

Lawrence Public Schools

Overview of 2019 Accountability Data

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The Massachusetts' accountability system is designed to measure how a school/district is doing and what kind of support it may need. The system considers:

| Accountability Indicators | |
|-------------------------------------|--|
| Achievement | MCAS scores in English language arts, math and science |
| Student Growth | MCAS student growth percentiles (SGP) in English language arts and math |
| High School Completion | Four-year cohort graduation rate |
| | Extended engagement rate: the five-year cohort graduation rate plus the percentage of students from the cohort who are still enrolled in school |
| | Annual dropout rate |
| Progress toward English Proficiency | Percentage of English learners meeting annual targets on ACCESS testing in order to be English proficient in six years |
| Chronic Absenteeism | Percentage of students missing 10 percent or more of the days they were enrolled |
| Advanced Coursework Completion | Percentage of 11th and 12th graders completing advanced coursework (Advanced Placement, International Baccalaureate, dual enrollment for college credit and other rigorous courses identified by DESE) |

Overall School Accountability Ranking

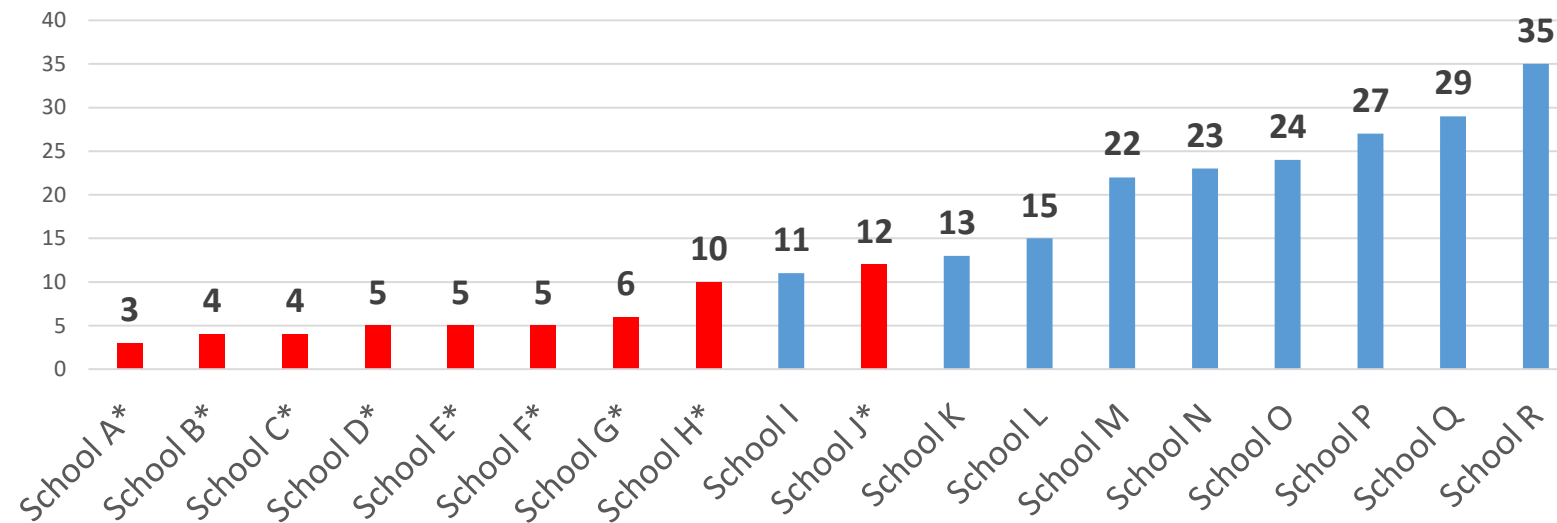
The performance of each school relative to other schools statewide that serve the same grade levels

Classification is based on the Overall Accountability Percentile

All Massachusetts schools with sufficient data are classified into one of two accountability categories:

- Schools requiring assistance or intervention have an accountability percentile ≤ 10 or low subgroup performance; and
- Schools not requiring assistance or intervention have an accountability percentile of 11 or greater and no low subgroup performance.

2019 Overall Accountability Percentile Rank



*Schools requiring assistance or intervention (9 schools)

Schools not requiring assistance or intervention (9 schools)

Progress toward Improvement

A school's progress toward State set improvement targets

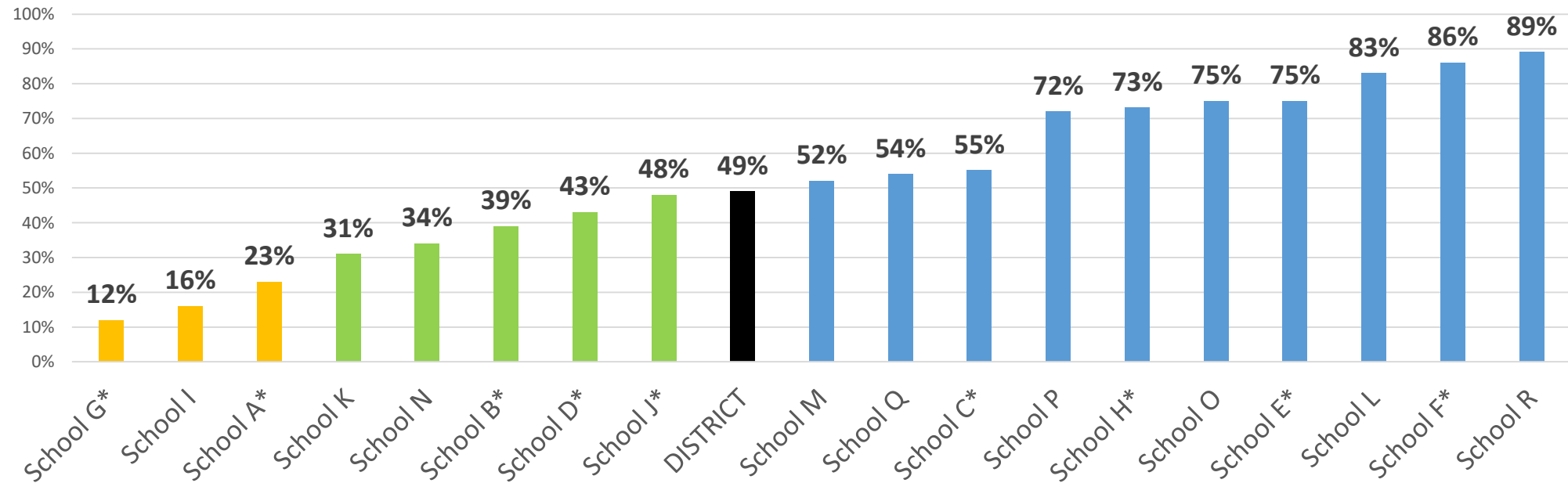
2019 Overall Progress toward Improvement

The overall target percentage indicates the degree to which improvement targets have been met. A target percentage of:

- 50% or higher indicates the school or subgroup made substantial progress toward targets in 2019;
- 25%-49% indicates the school or subgroup made moderate progress toward targets in 2019;
- Less than 25% indicates the school or subgroup made limited or no progress toward targets in 2019.

| | Limited or No Progress toward Targets (0-24% of points) | Moderate Progress toward Targets (25-49% of points) | Substantial Progress toward Targets (50%+ points) |
|-------------|--|--|--|
| 2019 | 3 of the 18 schools | 5 of the 18 schools | 10 of the 18 schools |
| 2018 | 4 of the 18 schools | 7 of the 18 schools | 7 of the 18 schools |

2019 Progress toward Improvement Targets



Digging Deeper into Performance: Percentage of Points Earned by Subgroup

| | Limited or No Progress toward Targets (0-24% of points) | Moderate Progress toward Targets (25-49% of points) | Substantial Progress toward Targets (50%+ points) |
|------|--|--|--|
| 2019 | 28% | 18% | 54% |
| 2018 | 41% | 29% | 30% |

| 2019 Percentage of Points Awarded | District | | | Schools | | | | | | | | | | | | | | | | | |
|---|----------|--------|-----|---------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|-----|-----|
| | Overall | Non-HS | HS | A* | B* | C* | D* | E* | F* | G* | H* | I | J* | K | L | M | N | O | P | Q | R |
| Overall: the average of "All Students" and "Lowest Performing" Subgroups | 49% | 62% | 17% | 23% | 39% | 55% | 43% | 75% | 86% | 12% | 73% | 16% | 48% | 31% | 83% | 52% | 34% | 75% | 72% | 54% | 89% |
| All Students | 39% | 48% | 19% | 22% | 12% | 45% | 21% | 71% | 80% | 16% | 57% | 22% | 64% | 36% | 73% | 61% | 20% | 58% | 44% | 52% | 82% |
| Lowest Performing Students Subgroup | 59% | 76% | 15% | 24% | 67% | 66% | 66% | 79% | 92% | 8% | 90% | 11% | 33% | 26% | 93% | 42% | 49% | 91% | 100% | 57% | 96% |
| High Needs | 42% | 52% | 17% | 19% | 9% | 46% | 17% | 76% | 74% | 13% | 63% | 19% | 66% | 33% | 72% | 50% | 13% | 54% | 52% | 52% | 89% |
| Economically Disadvantaged | 30% | 39% | 7% | 33% | 9% | 19% | 15% | 72% | 67% | 13% | 63% | 14% | 38% | 33% | 65% | 67% | 12% | 54% | 46% | 44% | 83% |
| English Learners /Former English Learners | 38% | 49% | 9% | 34% | 12% | 56% | 19% | 79% | 93% | 22% | 82% | 15% | 56% | 58% | 73% | 39% | 13% | 56% | 43% | 50% | 81% |
| Students with Disabilities | 42% | 51% | 19% | 42% | 12% | 51% | 17% | 56% | 89% | 11% | 31% | 20% | 62% | 71% | 63% | 62% | - | 52% | 53% | 42% | 82% |

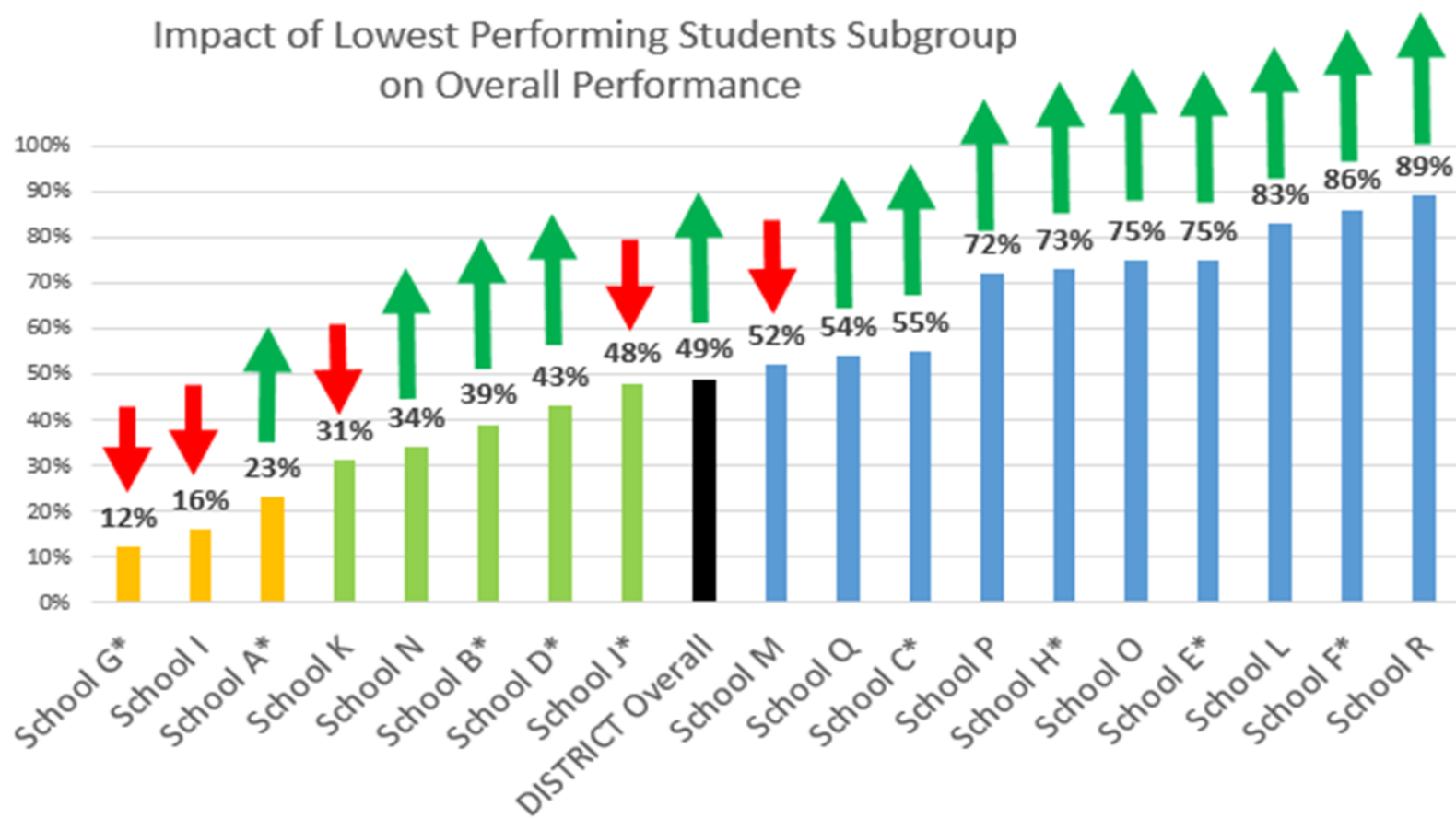
Gap Closing

Focus on closing the achievement gap by raising the “achievement floor”

Impact of Lowest Performing Students Subgroup on Overall Progress

We are closing the achievement gap!

In 13 of 18 (72%) schools, the progress of the *Lowest Performing Students* subgroup was significantly higher than that of the *All Students* subgroup.



Achievement

Next-Generation MCAS: ELA & Math Grades 3-8 and 10

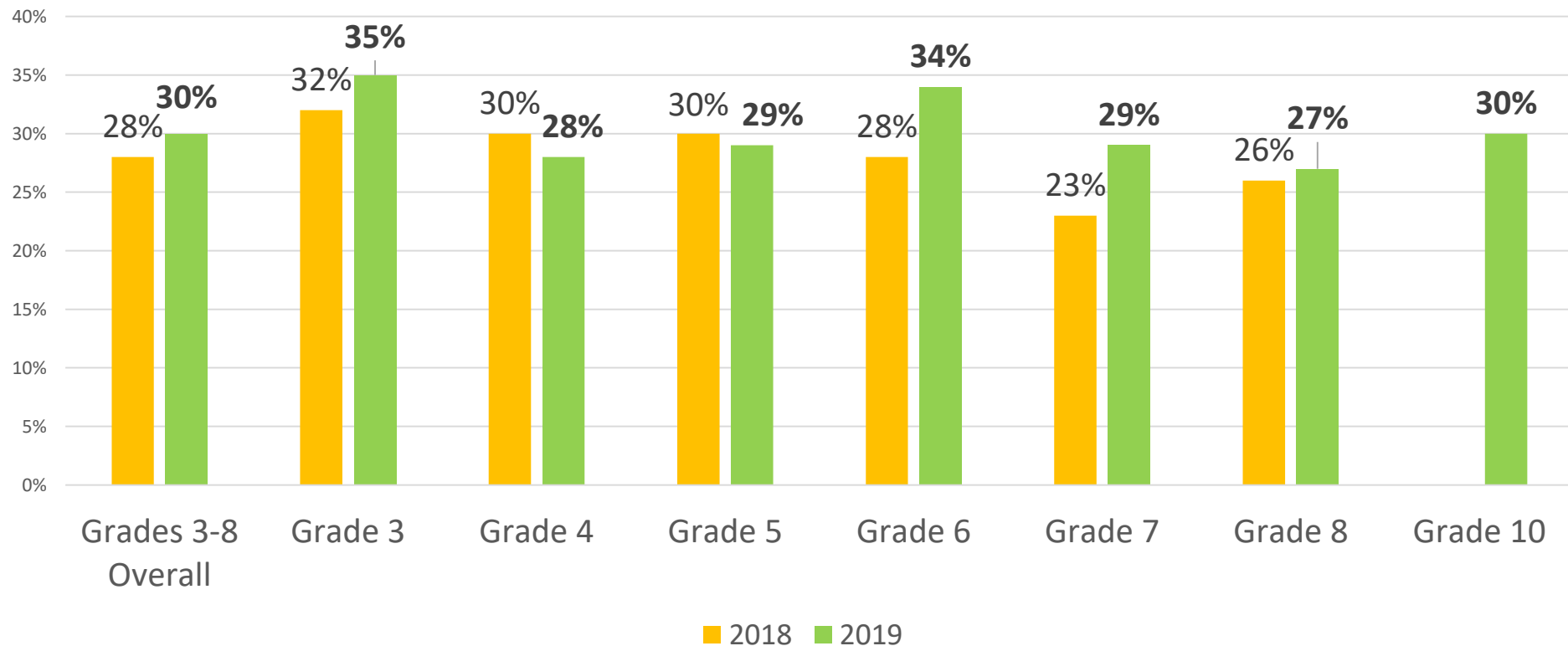
Next-Generation MCAS: Science Grades 5 and 8

Legacy MCAS: Science Grade 10

Achievement: English Language Arts

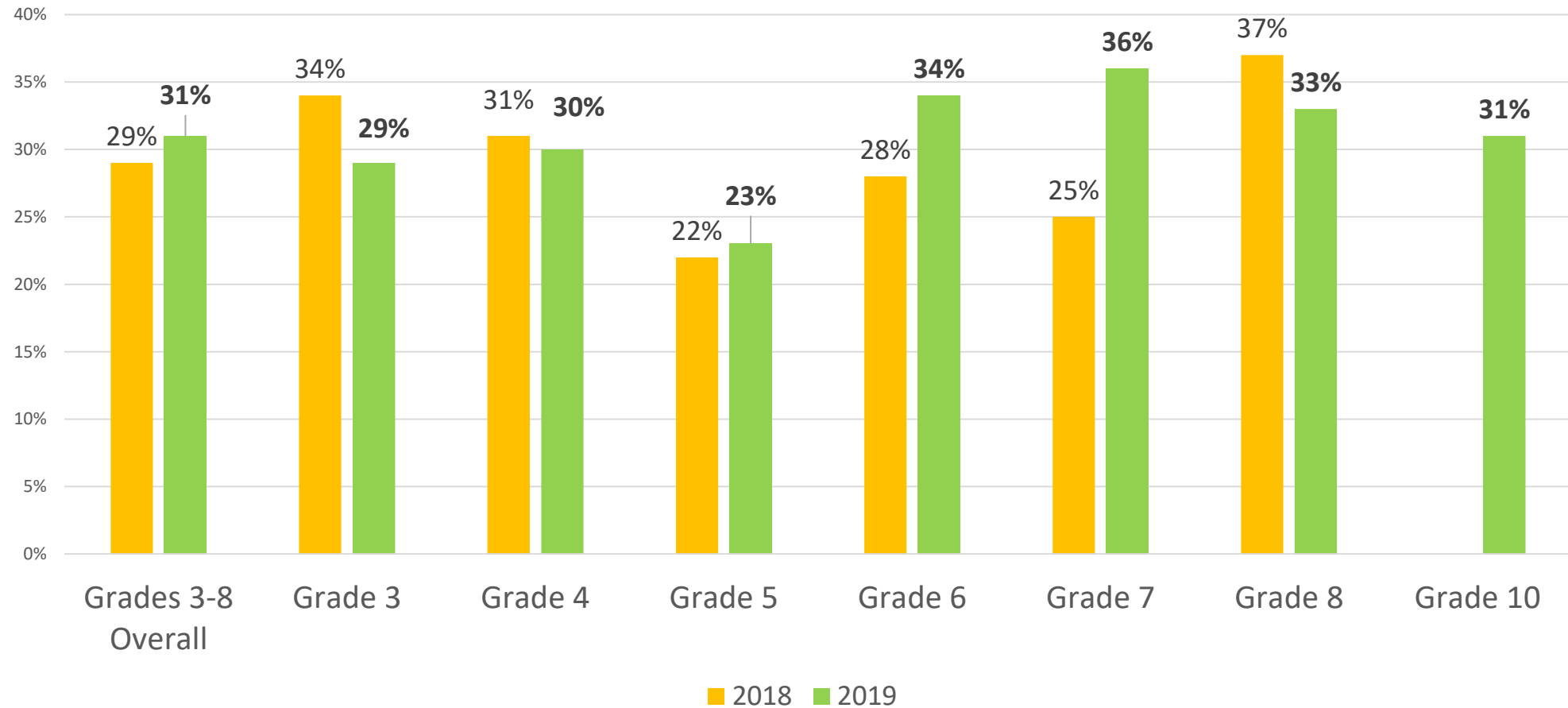
Below is the comparison of the percentage of students in grades 3-8 that scored *Meeting or Exceeding Expectations* on the Next-Generation ELA & Math MCAS tests in 2018 and 2019. 2019 Next-Generation MCAS performance cannot be compared to 2018 Legacy MCAS performance for grade 10 ELA and Math and grades 5 & 8 Science.

**Next-Generation MCAS ELA Achievement:
Percent of Students Meeting or Exceeding Expectations**



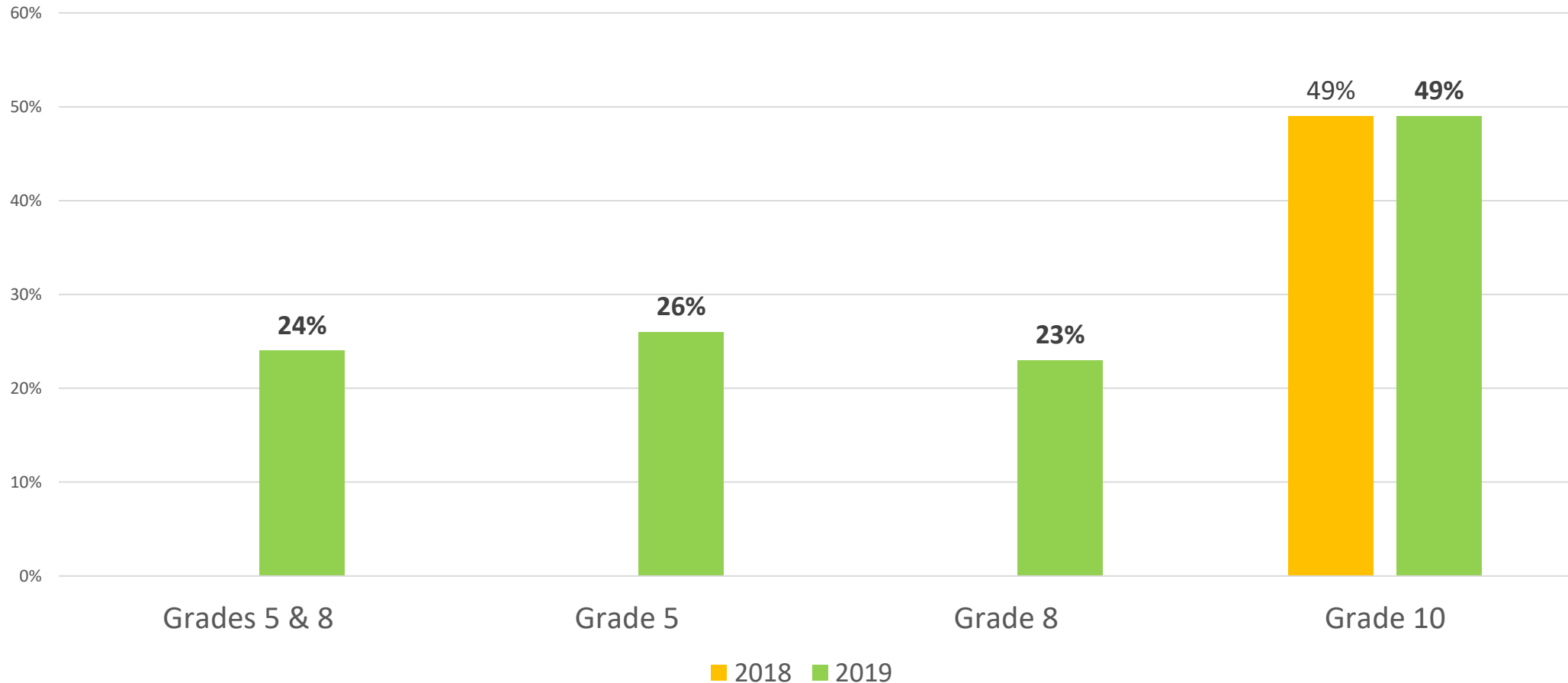
Achievement: Mathematics

**Next-Generation MCAS Math Achievement:
Percent of Students Meeting or Exceeding Expectations**



Achievement: Science

Science MCAS Achievement: Percent of Students Meeting or Exceeding Expectations (Grades 5 & 8); Percent Proficient or Advanced (Grade 10)



Achievement: English Language Arts, Mathematics and Science

82% of schools maintained or increased the percentage of students Meeting or Exceeding Expectations in Next-Gen ELA.
71% of schools maintained or increased the percentage of students Meeting or Exceeding Expectations in Next-Gen Math.

| Percent of Students Meeting or Exceeding Expectations | | | | | | |
|---|----------|----------|-----------|-----------|---------------------|--|
| School | 2018 ELA | 2019 ELA | 2018 Math | 2019 Math | 2018 Science Legacy | 2019 Science Next-Gen 5 & 8; Legacy 10 |
| DISTRICT Non-HS | 28 | 30 | 29 | 31 | ** | 24 |
| DISTRICT HS | ** | 30 | ** | 31 | 48 | 49 |
| School A* | 21 | 23 | 25 | 24 | ** | 21 |
| School B* | 29 | 21 | 15 | 12 | ** | 30 |
| School C* | 29 | 30 | 25 | 27 | ** | 16 |
| School D* | 30 | 29 | 28 | 21 | -- | -- |
| School E* | 21 | 24 | 18 | 23 | ** | 17 |
| School F* | 18 | 23 | 19 | 25 | ** | 6 |
| School G* | 34 | 35 | 33 | 25 | ** | 21 |
| School H* | 27 | 31 | 26 | 28 | ** | 25 |
| School I | ** | 32 | ** | 33 | 51 | 51 |
| School J* | 32 | 33 | 45 | 40 | -- | -- |
| School K | 40 | 31 | 36 | 39 | -- | -- |
| School L | 22 | 26 | 32 | 38 | ** | 34 |
| School M | 33 | 33 | 37 | 37 | -- | -- |
| School N | 31 | 33 | 35 | 37 | ** | 23 |
| School O | 32 | 36 | 32 | 36 | ** | 31 |
| School P | 34 | 34 | 38 | 41 | ** | 29 |
| School Q | 31 | 34 | 38 | 41 | ** | 34 |
| School R | 39 | 46 | 43 | 52 | ** | 31 |

Indicates school maintained or improved performance in 2019

Student Growth Percentile

Answers the question, “How much did a student grow over the school year compared to his or her academic peers?”

Growth in English Language Arts and Mathematics

Groups with a mean Student Growth Percentile of 50 or higher are considered “meeting target” for this indicator. Average SGPs of 40-59 fall within the range of “typical growth”. An SGP of 60+ indicates high growth* and <40 indicates low growth.

| School | ELA Mean SGP | Math Mean SGP |
|------------------------|--------------|---------------|
| DISTRICT Non-HS | 49.6 | 51.6 |
| DISTRICT HS | 37 | 30.7 |
| School A* | 42.8 | 38.3 |
| School B* | 45.3 | 37.2 |
| School C* | 45 | 46.9 |
| School D* | 42.6 | 43 |
| School E* | 48.5 | 48.3 |
| School F* | 44 | 58.3 |
| School G* | 35.4 | 22 |
| School H* | 53.9 | 46.1 |
| School I | 37.4 | 30.6 |
| School J* | 49.7 | 48.1 |
| School K | 38.3 | 56.4 |
| School L | 52.8 | 63.3* |
| School M | 48.1 | 47.7 |
| School N | 54.8 | 45.8 |
| School O | 55.4 | 54.7 |
| School P | 57.2 | 73.7* |
| School Q | 49.5 | 56.2 |
| School R | 58.6 | 66.1* |

2019 SGP is within the “Typical Growth” range

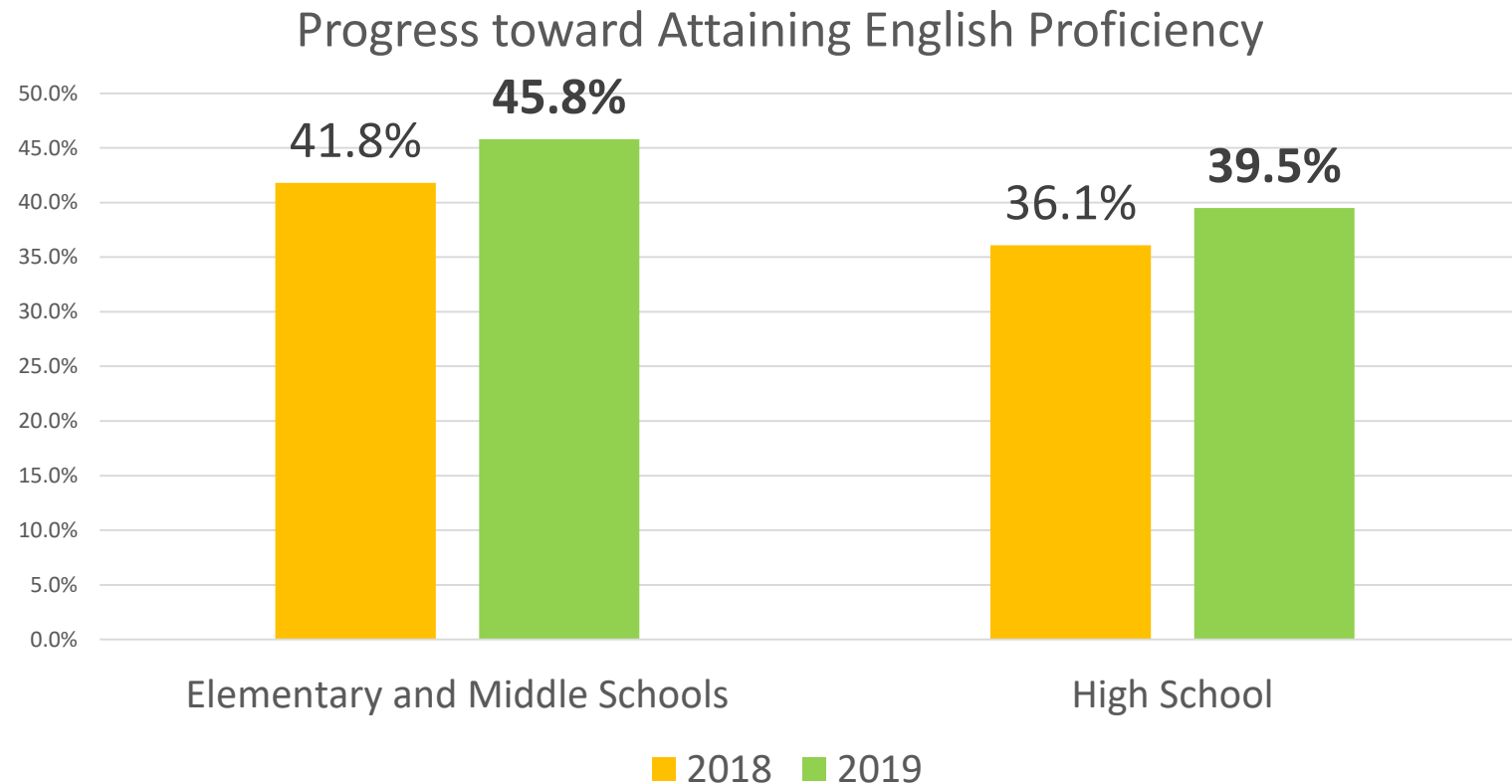
2019 SGP exceeded the target of 50

Progress toward Attaining English Proficiency

The percent of English learners that made expected progress toward attaining English proficiency

Progress toward Attaining English Language Proficiency

District wide, the percent of English learners that met their English proficiency target is up significantly in 2019. Non-HS grades increased 4 percentage points and HS grades increased 3.4 percentage points.



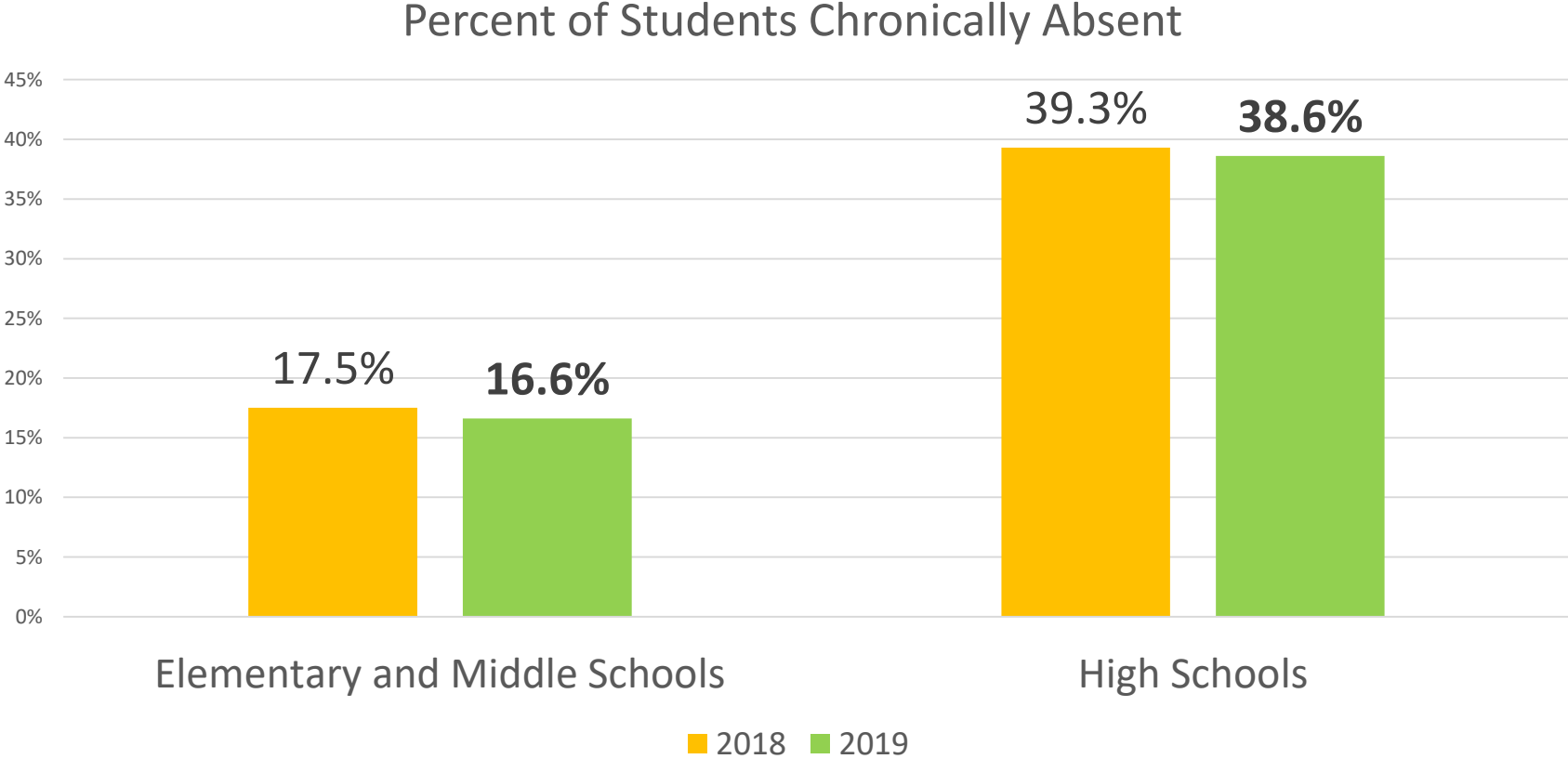
Indicates improved performance in 2019

Chronic Absenteeism

The percent of students missing 10% or more of their days enrolled

Chronic Absenteeism

District wide, chronic absenteeism is down slightly: .9% in the Non-HS grades and .7% at the HS level.

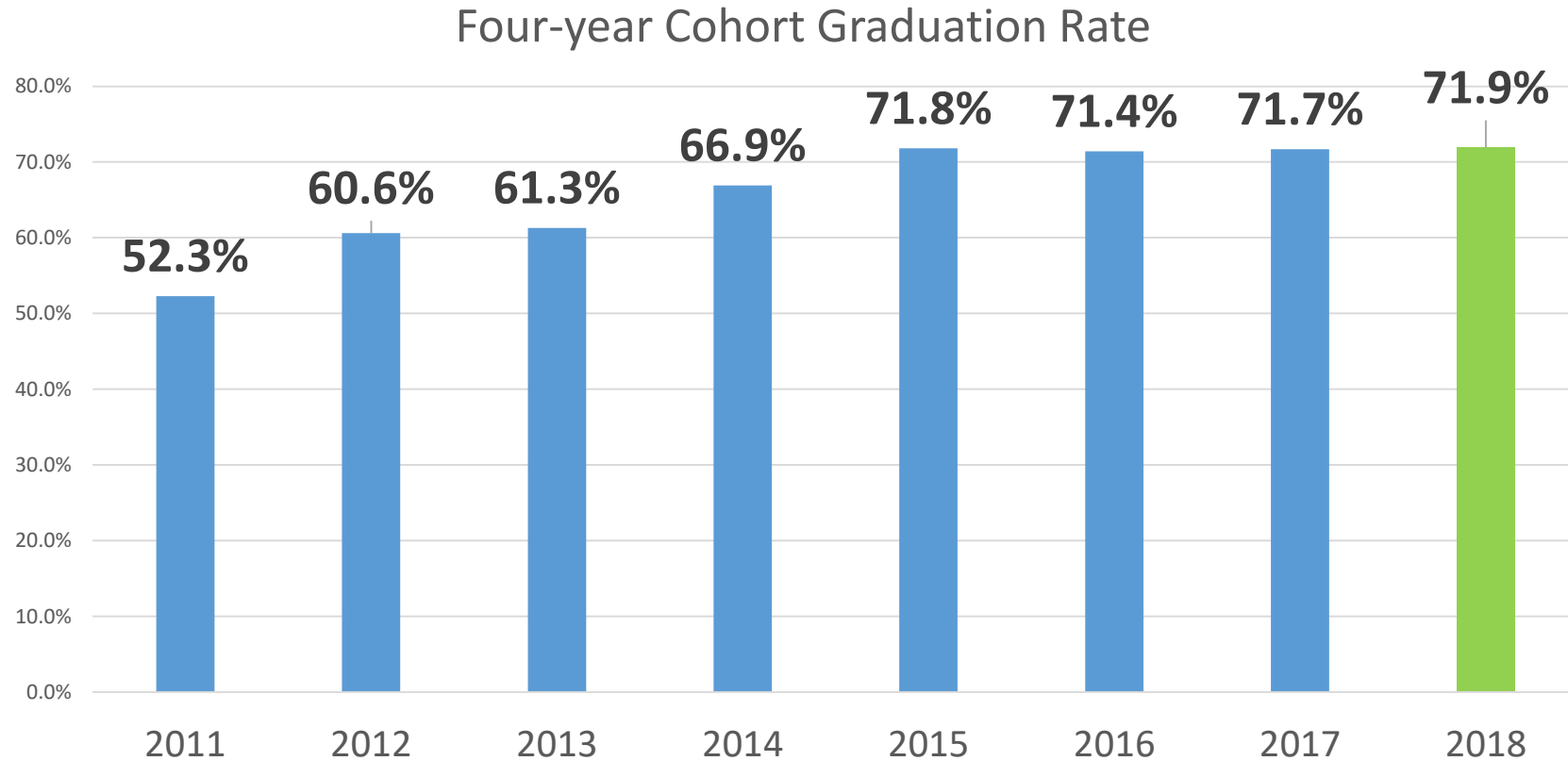


Indicates improved performance in 2019

High School Performance Indicators

Four-year Graduation Rate

2019 accountability calculations use the 2018 graduation rate. The four-year graduation rate was up .2% in 2018.



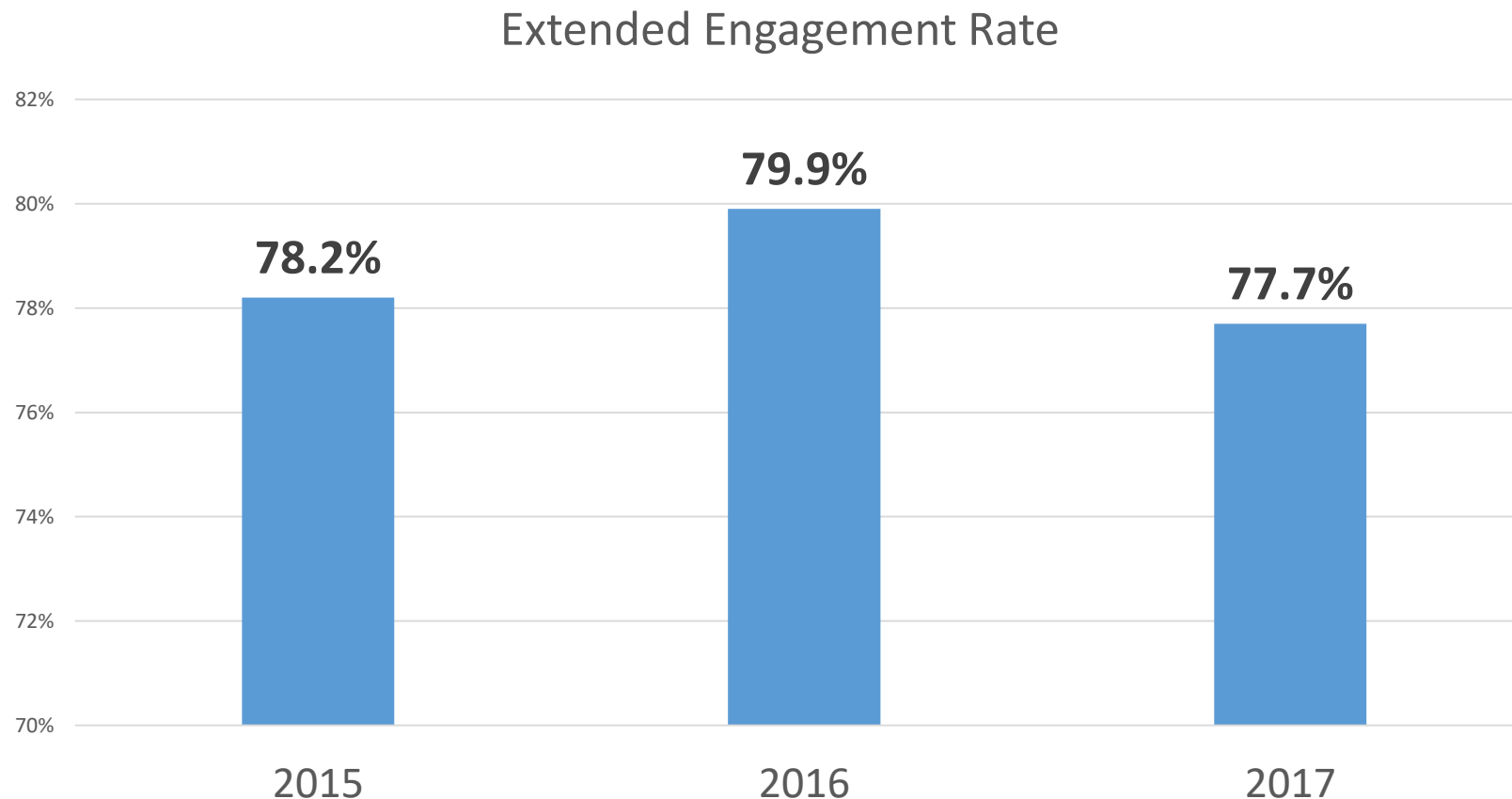
Indicates higher four-year graduation rate was achieved in 2018

Extended Engagement Rate

2019 accountability calculations use the 2017 extended engagement rate.

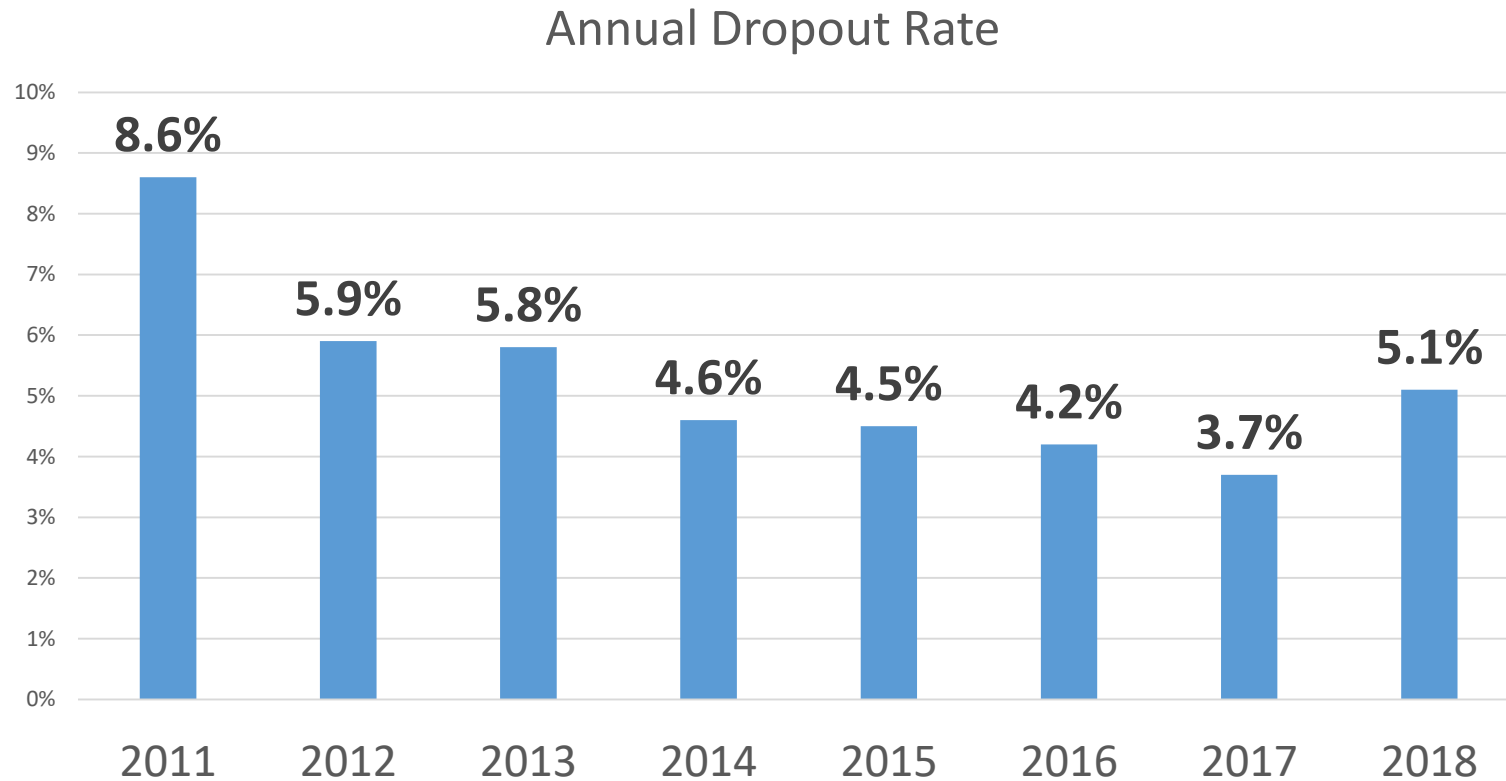
Of the smaller number of students needing more than four years to graduate, the majority are persevering.

They are choosing to stay enrolled and are continuing to work toward earning a diploma.



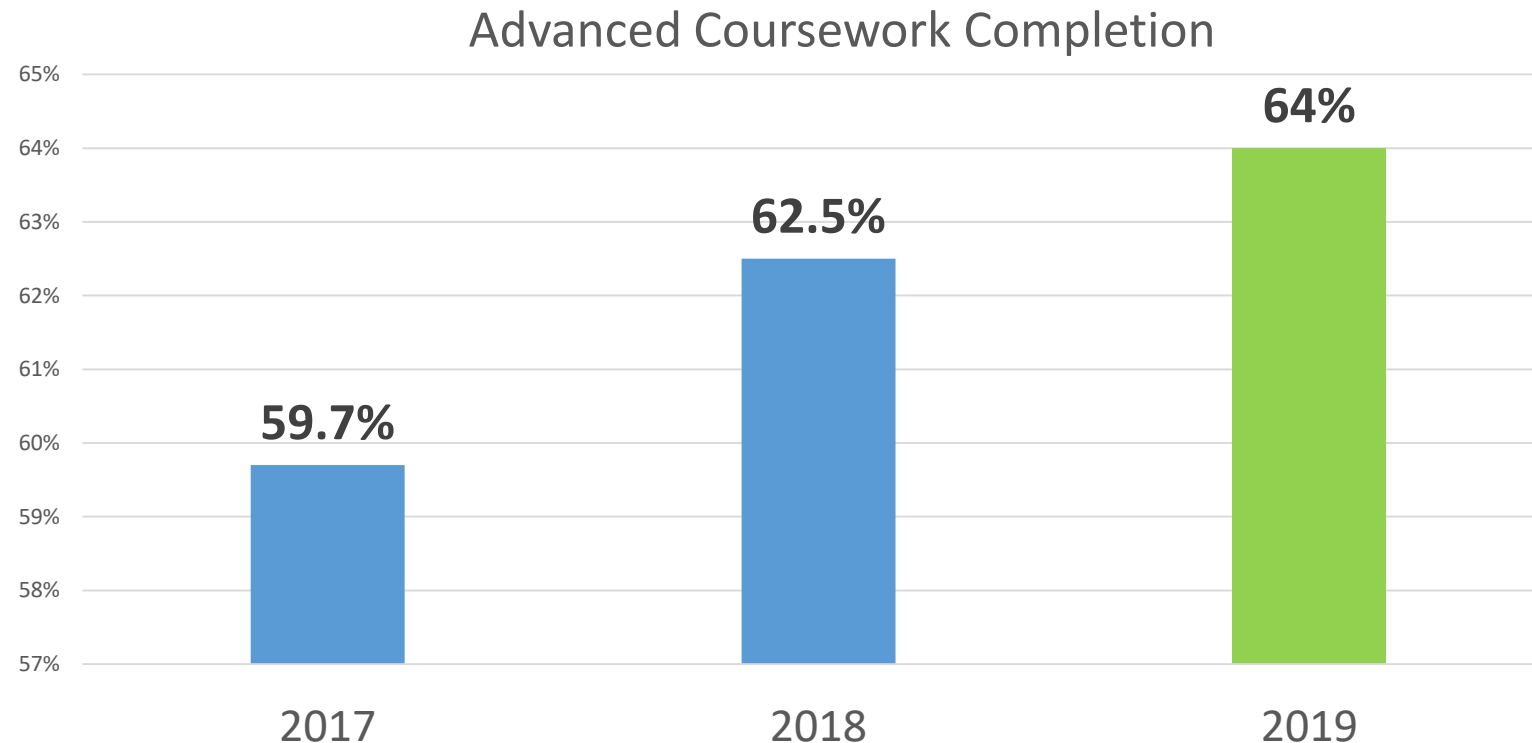
Annual Dropout Rate

2019 accountability calculations use the 2018 rate. The annual dropout rate increased 1.4% in 2018.



Advanced Coursework Completion

Each year, more of our grade 11 and 12 students are completing advanced coursework such as AP courses and dual-enrollment for college credit.



Indicates a higher rate of students completed advanced coursework in 2019

Next Steps:

- Schools requiring assistance/intervention will receive an in-depth analysis, progress monitoring and additional supports.
- Improve the alignment of school and district-wide goals
- Continued focus on reducing chronic absenteeism