

Subgroup Performance and Growth

November 21, 3013

Purpose

- Share data and insights about performance and growth in ELA and math for students in subgroups.
- Engage in discussion of questions that the district could pursue to better understand the patterns and trends of achievement for students in these groups.

Narrowing Achievement Gaps

Commitment to achievement of all students

Achievement gaps have persisted

Services: Targeted goals for individuals

Progress: Many students have met goals

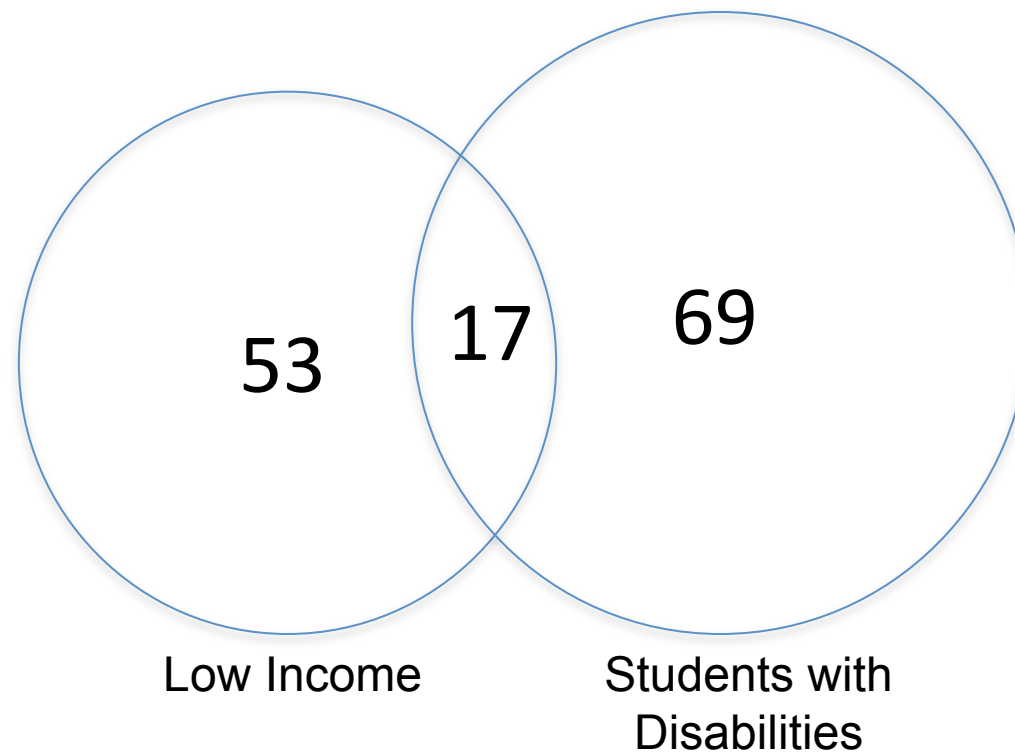
Data about Subgroup Performance and Growth

- MCAS 2013 Performance Level Results
- MCAS 2013 Student Growth Percentile Results
- MCAS 2012-2013 Results Comparison
- ELA District Assessment End of Year, 2013
Reading Level -- Fountas and Pinnell

Subgroups: High Needs

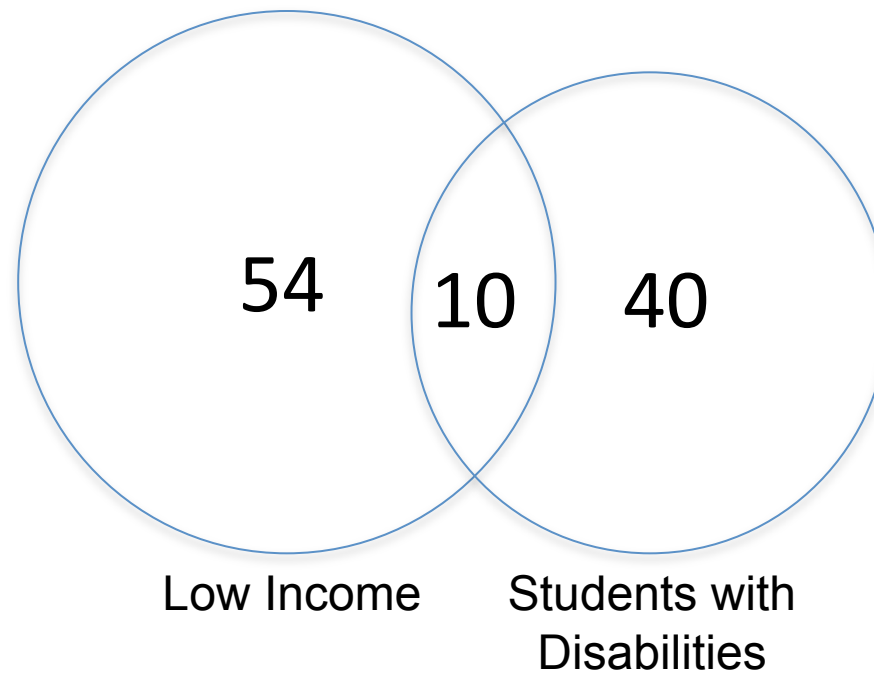
- Low-Income
 - Definition: Students who meet is eligible for free or reduced price lunch; or receives Transitional Aid to Families benefits; or is eligible for food stamps
- ELL
 - Definition: “A student whose first language is a language other than English who is unable to perform ordinary classroom work in English”
 - Not reported at this time due to size of the group
- Disabilities
 - Definition: “Students who have an individualized education program (IEP)”

Low Income/Students with Disabilities Overlap: Lincoln



Includes students who participated in any (including ALT) Spring 2013 MCAS Assessment

Low Income/Students with Disabilities Overlap: Hanscom



Includes students who participated in any (including ALT) Spring 2013 MCAS Assessment

English Language Arts

Lincoln: Low Income

- MCAS: Performance Level for 2013, Gr. 3-8
 - 30 percentage points below the Aggregate for Proficient+Advanced
- MCAS: Performance Level Changes for ELA from 2012 to 2013, Gr. 3-8
 - Group size remained stable
 - ↓ 6 points in Advanced
 - ↓ 4 points in Proficient
 - ↑ 9 points in Needs Improvement/Warning

English Language Arts Lincoln: Low Income

MCAS: Student Growth Percentiles for 2013

- Compared to All Students, Gr. 4-8
 - Higher representation (30%) in Low/Very Low
 - Lowest representation (38%) in High/Very High

Fountas and Pinnell for June 2013 (K-5)

- Well below grade level
- Median -0.26 below target

Mathematics

Lincoln: Low Income

- MCAS: Performance Level for 2013, Gr. 3-8
 - 25 percentage points below the Aggregate for Proficient + Advanced
- MCAS: Performance Level Changes for Math from 2012 to 2013, Gr. 3-8
 - Group size remained stable
 - ↓ 4 points in Advanced
 - ↑ 18 points in Proficient
 - ↓ 5 points in Needs Improvement/Warning

Mathematics

Lincoln: Low Income

MCAS: Student Growth Percentiles for 2013

Compared to All Students, Gr. 4-8

- Higher representation (30%) in Low/Very Low
- High representation (55%) in High/Very High
 - Potential for narrowing gaps if continues

English Language Arts

Lincoln: Disabilities

- MCAS: Performance Level for in 2013, Gr. 3-8
 - 38 percentage points below the Aggregate for Proficient+ Advanced
- MCAS: Performance Level Changes for ELA from 2012 to 2013, Gr. 3-8
 - Group size increased by 13
 - Slight shift from Advanced to Proficient
 - Slight decrease in Needs Improvement/Warning

English Language Arts Lincoln: Disabilities

- MCAS: Student Growth Percentile for 2013
 - Compared to All Students, Gr. 4-8
 - Same representation (27%) in Low/Very Low
 - Slightly higher (21%) in Moderate
 - Slightly lower representation (52%) in High/Very High
- Fountas and Pinnell for June 2013, Gr. K-5
 - Well below grade level
 - Median -0.89 below target

Mathematics

Lincoln: Disabilities

- MCAS: Performance Level for Math in 2013
 - 40 percentage points below the Aggregate for Proficient+Advanced
- MCAS: Performance Level Changes for Math from 2012 to 2013
 - Group size remained stable
 - No change in Advanced
 - ↑5 points in Proficient
 - ↓5 points in Needs Improvement/Warning

Mathematics

Lincoln: Disabilities

MCAS: SGP for Math in 2013, Gr. 4-8

– Compared to All Students

- Higher representation (35%) in Low/Very Low
- Low representation (36%) in High/Very High

English Language Arts Hanscom: Low Income

- MCAS: Performance Level for 2013, Gr. 4-8
 - 10 percentage points below the Aggregate for Proficient + Advanced
- MCAS: Performance Level Changes for ELA from 2012 to 2013, gr 3-8
 - Group size decreased by 10
 - ↓ 5 points in Advanced
 - ↑ 6 points in Proficient
 - No Change in Needs Improvement/Warning

English Language Arts Hanscom: Low Income

- Fountas and Pinnell for June 2013, Gr.K-4
 - Above grade level
 - Median 0.52 above target

Mathematics

Hanscom: Low Income

- MCAS: Performance Level for 2013, Gr. 4-8
 - 15 percentage points below the Aggregate for Proficient+Advanced
- MCAS: Performance Level Changes for Math from 2012 to 2013, Gr. 4-8
 - Group size decreased by 10 students
 - No significant change at any level

English Language Arts Hanscom: Disabilities

- MCAS: Performance Level for 2013, Gr. 4-8
 - 47 percentage points below the Aggregate for Proficient+Advanced
- MCAS: Performance Level Changes for ELA from 2012 to 2013, Gr. 4-8
 - Group size remained stable
 - No change in Advanced
 - Slight increase in Proficient
 - Slight decrease in Needs Improvement/Warning

English Language Arts Hanscom: Disabilities

- Fountas and Pinnell for June 2013, Gr.K-5
 - Well below grade level
 - Only subgroup with below grade level performance
 - Median -0.93 below target

Mathematics

Hanscom: Disabilities

- MCAS: Performance Level for 2013, Gr. 4-8
 - 32 percentage points below the Aggregate for Proficient+Advanced
- MCAS: Performance Level Changes for Math from 2012 to 2013, Gr. 4-8
 - Group size remained stable
 - No significant change in at any level

Race and Ethnicity

Five groups:

- African American
- Asian
- Hispanic/Latino
- Multi-Race
- White

Subgroup Overlap: Lincoln

Subgroup	All	Low Income	Disabilities	Both
African American	47	23 (49%)	13 (28%)	9 (19%)
Asian	38	4 (11%)	4 (11%)	1 (3%)
Hispanic/Latino	35	14 (43%)	13 (37%)	6 (17%)
White	260	9 (3%)	35 (13%)	1 (<1%)
Multi-Race, Non-Hispanic	27	2 (7%)	3 (11%)	0

Includes students who participated in any (including ALT) Spring 2013 MCAS Assessment

English Language Arts: Lincoln Performance and Growth

Subgroup #		% Proficient + Advanced	% SGP Moderate – High Growth
All Students	404	85%	73%
Multi-race	27	96%	81%
White	259	92%	75%
Asian	37	92%	78%
African American	45	61%	72%
Hispanic/Latino	34	56%	69%

English Language Arts: Lincoln 2012-13 Progress; Local Measure

MCAS Performance Level Shifts 2012-2013, Gr 3-8

- White, Multi-race groups over 90% Proficient+ both years; Asian group increased scores to 92% from 87%
- African American overall decline in P+ - 7 points
- Hispanic/Latino still at 44% NI /Warning

Fountas and Pinnell Reading Level, June 2013, Gr. K-5

- Same 3 groups above aggregate median, as in MCAS
- Hispanic/Latino Median -0.12 below target

Mathematics: Lincoln Performance and Growth

Subgroup #		% Proficient + Advanced	% SGP Moderate – High Growth
All Students	404	81%	73%
Multi-race	27	93%	67%
White	259	85%	75%
Asian	37	89%	76%
African American	45	67%	71%
Hispanic/Latino	34	50%	60%

Mathematics: Lincoln

2012-13 Progress

MCAS Performance Level Shifts 2012-2013, Gr. 3-8

- White, Asian, Multi-race groups top performing both years; Asian group increased Advanced scores; Multi-race increased Proficient scores.
- African American increase in both Advanced and Proficient scores, 20 point decrease in NI/Warning
- Hispanic/Latino decreased Advanced scores; increased Proficient scores, still at 50% NI /Warning

Subgroup Overlap: Hanscom

Subgroup	All	Low Income	Disabilities	Both
African American	27	8 (30%)	4 (15%)	1 (4%)
Asian	9	1 (11%)	0	0
Hispanic/Latino	42	10 (24%)	9 (21%)	2 (5%)
White	179	37 (21%)	25 (14%)	6 (3%)
Multi-Race, Non-Hispanic	32	1 (3%)	1 (3%)	1 (3%)

Includes students who participated in any (including ALT) Spring 2013 MCAS Assessment

English Language Arts: Hanscom 2013 Performance

Subgroup #		% Proficient + Advanced
All Students	211	72%
Multi-race	22	77%
White	134	76%
African American	17	65%
Hispanic/Latino	32	62%

English Language Arts: Hanscom MACS 2012- 2013, Local Measure

MCAS Performance Level Shifts 2012-2013, Gr 4-8

- 3 out of 4 groups improved overall level of performance
- Hispanic/Latino performance decreased by 11 points to overall Proficient+ of 62%.

Fountas and Pinnell Reading Level, June 2013, Gr. K-4

- White, African American, Asian above median for aggregate
- Other groups median below aggregate but not under grade level target.

Mathematics: Hanscom 2013 Performance

Subgroup #		% Proficient + Advanced
All Students	210	56%
Multi-race	20	55%
White	134	58%
African American	17	47%
Hispanic/Latino	32	53%

Mathematics: Hanscom MACS 2012- 2013

MCAS Performance Level Shifts 2012-2013, Gr 4-8

- Overall 7 point increase in Advanced scores yet 43% of students scored at NI/W level
- White and Hispanic/Latino overall Proficient+ scores decreased.
- Multi-race increased in Proficient level scores.
- African American group increased Advanced scores by 18 percentage points; commensurate decrease in NI/W level scores; still at 53% NI/W

Lincoln and Hanscom: Questions to Pursue