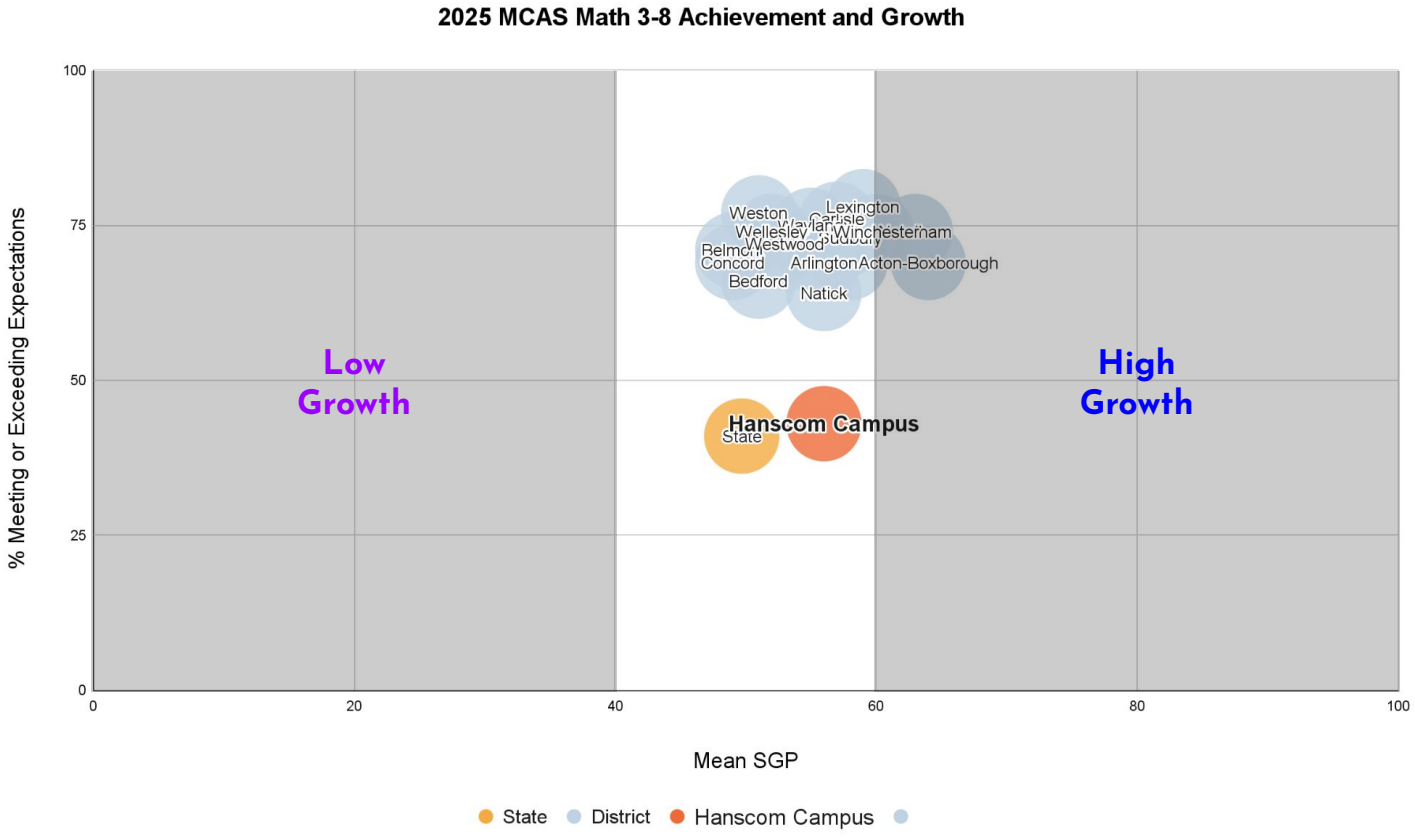
State
State
District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% Meeting or Exceeding Expectations
100
75
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25
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100
Mean SGP
Low Growth
High Growth
Weston
Lexington
Carlisle
Wayland
Wellesley
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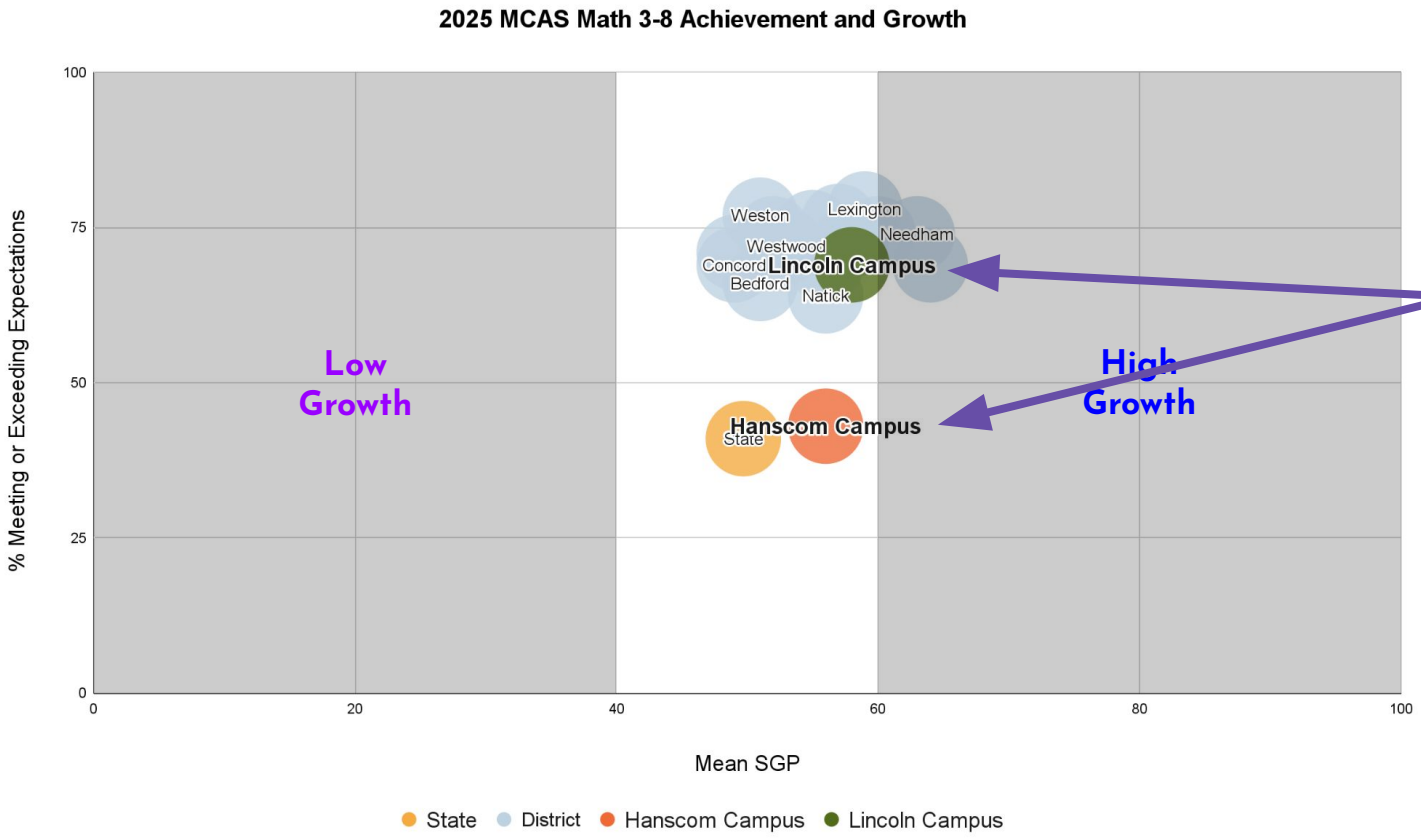
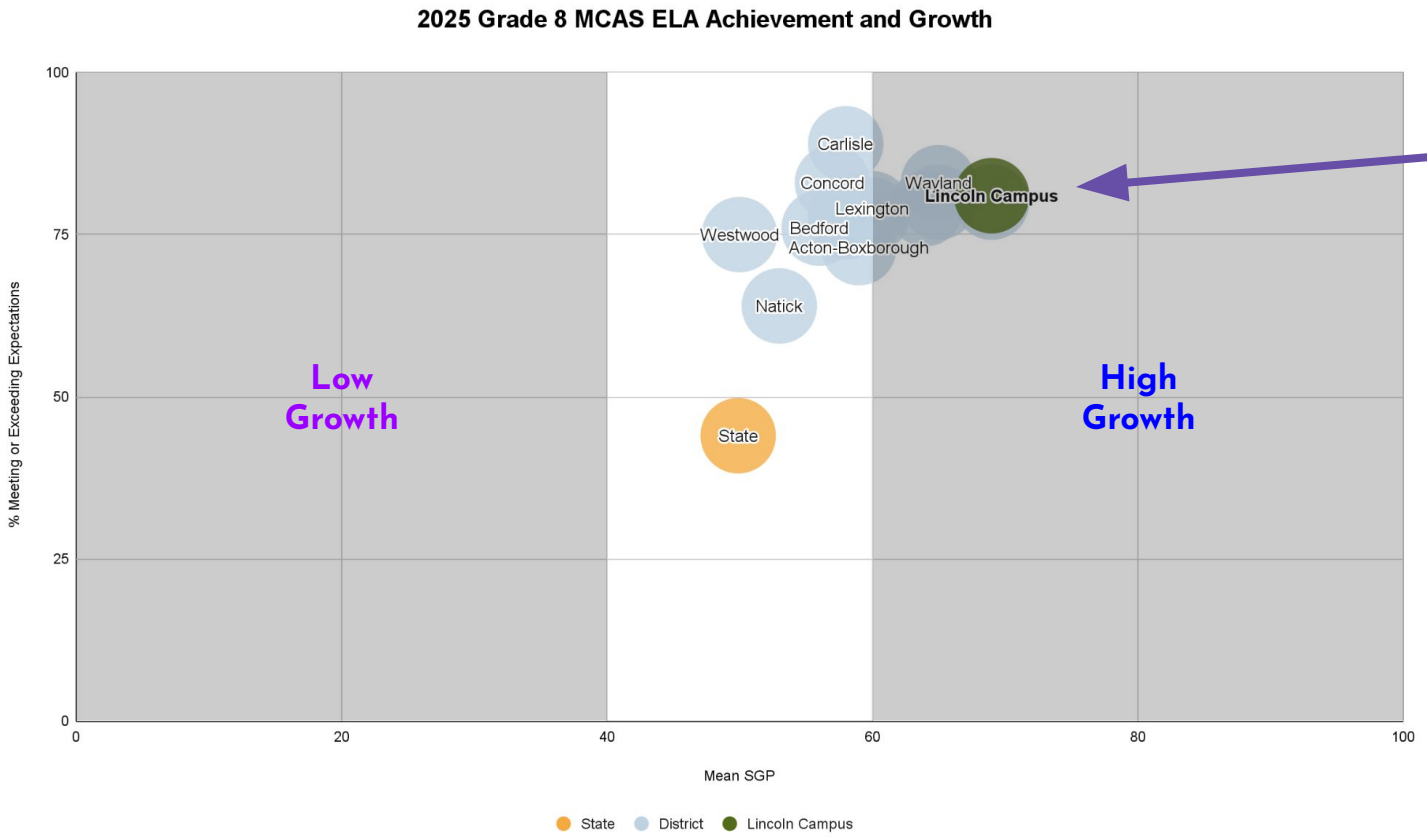
Bedford
Natick
Hanscom Campus
State
State
District
Hanscom Campus



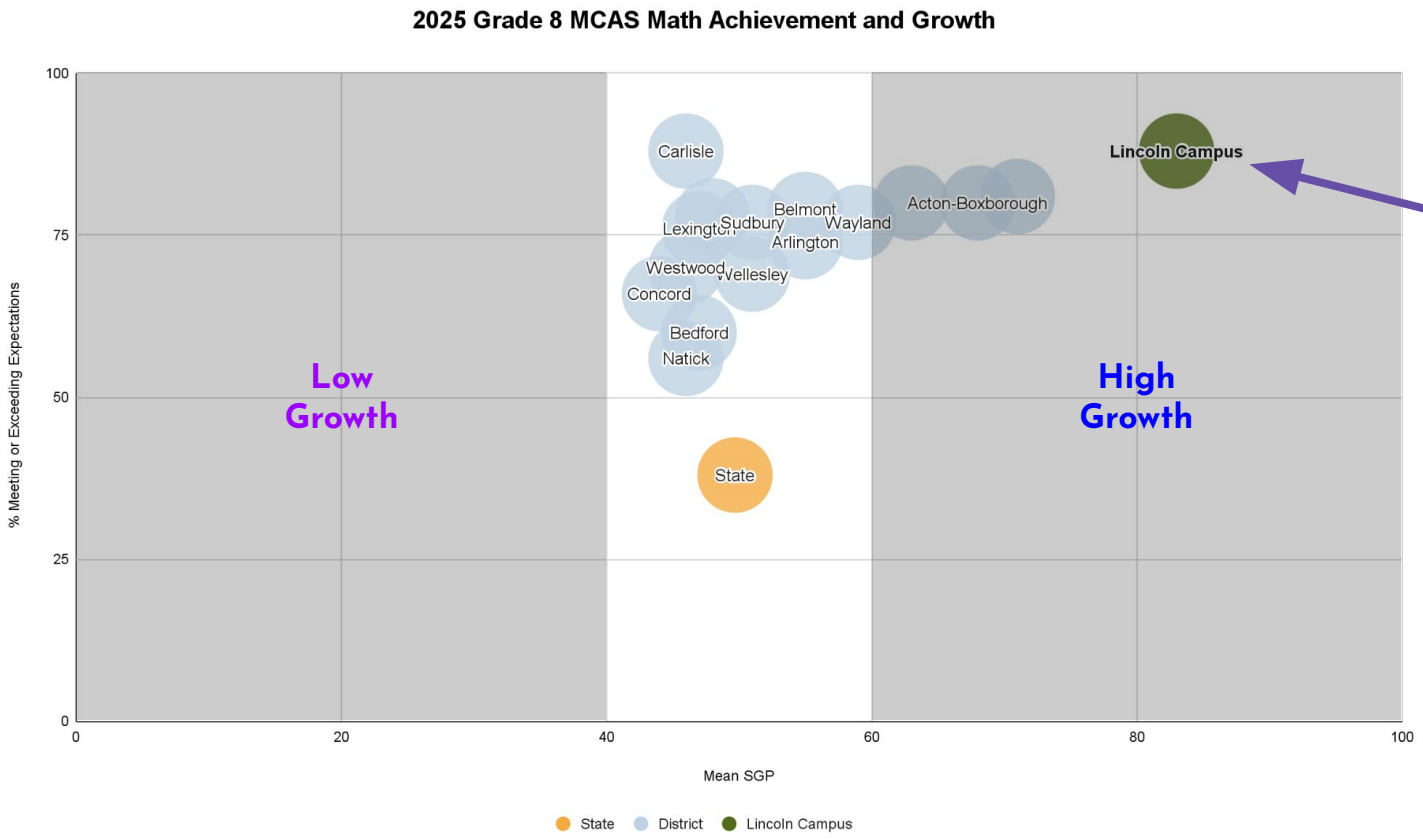
A similar pattern is seen in Math, with higher achievement on the Lincoln campus, but solid growth on both campuses.

Lincoln 8th Grade Students



The culmination of K-8 education in Lincoln Public Schools: In their final year in our district, 81% of Lincoln 8th graders Met or Exceeded Expectations.

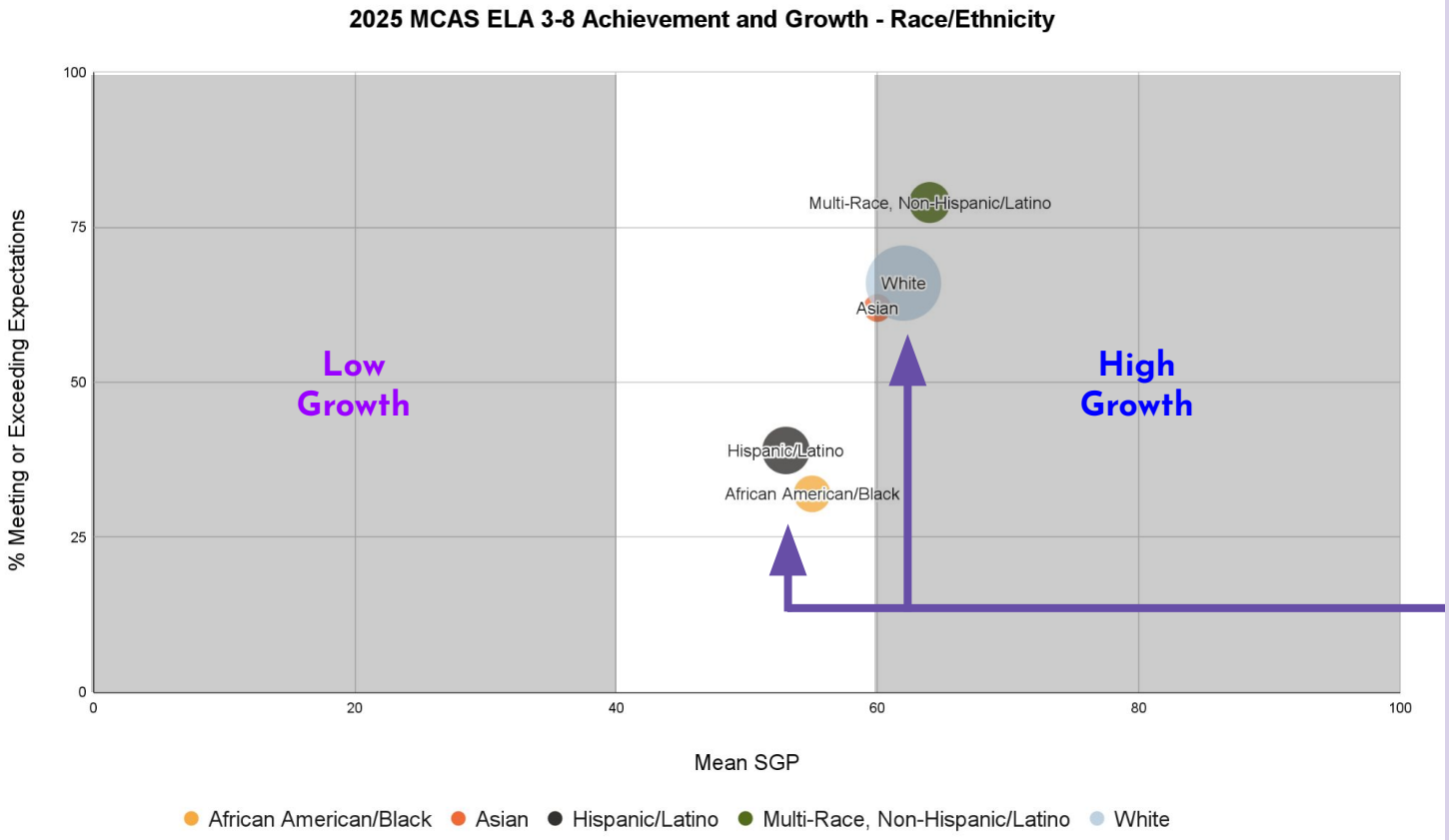
Hanscom 8th grade not shown due to small cohort size.



The culmination of K-8 education in Lincoln Public Schools: In their final year in our district, 88% of Lincoln 8th graders Met or Exceeded Expectations, with Very High (83 SGP) growth.

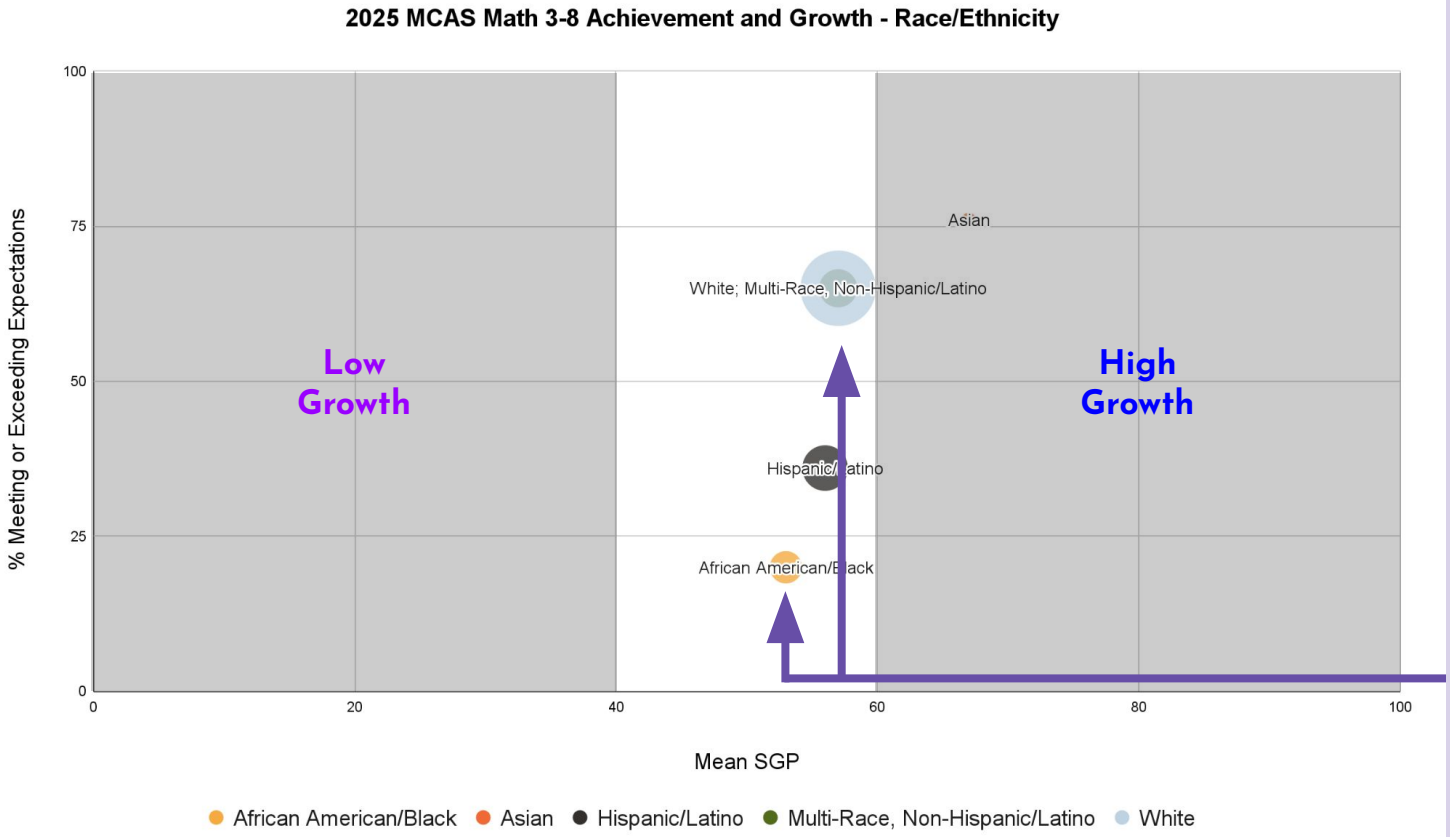
Hanscom 8th grade not shown due to small cohort size.

Selected Groups



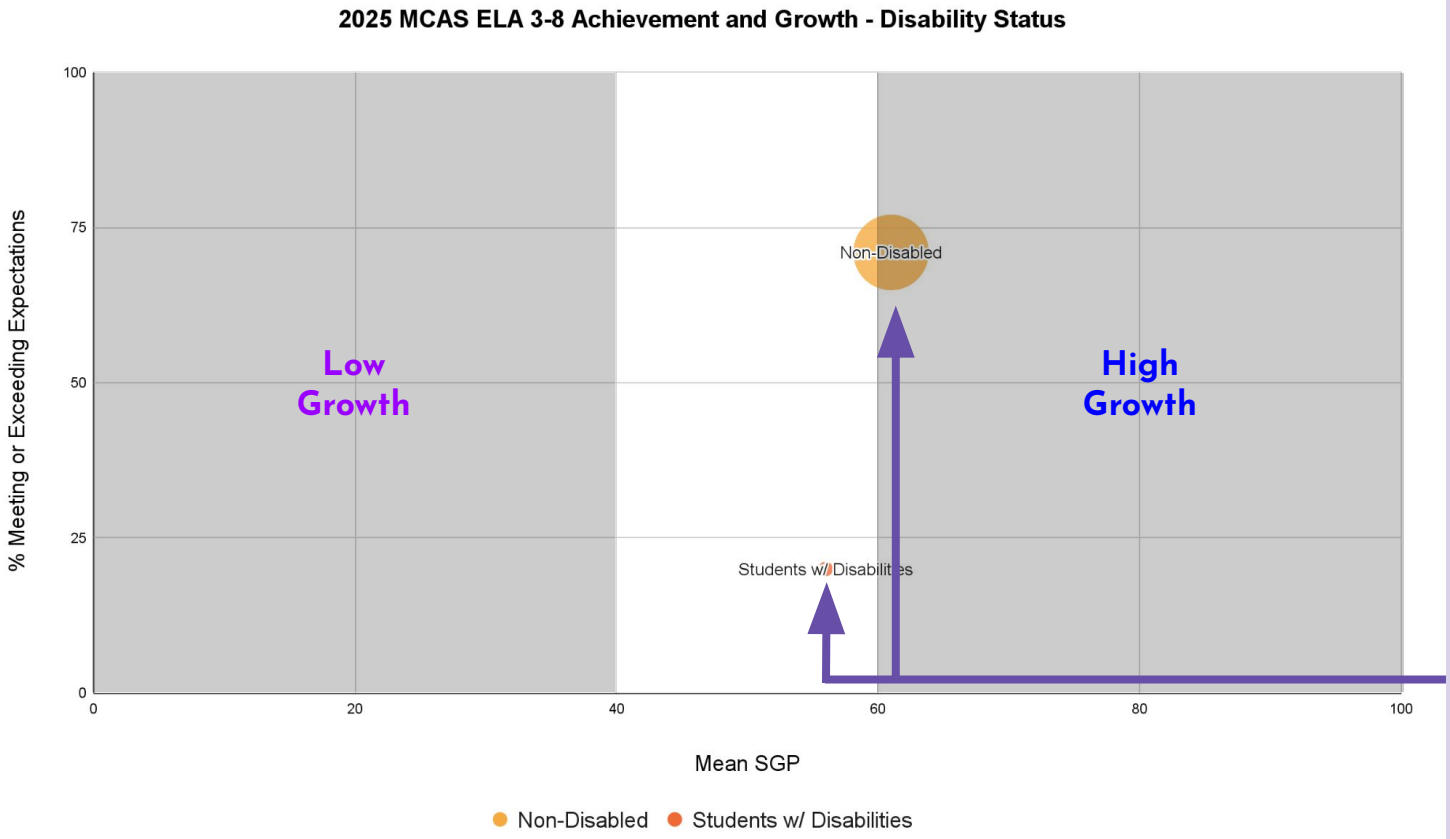
In ELA, each Race/Ethnicity group showed moderate or high growth.

We continue to see that as a district we do not achieve the same level of growth for our African American/ Black and Hispanic/ Latino students, as we do for our other students in ELA.



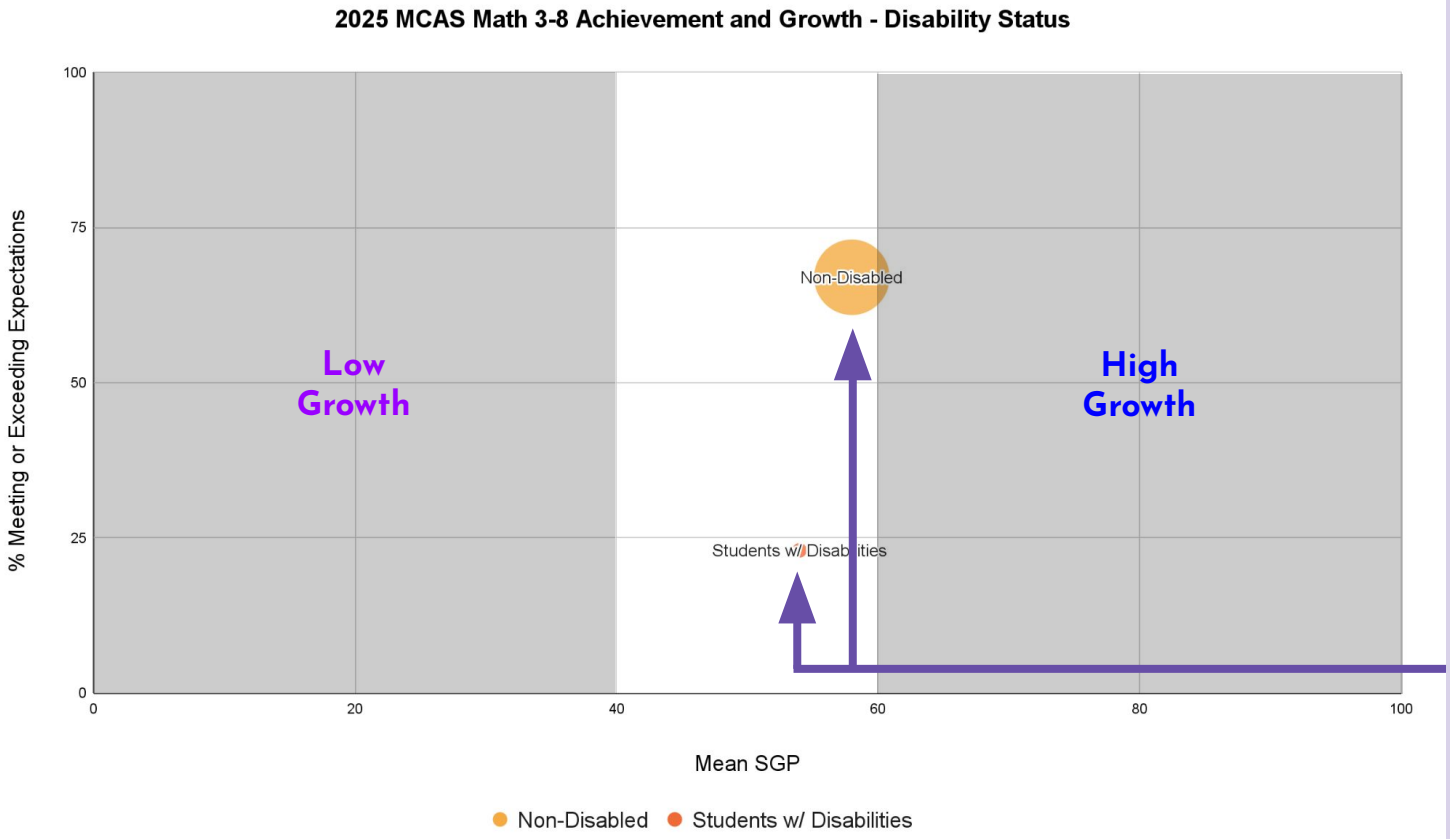
In Math, each Race/Ethnicity group also showed moderate or high growth.

While there is less of a growth gap in Math, a smaller one still exists for African American/ Black students.



We also see a small growth gap between students with disabilities and students without disabilities in ELA, paired with a significant achievement gap.

The Good: We want SGP to be 50 or more, or Mean to High Growth.



In Math, there is a similar small growth gap and a similar large achievement gap between students with disabilities and students without disabilities.

The Good: We want SGP to be 50 or more, or Mean to High Growth.

What is MTSS?

A **multi-tiered system of support** is "a comprehensive continuum of evidence-based, systemic practices to support a rapid response to students' needs, with regular observation to facilitate data-based instructional decision making." Harlacher et al. (2014) described **six key tenets** of the **Multi-Tiered System of Supports (MTSS)** framework:

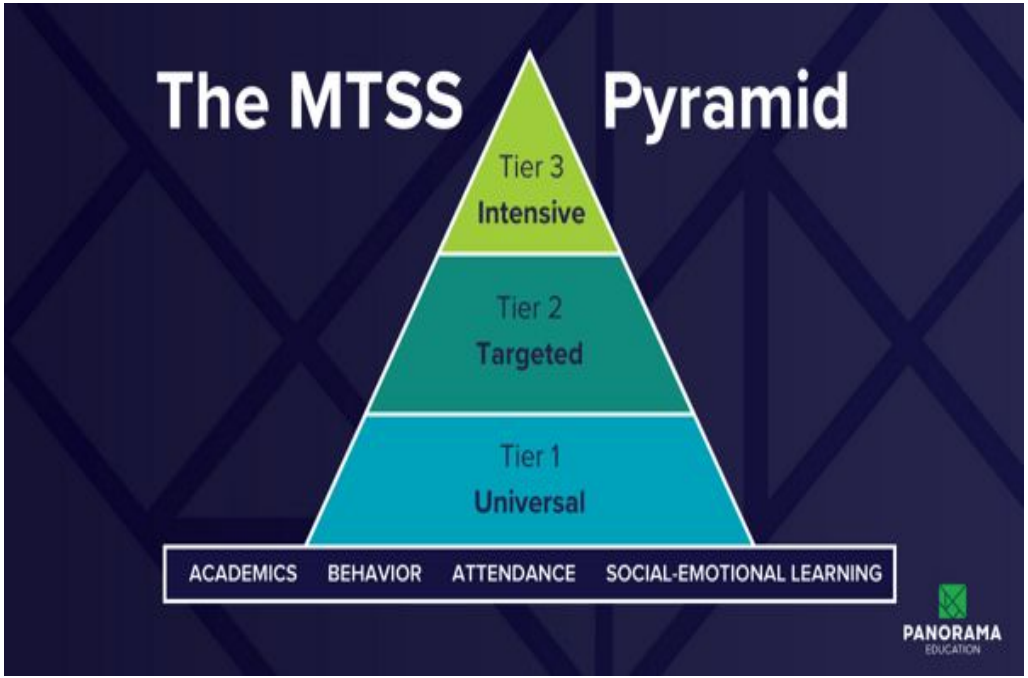
- All students are capable of grade-level learning with adequate support.
- MTSS is rooted in proactivity and prevention.
- The system utilizes evidence-based practices.
- Decisions and procedures are informed by school and student data.
- The degree of support given to students is based on their needs.
- Implementation occurs school-wide and requires stakeholder collaboration.

Tiered Supports and AIDE

Tiered Support in MTSS provides a continuum of supports, which are typically conceptualized across **three levels** of increasing intensity (Rodriguez, Loman & Borgmeier, 2016). These tiers represent the level of support a student may need at any point in his/her/their schooling.

- Academic
- Behavioral
- Social-Emotional

Tiered Supports: Tier 1, 2, and 3



MTSS

MTSS
MTSS
MTSS
MTSS

What Districts and Schools Need To Do

"You don't rise to the level of your goals, you fall to the level of your systems."

~James Clear

Local Literacy Assessments

DIBELS

What are DIBELS?

DIBELS are measures that help teachers and schools determine how students are performing on important reading skills. DIBELS stands for *Dynamic Indicators of Basic Early Literacy Skills*. These measures are designed for students in grades K-8.

What skills are measured by DIBELS and why are they important?

The critical skills necessary for successful beginning reading include: phonemic awareness, phonics, fluency, vocabulary, and comprehension. The DIBELS measures assess students on four of these five critical skills, which are often referred to as the main components of reading..

DIBELS Data

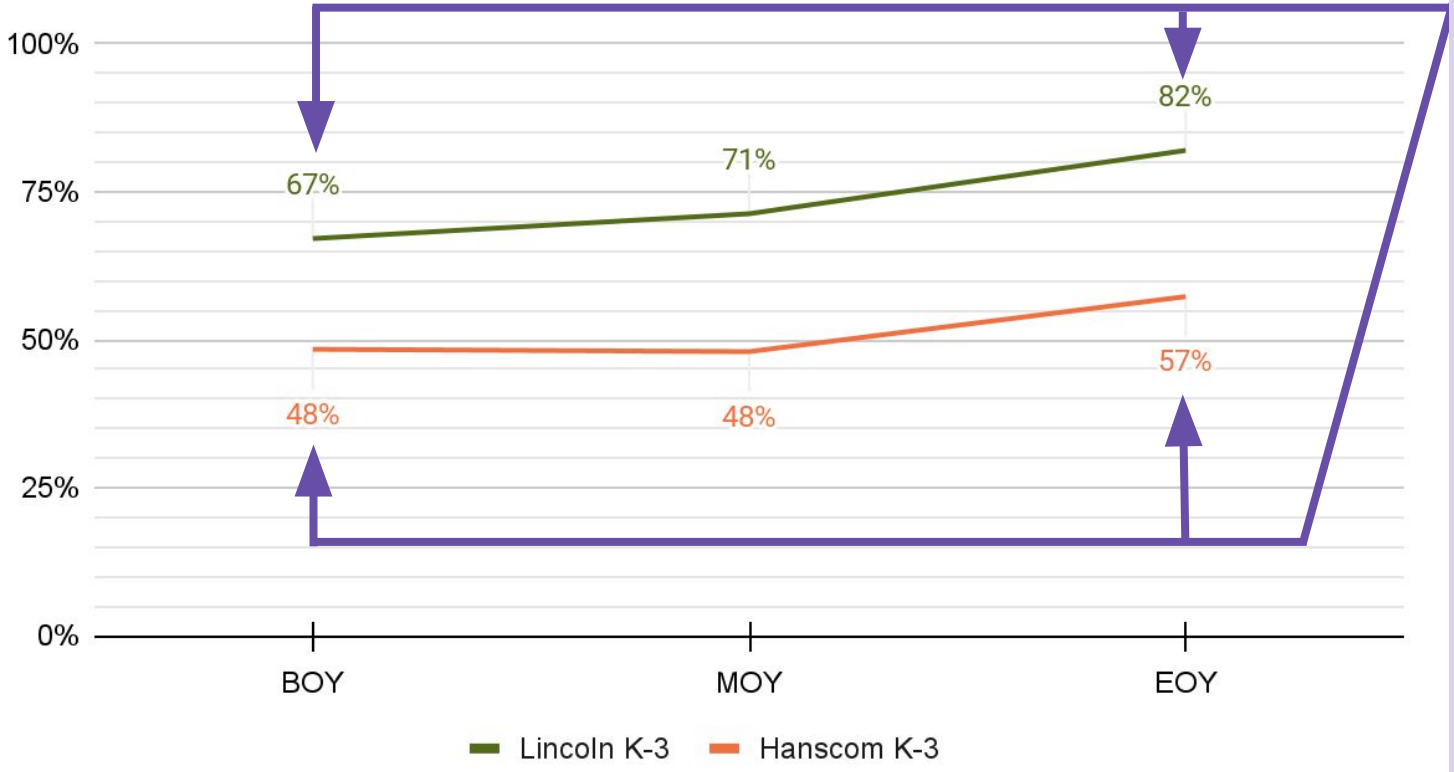
PROFICIENCY/ACHIEVEMENT

- DIBELS: % of students reading at grade-level literacy benchmarks (Fall and Spring)

GROWTH

- DIBELS: % of students below benchmark in the Fall assessment with average or above average growth on the Spring assessment

% K-3 Students At or Above Grade Level DIBELS Benchmark



On both campuses, the number of K-3 of students at or above grade level improved from the beginning to the end of the year.

In Lincoln K-3, more than 60% of students below benchmark in the fall, had average or above growth for the year.

However, at Hanscom, half or fewer students below benchmark had average or above growth.

25-26 District Student Learning Goal

At least 50% of K-3 students identified as reading below benchmark in the fall will improve to reading at or above benchmark by the spring

At least 80% of K-3 students who are not reading at or above benchmark by the end of the year will demonstrate average or above average growth for the year (according to standardized DIBELS metrics).

For grades 4-8, the district will collect and report out baseline reading comprehension data using the Track My Progress assessment. Based on ongoing data collection, the district will develop multi-year student literacy achievement and growth targets, and use district- and school-level data dashboards to track and disseminate student literacy progress.

Track My Progress

- Better aligned with the instructional goals in grades 4-5 and grades 6-8.

- Administered 3-8

Local Math Assessments

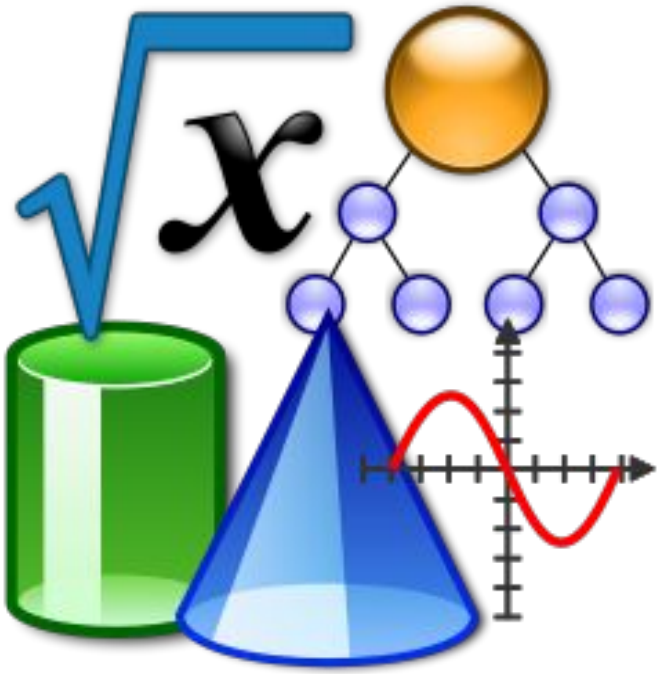
iReady

- i-Ready is an online diagnostic for mathematics used by the Lincoln Public Schools to help district educators determine students' needs and monitor progress throughout the school year. *i-Ready* is another tool, **among many**, that provides data to educators in order to **inform** instruction and meet students' learning needs.
- Emphasis on individual students and informing teachers
-

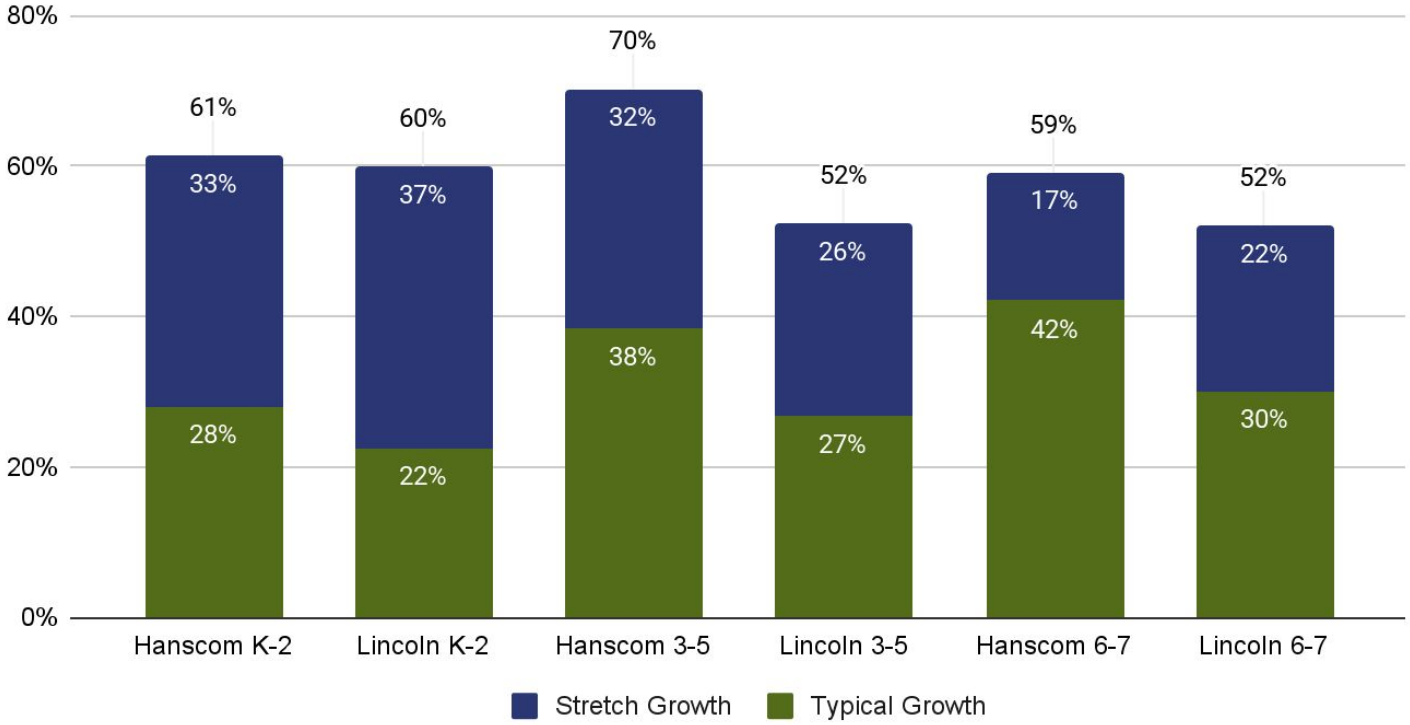
iReady Data

GROWTH

- iReady: % of students meeting expected or stretch growth targets



% of Students Meeting iReady Math Growth Target (Typical or Stretch)

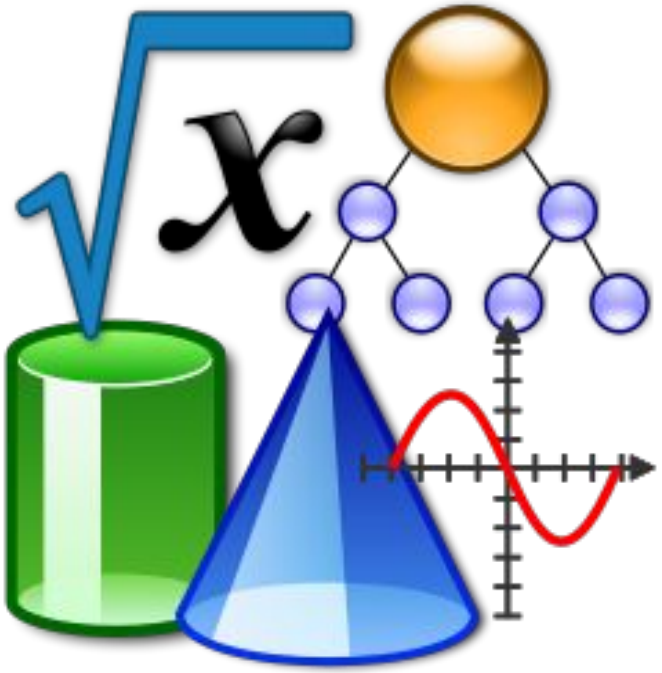


Based on iReady Diagnostics…

At each grade-span at Hanscom and at Lincoln, the majority or supermajority of students are showing typical or exceptional growth in mathematics.

Piloting Track My Progress in Mathematics

- In one grade level.
- Seeing how it goes...for possible implementation



Thank-Yous

Final Thoughts...*Still and Always*

- Data-**Informed** ✅
- ~~**Data-Driven**~~ 
- "Data Theatre" WARNING
- Sorting ↔ Tracking ↔ Elitism ↔ Racism ↔ Segregation

Questions?

LPS Student Academic Data Report
2024-2025
Appendix: Data Tables for Achievement/Growth Charts

Chart: 2025 MCAS ELA 3-8 Achievement and Growth

	Mean SGP	% Meeting or Exceeding Expectations
State	*50*	*42*
Belmont	54	69
Concord	55	73
Natick	55	63
Weston	55	76
Wayland	56	73
Westwood	56	71
Acton-Boxborough	57	67
Wellesley	57	75
Bedford	58	69
Winchester	58	71
Sudbury	59	71
Lincoln Campus	**59**	**68**
Carlisle	60	78
Hanscom Campus	**60**	**48**
Arlington	61	71
Needham	61	72
Lexington	62	75

Chart: 2025 MCAS Math 3-8 Achievement and Growth

	Mean SGP	% Meeting or Exceeding Expectations
State	*50*	*41*
Belmont	49	71
Concord	49	69
Bedford	51	66
Weston	51	77
Wellesley	52	74
Westwood	53	72
Wayland	55	75
Arlington	56	69
Natick	56	64
Hanscom Campus	**56**	**43**
Carlisle	57	76
Sudbury	58	73
Lincoln Campus	**58**	**69**
Lexington	59	78
Winchester	60	74
Needham	63	74
Acton-Boxborough	64	69

Chart: 2025 Grade 8 MCAS ELA Achievement and Growth

	Mean SGP	% Meeting or Exceeding Expectations
State	*50*	*44*
Westwood	50	75
Natick	53	64
Bedford	56	76
Concord	57	83
Belmont	58	77
Carlisle	58	89
Wellesley	58	78
Weston	58	78
Acton-Boxborough	59	73
Lexington	60	79
Needham	60	78
Winchester	64	79
Sudbury	65	80
Wayland	65	83
Arlington	69	80
Lincoln Campus	**69**	**81**

Chart: 2025 Grade 8 MCAS Math Achievement and Growth

	Mean SGP	% Meeting or Exceeding Expectations
State	*50*	*38*
Concord	44	66
Carlisle	46	88
Natick	46	56
Westwood	46	70
Bedford	47	60
Lexington	47	76
Weston	48	78
Sudbury	51	77
Wellesley	51	69
Arlington	55	74
Belmont	55	79
Wayland	59	77
Needham	63	80
Acton-Boxborough	68	80
Winchester	71	81
Lincoln Campus	**83**	**88**

Chart: 2025 MCAS ELA 3-8 Achievement and Growth - Race/Ethnicity

	Mean SGP	% Meeting or Exceeding Expectations
African American/Black	55	32
Asian	60	62
Hispanic/Latino	53	39
Multi-Race, Non-Hispanic/Latino	64	79
White	62	66

Chart: 2025 MCAS Math 3-8 Achievement and Growth - Race/Ethnicity

	Mean SGP	% Meeting or Exceeding Expectations
African American/Black	53	20
Asian	67	76
Hispanic/Latino	56	36
Multi-Race, Non-Hispanic/Latino	57	65
White	57	65

Chart: 2025 MCAS ELA 3-8 Achievement and Growth - Disability Status

	Mean SGP	% Meeting or Exceeding Expectations
Non-Disabled	61	71
Students w/ Disabilities	56	20

Chart: 2025 MCAS Math 3-8 Achievement and Growth - Disability Status

	Mean SGP	% Meeting or Exceeding Expectations
Non-Disabled	58	67
Students w/ Disabilities	54	23

Source:

DESE Edwin Analytics Reports GR301 and GR302, 2025 MCAS