

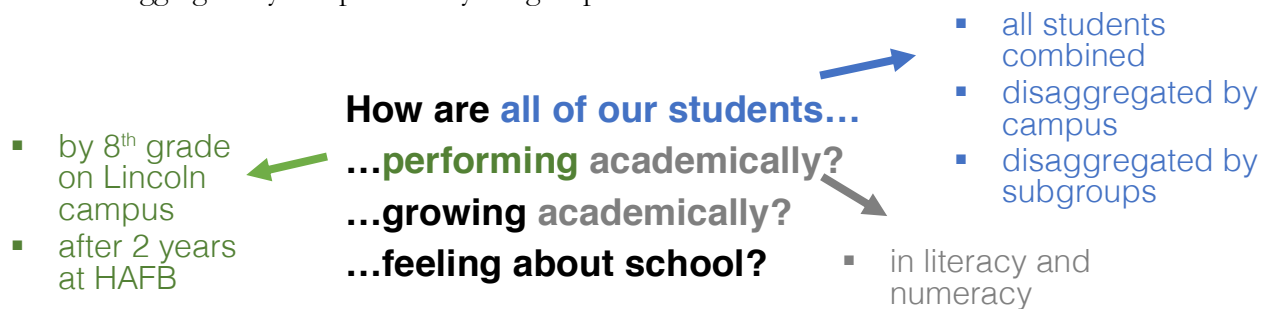
Lincoln Public Schools

Key Yearly Measures Report

November 2018

Introduction

As a district, we seek to answer the following questions through the use of qualitative and quantitative measures: “How are all of our students a) performing academically; b) growing academically; and c) feeling about school?” We particularly care about our students’ performance and growth in literacy and numeracy and believe it is important to not only examine data of all students across measures but also to disaggregate by campus and by subgroups.



Educators rarely lack data. Instead, as a field, we struggle more when we are inundated with data to the point of not being able to identify salient parts that could guide us, or when we lack the type of data that speaks fully to our guiding questions; we have found ourselves in both of these situations at times. We are committed to constructing a suite of varied, holistic, meaningful measures that simultaneously inform teachers’ practice as well as allow the district to measure progress toward our goals over the coming years. In the last year we made choices to eliminate redundant or unhelpful assessments but we do not yet feel we have a comprehensive assessment system that is robust, effective, and efficient. More work in this area is needed and is already ongoing.

Identifying a suite of meaningful measures

In determining the Key Yearly Measures for the district moving forward we recognize that we need to identify a set of **core annual measures** that help answer the questions, “How are all of our students (and disaggregated groups) performing academically and how are students growing academically?” MCAS is one external assessment that can help us but we also need more ongoing internal assessments that we have confidence in. Alongside these annual measures we anticipate that in each year there could be a **focus area** that School Committee, administrators, faculty, or community members ask us to hone in on, leading us to explore multiple data sources in research and reflection.

The process of identifying core annual measures invites us to return to our vision as a district which states: “The Lincoln Public Schools seek to unite our communities in challenging and equipping our students to acquire essential skills and knowledge, think creatively and independently, exhibit academic excellence, appreciate and respect diversity, display creativity, value reflection, and demonstrate social

and emotional competencies.” The Committee and administration might choose to explore a conversation about potential measures that would indicate progress or fulfillment of elements in our vision to fold into our Key Yearly Measures.

This report focuses on three measures including MCAS for ELA and math in grades 3-8, Fountas and Pinnell Benchmark Assessment System for grades 1-5, and the School Climate Survey for grades 5 and 8. We aim to clarify not only the measures we value but also the key yearly indicators within those measures.

MCAS (Massachusetts Comprehensive Assessment System)

Last spring was the second year of the new, next-generation MCAS in math and ELA; this upcoming spring our students will take the first next-generation science MCAS. As we reported last year, all facets of the test were new including scoring categories, the scoring standards, and the online testing platform. Last year we could not make any longitudinal comparisons but this is the first time we are able to compare data across two years.

Overall achievement in grades 3-8 across the district

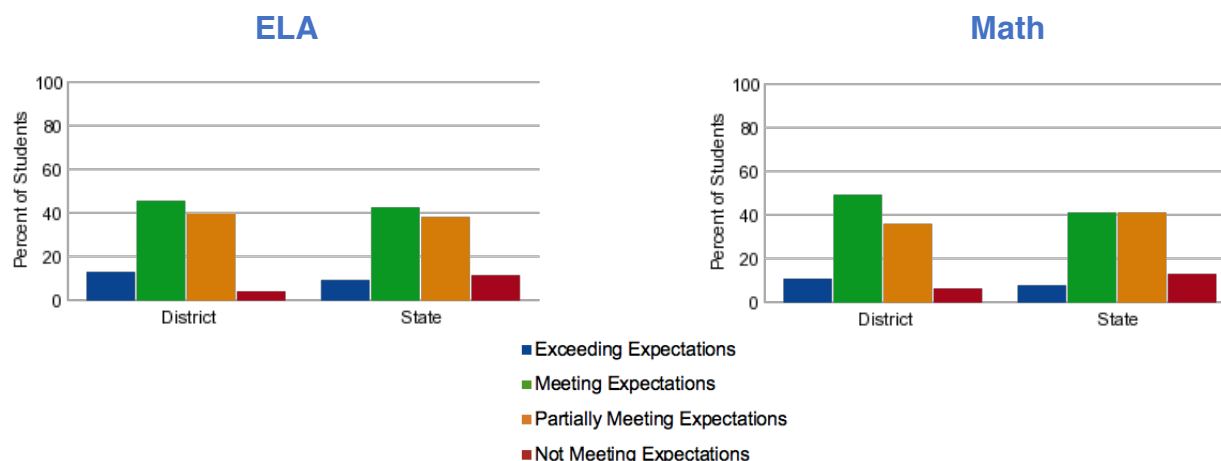
One basic indicator for student achievement on MCAS is the percent of students across the district in grades 3-8 who meet or exceed expectations. In the spring of 2018, 57% of our students in ELA and 59% of our students in math met or exceeded expectations on MCAS as compared to 49% in ELA and 48% in math statewide. Of the students who did not meet or exceed expectations, nearly all partially met expectations and only a small fraction did not meet expectations in ELA and math. Compared to last year's scores, the state's ELA scores went up 2 points and the math decreased 1 point. In Lincoln, our students scored 5 percentage points less in ELA and 3 percentage points less in math compared to last year.

57% ELA 59% MATH

Meeting or Exceeding Expectations
LINCOLN DISTRICT Grades 3-8

49% ELA 48% MATH

Meeting or Exceeding Expectations
STATE-WIDE Grades 3-8



		Exceeding Expectations	Meeting Expectations	Partially Meeting Expectations	Not Meeting Expectations
ELA	% LPS	12	45	39	4
	% State	9	42	38	11
Math	% LPS	10	49	35	6
	% State	7	40	40	12

District-wide achievement in 8th grade

The percentage of students meeting or exceeding expectations in 8th grade is a measure of students' academic progress before they move on to Lincoln-Sudbury, Bedford, or another high school program. In 2018, 66% of our 8th grade students met or exceeded expectations on the ELA next-generation state MCAS assessment and 51% met or exceeded expectations in math. State-wide, 51% of 8th grade students met or exceeded expectations in ELA and 49% met or exceeded expectations in math.

66% ELA
51% MATH
Meeting or Exceeding
Expectations, Grade 8

Overall growth in grades 4-8 across the district

Student Growth Percentiles (SGP) are a measure of how students perform on MCAS relative to other students state-wide who performed similarly in prior years. Students are grouped by performance on prior years of MCAS. Students are then given a percentile rank within that group based on their performance on the latest MCAS assessment. Students in grade 3 do not have a SGP because they have not previously taken an MCAS assessment in order to compare growth across years. The state has defined SGPs of 40-60 to indicate Moderate Growth, SGPs below 40 to be Very Low or Low Growth, and SGPs above 60 to be High or Very High Growth. The median SGP in the state is always 50. This past year, across all grades, the median SGP in the district was 53.1 in ELA and 50.5 in Math.

While performance levels are not directly comparable between next-generation and prior legacy MCAS (due to changes in standards, testing format, and performance levels), growth percentiles are more comparable across the two versions of MCAS. In math and ELA the median SGPs fall within the Moderate Growth category.

53.1 ELA
50.5 MATH
Median SGP,
Grades 4-8

Year	ELA SGP	Math SGP
2018*	53.1	50.5
2017*	54	60
2016	62	52
2015	55	47
2014	58	49.5

**Next-Generation MCAS*

Achievement and growth as compared to other districts

Comparing districts is somewhat challenging. Districts phased in computer-based testing at different rates and there is no way to easily note which ones had a small number, majority, or all of their students test on computers last year. Additionally, in prior years some districts opted to assess their students with PARCC (Partnership for Assessment of Readiness for College and Careers—of which aspects of next-generation MCAS are modeled after) and so their students may have been more prepared for some types of items or test components.

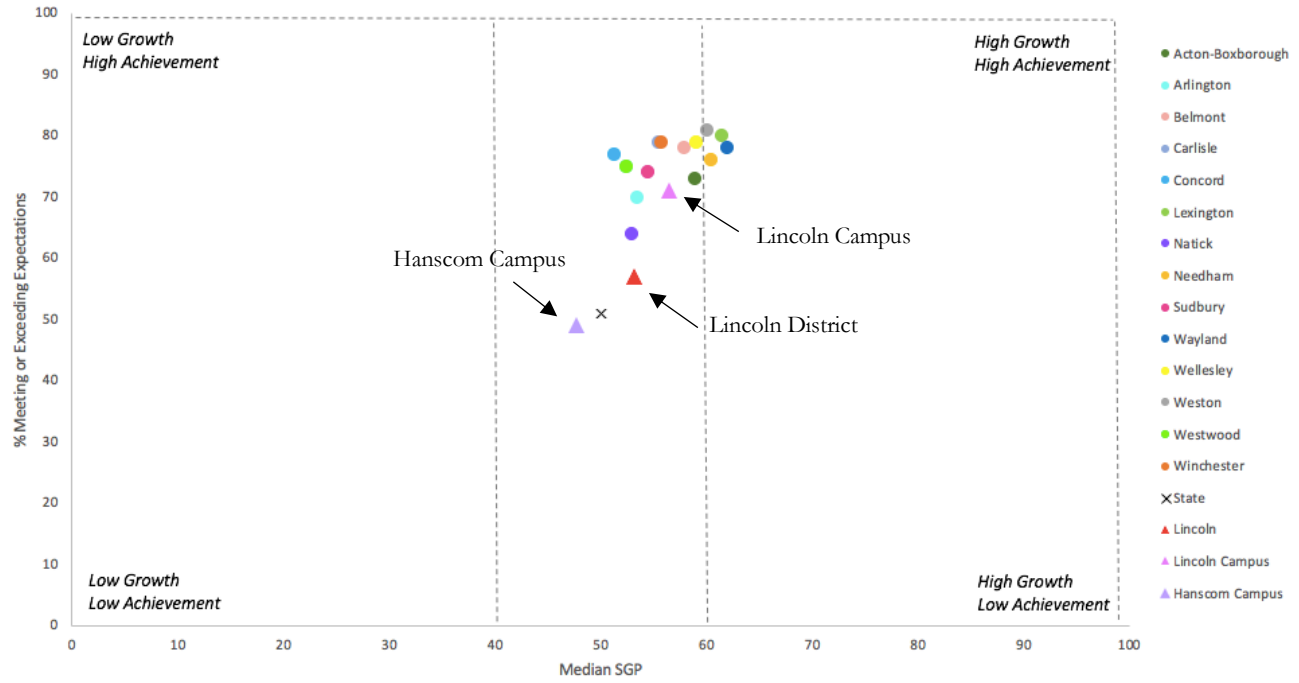
Lastly, while the districts that we included in this report are ones we consider to be our peers, it is important to note that Lincoln is unique among this group. Over half of our students reside on Hanscom Air Force Base. These students frequently arrive throughout the school year, come to us from disparate backgrounds, and rarely stay with us for longer than a few years. In fact, in 2017-2018, Lincoln had the 11th highest churn rate¹ amongst traditional public districts, following cities such as Springfield and Boston. Relatedly, our student population had the fifth lowest stability rate² out of traditional public districts, behind Savoy, Boston, Lawrence, and Orange. Serving our students at Hanscom is something our district is proud, committed, and honored to do. We are developing better ways to track the growth of our students so that we can monitor their success in ways that feel appropriate and helpful.

On the following page are two charts that show the median SGP and the percent of students who met or exceeded expectations for fourteen fellow districts. The state is marked by an “x.” The three triangles show Lincoln as an overall district as well as the Lincoln campus and the Hanscom campus.

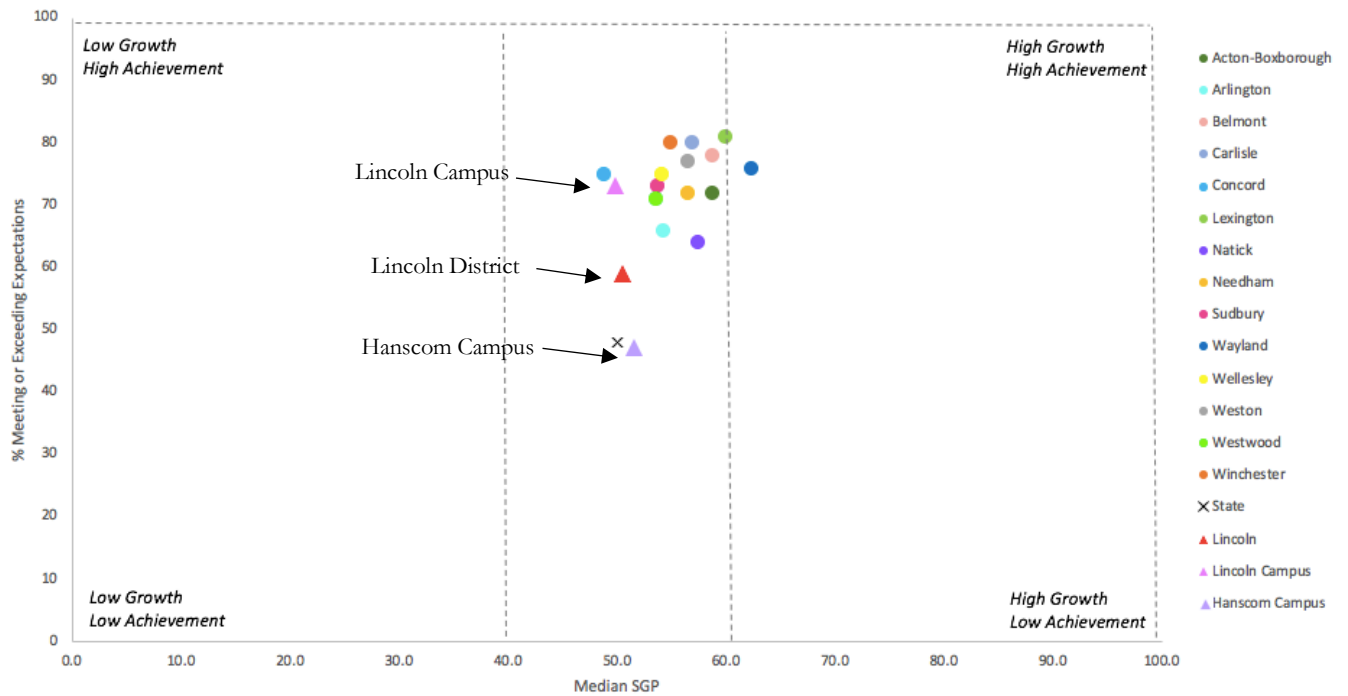
¹ Churn rate measures the number of students transferring into or out of a public school or district throughout the course of a school year.

² Stability rate measures how many students attending school on October 1 remain in the school for the entirety of the school year.

Achievement and Growth in ELA Grades 3-8



Achievement and Growth in Math Grades 3-8



Honing in on content strands and topics at the district level: ELA

The chart below shows how the types of items evolve across grades. The percent of selected response items decreases by about 10% from 3rd-8th grade but is always over half the test. Essays start at about one-third of the test and grow each year till they account for nearly half the test.

ELA Test Construction by Question Type

	grade 3		grade 4		grade 5		grade 6		grade 7		grade 8	
<i>Question Type</i>	<i>possible points</i>	<i>% of test</i>	<i>possible points</i>	<i>% of test</i>	<i>possible points</i>	<i>% of test</i>	<i>possible points</i>	<i>% of test</i>	<i>possible points</i>	<i>% of test</i>	<i>possible points</i>	<i>% of test</i>
Constructed Response	3	7%	3	7%	-	-	-	-	-	-	-	-
Essay	14	32%	14	32%	21	44%	24	47%	24	47%	24	47%
Selected Response	27	61%	27	61%	27	56%	27	53%	27	53%	27	53%
<i>All Items</i>	<i>44</i>	<i>-</i>	<i>44</i>	<i>-</i>	<i>48</i>	<i>-</i>	<i>51</i>	<i>-</i>	<i>51</i>	<i>-</i>	<i>51</i>	<i>-</i>

The chart below illustrates how students performed on these types of items, including the average amount of possible points across grades 3-8, the percentage of possible points that Lincoln students earned, the percentage of points averaged by students across the state, and the difference between Lincoln's average and the state's average. Lincoln students on average across grades 3-8 performed best on selected response items, earning 77% of the possible points, which was over 6 points above the state average on the same types of items. Conversely, Lincoln students (and students across the state) performed least well on items in which they had to construct their own response or write an essay.

Average Student Performance by Question Type				
	Possible Points	District % Possible Points	State % Possible Points	District/State Difference
<i>All items</i>	48	63%	60%	+4.3
Constructed Response (in grades 3 & 4)	3	43%	47%	-3
Essay	20	49%	47%	+1.2
Selected Response	27	77%	71%	+6.3

The next chart shows how the content of the test items, regardless of their question type, shifts from grade 3 to grade 8. The reading strand is heavily assessed (even more so in the earliest grades) with a big focus on key ideas and details. Writing increases a bit year to year, eventually accounting for nearly one-third of the test. Conventions are assessed much more than vocabulary, especially in the upper grades.

ELA Test Construction by Strand and Topic

Strand / Topic	grade 3		grade 4		grade 5		grade 6		grade 7		grade 8	
	<i>possible points</i>	<i>% of test</i>	<i>possible points</i>	<i>% of test</i>	<i>possible points</i>	<i>% of test</i>	<i>possible points</i>	<i>% of test</i>	<i>possible points</i>	<i>% of test</i>	<i>possible points</i>	<i>% of test</i>
Language Anchor Standard	9	20%	10	23%	14	29%	11	22%	13	25%	11	22%
Conventions of Standard English	6	14%	7	16%	9	19%	9	18%	9	18%	9	18%
Knowledge of Language	-	-	-	-	-	-	-	-	-	-	-	-
Vocabulary Acquisition and Use	3	7%	3	7%	5	10%	2	4%	4	8%	2	4%
Reading Anchor Standard	37	61%	26	59%	22	46%	25	49%	23	45%	25	49%
Craft and Structure	6	14%	8	18%	4	8%	7	14%	7	14%	4	8%
Integration of Knowledge and Ideas	7	16%	4	9%	4	8%	4	6%	2	4%	1	2%
Key Ideas and Details	14	32%	14	32%	14	29%	15	29%	14	27%	20	39%
Writing Anchor Standard	8	18%	8	18%	12	25%	15	29%	15	29%	15	29%
Text Types and Purposes	8	18%	8	18%	12	25%	15	29%	15	29%	15	29%
<i>All Items</i>	<i>44</i>		<i>44</i>		<i>48</i>		<i>51</i>		<i>51</i>		<i>49</i>	

The following chart shows how students performed on the strands (Language, Reading, and Writing) as well as the topics within each strand. Across grades 3-8, Lincoln students were particularly strong with topics within the reading strand including Craft and Structure, Integration of Knowledge and Ideas, and Key Ideas and Details (the most assessed strand) and with the topic of Vocabulary Acquisition and Use, outperforming students across the state by six points in nearly all of those areas. Our students' weakest area by far, on both campuses and in all grade levels, is in writing; this is also true for students across the state.

Average Student Performance by Strand and Topic				
	Possible Points	District % Possible Points	State % Possible Points	District/State Difference
<i>Language</i>	11	65%	61%	+3.7
Conventions of Standard English	8	57%	55%	+2.2
Vocabulary Acquisition and Use	3	81%	75%	+6.7
<i>Reading</i>	25	75%	69%	+6.2
Craft and Structure	6	72%	66%	+5.8
Integration of Knowledge and Ideas	4	80%	73%	+6.7
Key Ideas and Details	15	75%	69%	+6.2
<i>Writing</i>	12	39%	38%	+1.3
Text Types and Purposes	12	39%	38%	+1.3

Honing in on content strands and topics at the district level: Math

Similar to the ELA test, the question types and their emphasis change across grade levels on the math assessment, as seen in the table below. The percentage of selected response items fluctuates from grade to grade; in all grades but 6th it is the biggest percentage and in some grades, it is more than half the test. It is unclear to us why the percentage of selected response items oscillates so much and is quite lower in the 6th and 7th grade.

Math Test Construction by Question Type

	grade 3		grade 4		grade 5		grade 6		grade 7		grade 8	
Question Type	<i>possible points</i>	<i>% of test</i>	<i>possible points</i>	<i>% of test</i>	<i>possible points</i>	<i>% of test</i>	<i>possible points</i>	<i>% of test</i>	<i>possible points</i>	<i>% of test</i>	<i>possible points</i>	<i>% of test</i>
Constructed Response	12	25%	16	30%	16	30%	16	30%	16	30%	16	30%
Short Answer	13	27%	11	20%	8	15%	19	35%	14	26%	9	17%
Selected Response	23	48%	27	50%	30	56%	19	35%	24	44%	29	54%
<i>All Items</i>	48	-	54	-	54	-	54	-	54	-	54	-

The math test is quite different in grades 3-5 than in 6-8 and Geometry is the only strand that is assessed across all grades. While the strands are somewhat equally weighted in the earlier grades, by the eighth grade, three of the five strands count for 83% of the test.

Average Student Performance by Strand

Strand / Topic	grade 3		grade 4		grade 5		grade 6		grade 7		grade 8	
	<i>possible points</i>	<i>% of test</i>	<i>possible points</i>	<i>% of test</i>	<i>possible points</i>	<i>% of test</i>	<i>possible points</i>	<i>% of test</i>	<i>possible points</i>	<i>% of test</i>	<i>possible points</i>	<i>% of test</i>
Geometry	4	8%	9	17%	6	11%	8	15%	9	17%	16	30%
Measurement and Data	12	25%	11	20%	11	20%	-	-	-	-	-	-
Number and Operations in Base Ten	8	17%	10	19%	16	30%	-	-	-	-	-	-
Number and Operations--Fractions	9	19%	17	31%	13	24%	-	-	-	-	-	-
Operations and Algebraic Thinking	15	31%	11	20%	8	15%	-	-	-	-	-	-
Expressions and Equations	-	-	-	-	-	-	16	30%	13	24%	18	33%
Ratios and Proportional Relationships	-	-	-	-	-	-	11	20%	10	19%	-	-
Statistics and Probability	-	-	-	-	-	-	8	15%	11	20%	6	11%
The Number System	-	-	-	-	-	-	11	20%	11	20%	3	6%
Functions	-	-	-	-	-	-	-	-	-	-	11	20%
<i>All Items</i>	<i>48</i>	<i>-</i>	<i>54</i>	<i>-</i>	<i>54</i>	<i>-</i>	<i>54</i>	<i>-</i>	<i>54</i>	<i>-</i>	<i>54</i>	<i>-</i>

Below are two charts, one displaying data on student performance from grades 3-5 on the types of items and on the strands themselves and another for grades 6-8. Unlike ELA, the math topics within the strands often vary year to year, so for simplicity's and consistency's sake we have only included the overarching strands. Our students (and students across the state) performed best on selected response items and least well with constructed response questions. Lincoln students across grades 3-8 out-performed students on every type of item and every strand.

Average Student Performance by Question Type and Topic in grades 3-5				
	Possible Points	District % Possible Points	State % Possible Points	District/State Diff
<i>All items</i>	52	64%	57%	+7.0
Constructed Response	15	54%	49%	+5.3
Short Answer	11	66%	56%	+10.3
Selected Response	27	67%	61%	+5.3
<i>Geometry</i>	5	61%	57%	+4.7
<i>Measurement and Data</i>	11	61%	54%	+7.0
<i>Number and Operations in Base Ten</i>	11	64%	58%	+5.7
<i>Number and Operations—Fractions</i>	13	65%	56%	+9.3
<i>Operations and Algebraic Thinking</i>	11	63%	59%	+4.3

Average Student Performance by Question Type and Topic in grades 6-8				
	Possible Points	District % Possible Points	State % Possible Points	District/State Diff
<i>All items</i>	54	58%	52%	+6.3
Constructed Response	16	53%	45%	+8.0
Short Answer	14	59%	54%	+5.7
Selected Response	24	61%	56%	+4.7
<i>Expressions and Equations</i>	16	53%	48%	+4.3
<i>Geometry</i>	9	58%	50%	+7.3
<i>Ratios and Proportional Relationships</i>	12	61%	55%	+6.7
<i>Statistics and Probability</i>	8	56%	49%	+7.0
<i>The Number System</i>	8	64%	55%	+8.7

LINCOLN – Achievement and Growth by Campus

71% ELA 73% MATH

Meeting or Exceeding Expectations
Grades 3-8

On the Lincoln campus, nearly three-quarters of students in grades 3-8 met or exceeded expectations.

The median SGP for ELA was 56.5, slightly above the state, and slightly increased from last year's median SGP of 52. The median SGP for math was 49.9, matching the state, but decreasing from last year's median SGP of 58.

One can see a range of growth across grade levels once disaggregated. Of note are the three grade levels in ELA whose growth is either on the cusp or well into the high-growth category. 7th graders showed particularly strong growth in math, as well. It is important to note that when we examine groups of students within a grade-level at a particular campus, the number of students included in the data is smaller, so it can be more variable year to year.

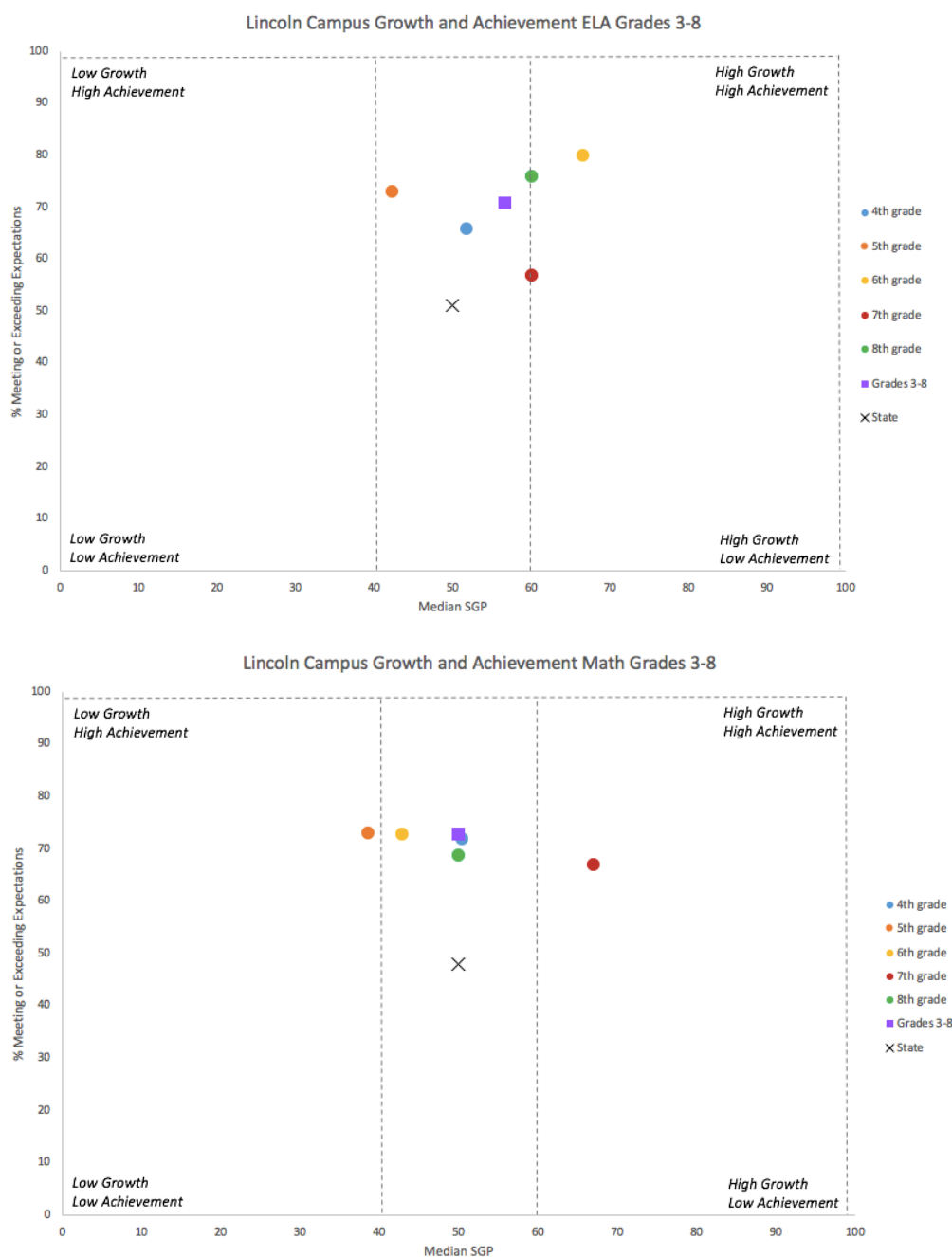
56.5 ELA

49.9 MATH

Median SGP Lincoln
Campus
Grades 4-8

76% ELA 69% MATH

Meeting or Exceeding Expectations
Grade 8

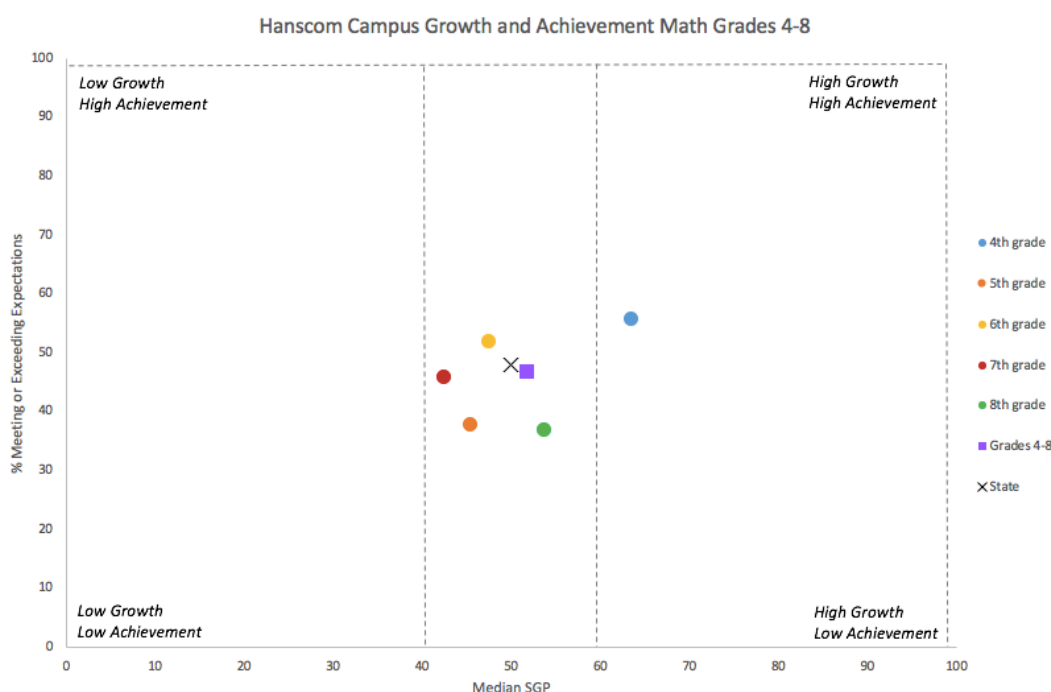
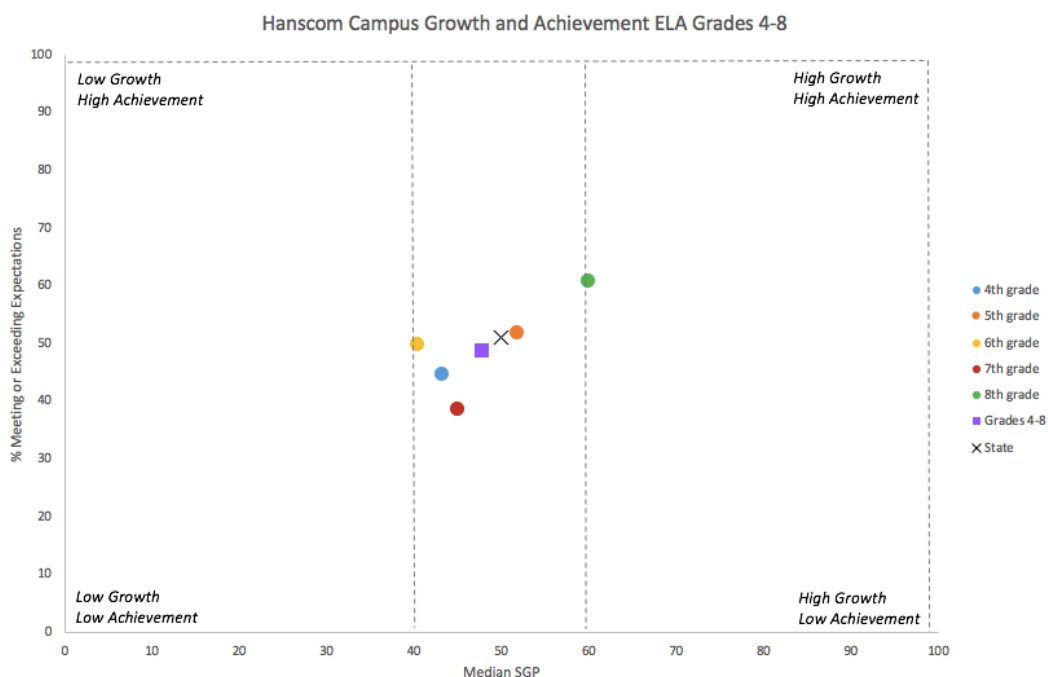


HANSCOM – Achievement and Growth by Campus

49% ELA 47% MATH Meeting or Exceeding Expectations
Grades 4-8

61% ELA 37% MATH Meeting or Exceeding Expectations
Grade 8

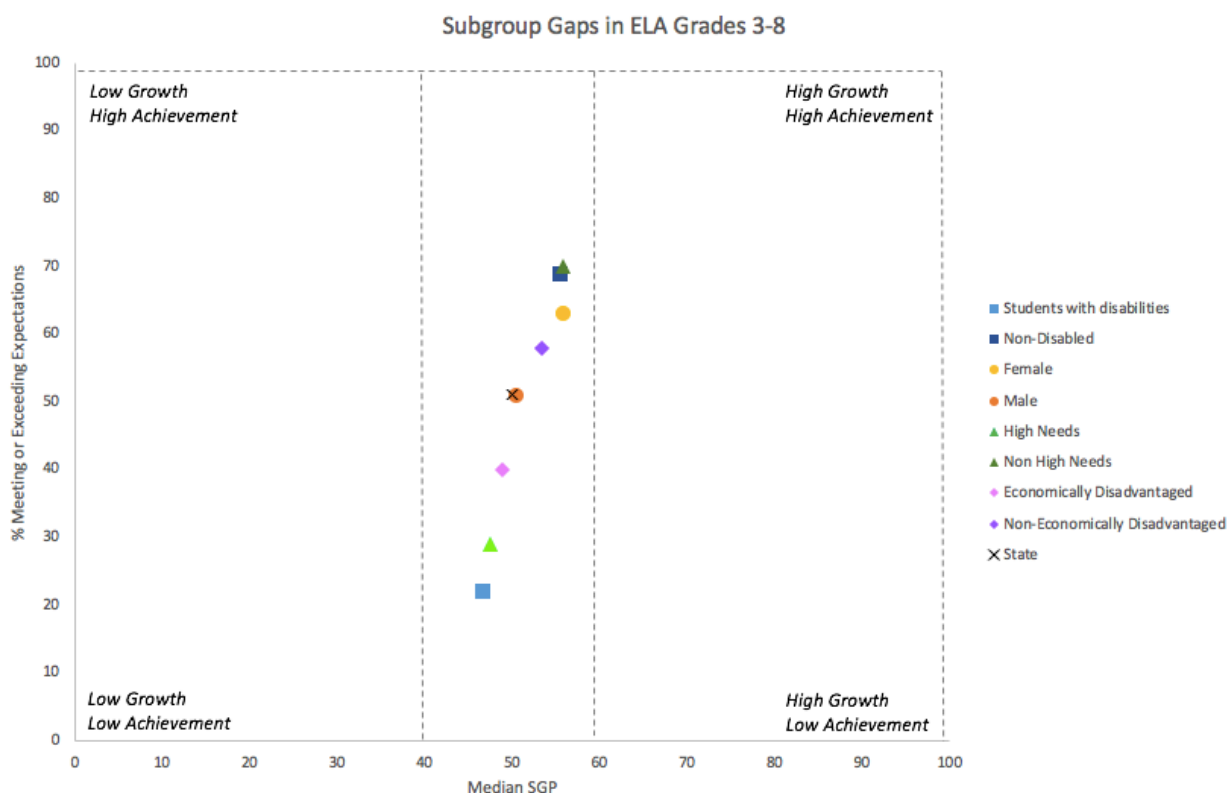
On the Hanscom campus, overall achievement levels for grades 3-8 are mostly at or slightly below the state. The majority of grades were considered moderate growth with one grade level in ELA and another in math on the cusp or within the high growth section. The median SGP for ELA was 47.7, and the median SGP in math was 51.6 across all grade levels, both of which are significantly lower than last year's SGPs. It is important to note that when we examine groups of students within a grade-level at a particular campus, the number of students included in the data is smaller, so it can be more variable across years.



47.7 ELA
51.6 MATH
Median SGP Hanscom
Campus
Grades 4-8

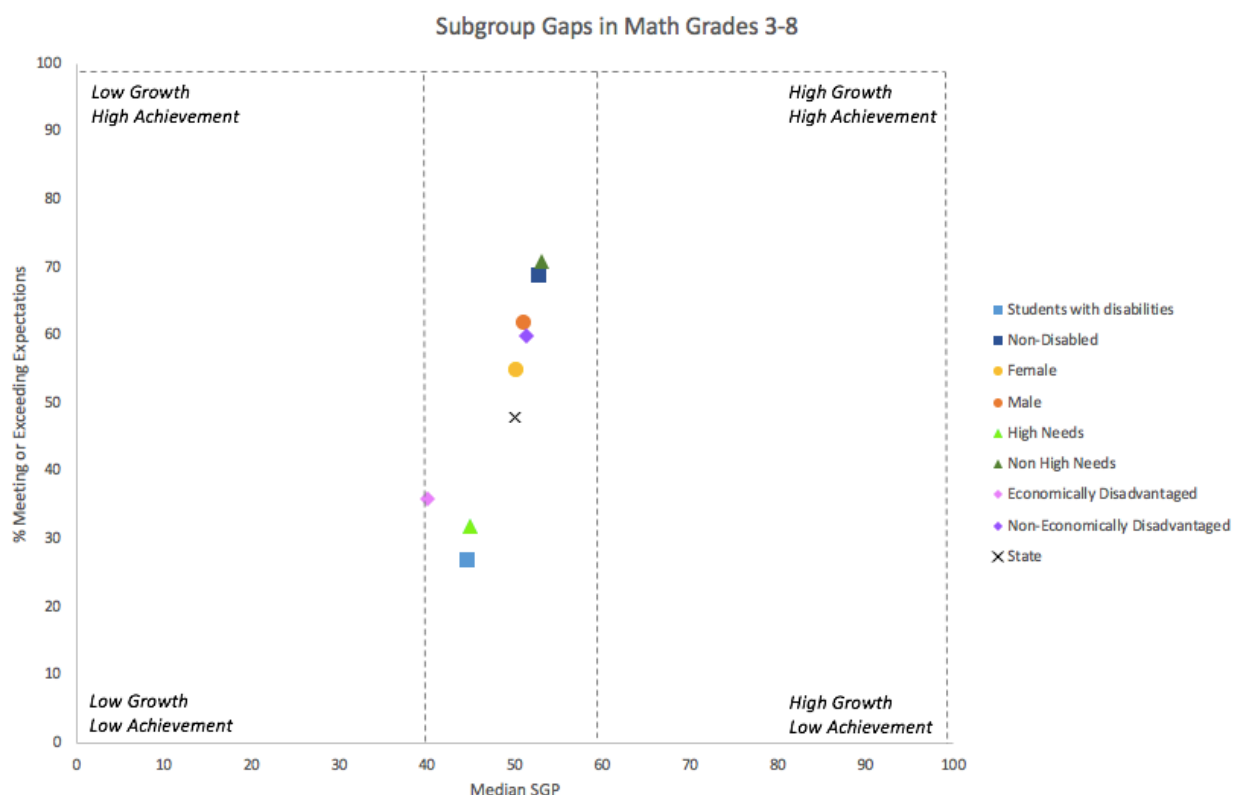
Gaps Between Subgroups Across the District

Lincoln, like many other districts in the area and in the country, has gaps between subgroups of students. The following two charts illustrate four gaps that are present in our data including the differences between: 1) students with disabilities and non-disabled students; 2) female and male students; 3) students with high-needs and those without; and 4) economically disadvantaged and non-economically disadvantaged students. The category of “high-needs” is an unduplicated count of all students belonging to at least one of the following individual subgroups: students with disabilities, English language learners (ELL) and former ELL students, or economically disadvantaged students. ELL and former ELL students are included in the high needs category, but since the number of students is so low (many of them take the WIDA ACCESS for ELLs rather than MCAS, or they are in grades K-2), we do not disaggregate them as their own subgroup. In Lincoln, “economically disadvantaged” includes almost entirely students who attend the Lincoln School and nearly no students at Hanscom because the measure is based on a student's participation in one or more of the following state-administered programs: the Supplemental Nutrition Assistance Program (SNAP); the Transitional Assistance for Families with Dependent Children (TAFDC); the Department of Children and Families' (DCF) foster care program; and MassHealth (Medicaid); students on HAFB generally do not participate in these state-based programs even though some would qualify as economically disadvantaged under prior measures.

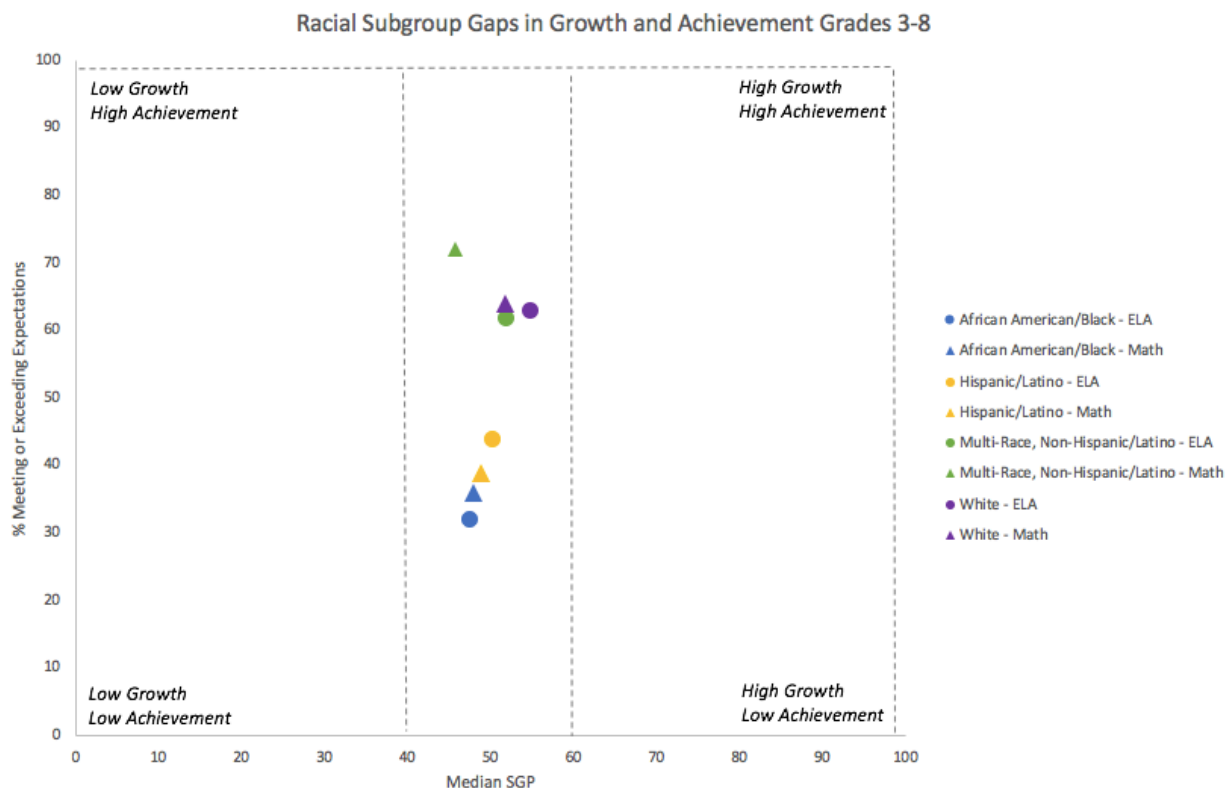


It is interesting to see how relatively similar the growth of all subgroups was, while discouraging to see the large gaps between groups in regard to achievement. Our largest gap in both content areas is between our students with disabilities and those who are non-disabled. In ELA and math 69% of non-disabled students met or exceeded expectations, but only 22% and 27% of disabled students

performed the same, respectively. Often when we examine MCAS data, we find information that seems to exist in tension with other data points. When we look at grade level data by campus we can see the achievement percentile of different subgroups; this percentile indicates how our students in a particular subgroup performed compared to their subgroup peers across the state. While the data regarding students with disabilities can feel deflating, in some of our grade levels students with disabilities performed in the 99th percentile, which is an incredible feat to celebrate. This goes to show how complex data from MCAS can be and how careful we should be to examine it from a variety of perspectives before coming to firm conclusions or taking action. Some gaps have inverted in the past year and might warrant additional investigation; for example, last year there was no gap between female and male students in math but on the latest MCAS male students outperformed their female counterparts.



Gaps also exist across race. The percentage of Black and Latino students meeting or exceeding expectations is significantly lower than white and multi-racial students. Multi-race is a category defined by the state as including students whose parents selected multiple races but who did not identify as Latino. Sizes of certain subgroups including Asian, American Indian or Alaska Native, and Native Hawaiian or Other Pacific Islander are too small to be reported reliably without identifying individual students per Department of Elementary and Secondary Education (DESE) guidelines.



Closing gaps between subgroups is more important than perhaps any other achievement indicator. Aspects of our programming deserve investigation to see whether there are ways we could better serve our students, including our approach to interventions and our training in culturally relevant teaching practices. Math and ELA Content Specialists along with the Assistant Superintendent, have conducted deeper dives into data at the standard, item, and student level to create “Quick Guides” tailored to grade level teams at each campus and to support teachers in the current school year.

Fountas and Pinnell Benchmark Assessment System

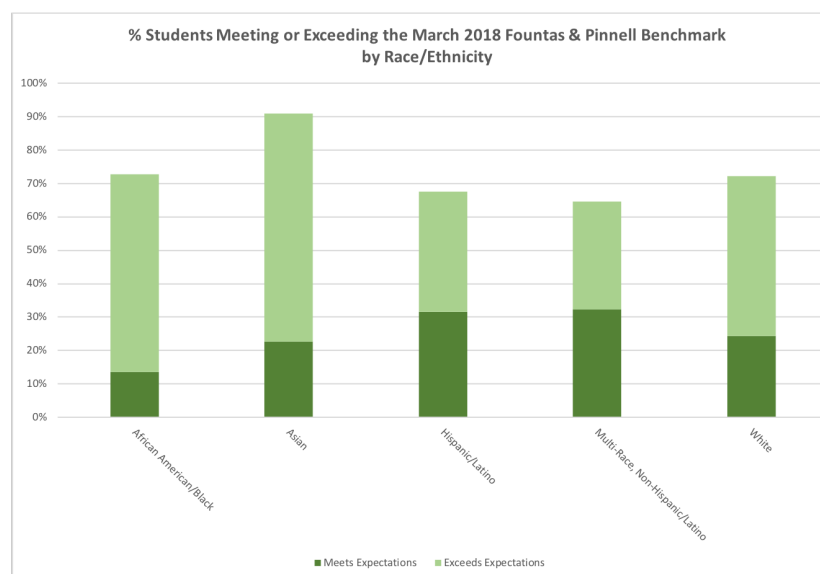
Overall achievement in grades 1-5 across the district

For the second consecutive year, 71% of students in grades 1-5 met or exceeded the March grade level benchmark for instructional level on the Fountas & Pinnell Benchmark Assessment System (F&P BAS). The F&P BAS is the district's primary reading assessment, administered to all students in grades 1-5 in September and March. F&P BAS is an interview-style assessment that measures a child's accuracy, fluency, and comprehension in texts arranged by increasing complexity along an A-Z continuum. The district has instructional level benchmarks set at intervals throughout the year, and our goal is to move all students towards reaching or moving beyond the grade level benchmarks by the end of the year.

71%
Meeting or
Exceeding
Expectations
Grades 1-5

% Meeting/Exceeding March Benchmark by Grade

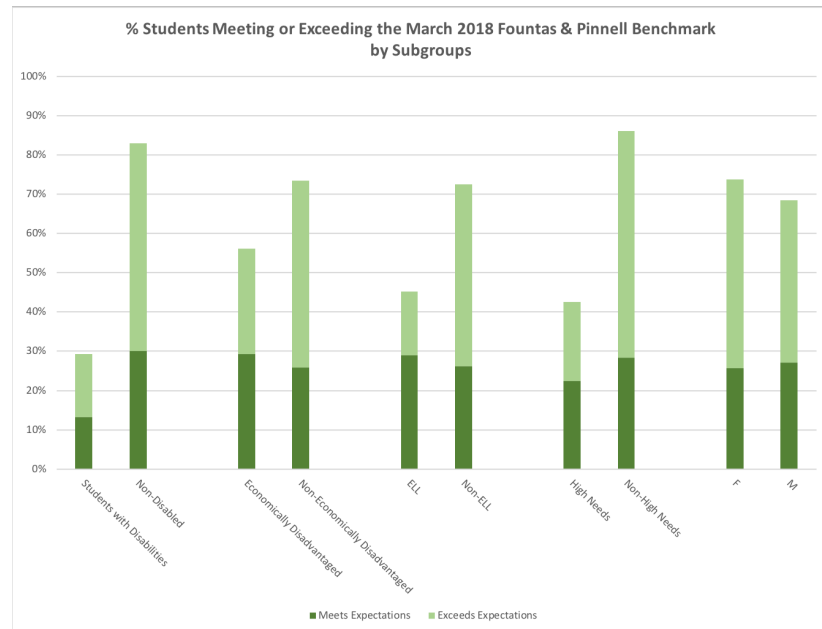
Grade	Lincoln	Hanscom
1	87%	63%
2	71%	75%
3	71%	68%
4	69%	64%
5	77%	65%



In last year's report, we noted some significant achievement gaps between different subgroups on the F&P BAS. Two of the largest gaps seen were between African American/Black and White student subgroups (22 percentage points) and between Hispanic/Latino and White student subgroups (16 percentage points). This year, we saw considerable progress towards the closing of these gaps, with just a 5 percentage point gap between Hispanic/Latino and White

student subgroups, and no gap between African American/Black and White student subgroups.

Gap-closing was also seen when comparing economically disadvantaged with non-economically disadvantaged student subgroups. Last year, we saw a 26 percentage point gap between these subgroups. In 17-18, this was closed by a third to 17 percentage points. Unfortunately, similar gap closing was not seen with the students with disabilities subgroup. Here, a significant 54-point gap persists.



School Climate

In Spring 2018, the Department of Elementary and Secondary Education conducted a new Views of Climate and Learning (VOCAL) survey, extending the work begun with the pilot School Climate Survey in 2017. It was administered to students in grades 5 and 8 after the MCAS Science/Technology & Engineering session. Student responses to questions about Environment, Safety, and Engagement contributed to an overall index score for each grade level. The index scores, which are not directly comparable to the 2017 survey index scores, ranged from 1 to 99.

In grade 5, index scores of 52-65 reflect schools that have a “typical school climate.” In grade 8, index scores from 41-50 represent schools with a “typical school climate.” Index scores below these ranges indicate relatively weak climate and index scores above these ranges indicate relatively strong climate. Both our district-level and school-level index scores fell within these ranges.

59 Grade 5

45 Grade 8

**DESE School Climate
VOCAL Index Score**

School/Grade	School	District	State
HMS Grade 5	63	59	58
Lincoln Grade 5	55	59	58
HMS Grade 8	46	45	46
Lincoln Grade 8	45	45	46

Index scores between 52-65 in grade 5 and 41-50 in grade 8 reflect “typical school climate.”

In grade 5, the survey prompts that students agreed most strongly with were “I feel safe at our school” (98% always or mostly true), “My teachers help me succeed with my schoolwork when I need help” (98%), “My teachers are proud of me when I work hard in school” (96%), “My teachers care about me as a person” (96%), “Teachers support (help) students who come to my class upset” (94%), “Teachers at this school accept me for who I am” (93%), “Students like to have friends who are different from themselves” (93%), and “Teachers, students, and the principal work together in our school to prevent (stop) bullying” (93%). Grade 5 students responded least positively to “Students have a voice in deciding school rules” (55%), and “When I am home, I like to learn more about the things we are learning in school” (49%).

In grade 8, students responded most positively to the prompts “My teachers believe that all students can do well in their learning” (96% always or mostly true), “My parents feel respected when they participate at our school” (94%), “Students are open to having friends who come from different backgrounds” (93%), “Teachers are available when I need to talk with them” (92%), and “My teachers promote respect among students” (91%). Grade 8 students responded least positively to “Students have a voice in deciding school rules” (53% always or mostly true), “My teachers use my ideas to help my classmates learn” (52%), and “I feel comfortable reaching out to teachers/counselors for emotional support if I need it” (46%).

Executive Summary

MCAS

- In the district, more students met or exceeded the expectations and fewer students did not meet expectations compared to the state.
- Growth across grades in the district was variable by grade level.
- Across the district on the ELA assessment reading was a relative strength of our students and writing a relative weakness. In math, obvious trends did not emerge around district-wide strengths or areas for growth.
- In both ELA and math, students in Lincoln outperformed the state averages in all strands and topics.

F&P BAS

- 71% of students in grades 1-5 met or exceeded benchmark expectations.
- Significant progress was made toward closing gaps between African-American/Black and Hispanic/Latino subgroups and the White subgroup, and between Economically Disadvantaged and Non-Economically Disadvantaged subgroups.
- A significant gap between the Students with Disabilities and Non-Disabled subgroups persists.

Gaps Between Subgroups

- While gaps are small when comparing subgroups' growth, significant gaps exist between subgroups when looking at achievement, particularly between our high needs students, students with disabilities, and our Latino and Black students when compared to our non-high needs students, students without disabilities, and our White and Multi-race students. Some of these gaps were minimized or even closed in F&P BAS but persist in MCAS.

School Climate

- The new DESE VOCAL school climate survey, placed the district and each school in the "typical school climate" category.

Key Yearly Measures

- We are committed to constructing a suite of varied, holistic, meaningful measures that simultaneously inform teachers' practice as well as allow the district to measure progress toward our goals over the coming years. We need to identify a set of core annual measures that help answer the questions, "How are all of our students (and disaggregated groups) performing academically and how are students growing academically?"
- The Committee and administration might choose to explore a conversation about potential measures that would indicate progress or fulfillment of elements in our vision to fold into our Key Yearly Measures.