



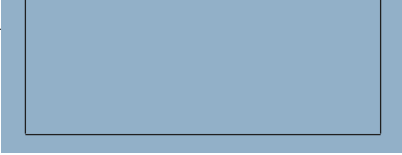
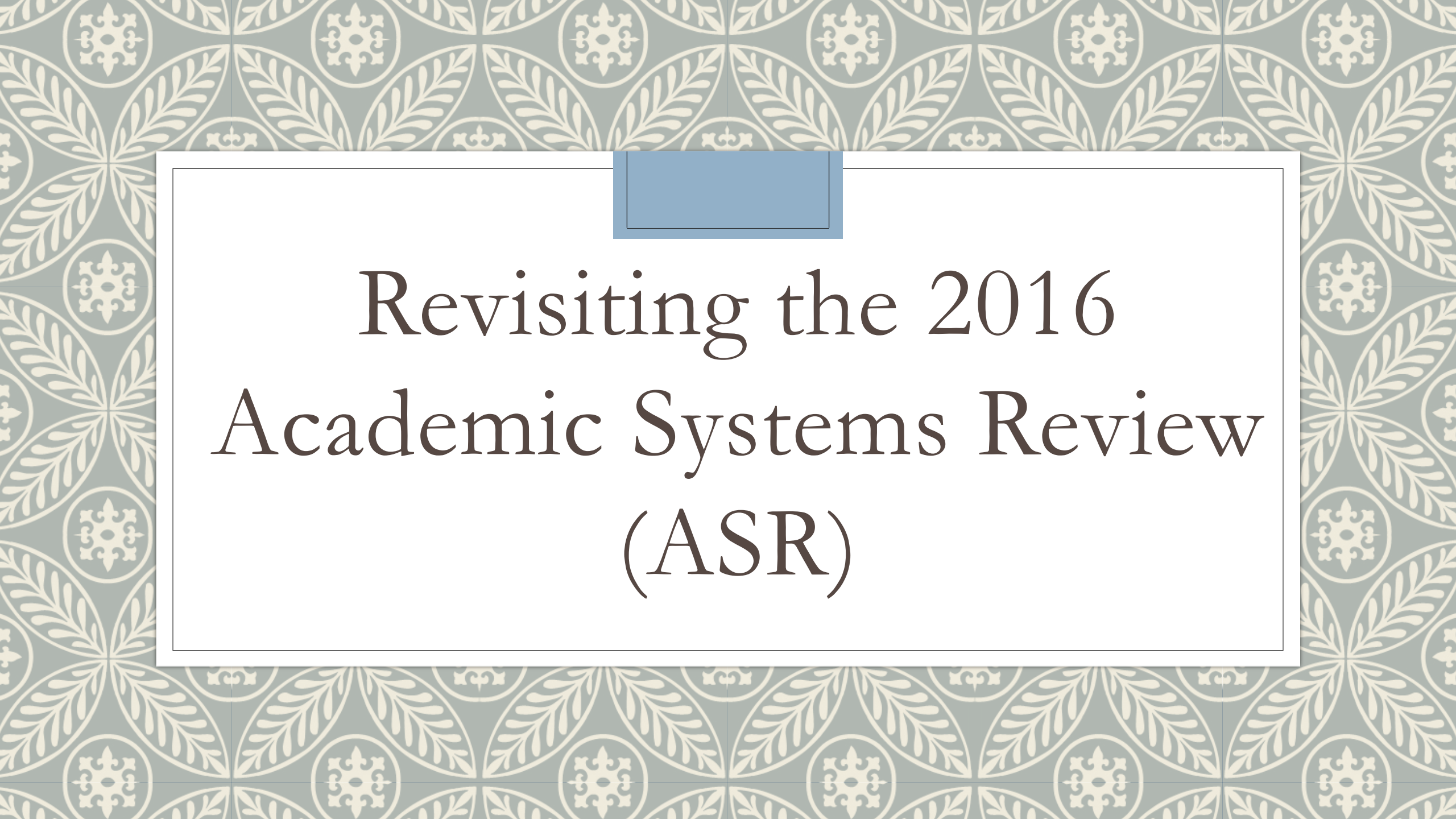
LSR7 BOE Work Session

October 3, 2018

Purpose

To have a conversation about our data as a springboard to systemic response.





Revisiting the 2016 Academic Systems Review (ASR)

ASR Standard 3

The reviewers found disparities and inequities present in several areas of district and school operations and services. The primary opportunities identified by the reviewers:

- There is no intentional plan to address inequities in programming, student access to the curriculum, and support service allocation.
- Disparities exist in enrollment of economically disadvantaged student populations across schools.
- Certain student subgroups are under-identified and under-represented in upper level courses and International Baccalaureate (IB) classes.

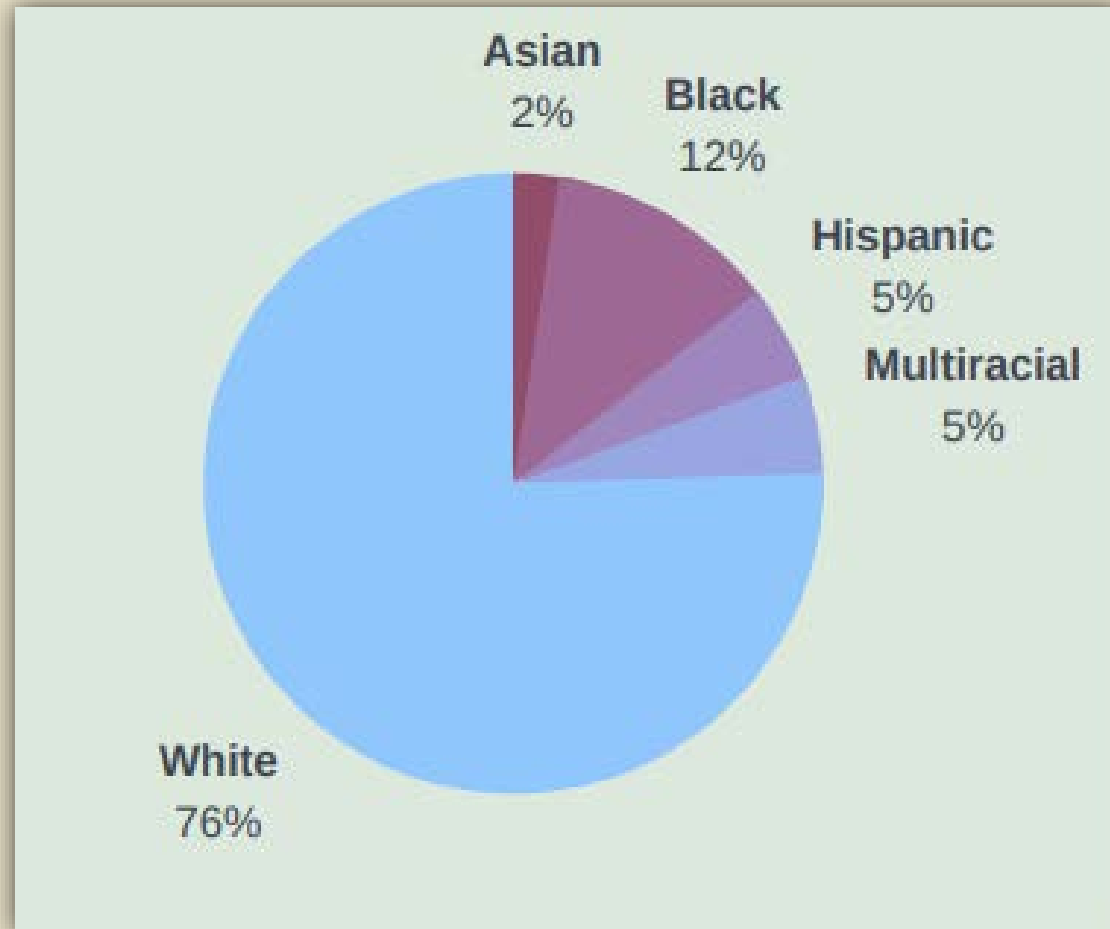
ASR Standard 3

- Staffing data do not reflect equivalent gender or ethnic representation in comparison with the student population.
- Disciplinary incidents and actions disproportionately involved more male students than female students and were more frequent among certain subgroups of students.
- Graduation and retention data reflect a disproportionate representation of graduates and retentions in certain subgroups of students in comparison with the total student population.
- Certain student subgroups are over-identified for special education programs.
- Budgeting practices distribute resources equally but not equitably among schools.



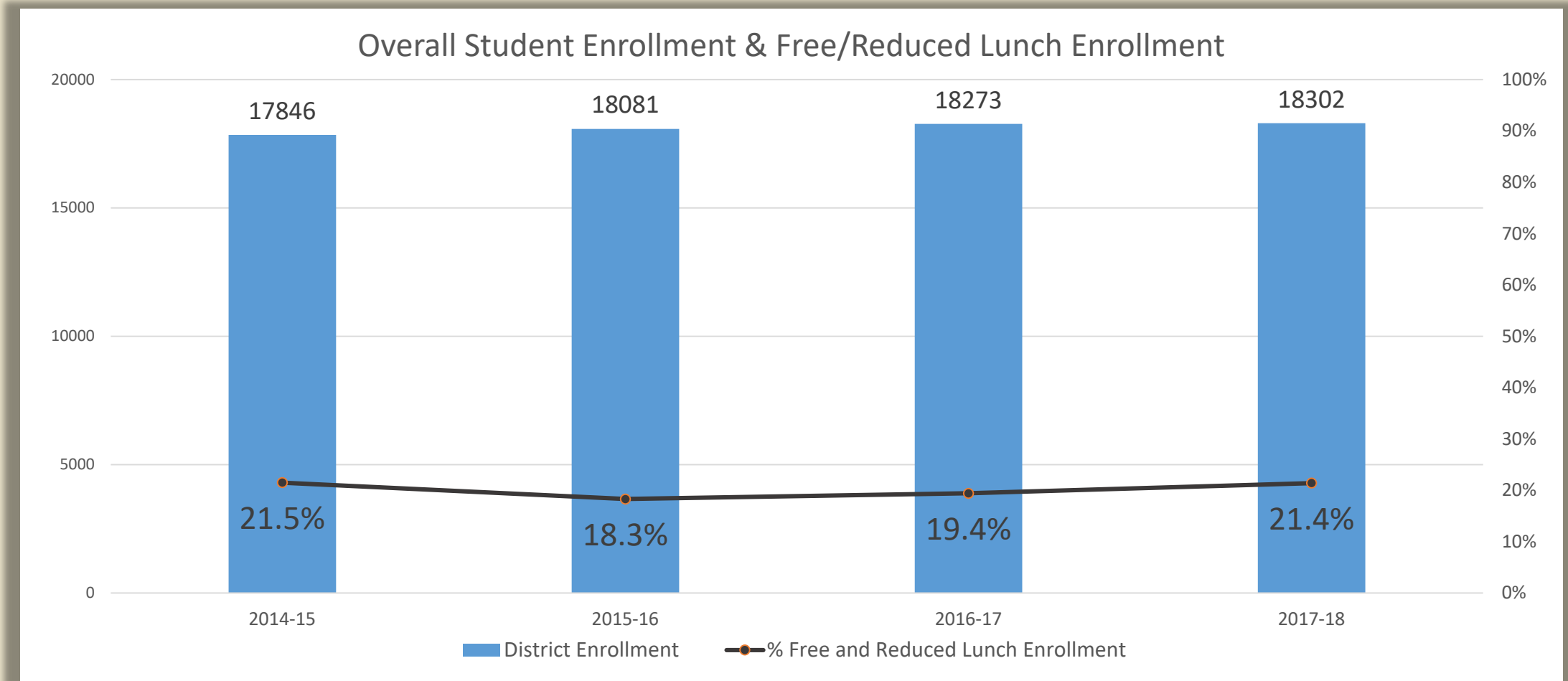
Our Students

Our Students



| | Number of Students Enrolled |
|------------------|-----------------------------|
| Asian | 413 |
| Black | 2299 |
| Hispanic | 780 |
| Indian | 38 |
| White | 13,691 |
| Pacific Islander | 45 |
| MultiRacial | 1036 |

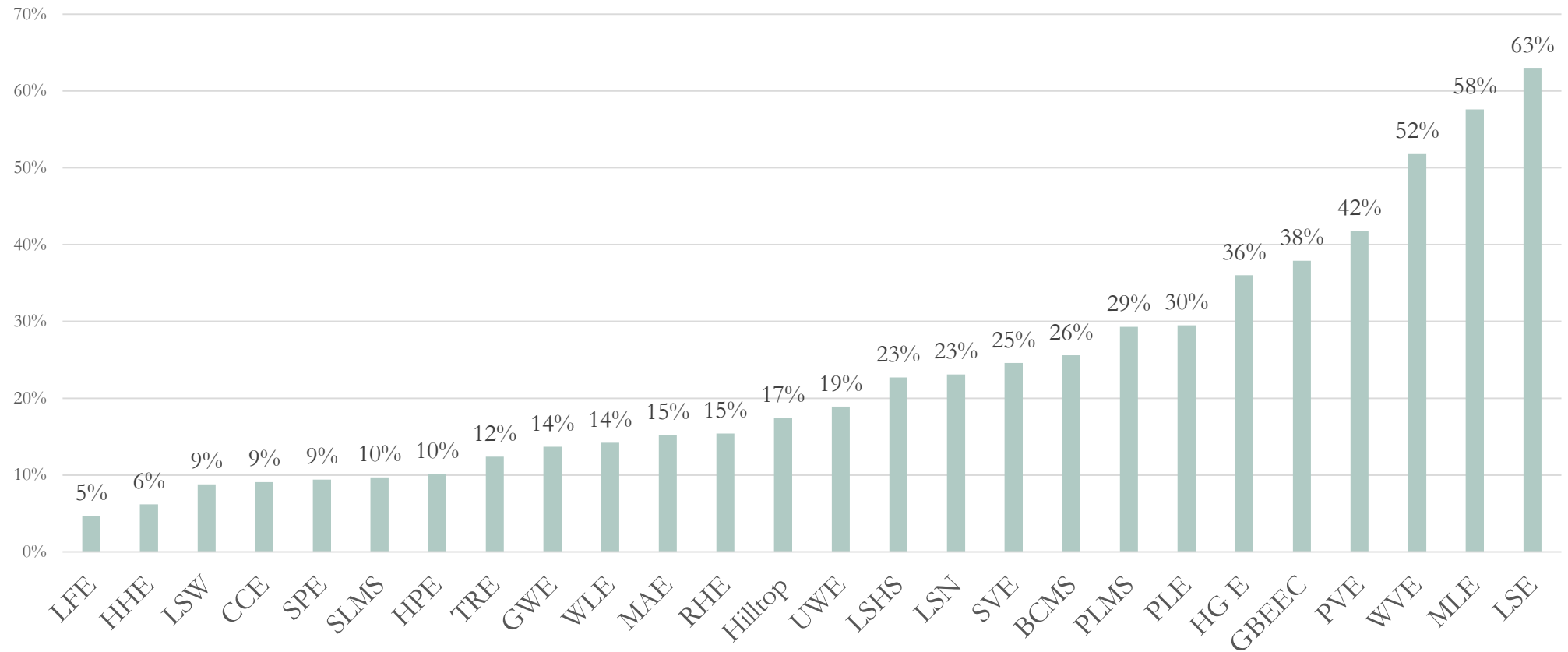
Our Students



Source: October Core Data File

Our Students

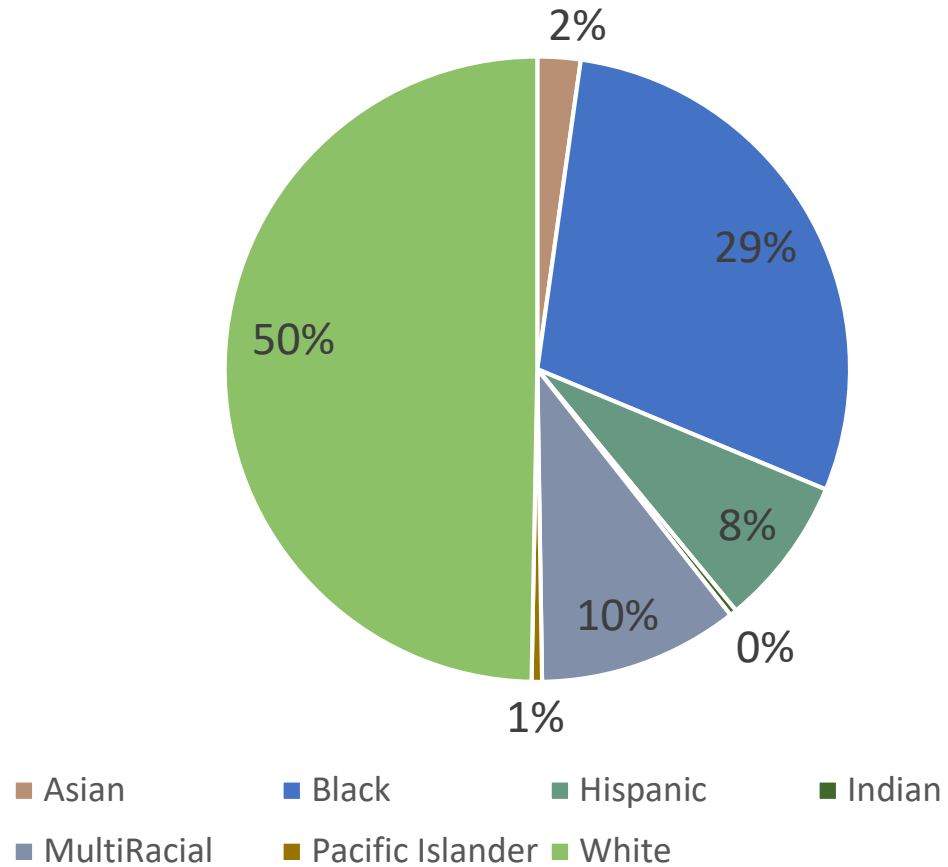
2017-18 October Free Reduced Rate



Source: October Core Data File

Our Students

Demographics of Free and Reduced Lunch Students

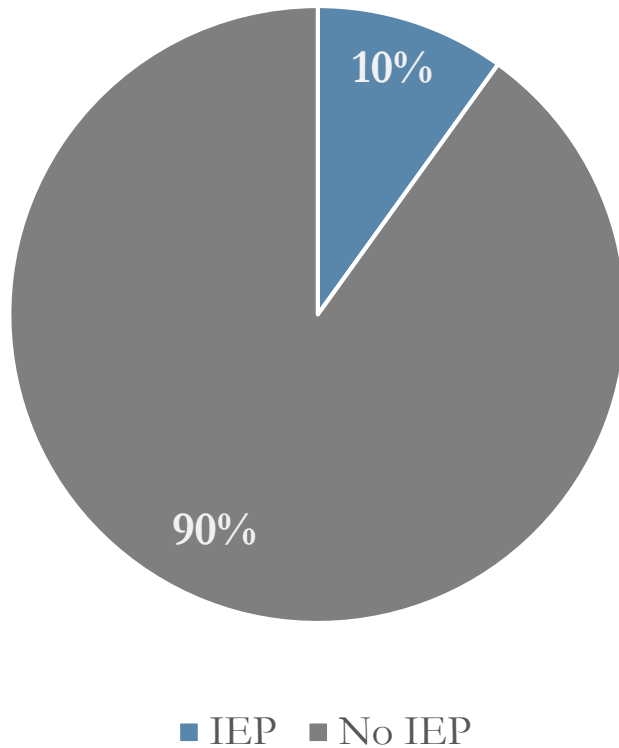


| | Free/Reduced Lunch Students |
|------------------|-----------------------------|
| Asian | 87 |
| Black | 1136 |
| Hispanic | 303 |
| Indian | 14 |
| White | 1943 |
| Pacific Islander | 21 |
| Multiracial | 405 |
| TOTAL | 3909 |

Source: October Core Data File

Our Students

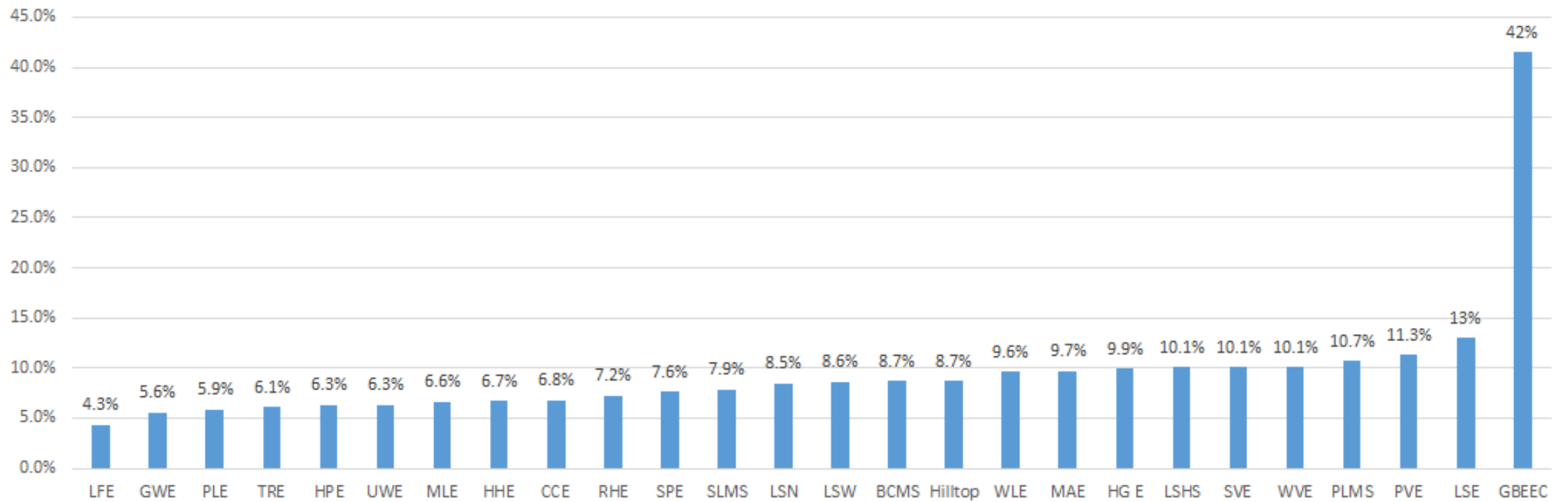
Students with IEP Enrollment
December 2017 Core Data



| | Number of PreK-12 Students Enrolled |
|----------------------|-------------------------------------|
| Students with IEP | 1820 |
| Students without IEP | 16491 |

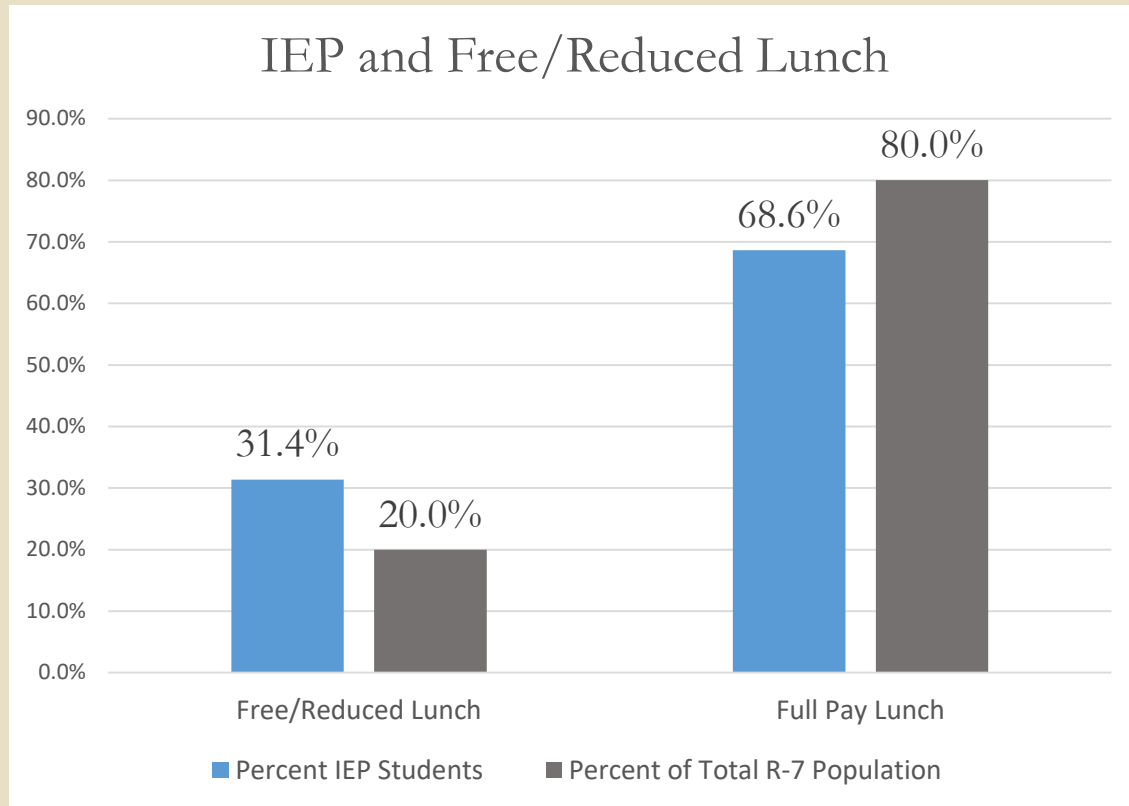
Our Students

2017-18 % IEP Enrollment



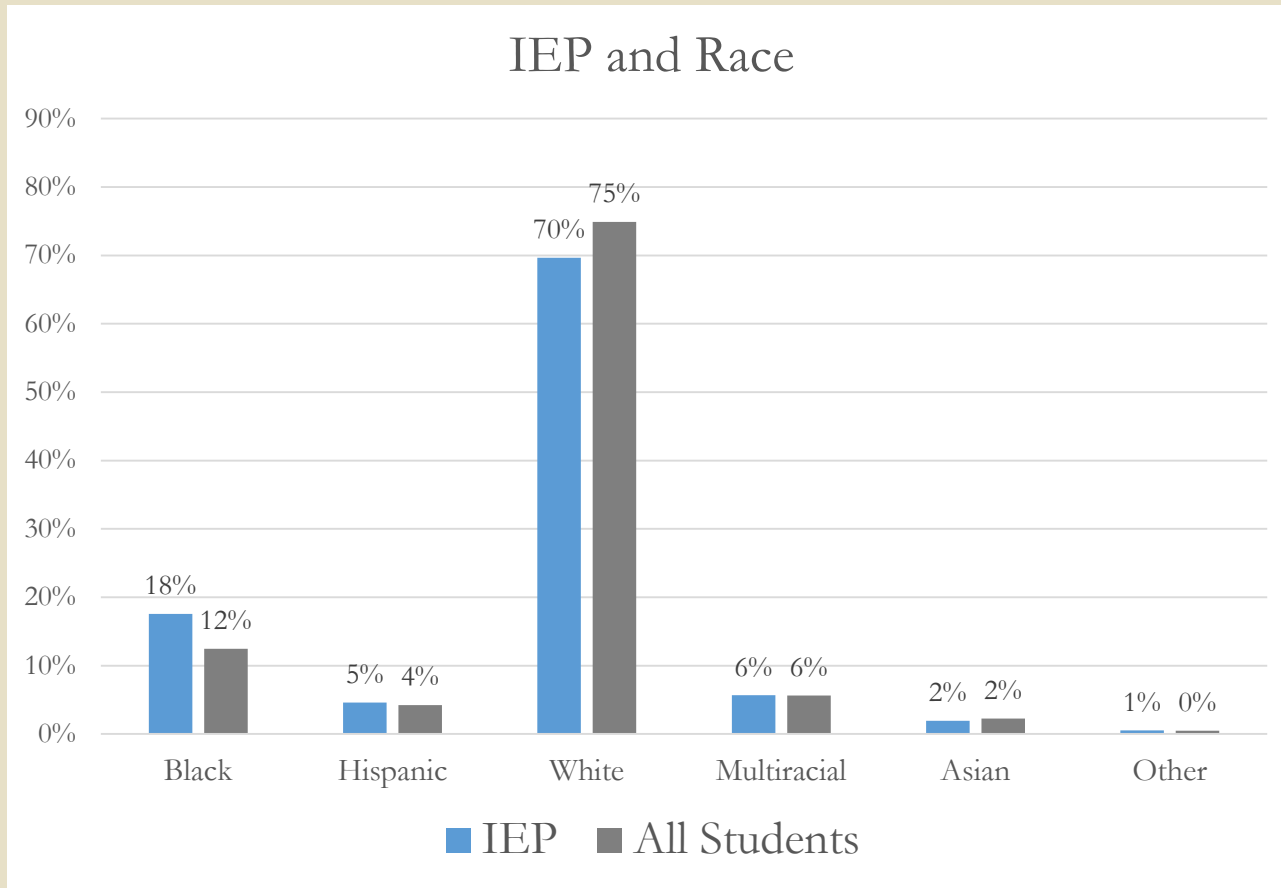
Source: December Core Data File

Our Students



| | Number of students with IEP |
|----------------------------|-----------------------------|
| Free & Reduced Lunch Lunch | 571 |
| Full Pay Lunch | 1249 |

Our Students



| | Number of students with IEP |
|-------------|-----------------------------|
| Black | 320 |
| Hispanic | 84 |
| White | 1268 |
| Multiracial | 103 |
| Asian | 35 |
| Other | 10 |

Our Students

| ELL Student Population | | |
|------------------------|----------------|-------------------------|
| Academic Year | ELL Enrollment | % of Student population |
| 2015-16 | 355 | 2.0% |
| 2016-17 | 375 | 2.4% |
| 2017-18 | 374 | 2.0% |







Scores on the 2017 Access test indicate 17% of ELL students are proficient currently in the English language.



Subgroup Data

Annual Performance Report (APR)

| | 2014 | 2015 | 2016 | 2017 |
|--------------------------|------------------|------------------|------------------|------------------|
| APR Total Points | 129.5/140 | 135.5/140 | 137.0/140 | 137.5/140 |
| Percent of Points | 92.5% | 96.8% | 97.9% | 98.2% |

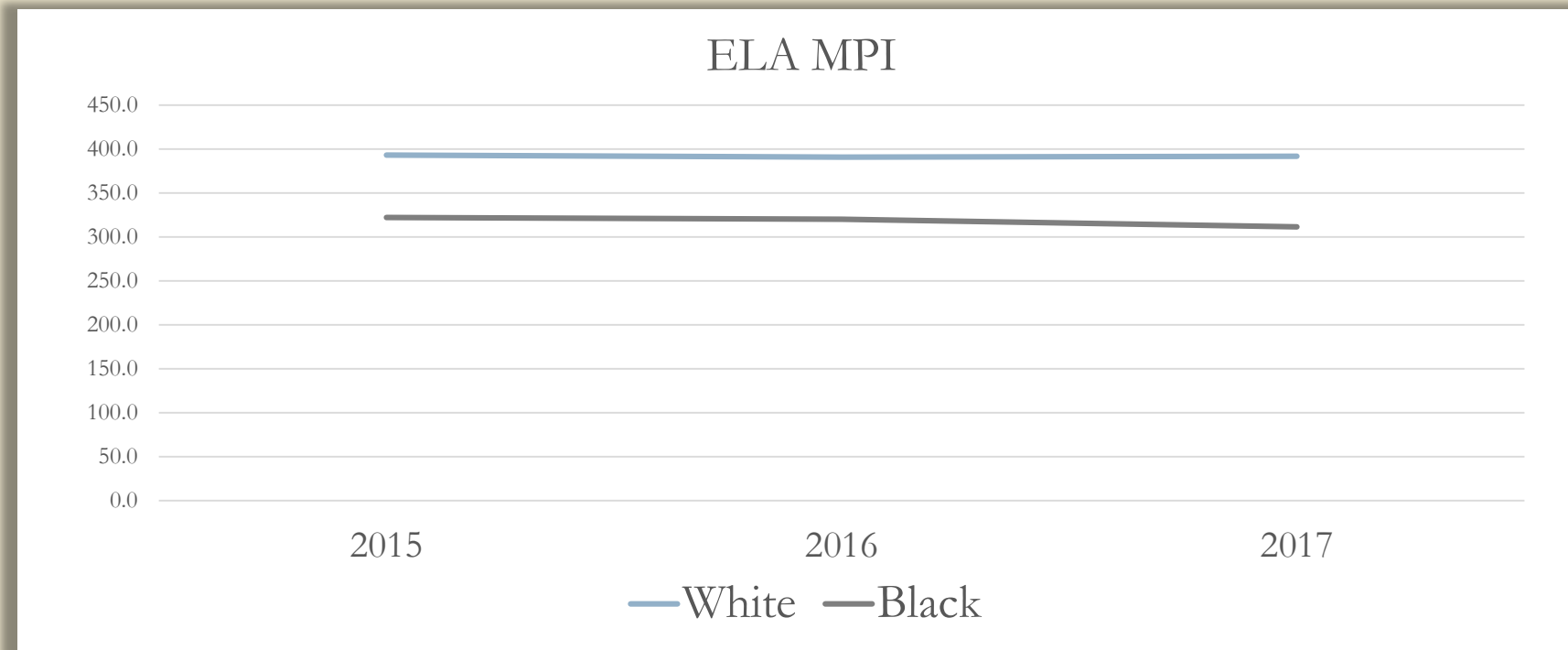
| MSIP 5 Standards | Points Possible | Points Earned | Percent Earned |
|-----------------------------------|------------------------|----------------------|--|
| 1. Academic Achievement | 56.0 | 56.0 |  100.0% |
| 2. Subgroup Achievement | 14.0 | 11.5 |  82.1% |
| 3. College and Career Ready (CCR) | 30.0 | 30.0 |  100.0% |
| 4. Attendance | 10.0 | 10.0 |  100.0% |
| 5. Graduation Rate | 30.0 | 30.0 |  100.0% |
| Total | 140.0 | 137.5 |  98.2% |

11th Grade ACT Census REPORTABLE

| | 2015 | 2016 | 2017 |
|-----------------------------|--------------|--------------|--------------|
| Participation Rate | 96.7% | 96.2% | 97.6% |
| Avg. Composite Score | 21.3 | 21.7 | 21.4 |

Source: 2017 achievement data as provided by DESE

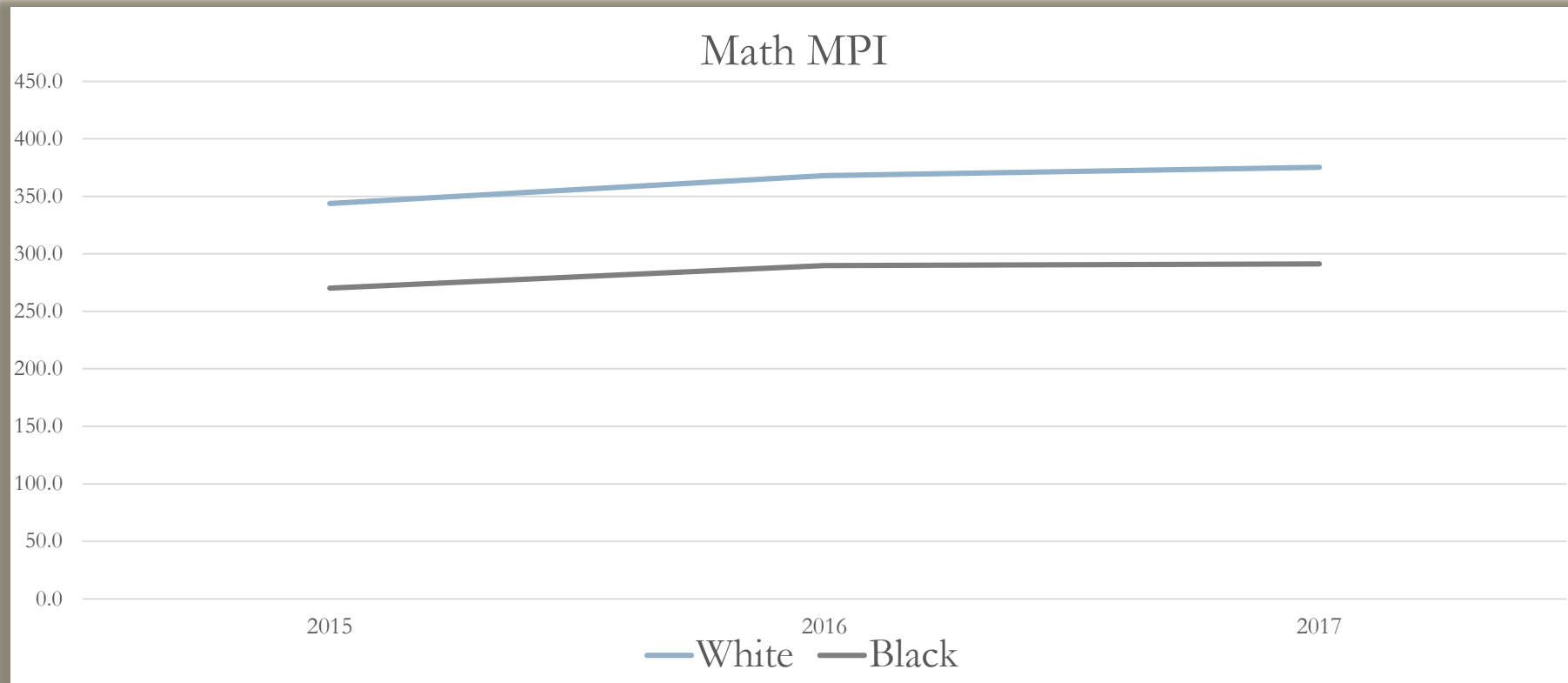
Current Status of the District Lingering Data ~ MPI (ELA)



At this rate the overall gap between white student achievement and black student achievement will never close unless intervention occurs.

In 2017 the MPI gap between black students and white students was 80.3 index points.

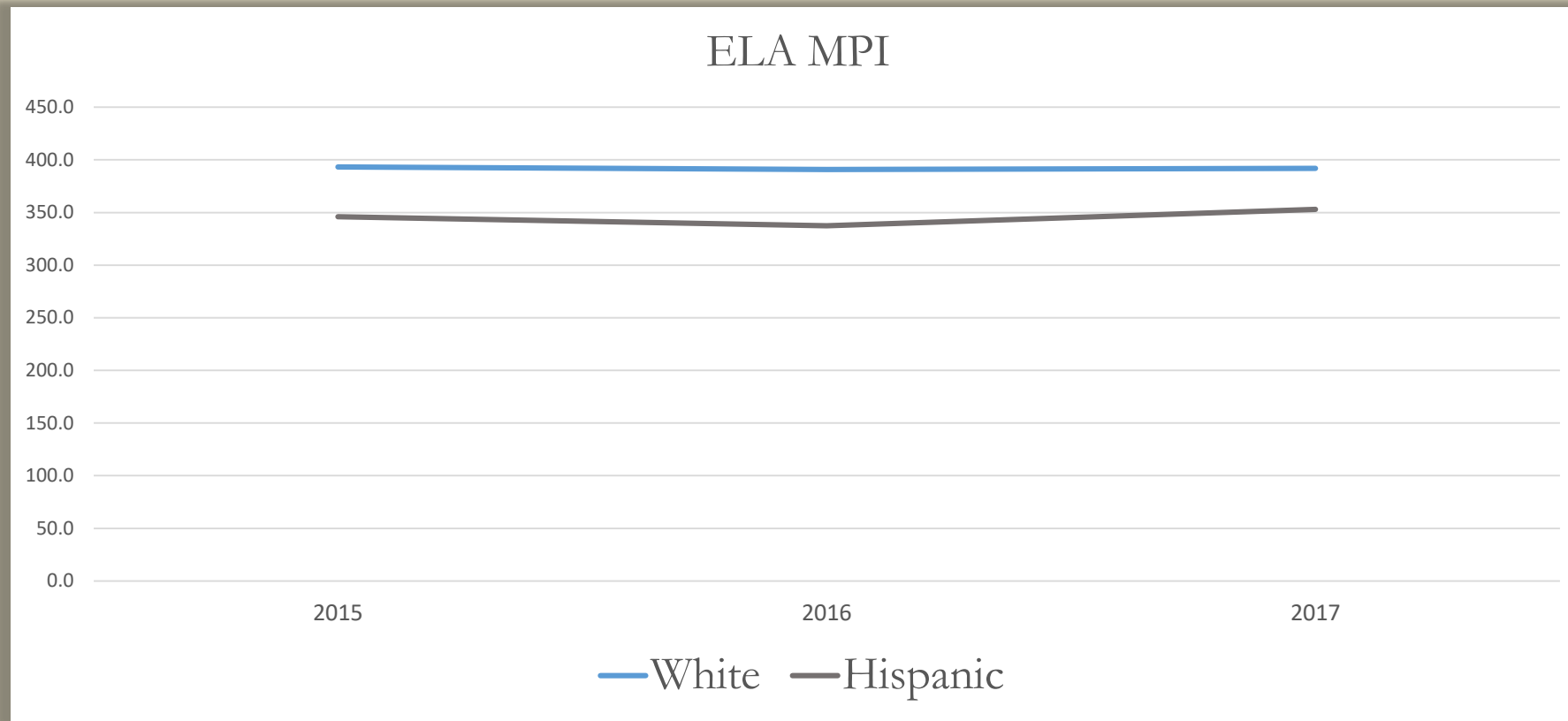
Current Status of the District Lingering Data ~ MPI (Math)



At this rate the overall gap between white student achievement and black student achievement will never close unless intervention occurs.

In 2017 the MPI gap between black students and white students was 83.9 index points.

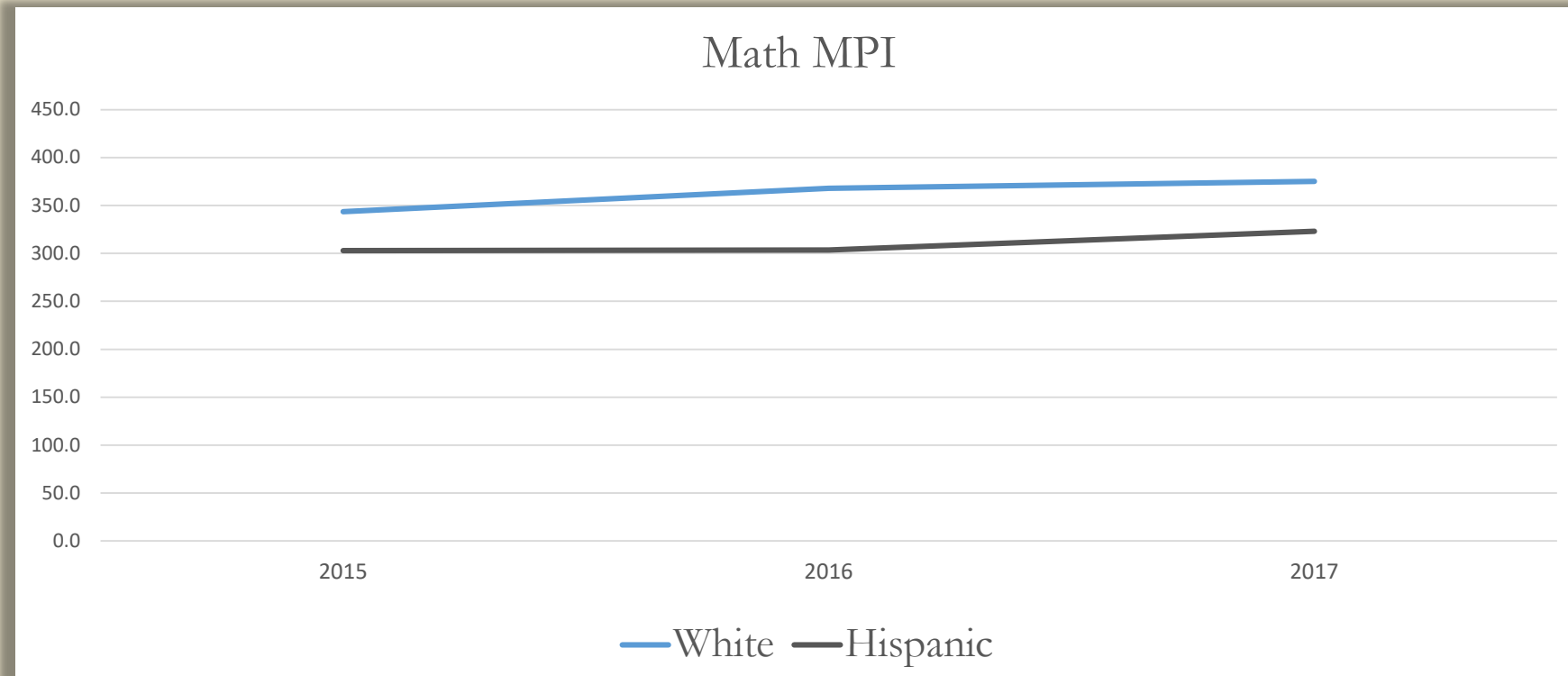
Current Status of the District Lingering Data ~ MPI (ELA)



Slight progress is being made in closing the MPI gap in ELA between Hispanic students and white students.

In 2017 the MPI gap between Hispanic students and white students was 39.0 index points.

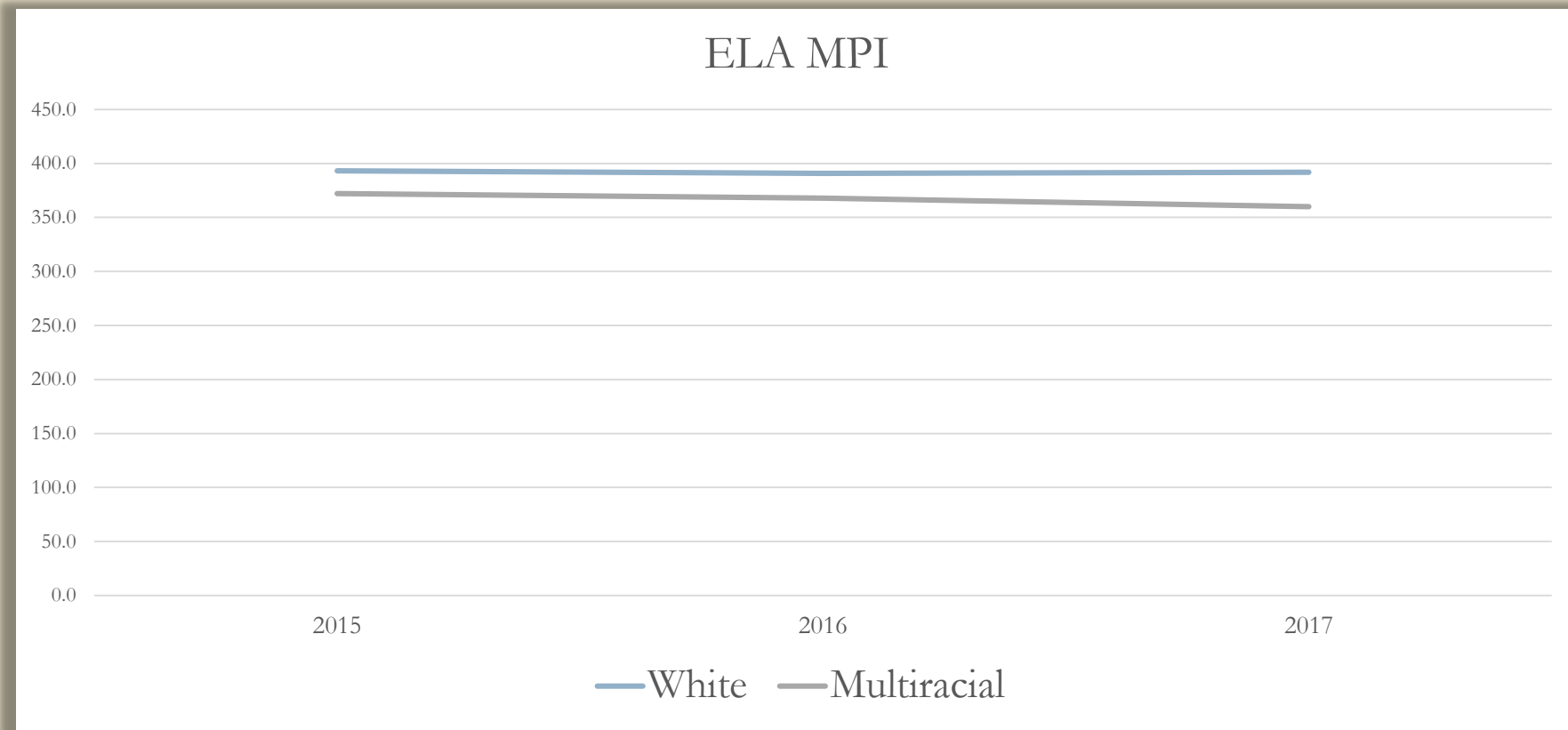
Current Status of the District Lingering Data ~ MPI (Math)



Slight progress is being made in closing the MPI gap in Math between Hispanic students and white students.

In 2017 the MPI gap between Hispanic students and white students was 51.9 index points.

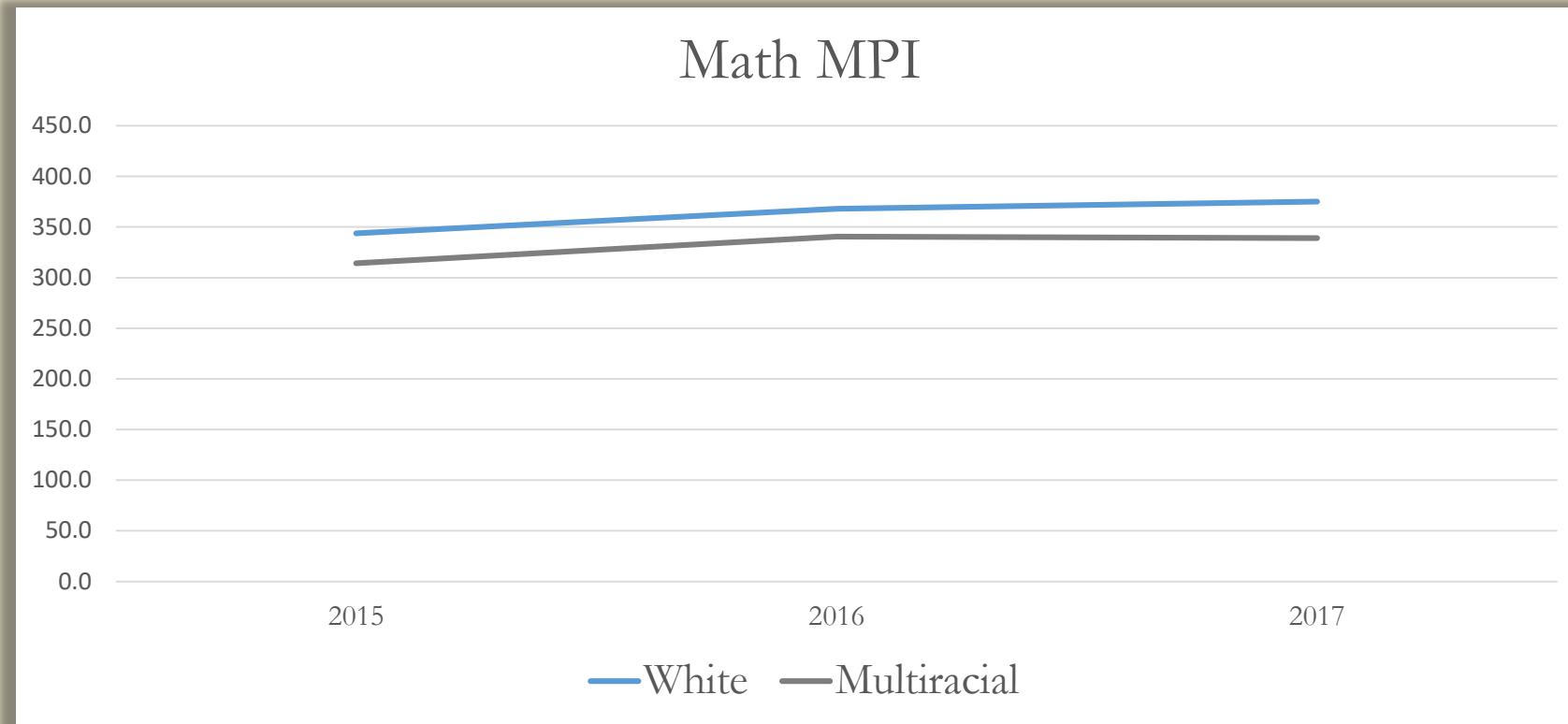
Current Status of the District Lingering Data ~ MPI (ELA)



At this rate the overall gap between white student achievement and multiracial student achievement in ELA will never close unless intervention occurs.

In 2017 the MPI gap between multiracial students and white students in ELA was 32.0 index points.

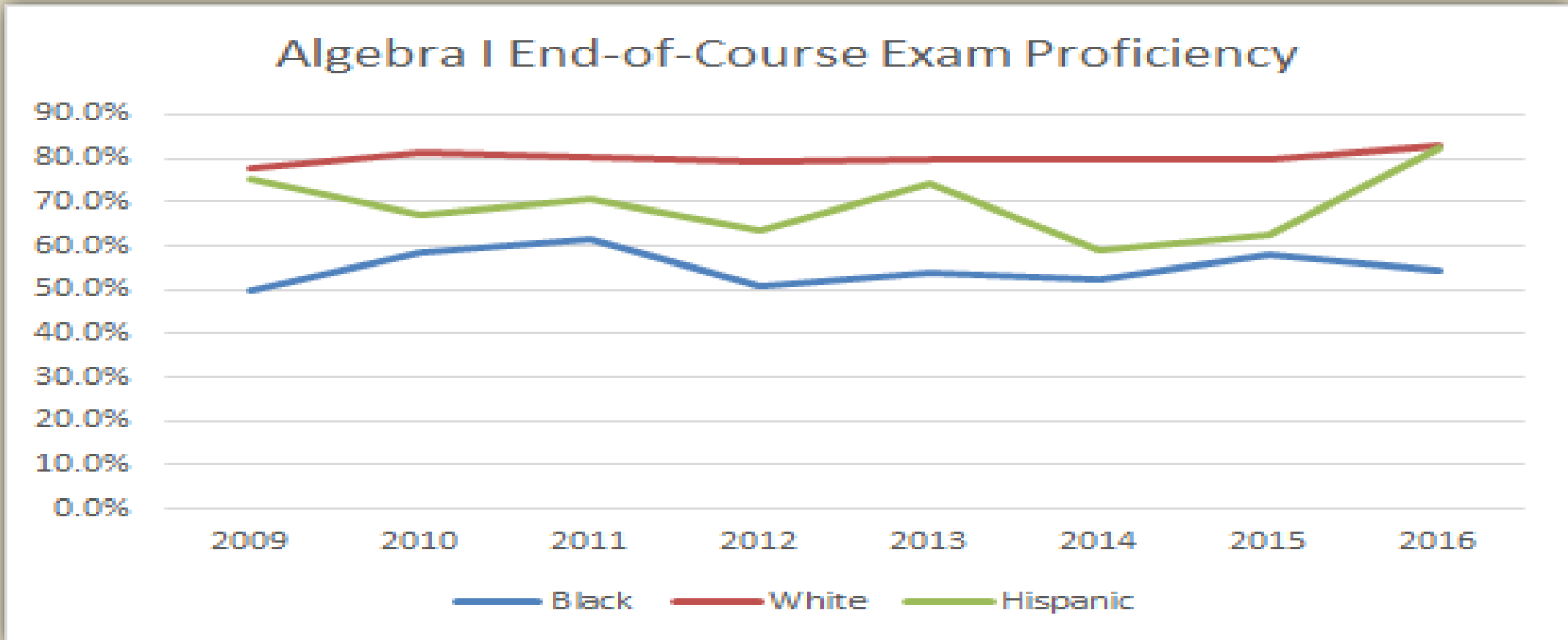
Current Status of the District Lingering Data ~ MPI (Math)



At this rate the overall gap between white student achievement and multiracial student achievement in math will never close unless intervention occurs.

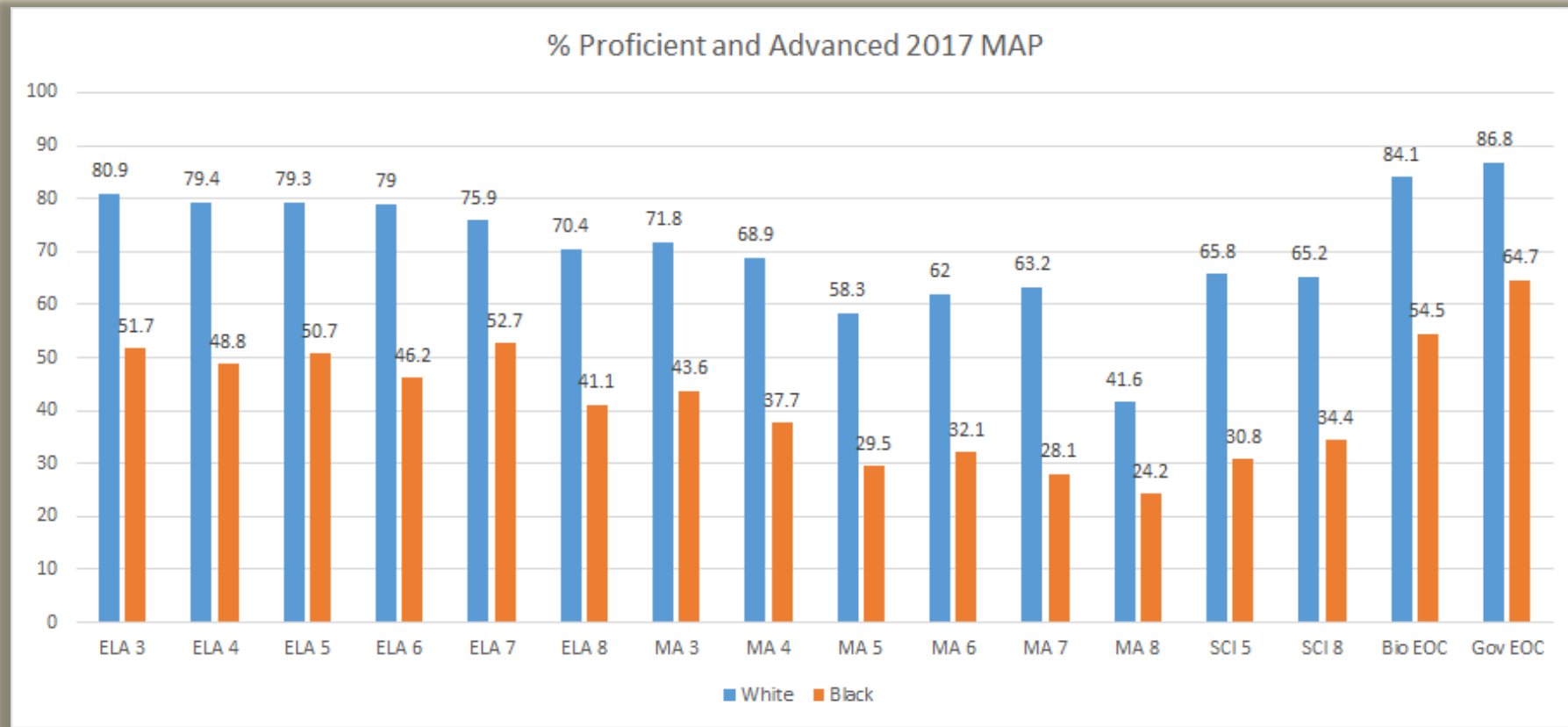
In 2017 the MPI gap between multiracial students and white students in math was 36.1 index points.

Current Status of the District Lingering Data ~ EOC



Source: 2017 achievement data as provided by DESE

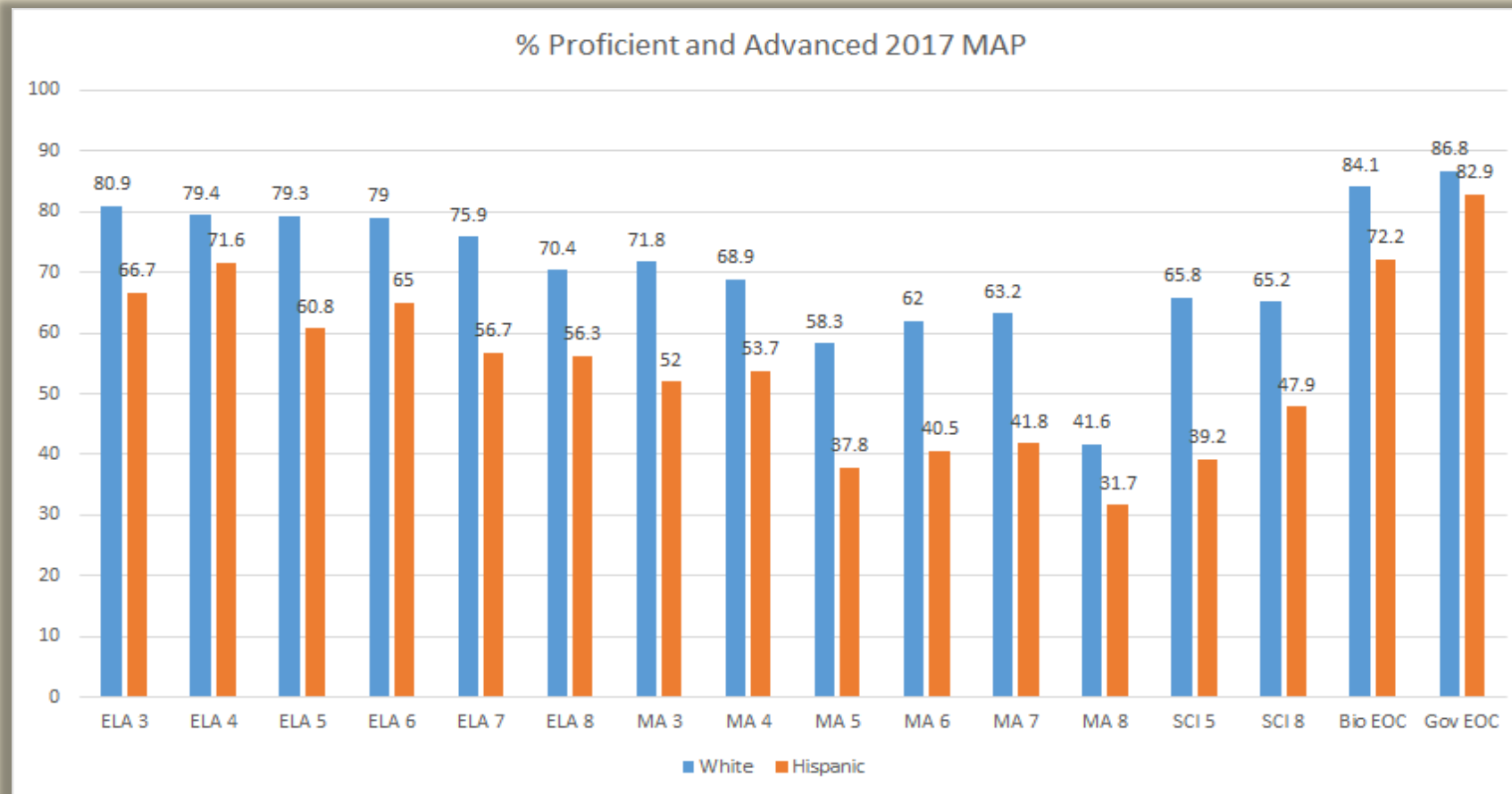
Current Status of the District Lingering Data ~ MAP/EOC



In 2017 data, gaps exist between white student proficiency and black student proficiency at each grade level and in each content area. Gaps range from 17.4 points to a high of a 35.1 point gap.

Source: 2017 achievement data as provided by DESE

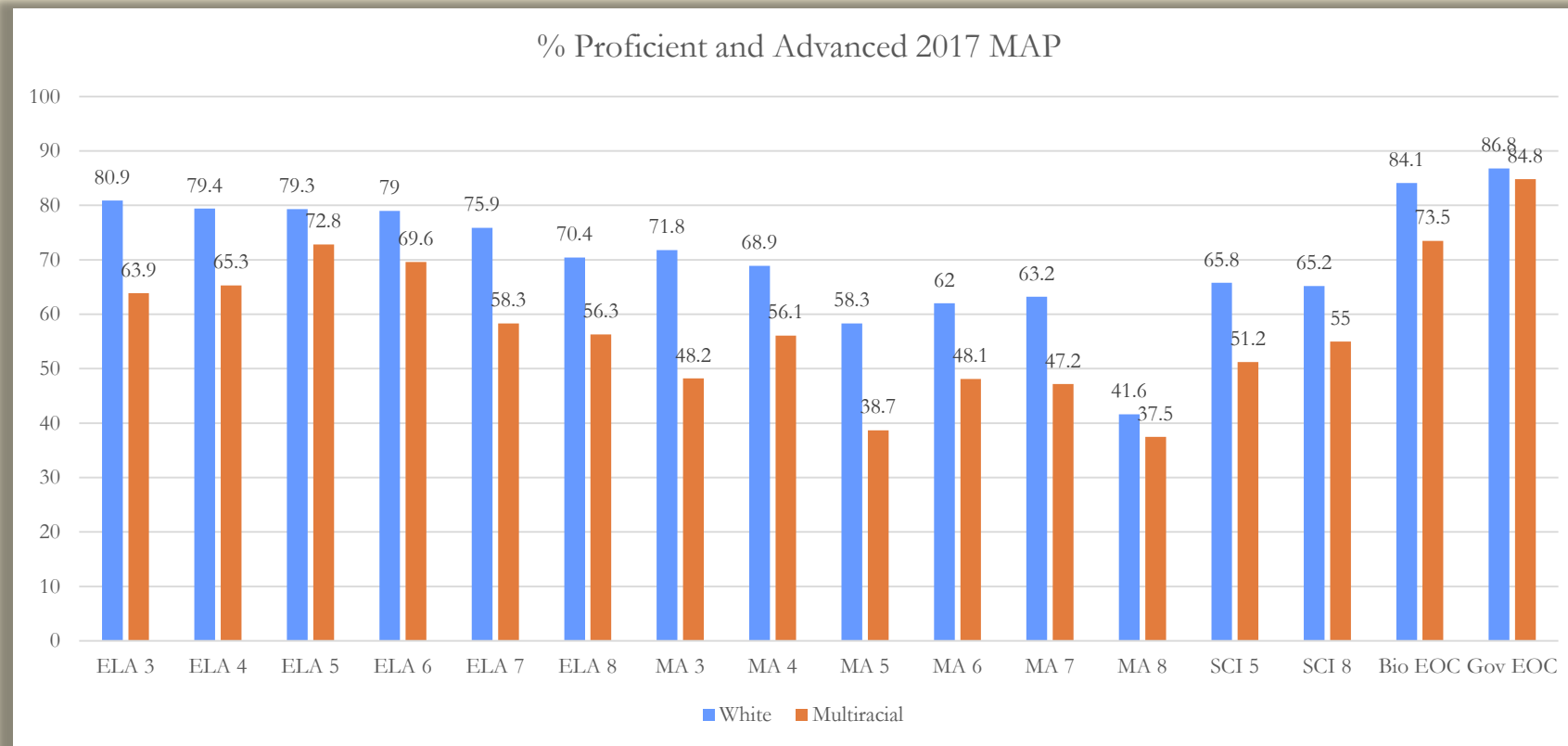
Current Status of the District Lingering Data ~ MAP/EOC



In 2017 data, gaps exist between white student proficiency and Hispanic student proficiency at each grade level and in each content area. Gaps range from 3.9 points to a high of a 26.6 point gap.

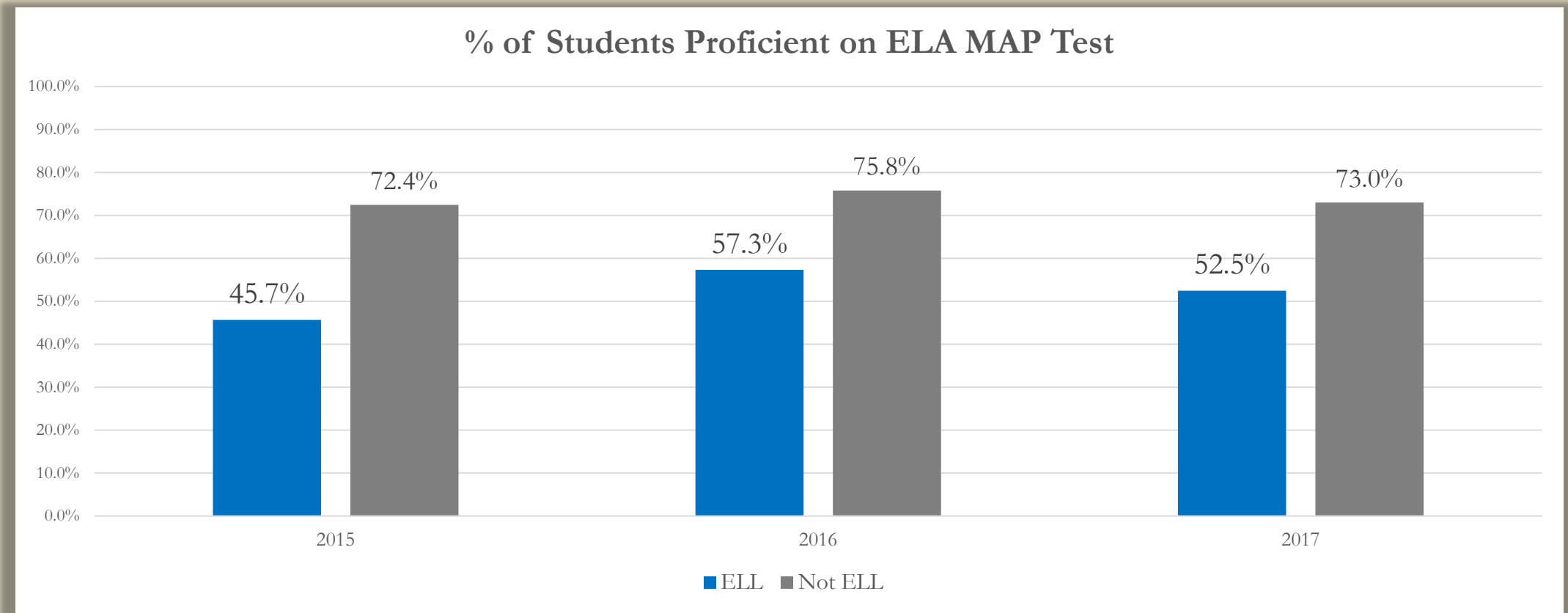
Source: 2017 achievement data as provided by DESE

Current Status of the District Lingering Data ~ MAP/EOC



In 2017 data, gaps exist between white student proficiency and multiracial student proficiency at each grade level and in each content area. Gaps range from 2.0 points to a high of a 23.6 point gap.

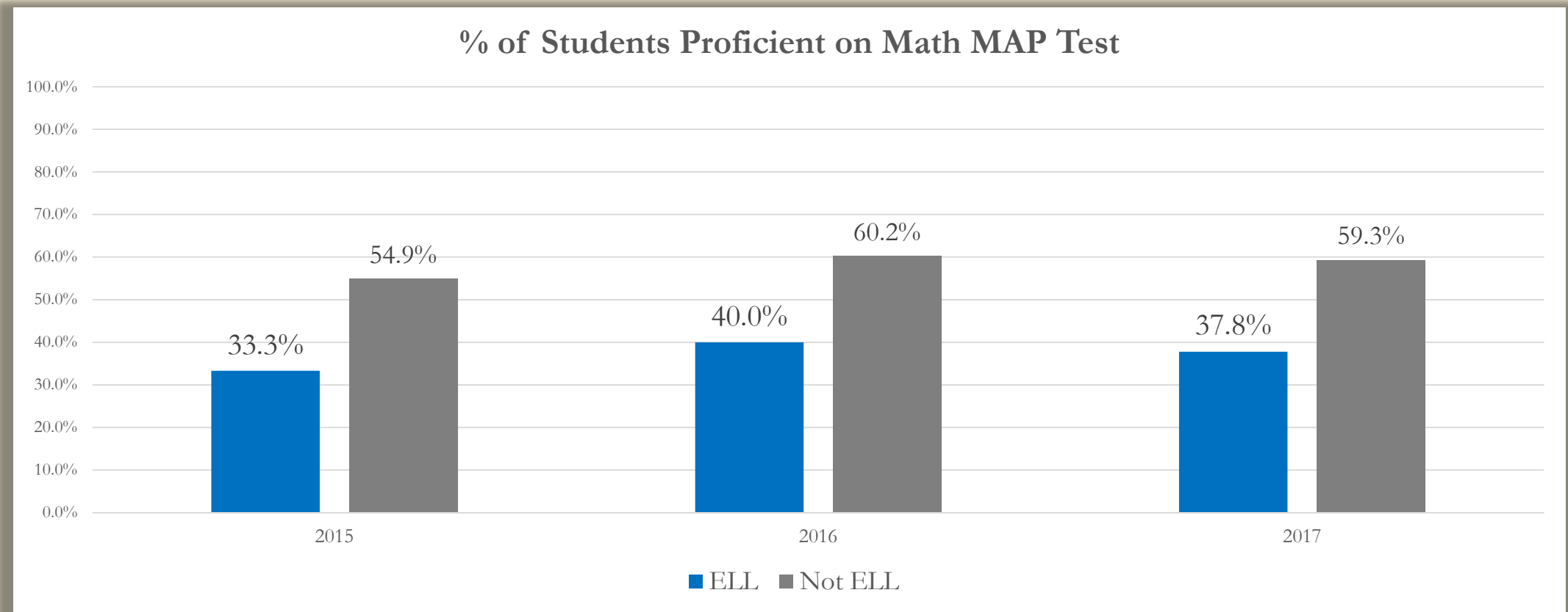
Current Status of the District Lingering Data - MAP~ ELL (ELA)



Source: 2017 achievement data as provided by DESE

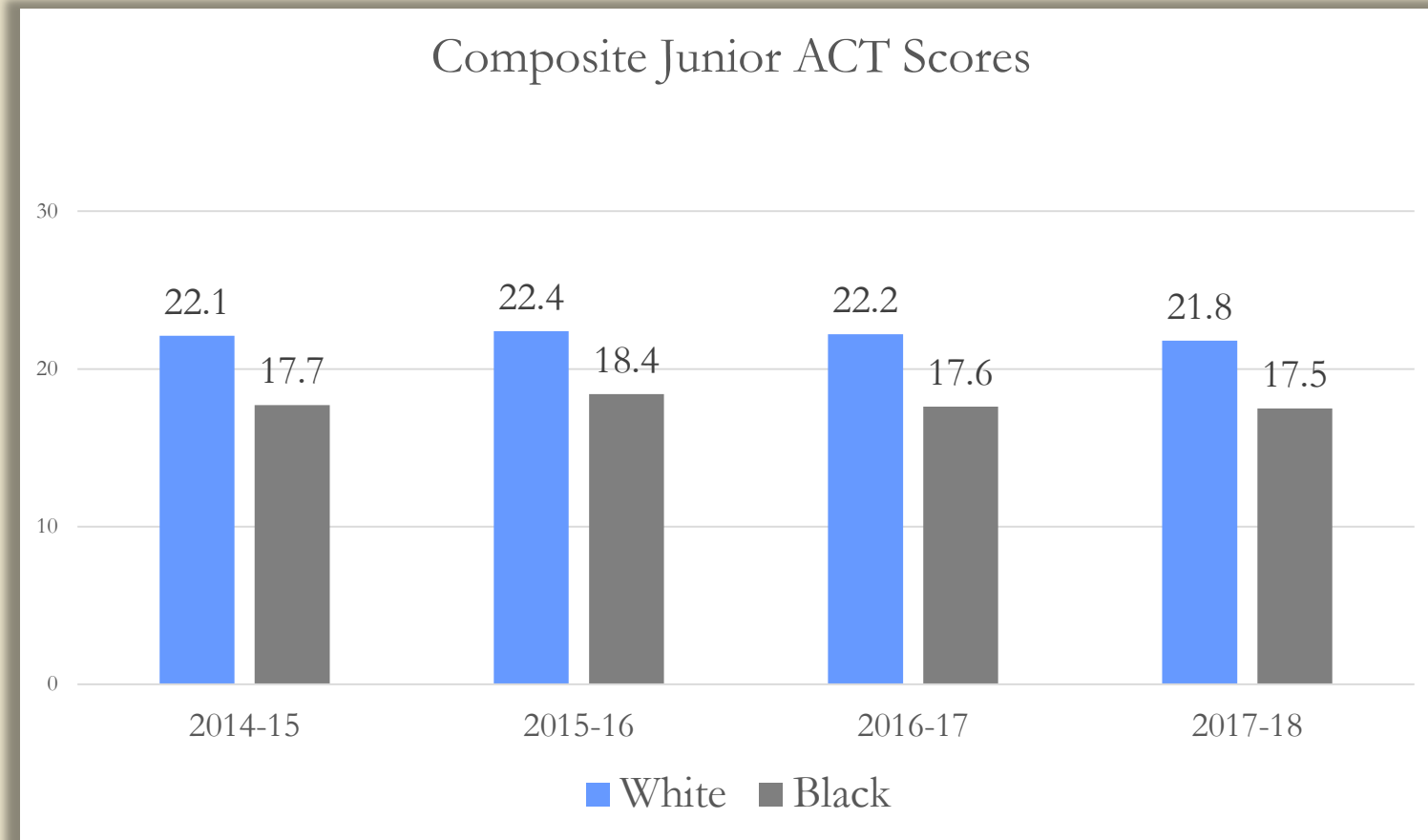
Current Status of the District

Lingering Data - MAP~ ELL (Math)



Source: 2017 achievement data as provided by DESE

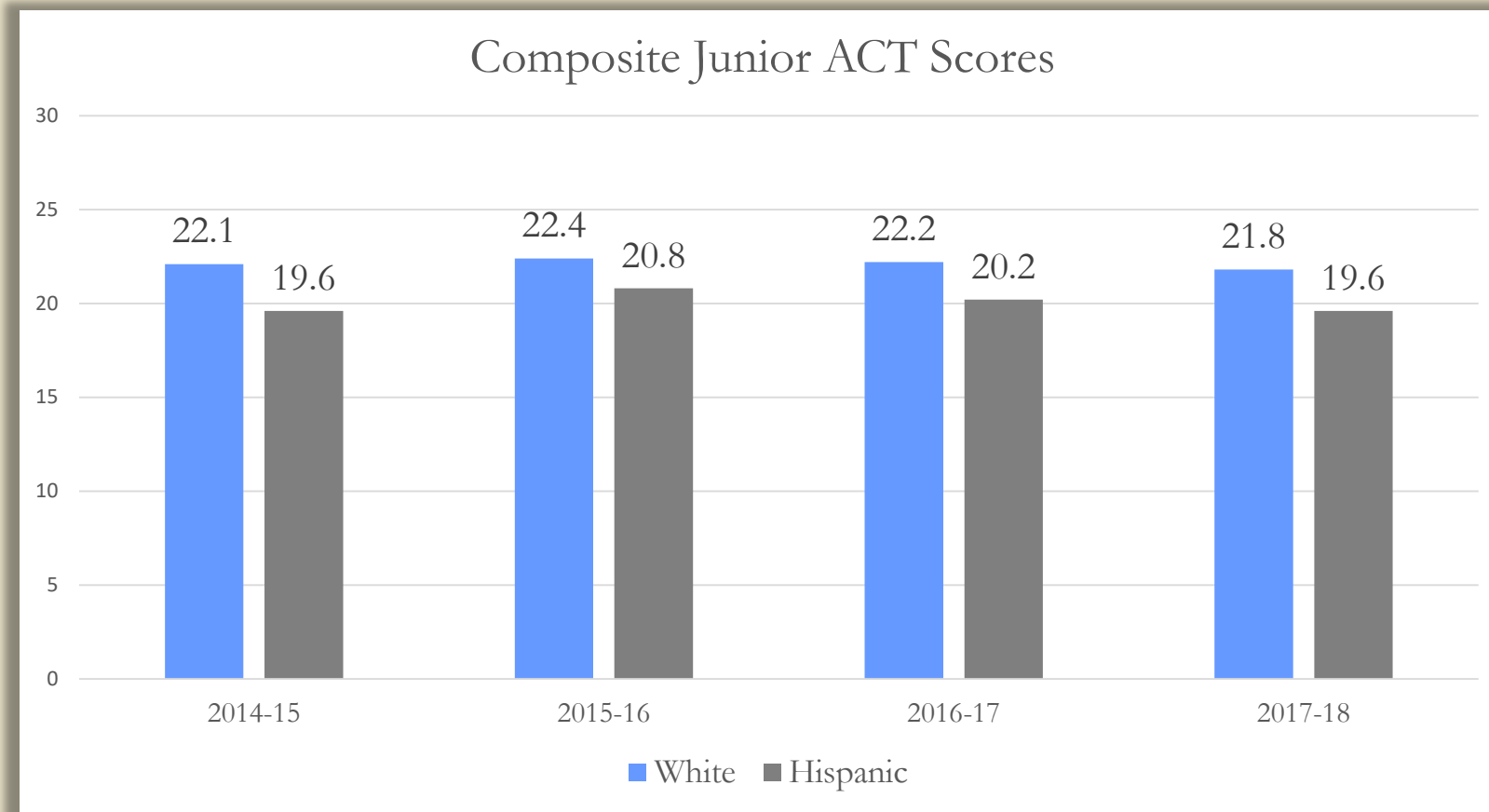
Current Status of the District Lingering Data ~ ACT



The gap between white and black student composite ACT scores from the census testing date (all juniors test) has ranged from 3.4 to 4.6 composite ACT points.

These student results impact potential access to certain colleges/universities as well as access to college funding.

Current Status of the District Lingering Data ~ ACT

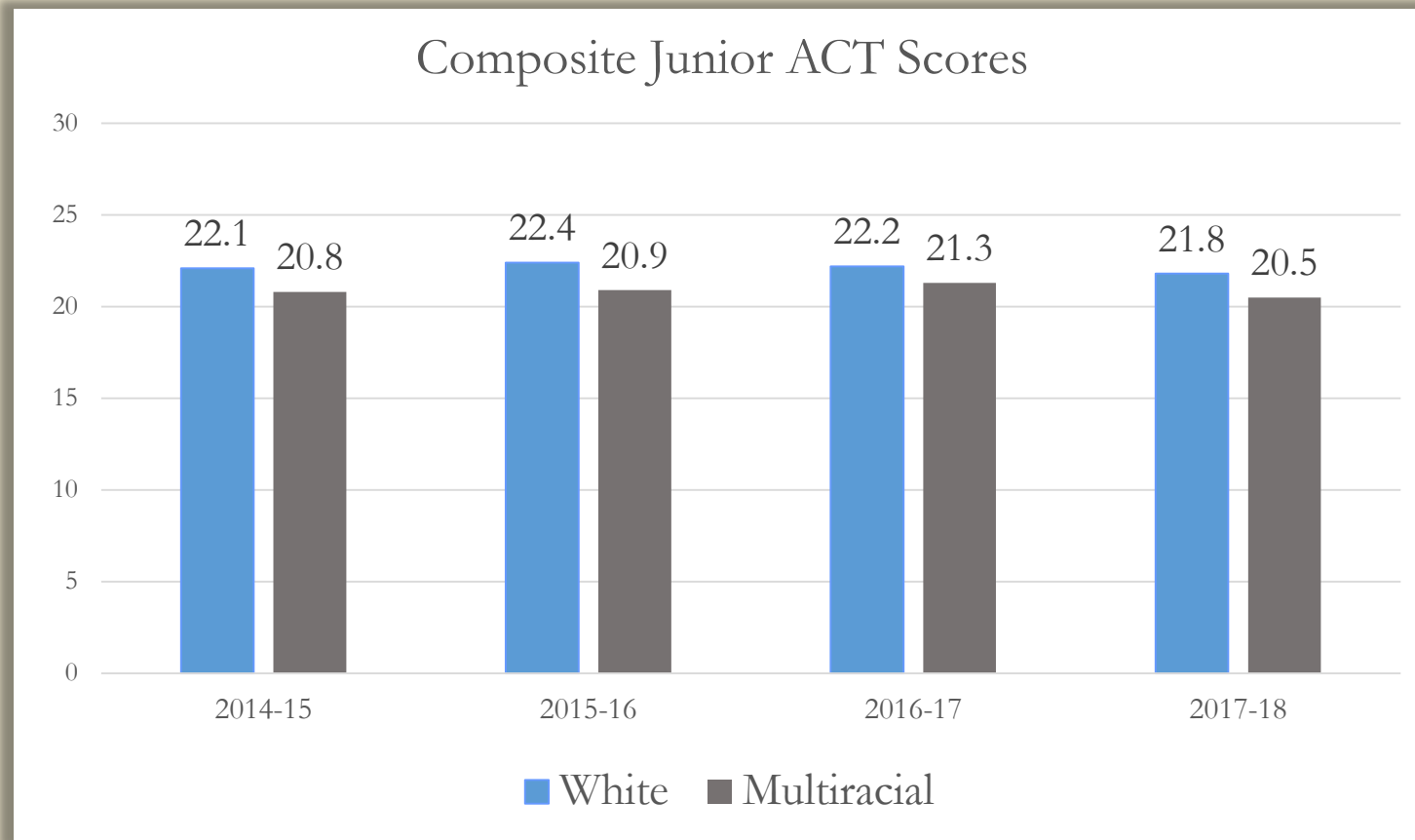


The gap between white and Hispanic student composite ACT scores from the census testing date (all juniors test) has ranged from 1.6 to 2.5 composite ACT points.

These student results impact potential access to certain colleges/universities as well as access to college funding.

Current Status of the District

Lingering Data ~ ACT

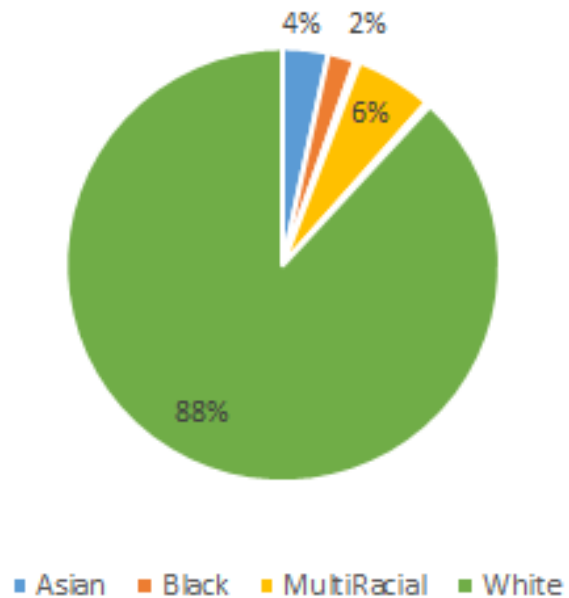


The gap between white and multiracial student composite ACT scores from the census testing date (all juniors test) has ranged from .9 to 1.5 composite ACT points.

These student results impact potential access to certain colleges/universities as well as access to college funding.

Current Status of the District Lingering Data ~Gifted

Elementary Gifted Program Enrollment



| Elementary Gifted Enrollment | |
|------------------------------|-----|
| Asian | 10 |
| Black | 6 |
| Hispanic | 1 |
| MultiRacial | 17 |
| Pacific Islander | 1 |
| White | 260 |
| Total | 295 |
| | |
| NonWhite | 35 |
| White | 260 |



Intersections of Data

The Intersection of Race and Poverty

| ELA Percent Proficient 2017 MAP (No EOC) | | | | | | | | |
|--|-------|---------|-------|---------|-------|---------|-------|---------|
| | 2014 | | 2015 | | 2016 | | 2017 | |
| | F/R | Not F/R | F/R | Not F/R | F/R | Not F/R | F/R | Not F/R |
| Black | 34.7% | 52.4% | 38.7% | 63.7% | 43.5% | 64.3% | 31.4% | 65.8% |
| White | 48.4% | 70.1% | 55.5% | 78.7% | 64.4% | 81.9% | 61.0% | 80.1% |

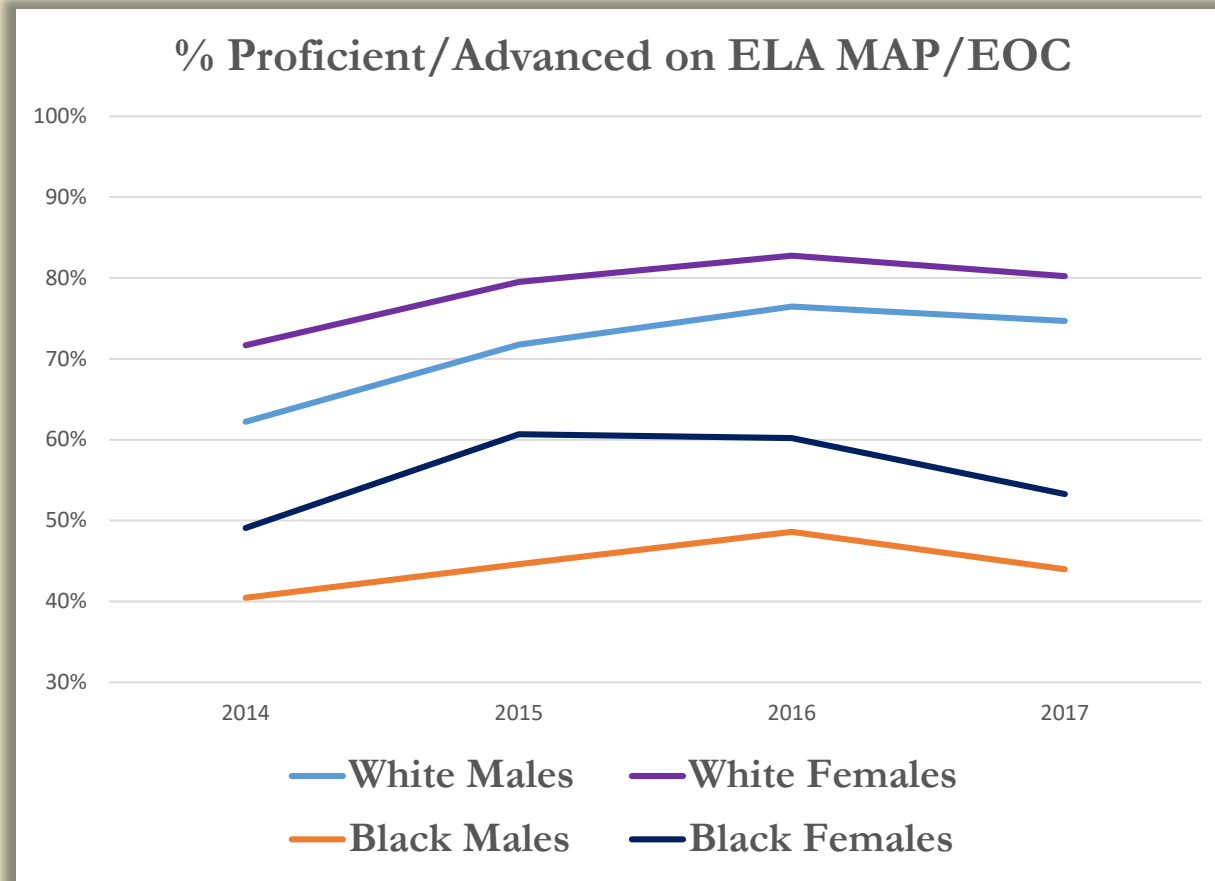
- Black and white students of poverty underperform wealthier students of their same races.
- White students of poverty outperform black students of poverty by between 13 and 29 percentage points.
- In the past 3 years of the ELA data, gaps are higher between black students of poverty and their wealthier black peers than between white students of poverty and their wealthier white peers.

The Intersection of Race and Poverty

| Math Percent Proficient 2017 MAP (No EOC) | | | | | | | | |
|---|-------|---------|-------|---------|-------|---------|-------|---------|
| | 2014 | | 2015 | | 2016 | | 2017 | |
| | F/R | Not F/R | F/R | Not F/R | F/R | Not F/R | F/R | Not F/R |
| Black | 29.2% | 45.2% | 25.1% | 39.8% | 24.9% | 47.6% | 20.9% | 47.8% |
| White | 44.6% | 67.8% | 38.8% | 62.0% | 44.5% | 67.2% | 44.0% | 67.6% |

- Black and white students of poverty underperform wealthier students of their same races in the area of mathematics.
- White students of poverty outperform black students of poverty by between 14 and 23 percentage points in the area of mathematics.

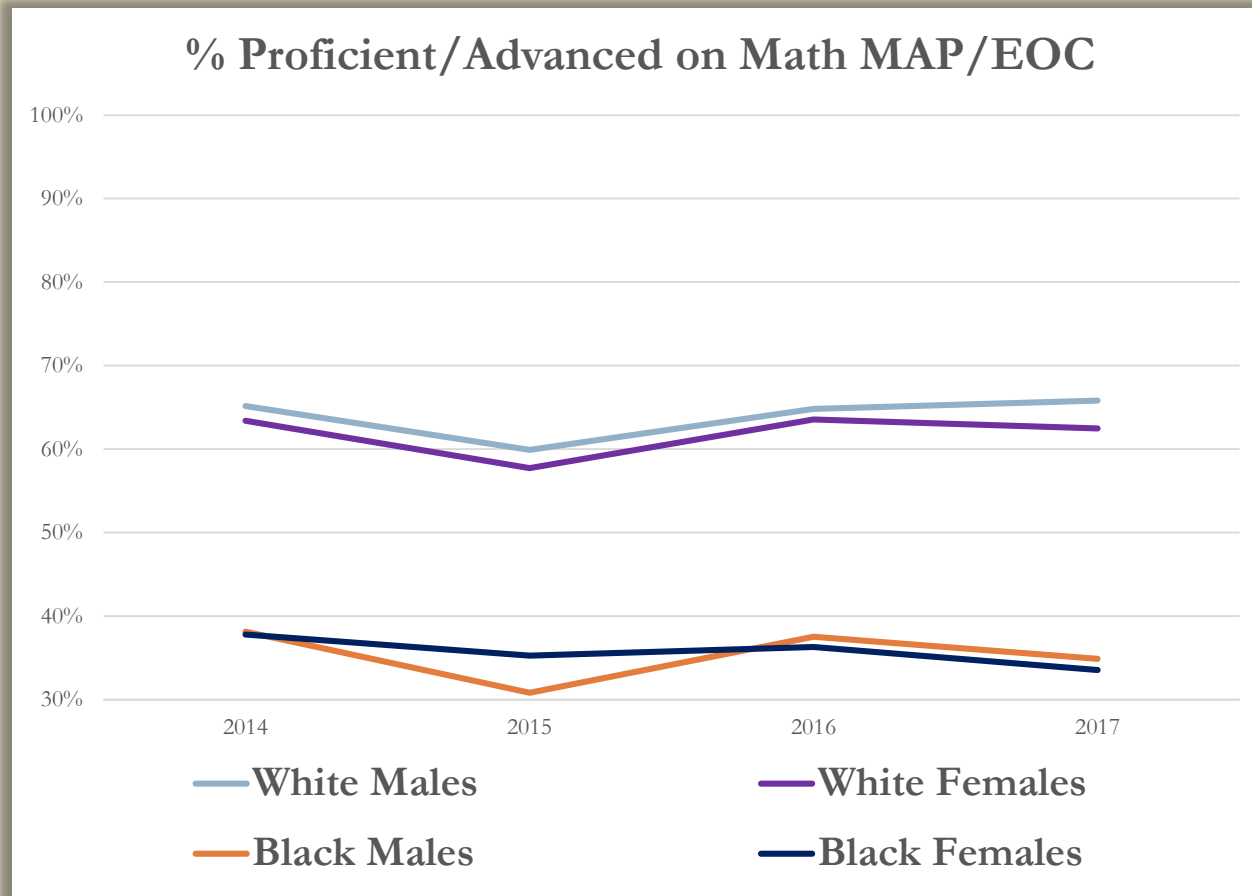
The Intersection of Race and Gender



Source: 2017 achievement data as provided by DESE

- The gap between white female performance and black female performance is widening—22 point gap to a 27 point gap in 4 years.
- The gap between white males and black males is widening—it has gone from 22 point gap to a 31 point gap in 4 years.
- Black males (the lowest performing combination) are outperformed by white females (the highest performing combination) in 2017 by 36 percentage points.

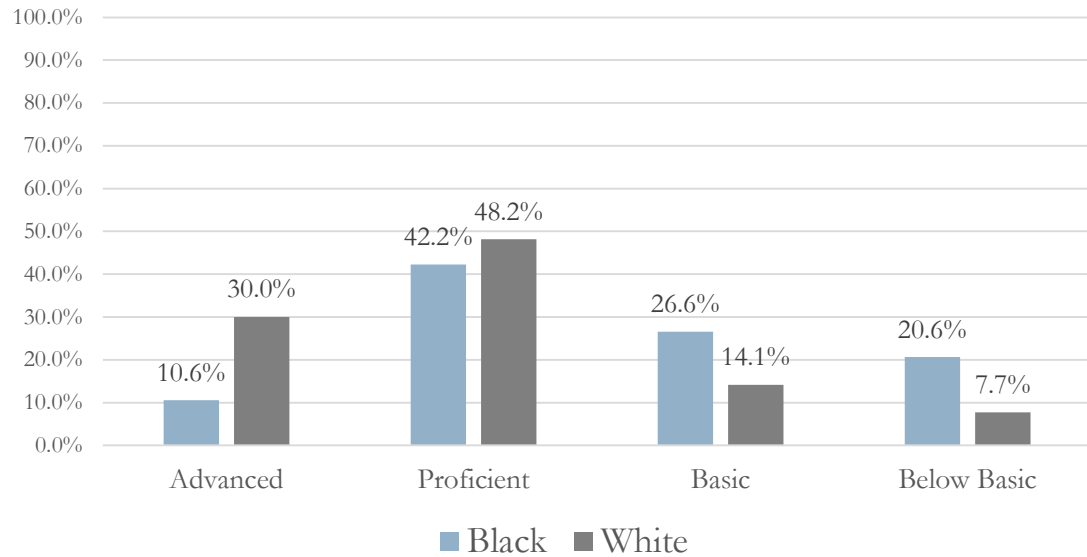
The Intersection of Race and Gender



- 2017 math data shows over a 30 point gap between white males (the highest performing combination) and black females (the lowest performing combination).

Source: 2017 achievement data as provided by DESE

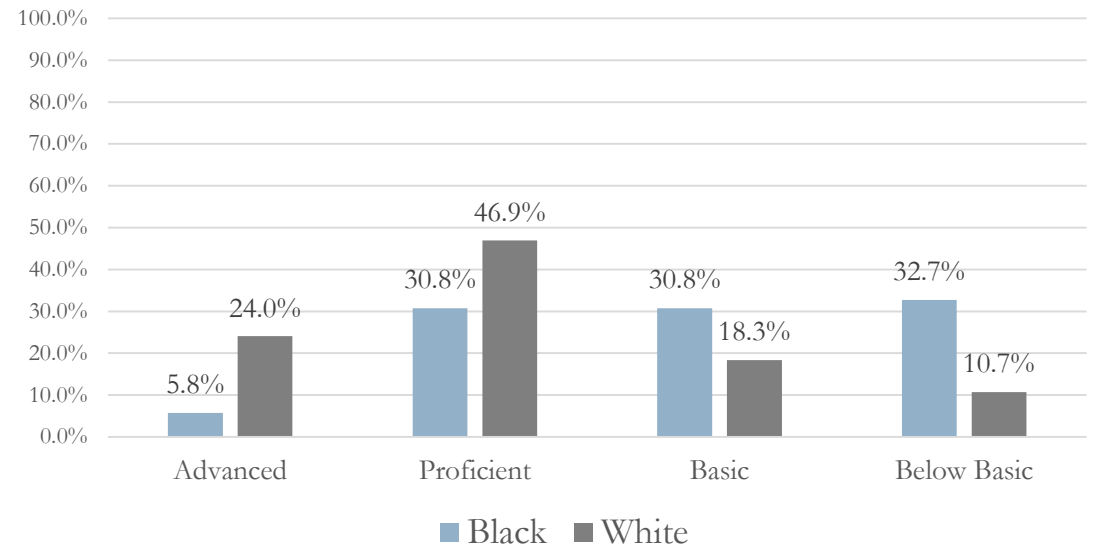
2017 ELA Achievement Levels of Students Enrolled in LSR7 3 or More Years



N= 708 Black Students
N=5538 White Students

An achievement gap exists in ELA between black students who have been in LSR7 for 3+ years and white students who have been in LSR7 for 3+ years.

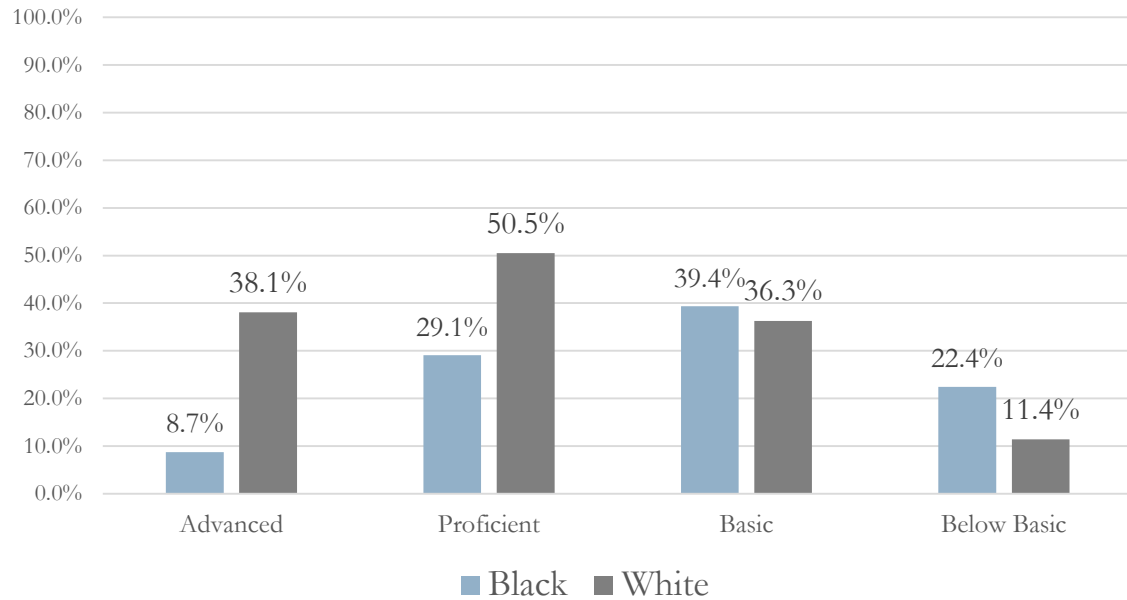
2017 ELA Achievement Levels of Students Enrollend in LSR7 between 1-2 years



N= 260 Black Students
N=708 White Students

An achievement gap exists in ELA between black students who have been in LSR7 for 1-2 years and white students who have been in LSR7 for 1-2 years.

2017 Math Achievement of Students Enrolled in LSR7 3+ Years

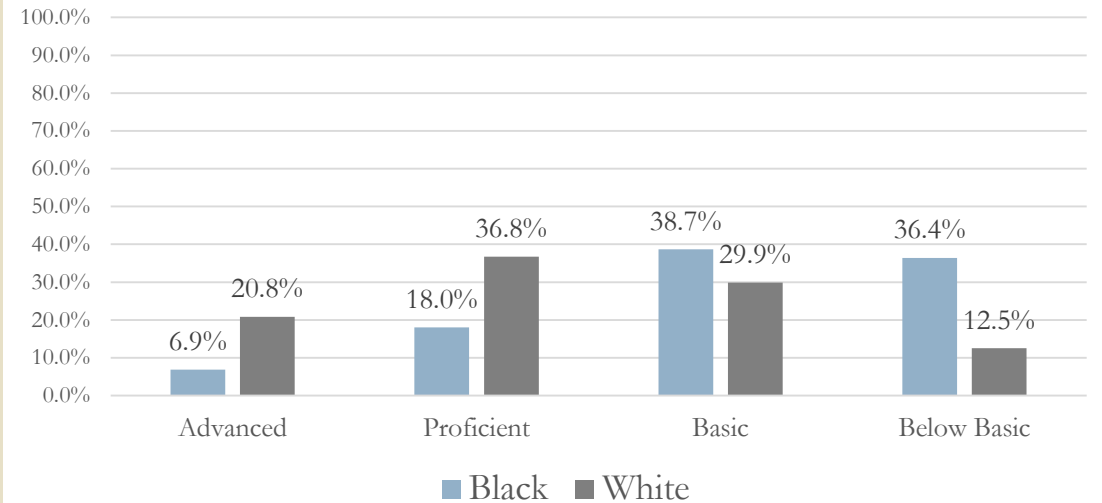


N= 709 Black Students
N=4110 White Students

An achievement gap exists in math between black students who have been in LSR7 for 1-2 years and white students who have been in LSR7 for 1-2 years.

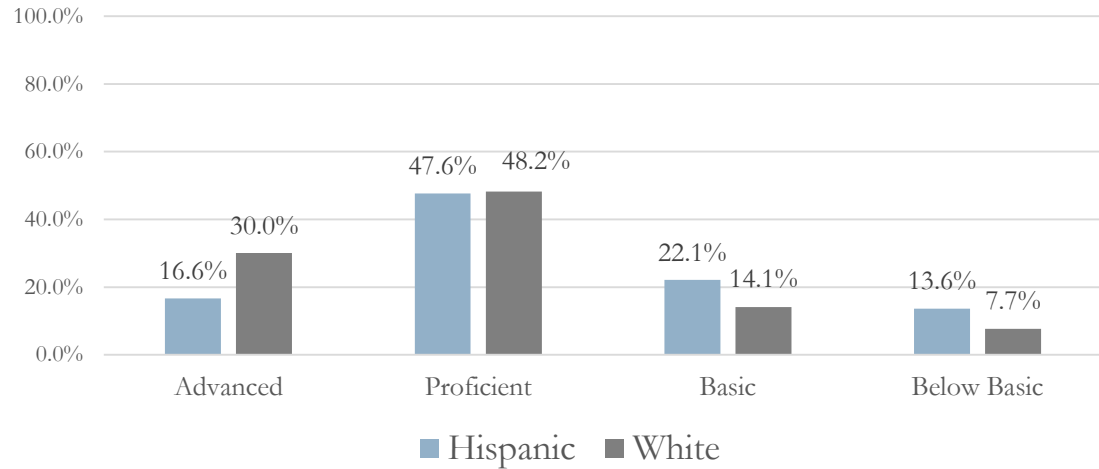
An achievement gap exists in math between black students who have been in LSR7 for 3+ years and white students who have been in LSR7 for 3+ years.

2017 Math Achievement of Students Enrolled in LSR7 between 1-2 Years



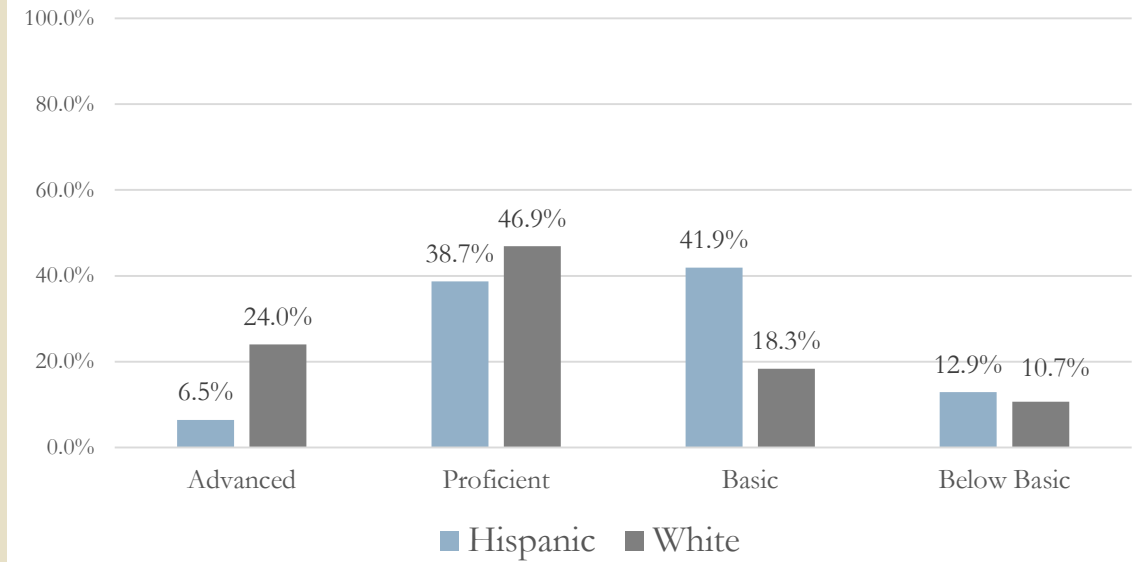
N= 261 Black Students
N=696 White Students

2017 ELA Achievement Levels of Students Enrollend in LSR7 3 or More Years



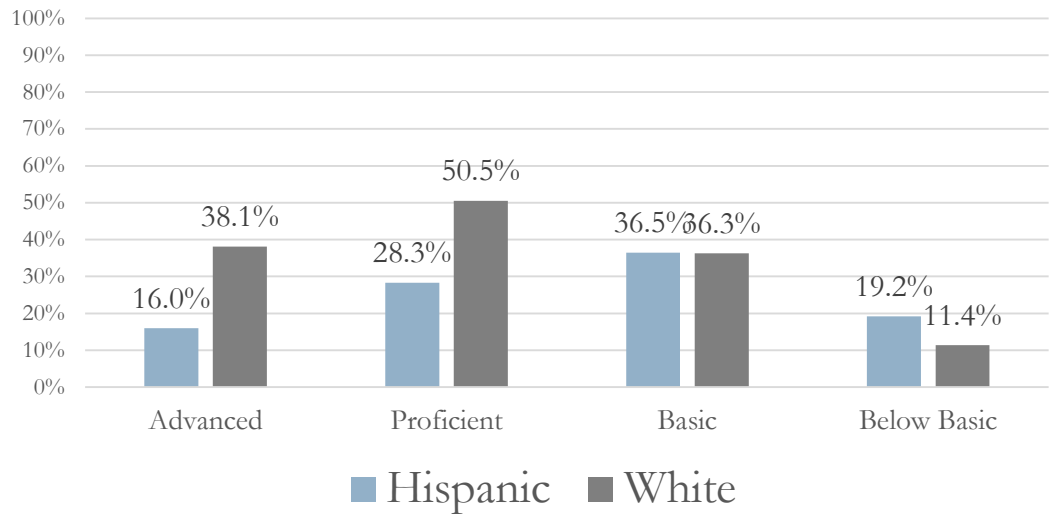
N= 403 Hispanic Students
 N=5538 White Students

2017 ELA Achievement Levels of Students Enrollend in LSR7 between 1-2 years



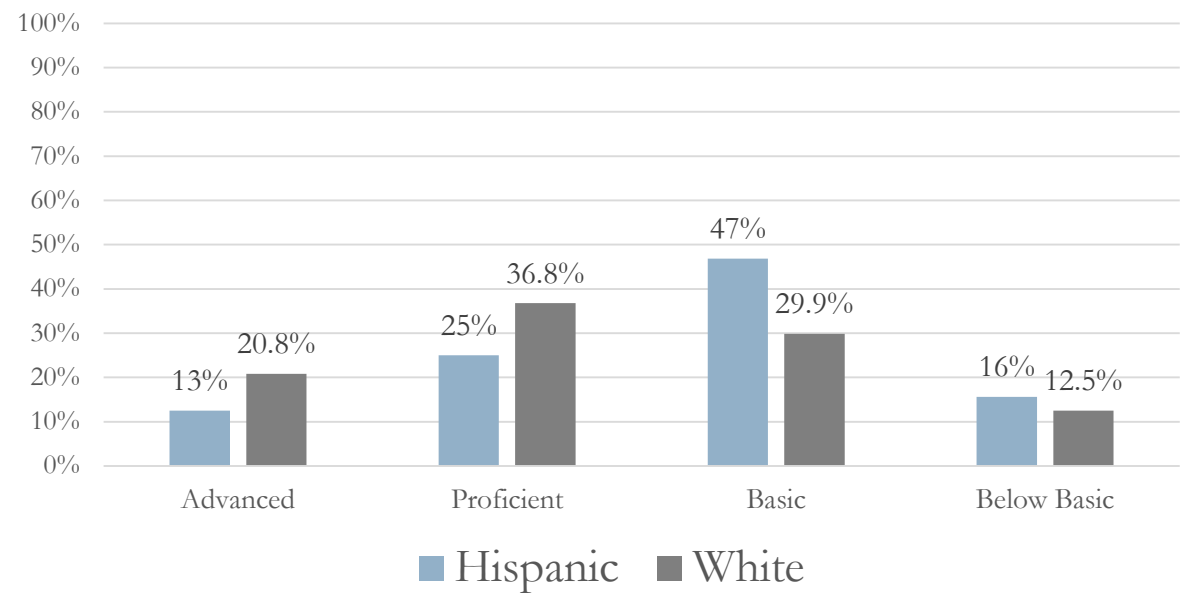
N= 31 Hispanic Students
 N=708 White Students

2017 Math Achievement of Students Enrolled in LSR7 3+ Years



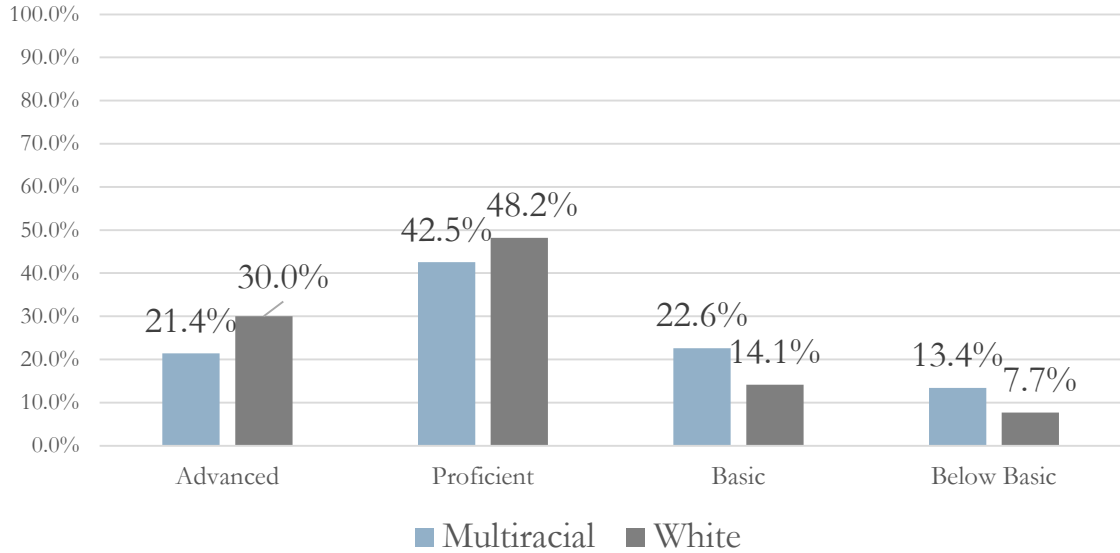
N= 406 Hispanic Students
 N=4110 White Students

2017 Math Achievement of Students Enrolled in LSR7 between 1-2 years



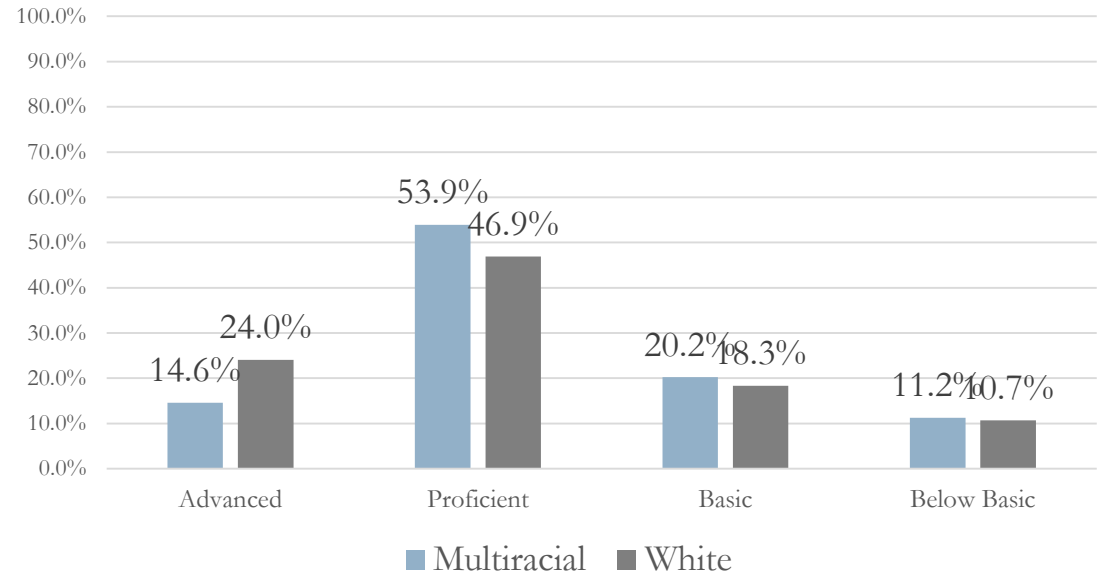
N= 32 Hispanic Students
 N=696 White Students

2017 ELA Achievement Levels of Students Enrollend in LSR7 3 or More Years



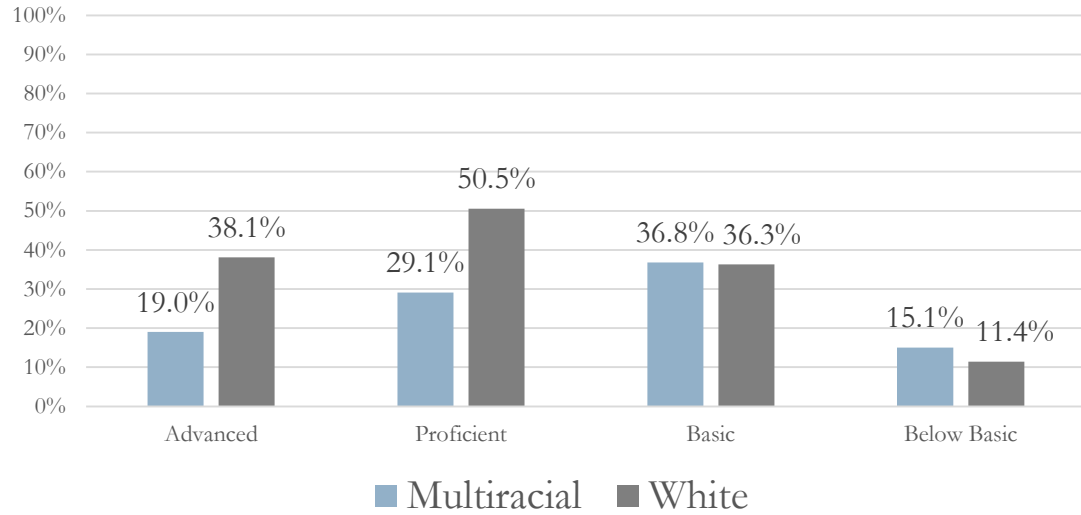
N= 402 Multiracial Students
N=5538 White Students

2017 ELA Achievement Levels of Students Enrollend in LSR7 between 1-2 years



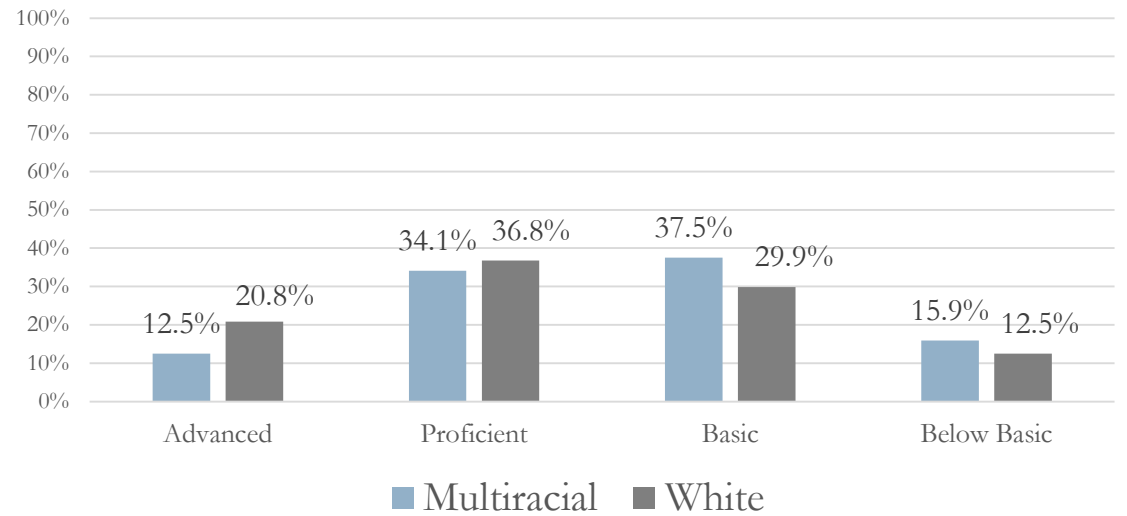
N= 89 Multiracial Students
N=708 White Students

2017 Math Achievement of Students Enrolled in LSR7 3+ Years



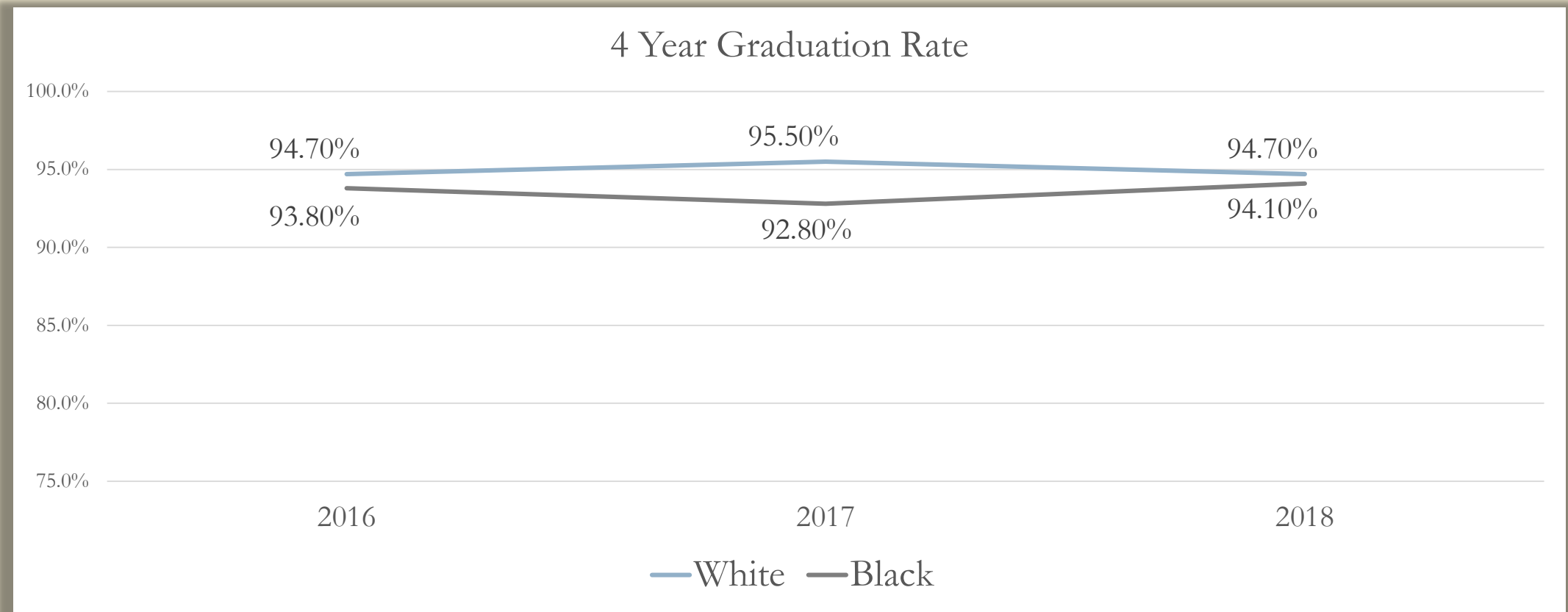
N= 405 Multiracial Students
 N=4110 White Students

2017 Math Achievement of Students Enrolled in LSR7 between 1-2 years



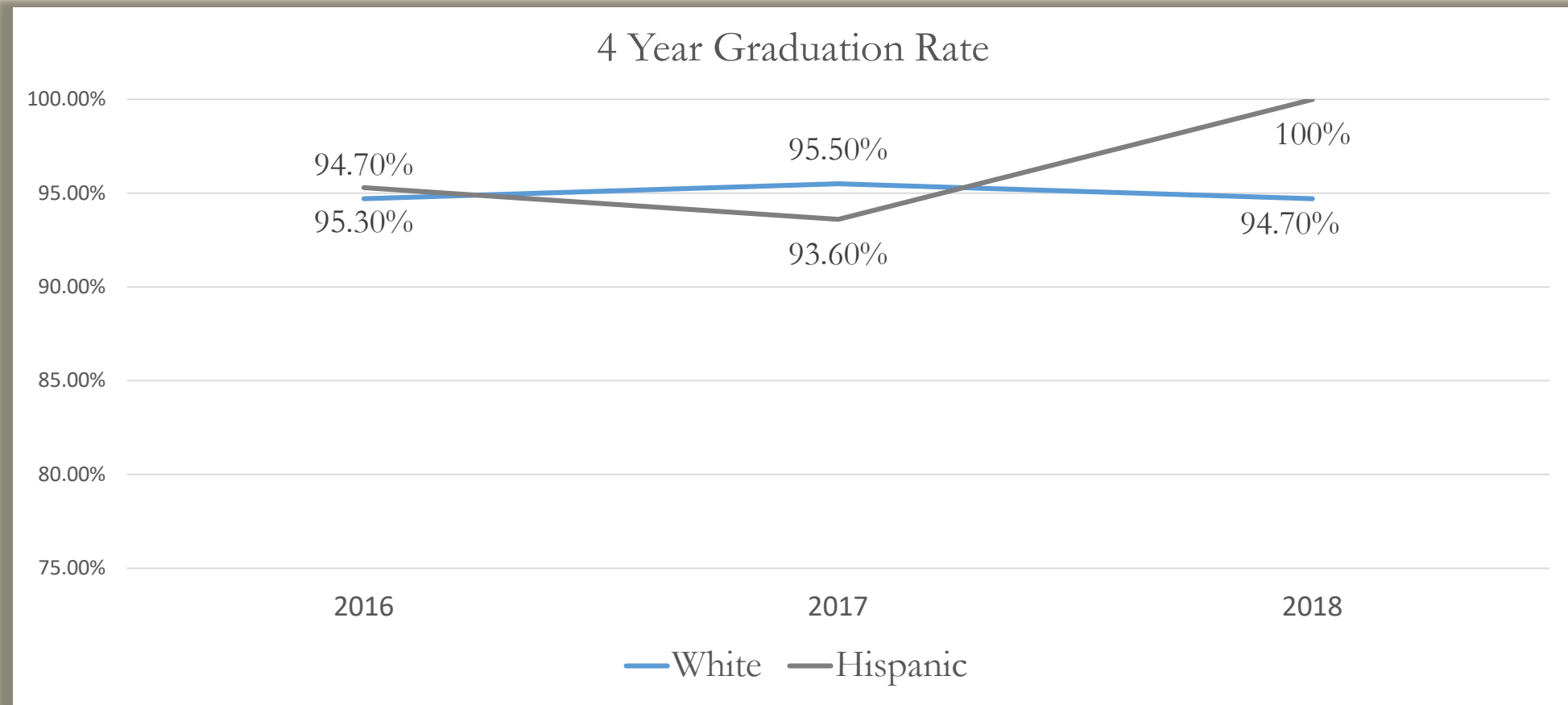
N= 88 Multiracial Students
 N=696 White Students

Current Status of the District Lingering Data ~ Graduation Rate



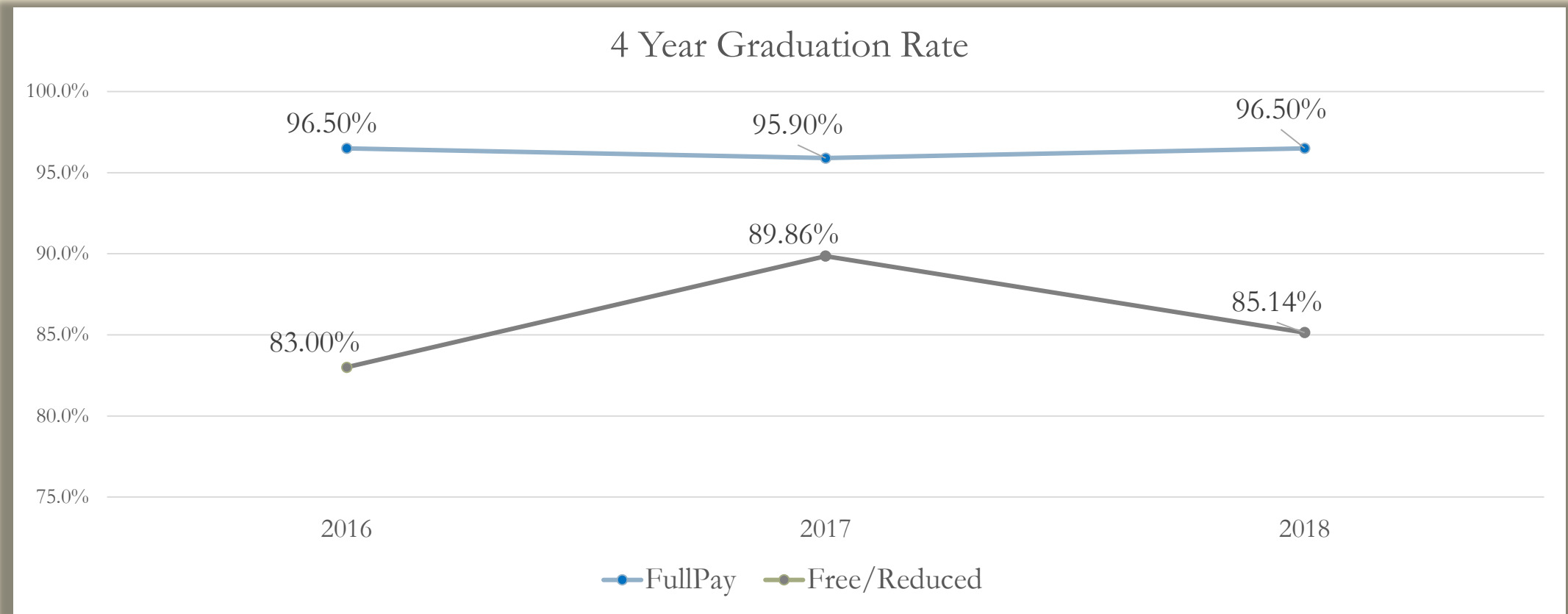
Source: DESE Report Card

Current Status of the District Lingering Data ~ Graduation Rate



Source: DESE Report Card

Current Status of the District Lingering Data ~ Graduation Rate

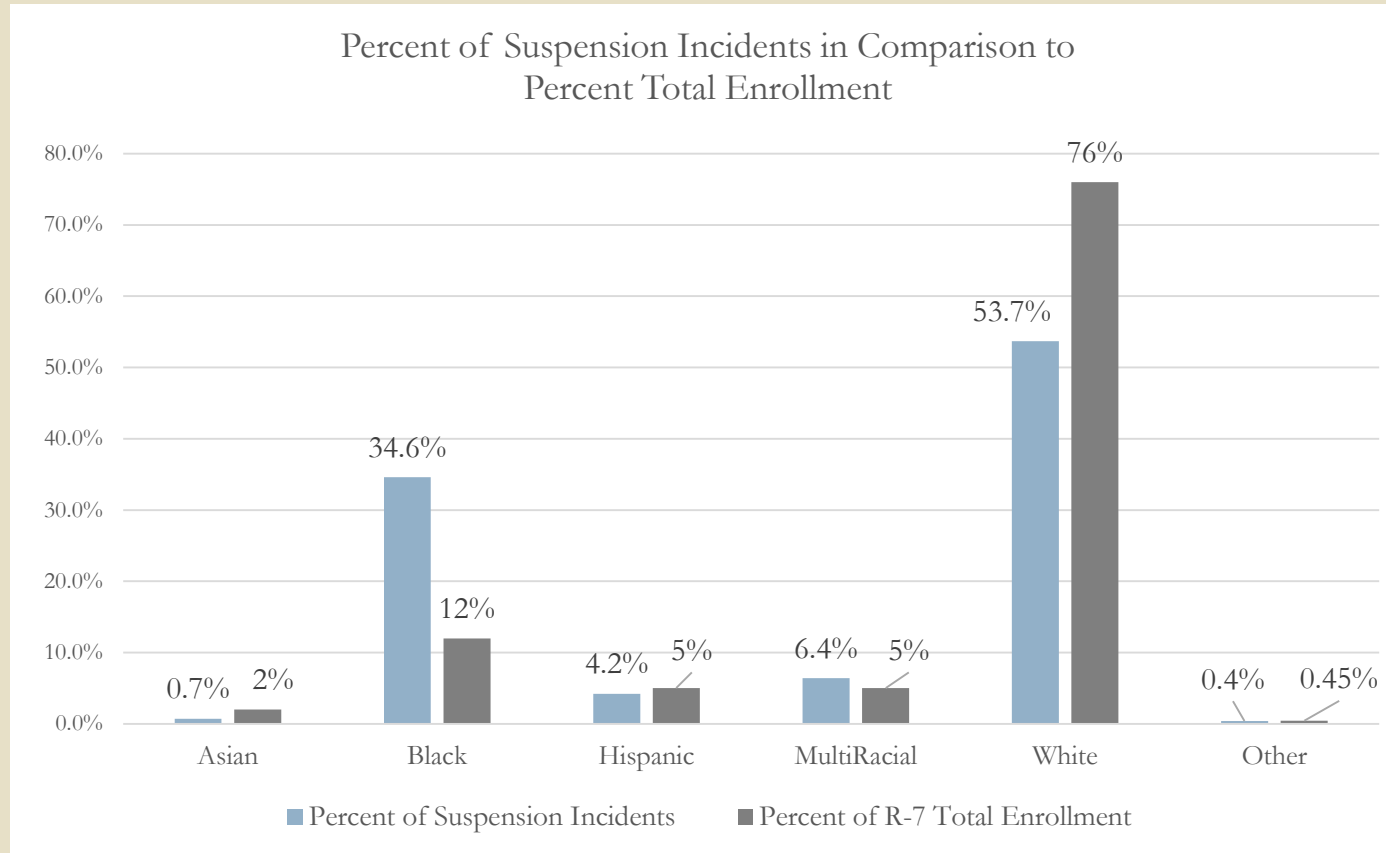


Source: DESE Report Card



Discipline Data

Current Status of the District Lingering Data ~ Discipline

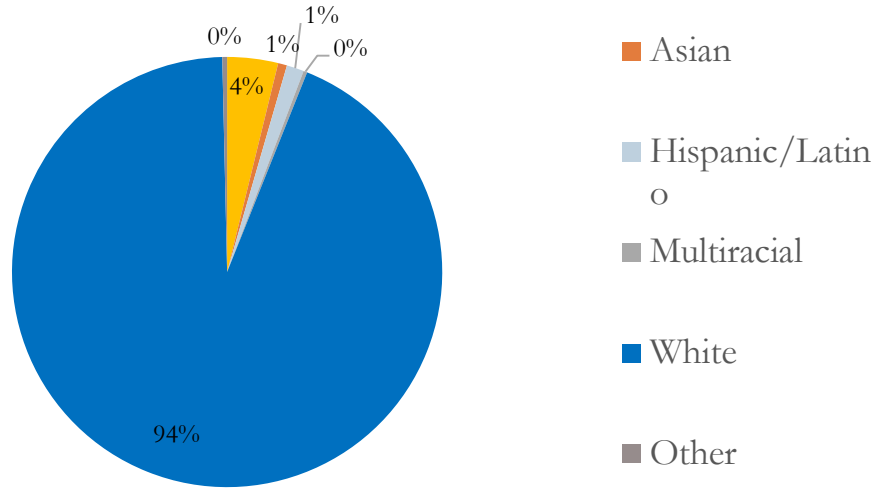


- Black students account for 12% of total student enrollment, but black student suspension accounts for 34.6% of the total suspensions.
- Inversely, white students account for 76% of enrollment, but only 53.7% of the suspensions.



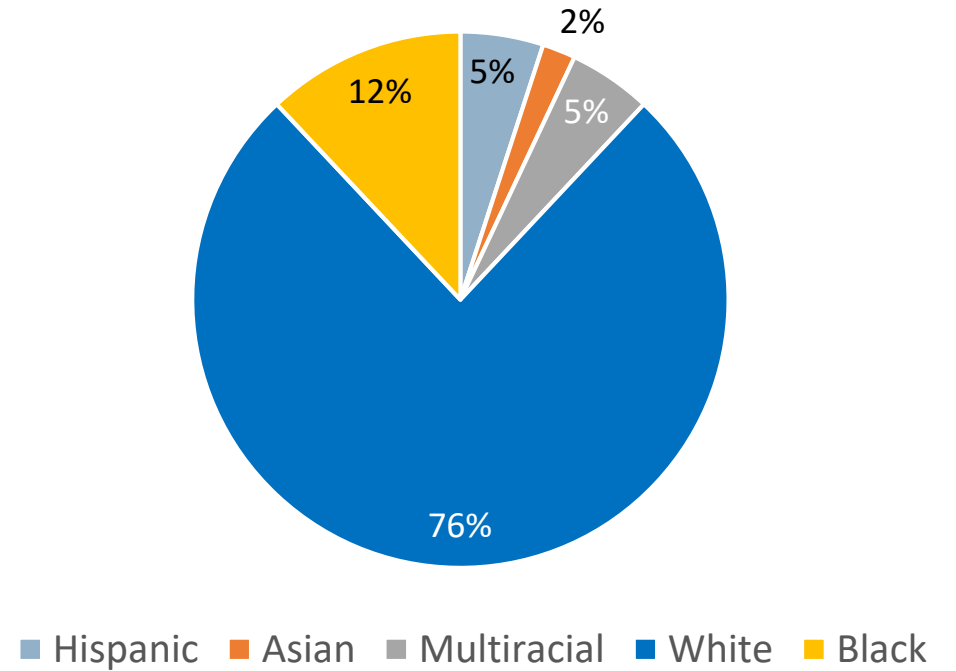
Staffing Data

Total Staff Ethnicity
2018-19

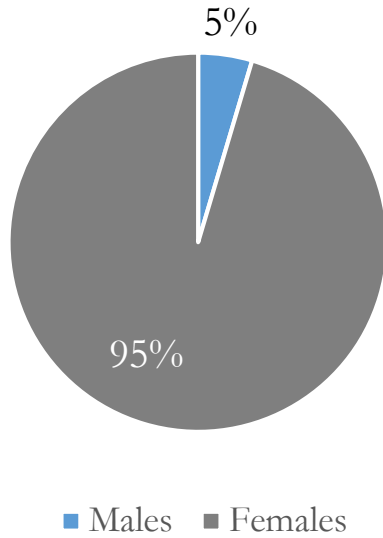


Staffing data do not reflect an equivalent representation of the student population .

LSR7 Student Enrollment

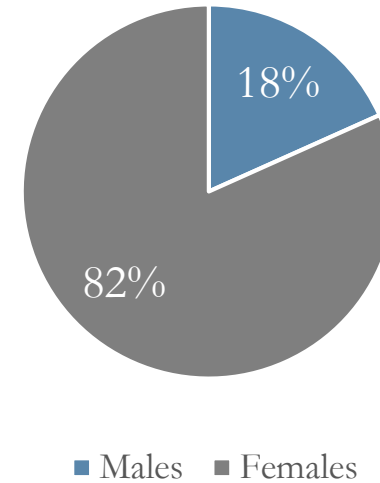


Elementary Teachers



Staffing data do not reflect an equivalent representation of the student population .

Secondary Teachers





Closing Thoughts