

# Subgroup Report

December 4, 2014



# High Needs

ELL and Former ELL

Low-income

Students with Disabilities



# High Needs patterns

Compared with **state**:

Hanscom High Needs scored the same  
Lincoln High Needs scored higher

Students with disabilities:

more than 75% on Hanscom scored W/NI  
more than 50% in Lincoln School scored W/NI

Low-income students:

on both campuses scored higher than state  
scored lower than peers on both campuses  
differences more pronounced on Lincoln campus



# Race / Ethnicity



# Race/Ethnicity patterns

## **Bright spots:**

Latinos outscore peers across state.

African Americans outscore peers across state in ELA.

## **Concerns:**

Achievement gaps observed nationally and in the state are also present in LPS.



# Gender



# Gender patterns

Gender gap in ELA exists across the state;  
gap is larger in LPS  
(with girls outperforming boys)

Gender gap in math does not exist across state;  
does exist in LPS  
(with boys outperforming girls)



# Internal assessment

Fountas and Pinnell reading:

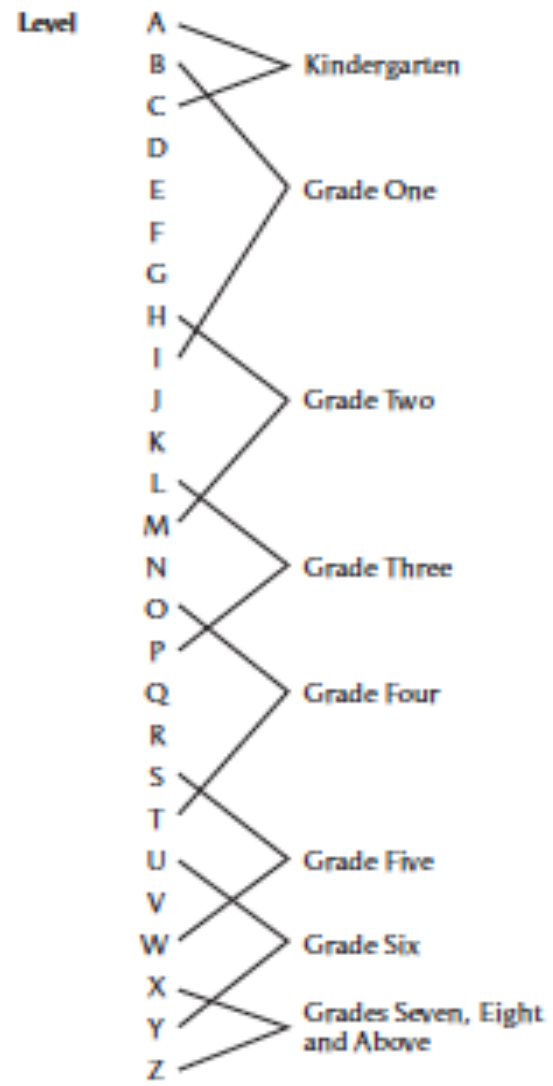
K-5

1:1

Oral reading and comprehension

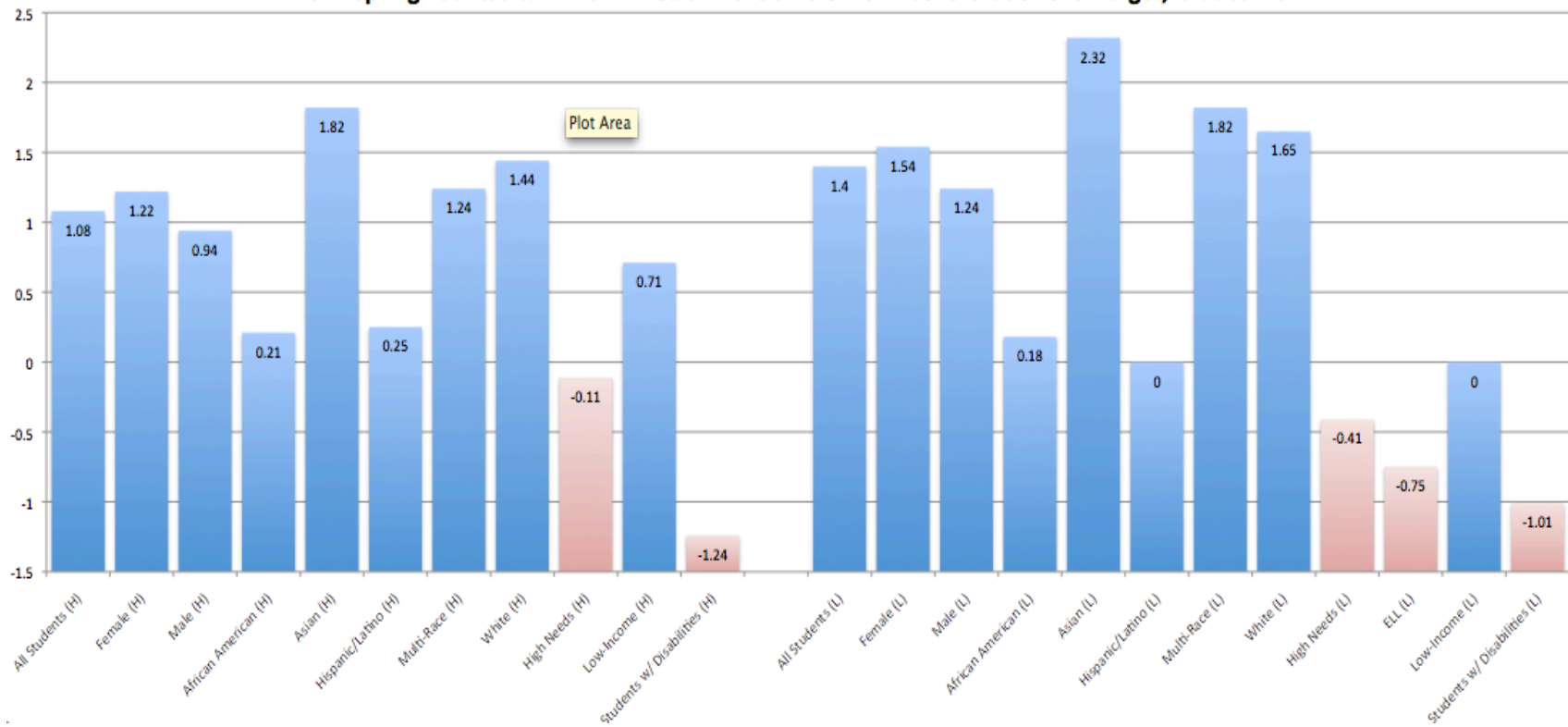


### Fountas & Pinnell Text Gradient



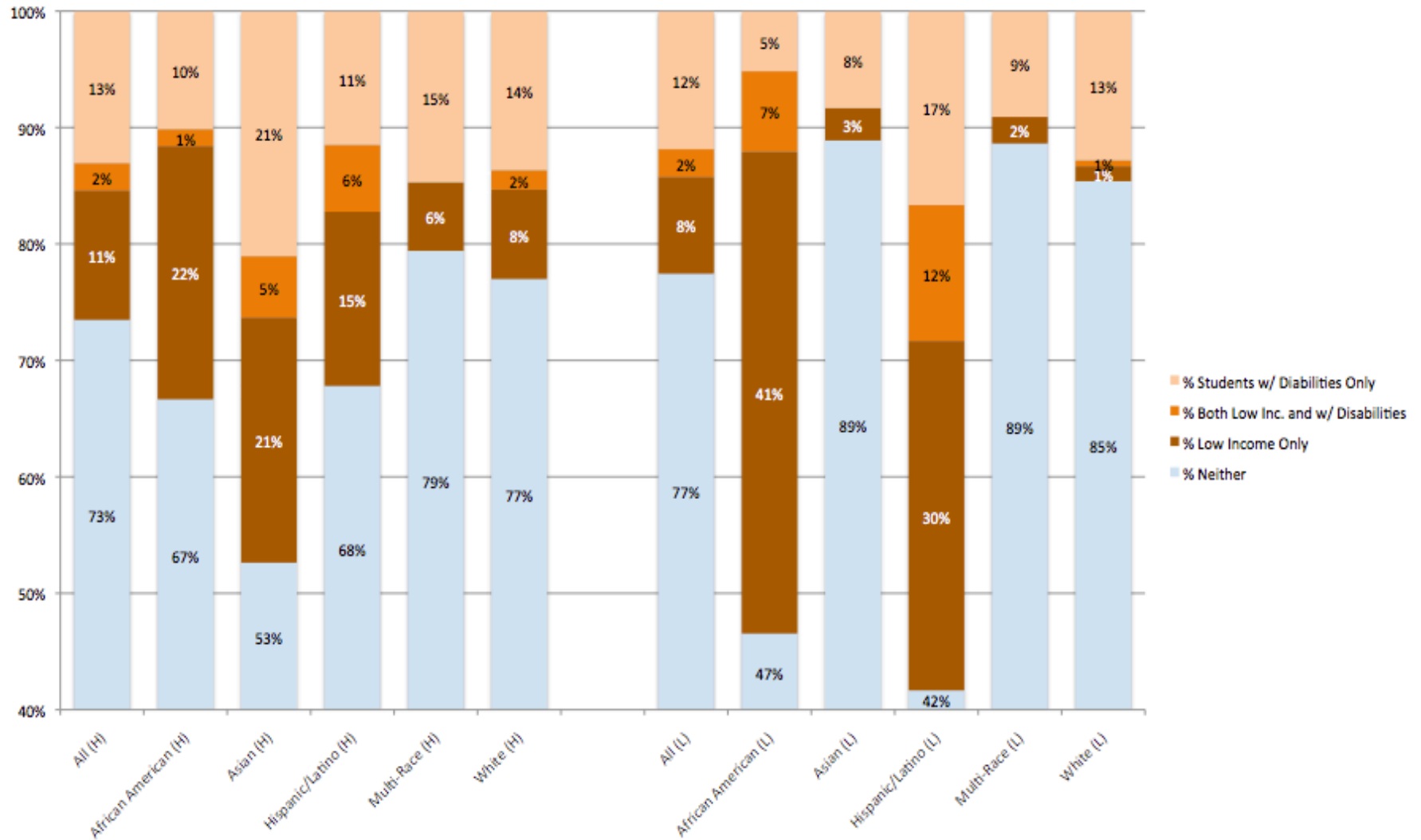
# Fountas and Pinnell Reading

2014 Spring Fountas & Pinnell - Median Levels Below or Above Grade Level Target, Grades K-5



# Student subgroup overlap

**% of Students Low Income, Students w/ Disabilities, and Both by Race & Ethnicity, 2014-2015**





# Action steps

Professional development

Ongoing assessment

Intervention



# Questions

What impact does schooling in Lincoln have, over time, on the achievement gap?

Where are the outliers? What do we learn from them?

What is the child's experience of schooling in Lincoln?