

2022 Outcomes Report, Cont Gap Analysis

Slides prepared by:
Liz, Homan, Ph.D., Superintendent



Purpose



The purpose of this presentation is to share areas of success and future growth for the Arlington Public Schools across various outcome areas, using multiple measures to highlight:

- (1) Key areas where APS is closing achievement gaps
- (2) Key groups of focus and the status of achievement gaps for those focal groups of students over the past several years.



ARLINGTON PUBLIC SCHOOLS

Discussing Achievement and Opportunity Gaps

Achievement Gap Definition



Achievement Gaps:

1. Are lagging indicators: they look backwards at whether an intended result was achieved;
2. Are limited in scope to the **focal groups** defined;
 - a. *We use the term “focal groups” instead of subgroups because “sub” implies “beneath.” These are focal groups because we focus our attention on them as groups of interest;*
 - b. *Focal groups are defined in large part by the DESE and APS is held accountable to closing achievement gaps for focal groups defined by the state;*
 - c. *We have the ability to identify additional focal groups of interest, such as students who identify as transgender;*
 - d. *While “high needs” is also a focal group defined by the state, I have not included it in this analysis because it tends to be a “catch all” and inclusive of all of the more granular groups defined in this report.*
3. Overlap with other focal group achievement gaps; if a student is *both* white *and* low-income, they are reflected in both sets of data.

Opportunity Gap Definition

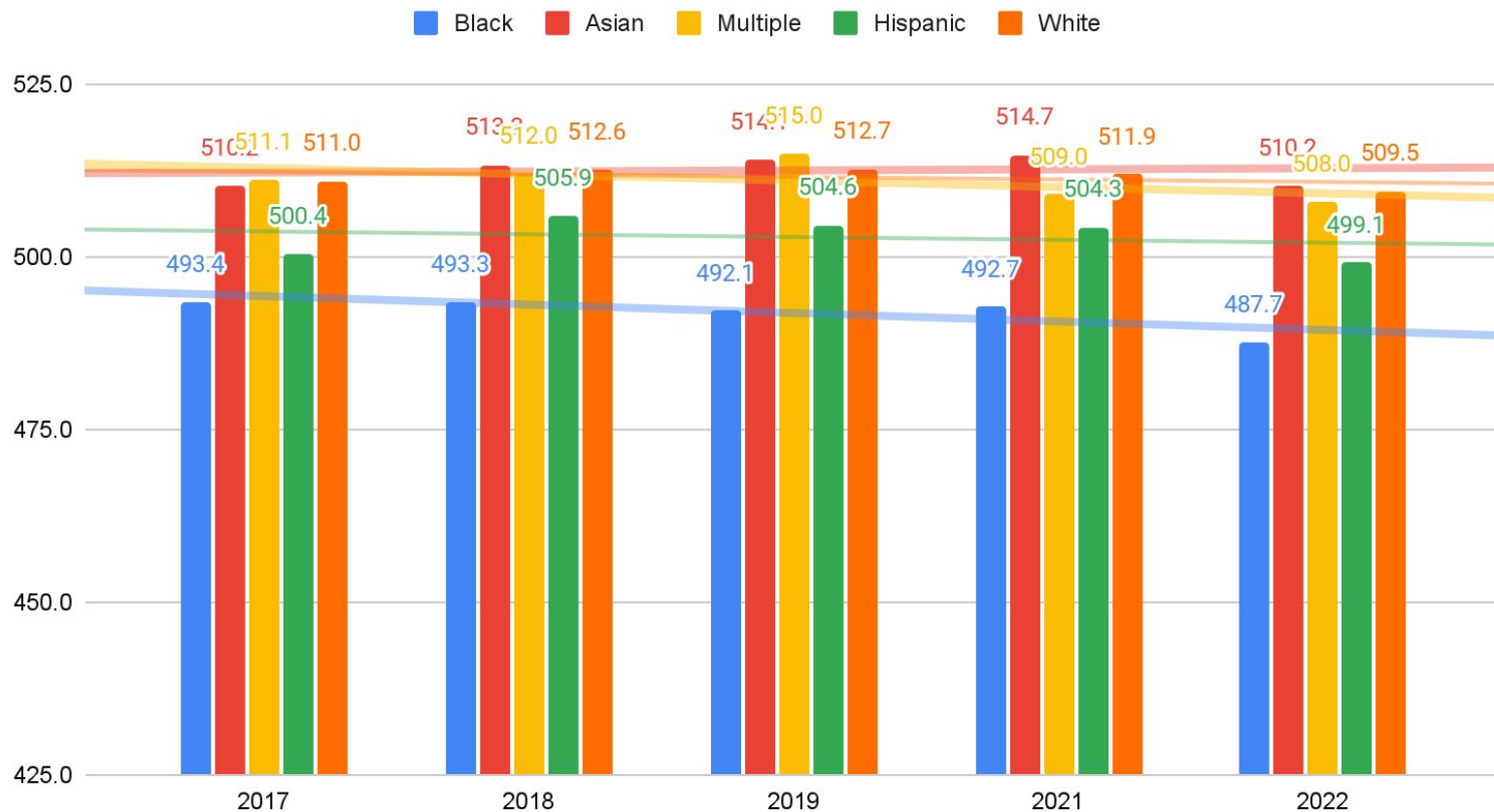


Opportunity Gaps:

1. Are leading indicators: they look forward to anticipate future outcomes and events;
2. Are less limited in scope, because addressing an opportunity gap will often address the needs of multiple focal groups;
3. Are more challenging to define; we can identify but rarely directly measure opportunity gaps;
4. “Opportunity gap” draws attention to the conditions and obstacles that young students face throughout their educational careers. It therefore accurately places responsibility on an inequitable system that is not providing the opportunities for all kids to thrive and succeed;
5. When we ask students and families about their experiences in our schools (surveys, empathy interviews), we are seeking to identify and intervene in opportunity gaps.

Focal Groups and Gaps: MCAS

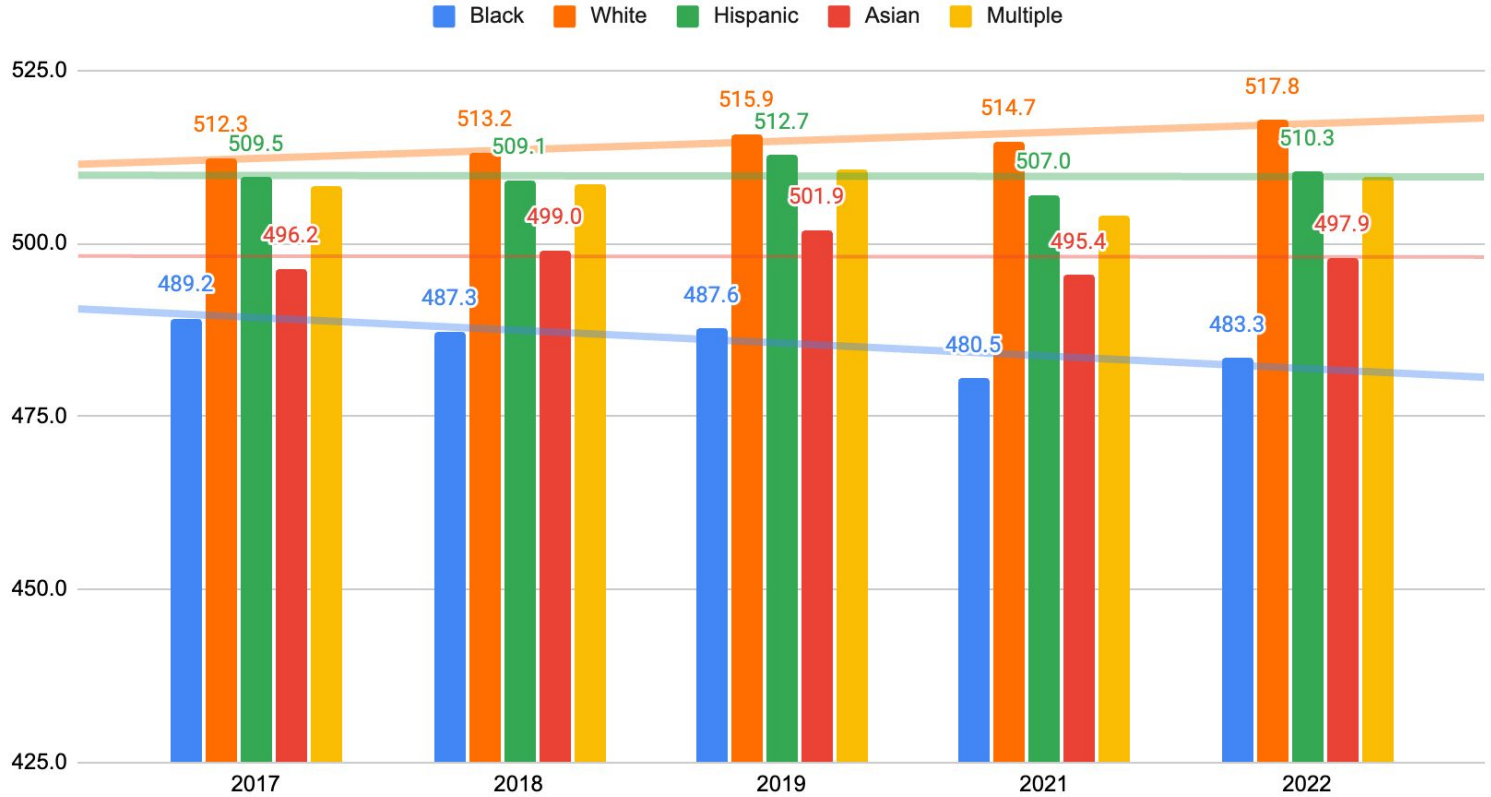
2017-2022 ELA Ave Scaled Score, Grades 3-8



ELA Average
Scaled Score by
Race,
2017-2022

Widening gap
for BIPOC
students, stable
achievement for
peers.

2017-2022 Math Ave Scaled Score, Grades 3-8

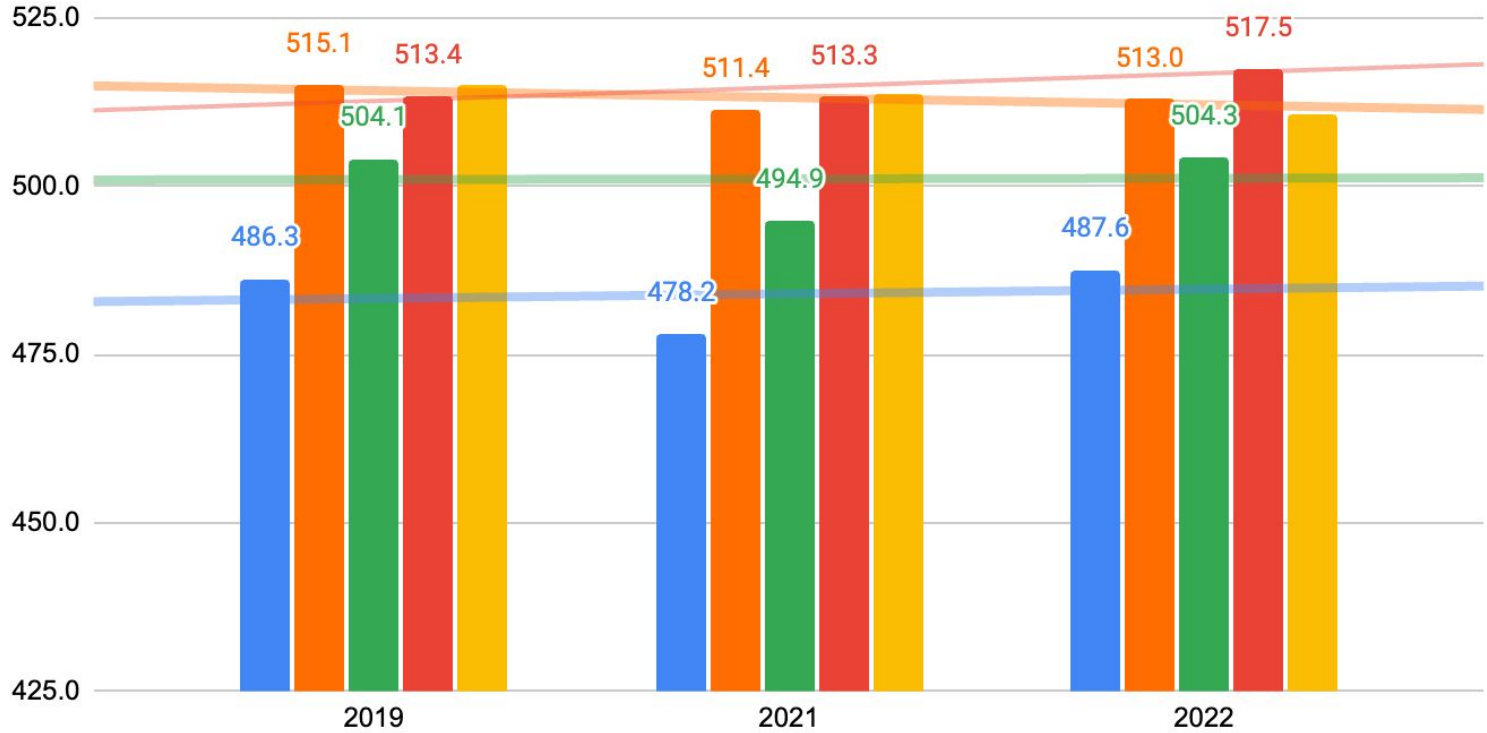


Math Average
Scaled Score by
Race,
2017-2022

Widening gap
for BIPOC
students,
improving
achievement for
peers.

2019-2022 STE Ave Scaled Score, Grades 3-8

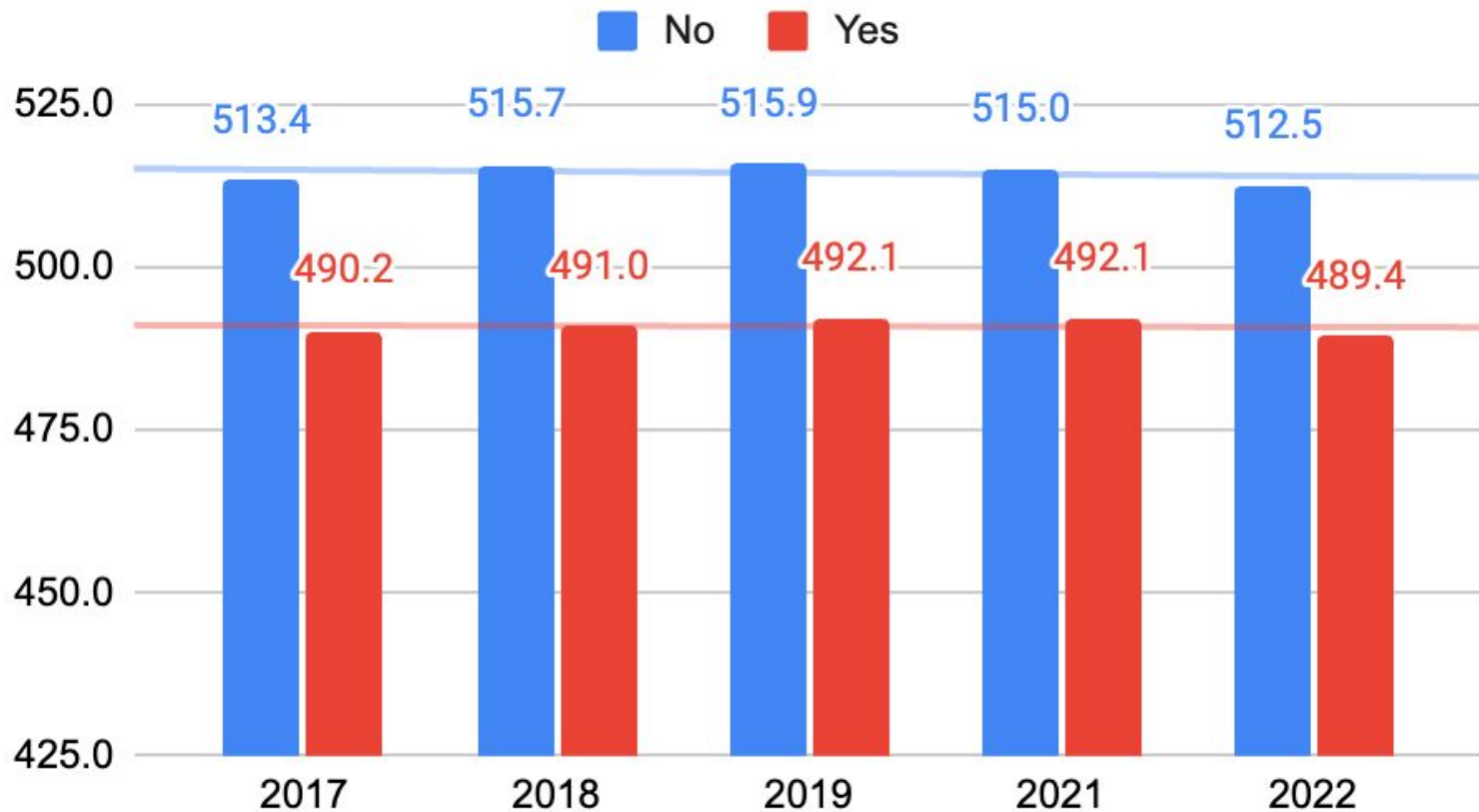
Black White Hispanic Asian Multiple



Science
Average Scaled
Score by Race,
2019-2022;
cannot compare
to past years
due to change in
test format.

Persistent gap
for BIPOC
students, stable
achievement for
peers.

2017-2022 ELA by IEP, Grades 3-8

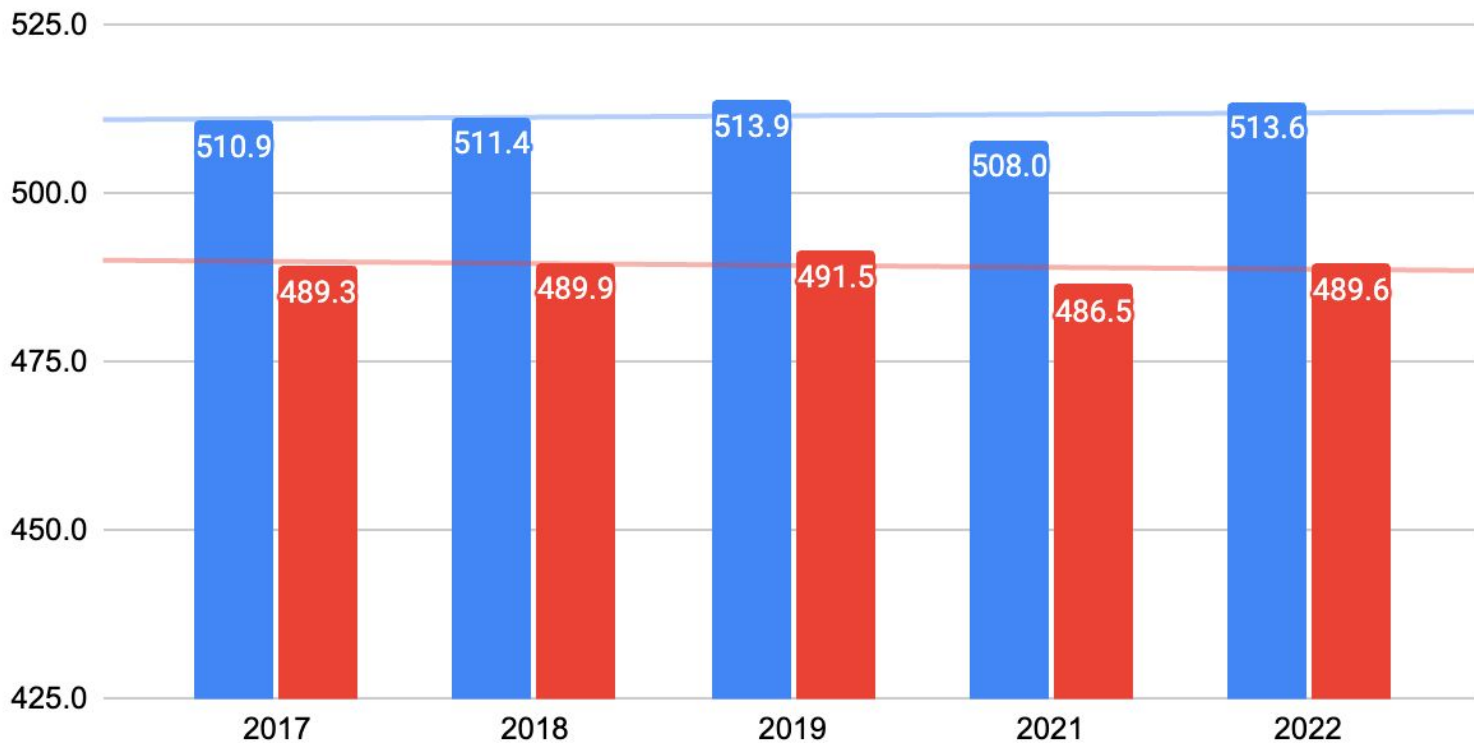


ELA Average
Scaled Score by
IEP Status,
2017-2022

Stable gap for
students with
IEPs

2017-2022 Math by IEP, Grades 3-8

■ No ■ Yes

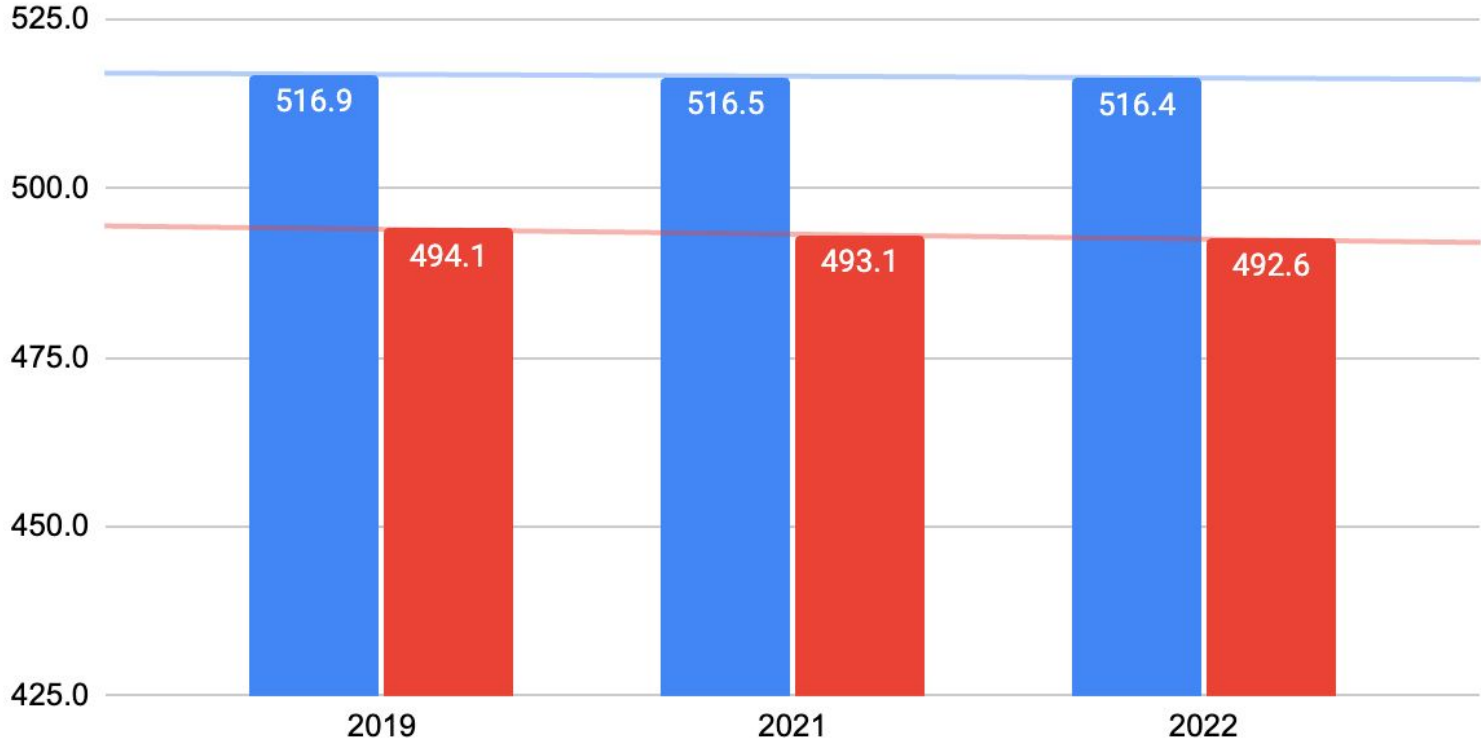


Math Average
Scaled Score by
IEP Status,
2017-2022

Stable gap for
students with
IEPs

2019-2022 STE by IEP, Grades 3-8

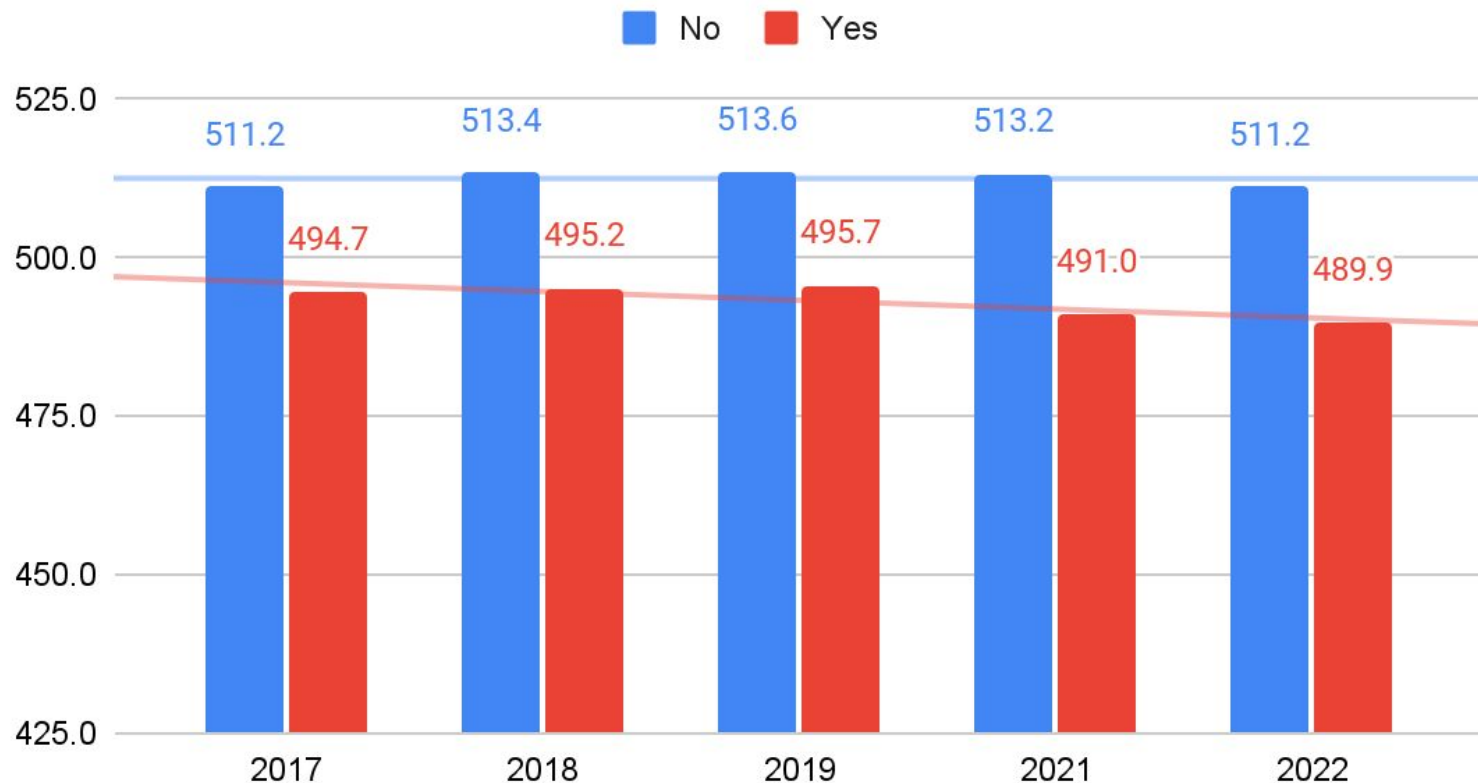
No Yes



STE Average
Scaled Score by
IEP Status,
2019-2022

Stable gap for
students with
IEPs

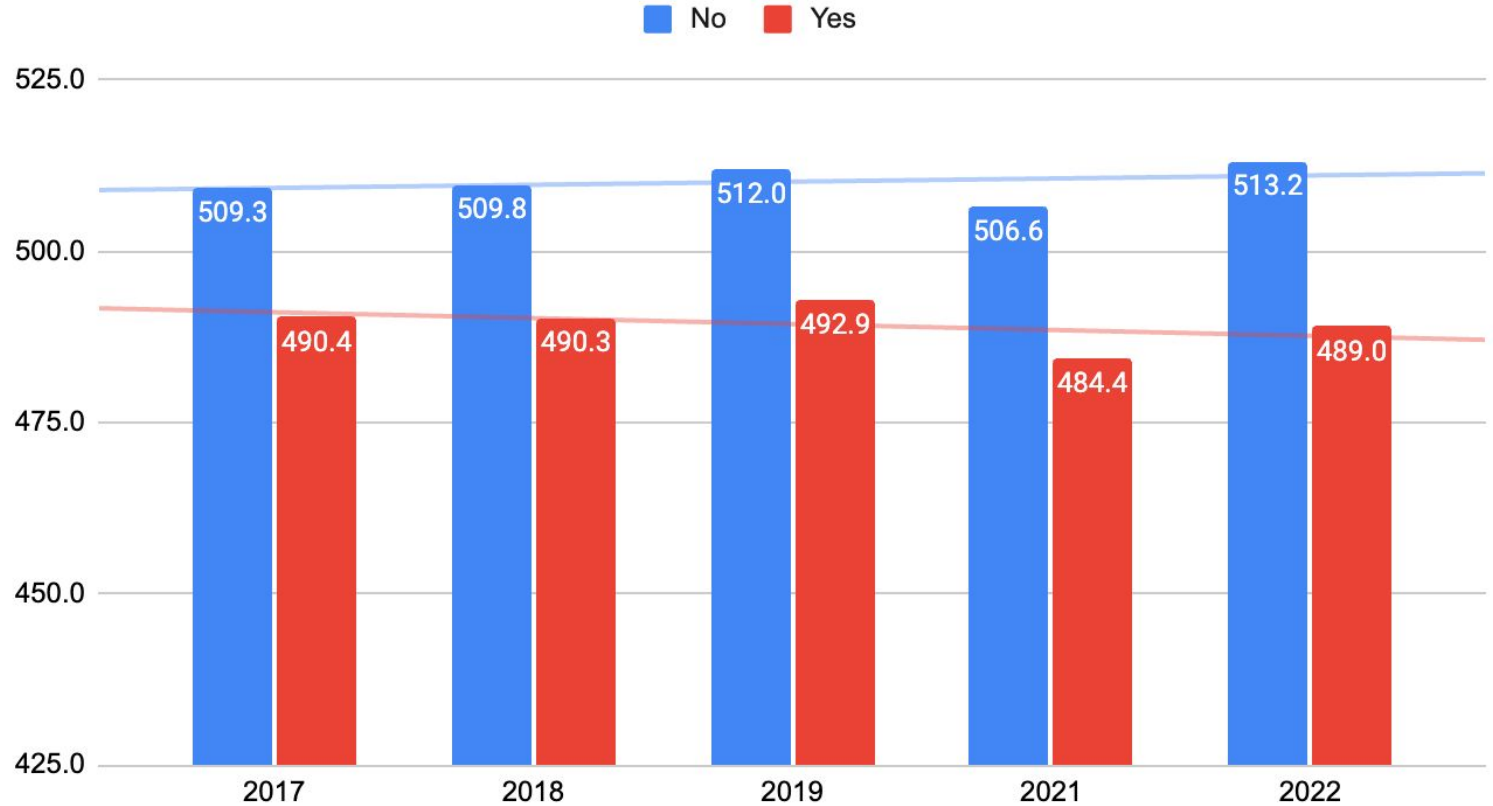
2017-2022 ELA by Low Income Status, Grades 3-8



ELA Average
Scaled Score by
Income Status,
2017-2022

Widening gap
for students
known to be in
households with
income
challenges.

2017-2022 MATH Low Income Status, Grades 3-8

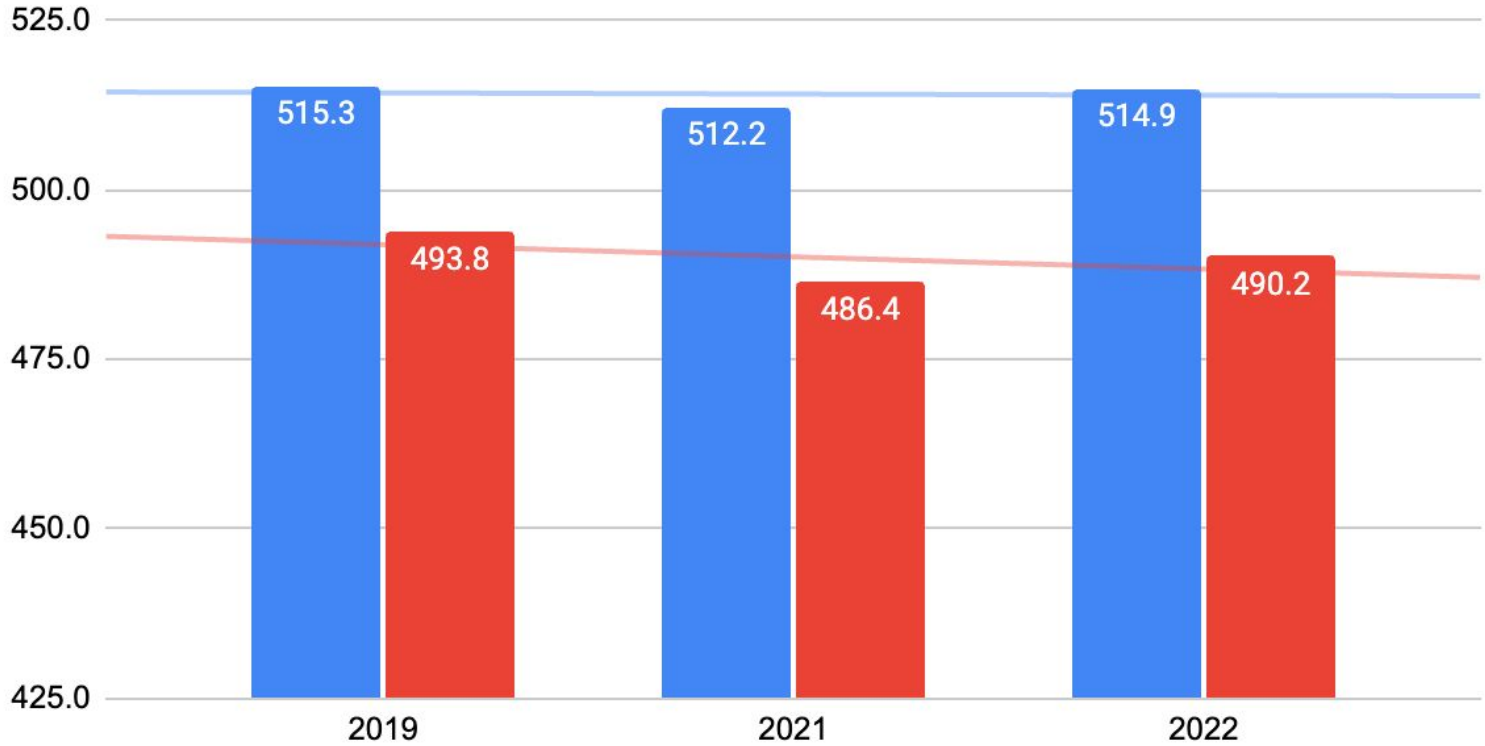


Math Average
Scaled Score by
Income Status,
2017-2022

Widening gap
for students
known to be in
households with
income
challenges.

2019-2022 STE by Low Income Status, Grades 3-8

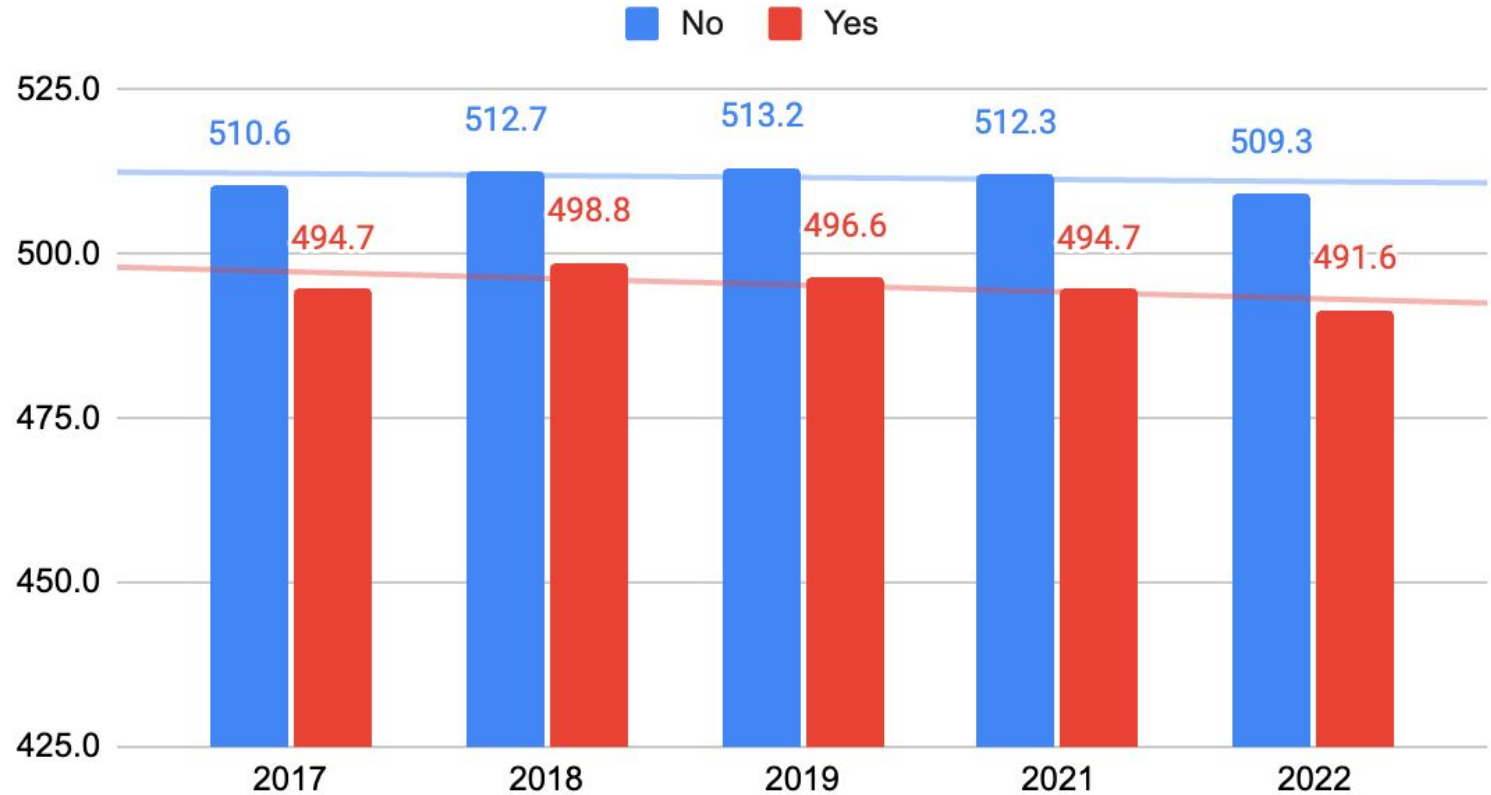
■ No ■ Yes



STE Average
Scaled Score by
Income Status,
2019-2022

Widening gap
for students
known to be in
households with
income
challenges.

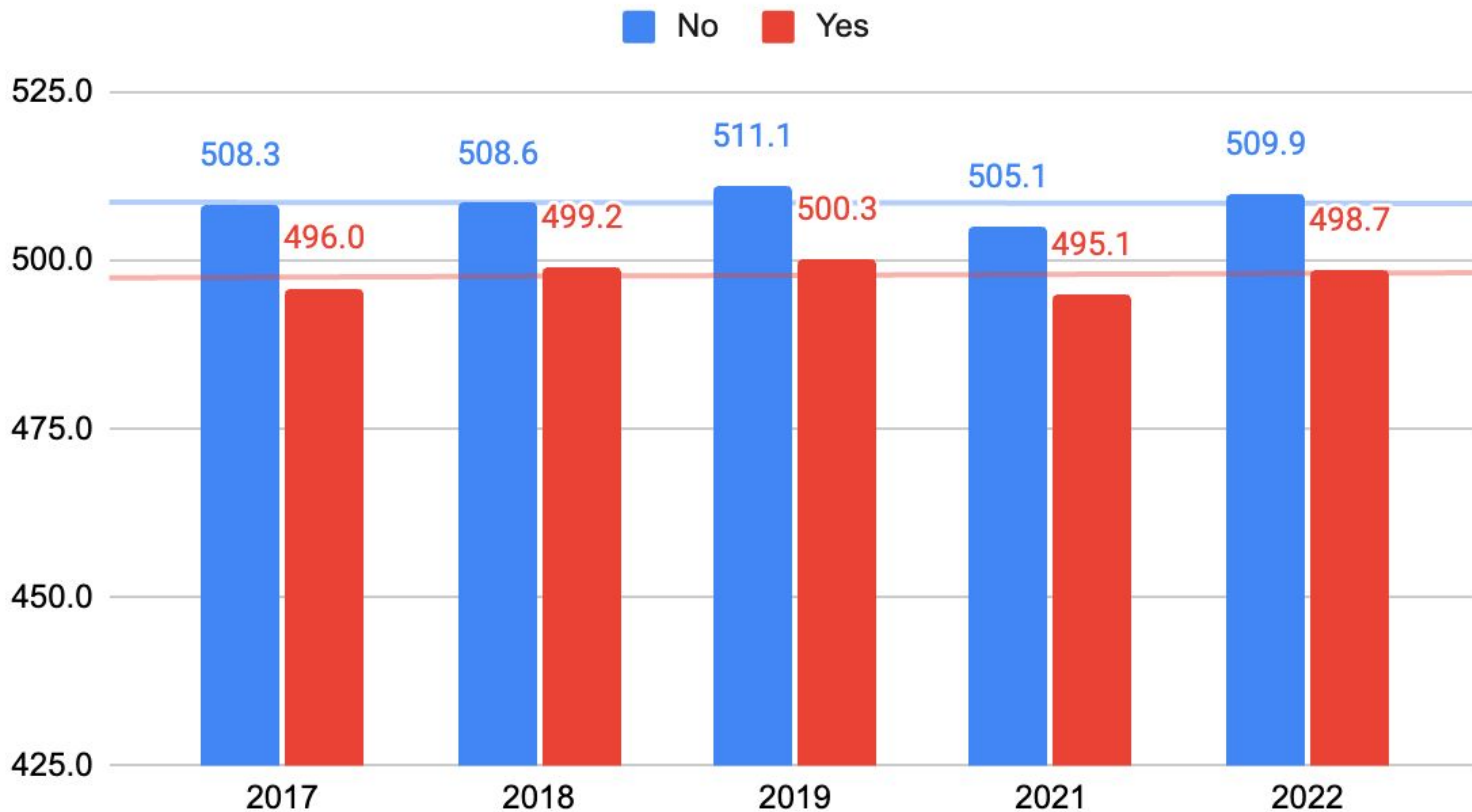
2017-2022 ELA by EL/FELL, Grades 3-8



ELA Average
Scaled Score by
English Learner
Status,
2017-2022

Widening gap
for students who
are English
Learners or
former English
Learners.

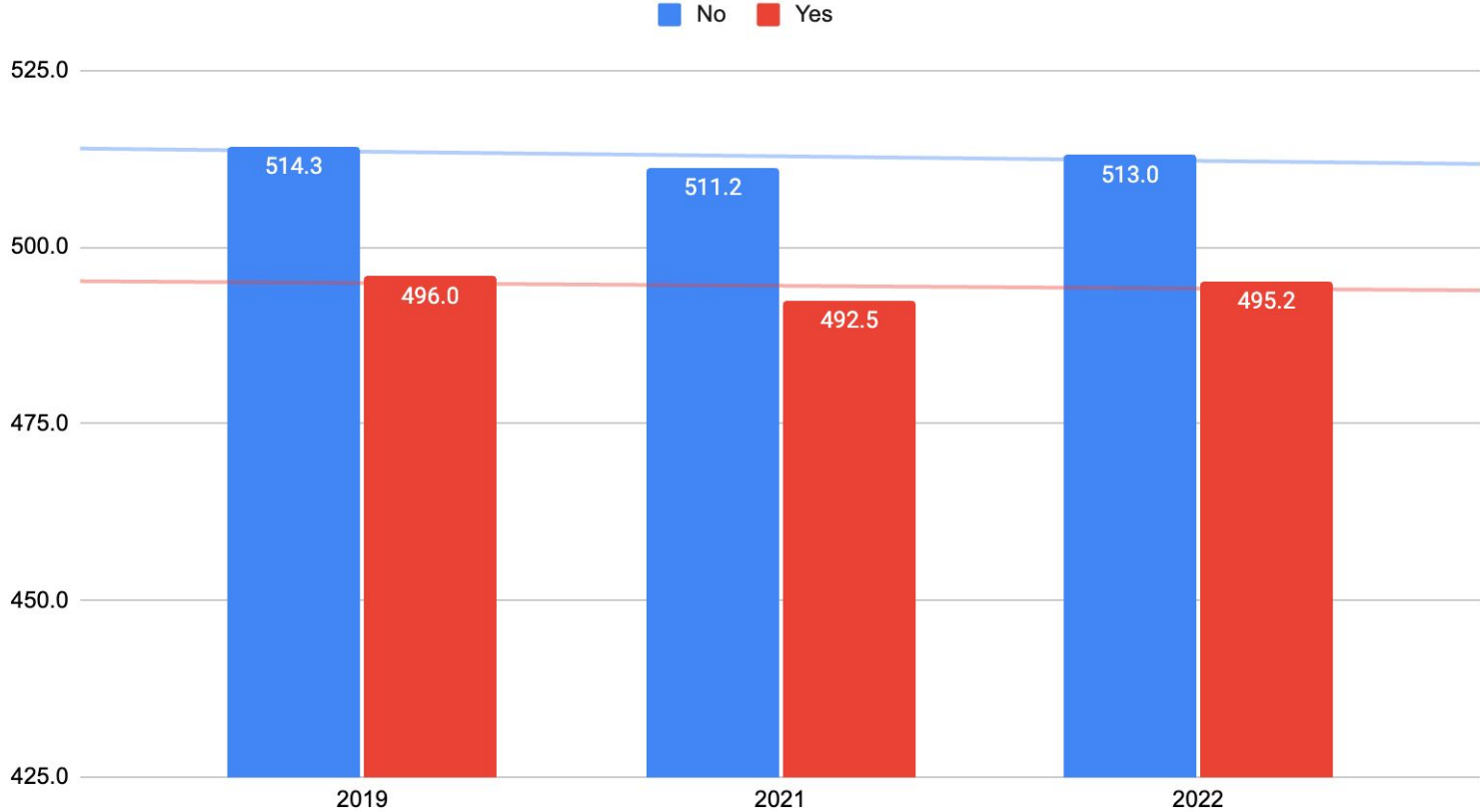
2017-2022 Math by EL/FELL, Grades 3-8



Math Average
Scaled Score by
English Learner
Status,
2017-2022

Stable gap for
students who
are English
Learners or
former English
Learners.

2019-2022 STE by EL/FELL



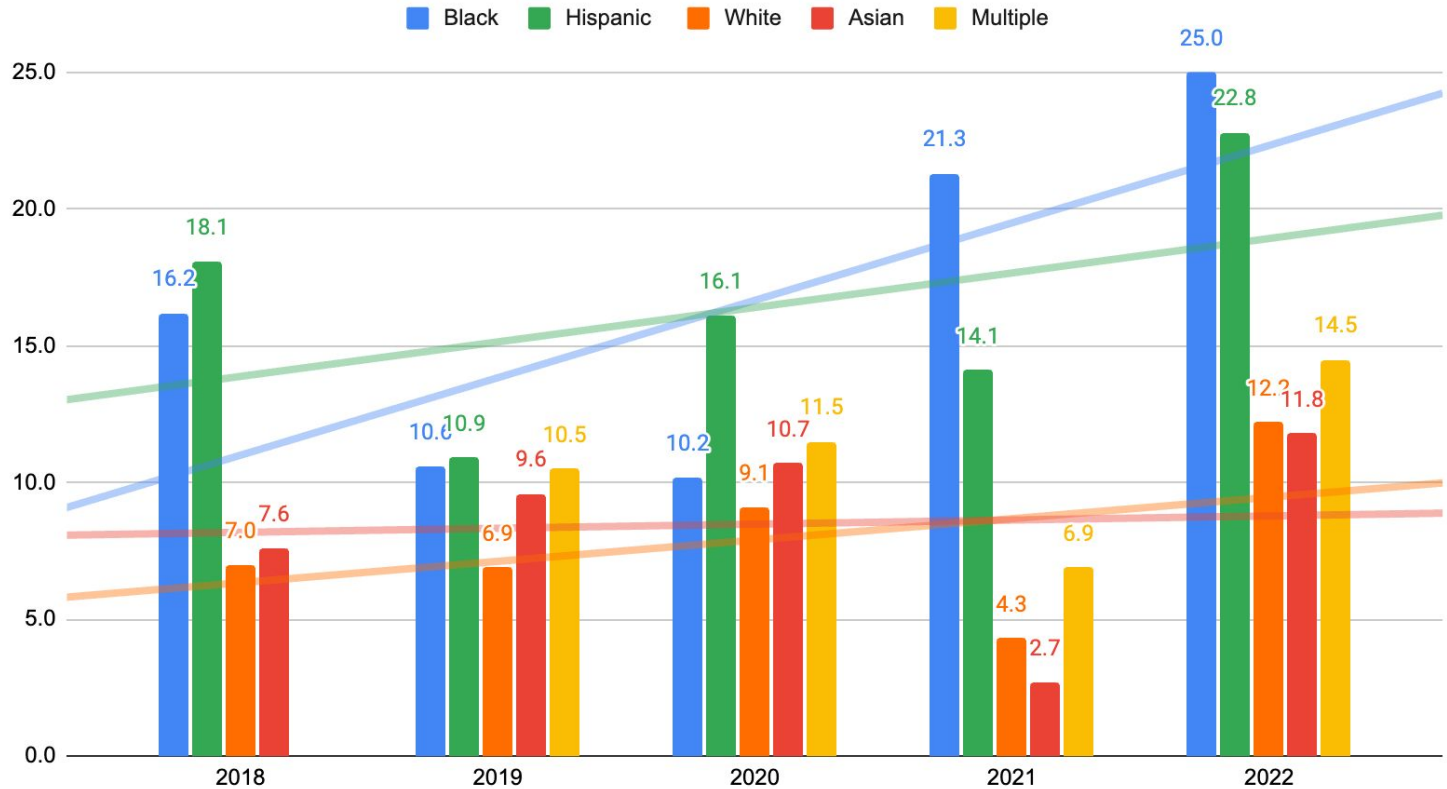
STE Average
Scaled Score by
English Learner
Status,
2019-2022

Stable gap for
students who
are English
Learners or
former English
Learners.

Focal Groups and Gaps: Absenteeism

Chronic Absenteeism is defined as missing 10% or more school days during the school year (18+ days). These graphs represent the % of students by IEP status (left) and income status (right) who missed 10% or more of school days. For accountability purposes, the state is only counting students who missed 20% or more in 2022; however, this is expected to return to 10% in 2023 and we are reporting the 10% level in this graph for 2022.

2018-2022 District Chronic Absenteeism: Students

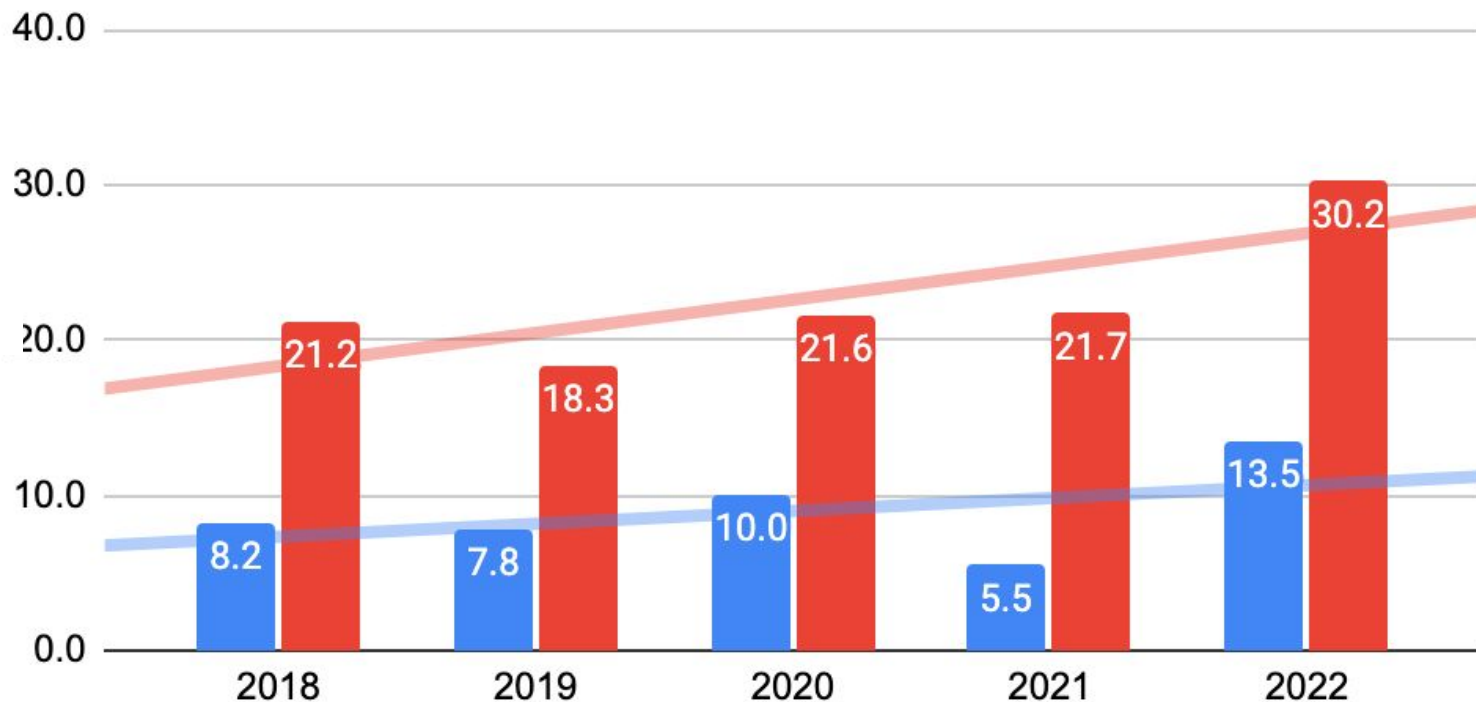


Chronic Absenteeism rates by race, 2018-2022

Significantly increasing gap for students identified as black/African American and Hispanic/Latino.

2018-2022 District Chronic Absenteeism: Students

■ All Students ■ Low Income

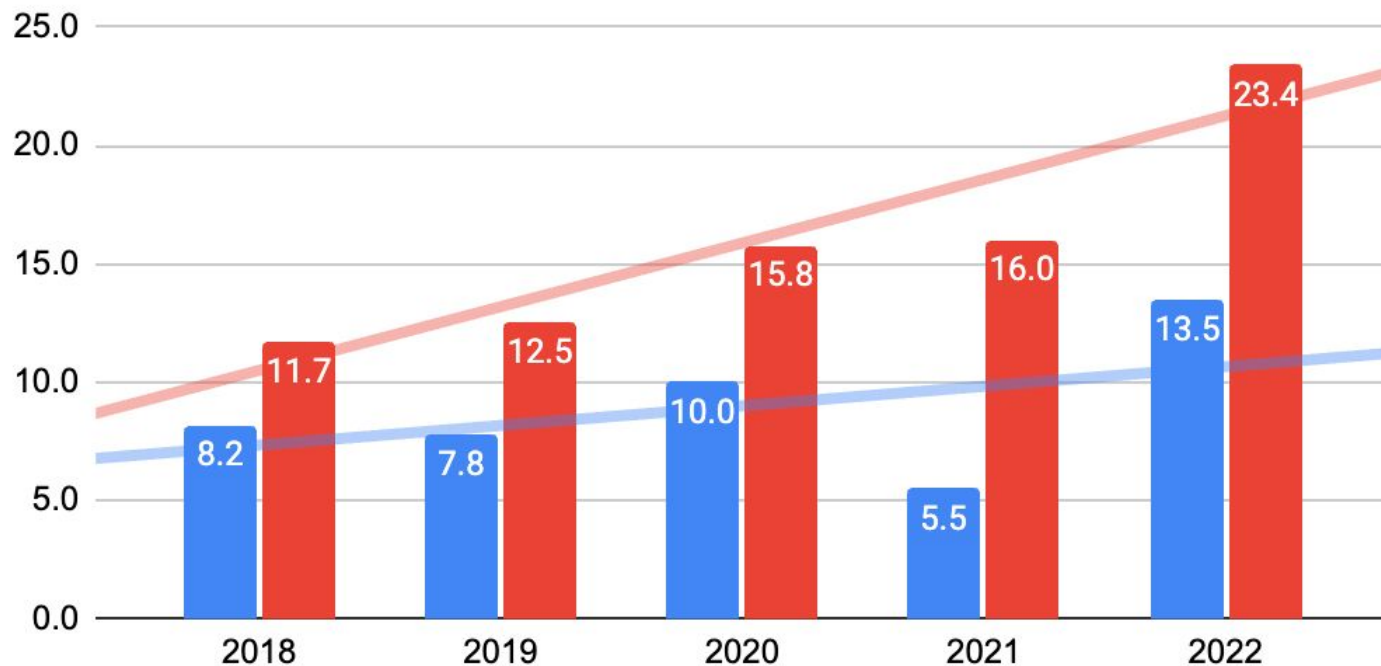


Chronic Absenteeism rates for students in households with income challenges, 2018-2022

Significantly increasing gap compared to all students.

2018-2022 District Chronic Absenteeism: Students

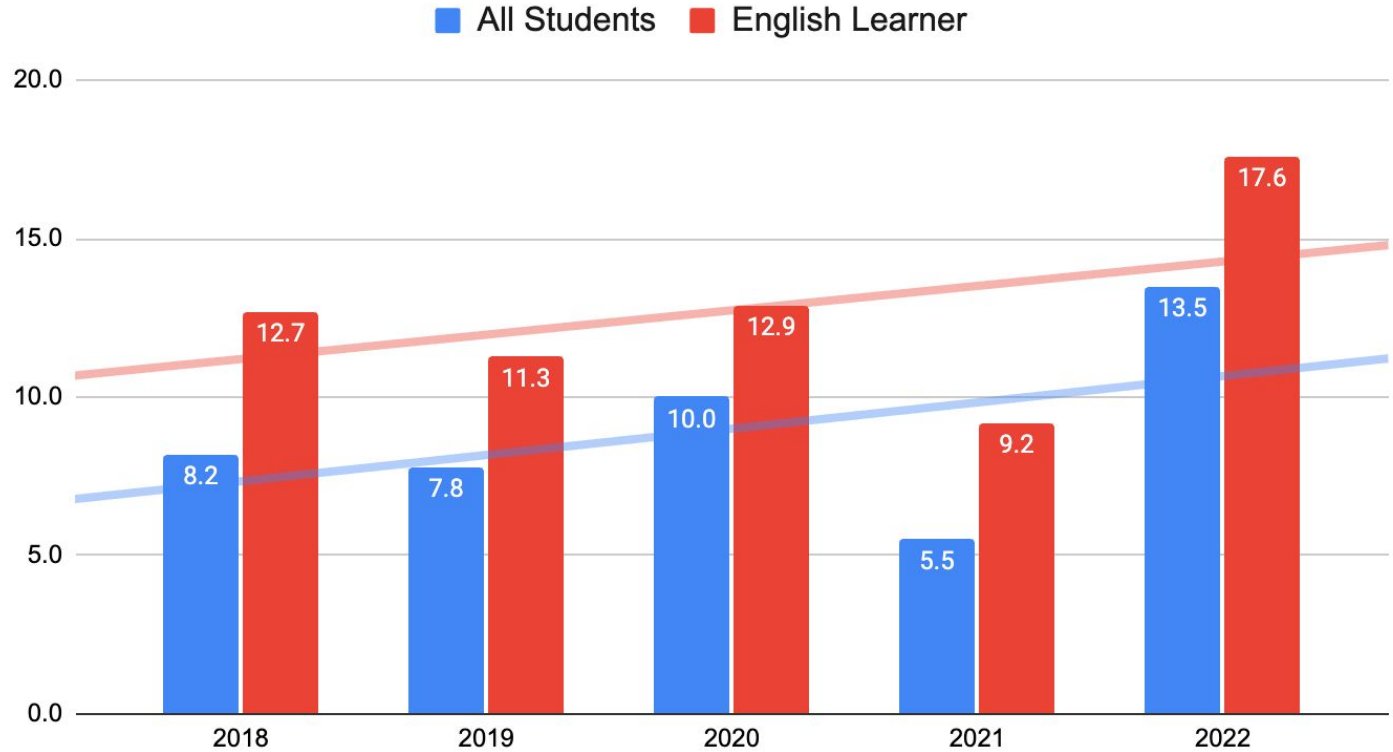
■ All Students ■ Students with disabilities



Chronic Absenteeism rates for students with disabilities, 2018-2022

Significantly increasing gap compared to all students.

2018-2022 District Chronic Absenteeism: Students



Chronic Absenteeism rates for students who are learning English, 2018-2022

Stable gap compared to all students.

Focal Groups and Gaps: Additional Measures

Advanced Coursework Completion



Advanced coursework completion - High school			About the Data
Group	2021 Rate (%)	2022 Rate (%)	N
All Students	78.2	76.5	757
High needs	45.7	46.2	184
Low income	47.4	52.7	110
EL and Former EL	50.0	45.8	24
Students w/ disabilities	36.5	27.8	90
Amer. Ind. or Alaska Nat.	-	-	-
Asian	87.2	81.1	74
Afr. Amer./Black	50.0	40.0	35
Hispanic/Latino	55.3	50.0	44
Multi-race, Non-Hisp./Lat.	75.0	65.9	41
Nat. Haw. or Pacif. Isl.	-	-	-
White	80.3	81.0	563

Student Experience
across all Climate and
Culture Categories,
disaggregated by race
and ethnicity, **grades
3-5.**

Group Name	Group Size	<div>Cultural Awareness and Action</div> <div>Rigorous Expectations</div> <div>School Climate</div> <div>School Safety</div> <div>Sense of Belonging</div> <div>Teacher-Student Relationships</div>						
All respondents	1,350	33%	74%	65%	74%	69%	66%	
Student Race								
A	201	-2	-2	+3	-2	0	0	
A, W	69	-5	+2	-7	-1	-10	-2	
B	40	-8	-6	-10	-14	-18	-8	
B, H	5	+7	+10	-2	-10	+16	+12	
B, W	15	0	-1	+11	-11	+3	+10	
W	928	+1	+1	+2	+2	+1	+1	
W, H	63	-1	-1	-7	-5	-1	-1	
Confidentiality protected	29	+3	-1	0	-9	+1	-2	

Student Experience
across all Climate and
Culture Categories,
disaggregated by
gender identification,
Grades 3-5.

Group Name		Group Size	<div> <div>Cultural Awareness and Action</div> <div>Rigorous Expectations</div> <div>School Climate</div> <div>School Safety</div> <div>Sense of Belonging</div> <div>Teacher-Student Relationships</div> </div>					
All respondents		1,350	33%	74%	65%	74%	69%	66%
Do you identify as transgender?								
Yes		37	-5	-15	-8	-12	-12	-7
No		1,087	+1	+2	+1	+2	+1	+2
I'm not sure		141	-4	-9	-1	-9	-6	-7
I'd rather not answer this question		80	+7	+1	-4	-9	-10	-1

Student Experience across all
Climate and Culture Categories,
disaggregated by English
Learner Status, **Grades 3-5**.

Group Name		Group Size	<div>Cultural Awareness and Action</div> <div>Rigorous Expectations</div> <div>School Climate</div> <div>School Safety</div> <div>Sense of Belonging</div> <div>Teacher-Student Relationships</div>					
All respondents		1,350	33%	74%	65%	74%	69%	66%
Student ELL Status								
-	1,231	0	+1	0	+1	-1	+1	
ELL	68	-1	-10	+2	-7	-1	-2	
FEL	38	-2	-1	+5	-6	+4	+2	
Confidentiality protected	13	+7	+3	-5	+6	+3	+5	

Student Experience across all Climate and Culture Categories, disaggregated by IEP Status, **Grades 3-5**.

TRUE indicates students with IEPs

Group Name	Group Size	Cultural Awareness and Action	Rigorous Expectations	School Climate	School Safety	Sense of Belonging	Teacher-Student Relationships
All respondents	1,350	33%	74%	65%	74%	69%	66%
Student Special Education Status							
FALSE	1,132	0	+1	+2	+1	0	+1
TRUE	218	-1	-5	-7	-5	-4	-5

Student Experience
across all Climate and
Culture Categories,
disaggregated by race
and ethnicity, **grades
6-12.**

Group Name	Group Size	<div>Cultural Awareness and Rigorous Expectations School Climate School Safety Sense of Belonging Teacher-Student Relationships</div>						
		Cultural Awareness and Action	Rigorous Expectations	School Climate	School Safety	Sense of Belonging	Teacher-Student Relationships	
All respondents	1,836	62%	68%	52%	78%	46%	64%	
What is your race or ethnicity?								
Asian	191	-2	+2	+2	+3	-1	0	
Black or African American	55	-6	-10	-6	-9	-3	-3	
Hispanic or Latino	74	+1	0	+2	+1	+1	-2	
White	1,245	+2	-1	+1	0	0	0	
Two or More Races/Ethnicit...	200	-5	0	-3	-1	-6	-3	
Confidentiality protected	53	-7	-3	-4	-3	-7	-7	

Student Experience
across all Climate and
Culture Categories,
disaggregated by
gender identification,
Grades 6-12.

Group Name	Group Size	Cultural Awareness and Action	Rigorous Expectations	School Climate	School Safety	Sense of Belonging	Teacher-Student Relationships
All respondents	1,836	62%	68%	52%	78%	46%	64%
Do you identify as transgender?							
Yes	46	-9	0	-14	-12	-22	-10
No	1,668	+1	0	+2	+1	+1	+1
I'm not sure	63	-8	-14	-13	-10	-18	-12
I'd rather not answer this qu...	44	-3	-6	-12	-7	-27	-20

Student Experience
across all Climate and
Culture Categories,
disaggregated by
English Learner
Status, **Grades 6-12.**

Group Name	Group Size	<div> <div>Cultural Awareness and Action</div> <div>Rigorous Expectations</div> <div>School Climate</div> <div>School Safety</div> <div>Sense of Belonging</div> <div>Teacher-Student Relationships</div> </div>					
All respondents	1,836	62%	68%	52%	78%	46%	64%
Student ELL Status							
-	801	+1	+4	+5	+1	+3	+5
ELL	20	+10	0	+6	+6	+6	-2
Ex-FEL	39	+2	-1	-1	+1	-4	-1
FEL	79	+4	-3	+7	+2	+3	0
NotELL	897	-2	-4	-4	-2	-4	-5

Student Experience across all Climate and Culture Categories, disaggregated by IEP Status, **Grades 6-12**.

TRUE indicates students with IEPs

Group Name	Group Size	Climate and Culture Categories					
		Cultural Awareness and Action	Rigorous Expectations	School Climate	School Safety	Sense of Belonging	
All respondents	1,836	62%	68%	52%	78%	46%	64%
Student Special Education Status							
FALSE	1,575	+1	0	0	0	-1	0
TRUE	261	-6	-2	+1	-3	+1	-1