

Addressing the Achievement Gap in the Lexington Public Schools

January 2008: *The Achievement Gap in the Lexington Public Schools: Documentation, Research, and Recommendations*

March 2008: Formation of the Achievement Gap Task Force

- The development of an Action Plan for Equity and Excellence
- Monitoring of the Action Plan's implementation
- Regular reports to the Superintendent and School Committee in open session (November 2008, May 2009, November 2009)

October 2008: Visiting Team to Montgomery County, MD

May 2009: Presentation of *Action Plan for Equity and Excellence*

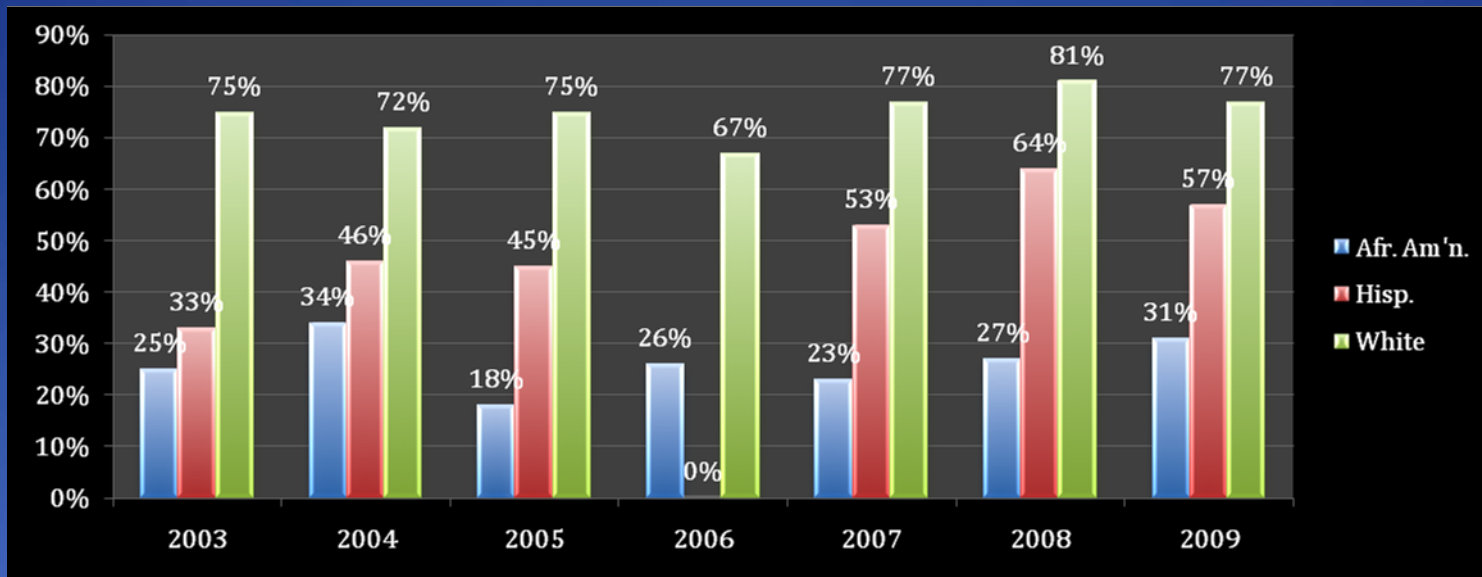
- 26 Action Items over 4 Years (2008 - 2011): Professional Learning Communities, Extended Learning Opportunities, Data Driven Instruction, Tiered Intervention Systems, Improved Home-School Communication, Mentoring Programs
- <http://lps.lexingtonma.org>

July – October 2009: Development of Implementation and Monitoring Plans by Administrators

November 2009: Equity and Excellence Committee Review of Administrators' Progress Reports

MCAS Results

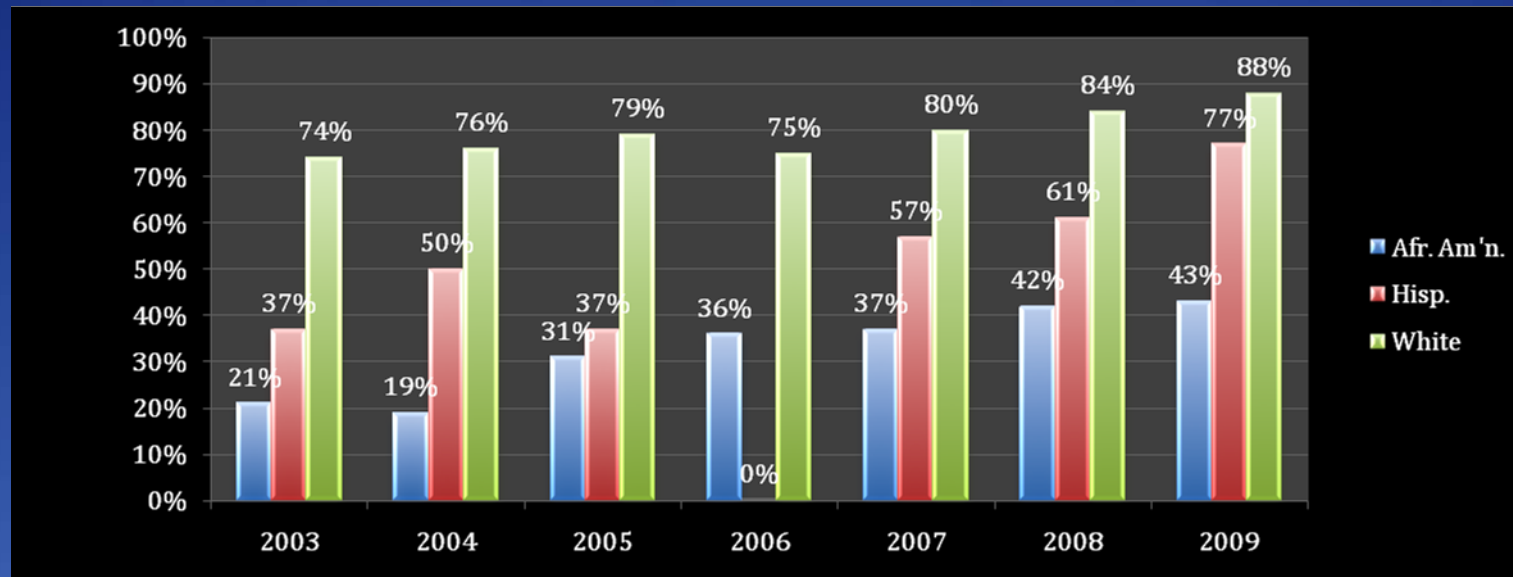
Grade 4 Math: Proficient and Advanced



Over the last 3 years, the proficient-or-above gap between White and African American students has gone from 54% to 46%. However, between 2003 and 2009, the percentage of African American students scoring proficient or above has increased only 6%, much less than the 24% gain of Hispanic students.

MCAS Results

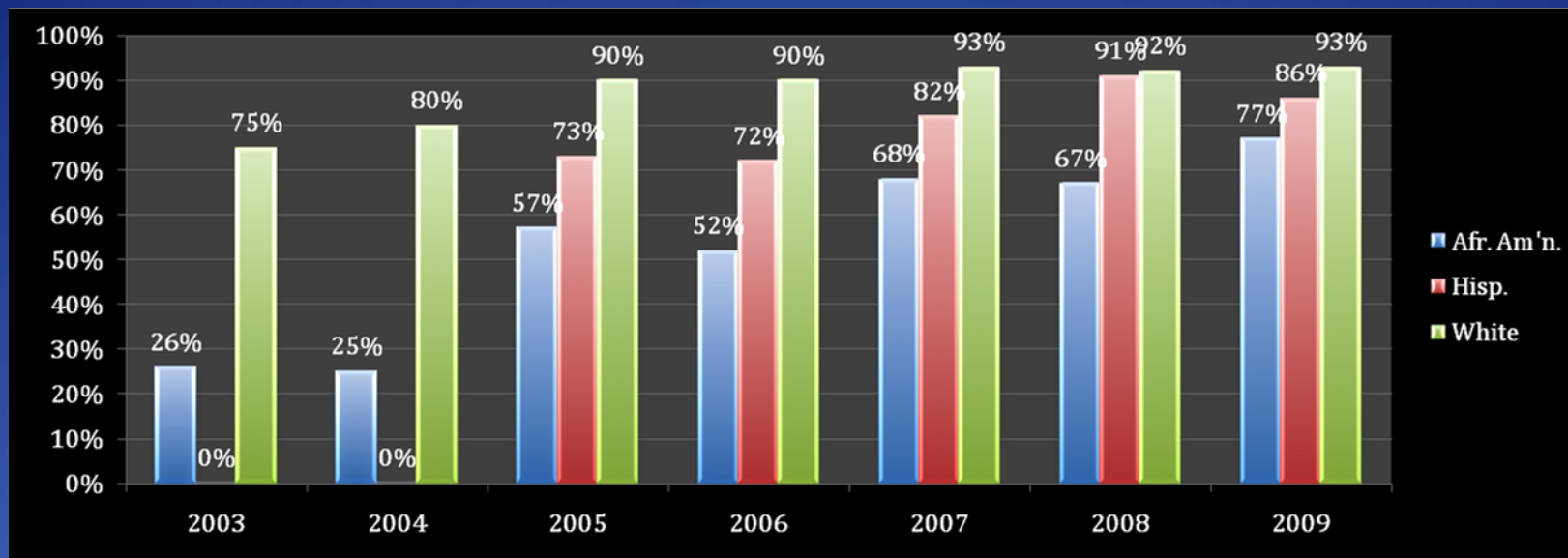
Grade 8 Math: Proficient and Advanced



From 2003-2009 all three groups have made gains. The proficiency gap for African American students has gone from 53% in 2003 to 45% in 2009, and the percentage of African American students scoring proficient or better has more than doubled. For Hispanic students the gap has closed significantly – 37% to 11%.

MCAS Results

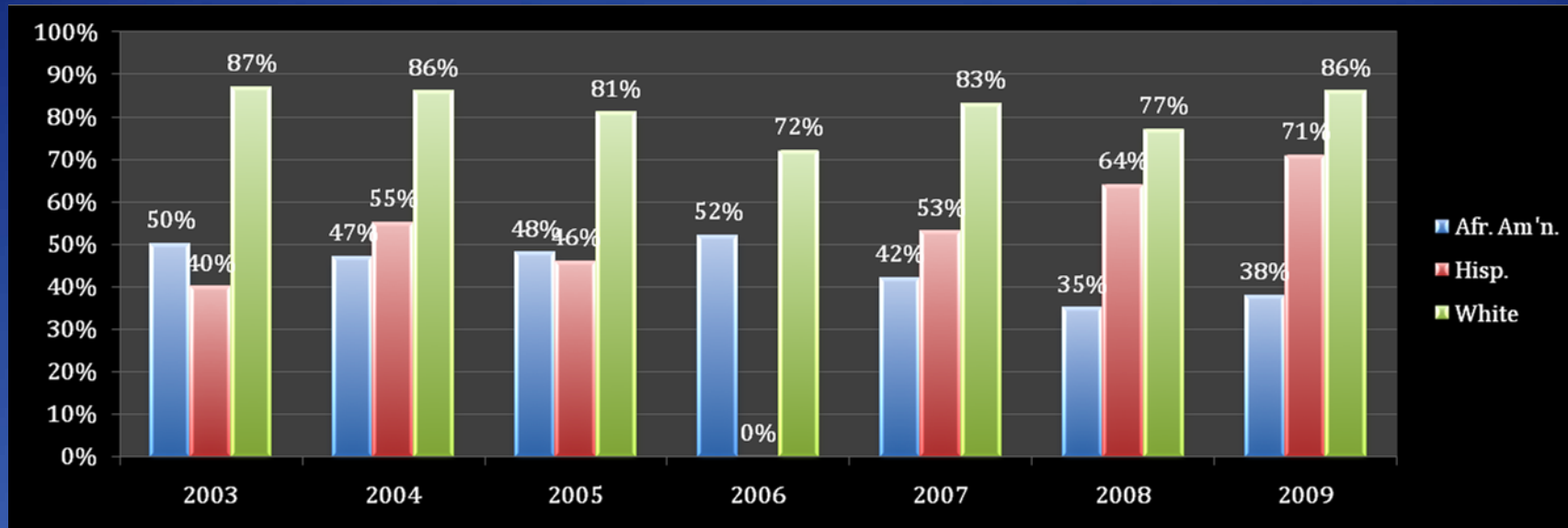
Grade 10 Math: Proficient and Advanced



In 7 years the proficiency gap between African American and White students has steadily been reduced from 49% to 15%. During that time there has been a 300% increase in the percentage of African American students scoring proficient or above. All 3 groups have made significant, sustained gains.

MCAS Results

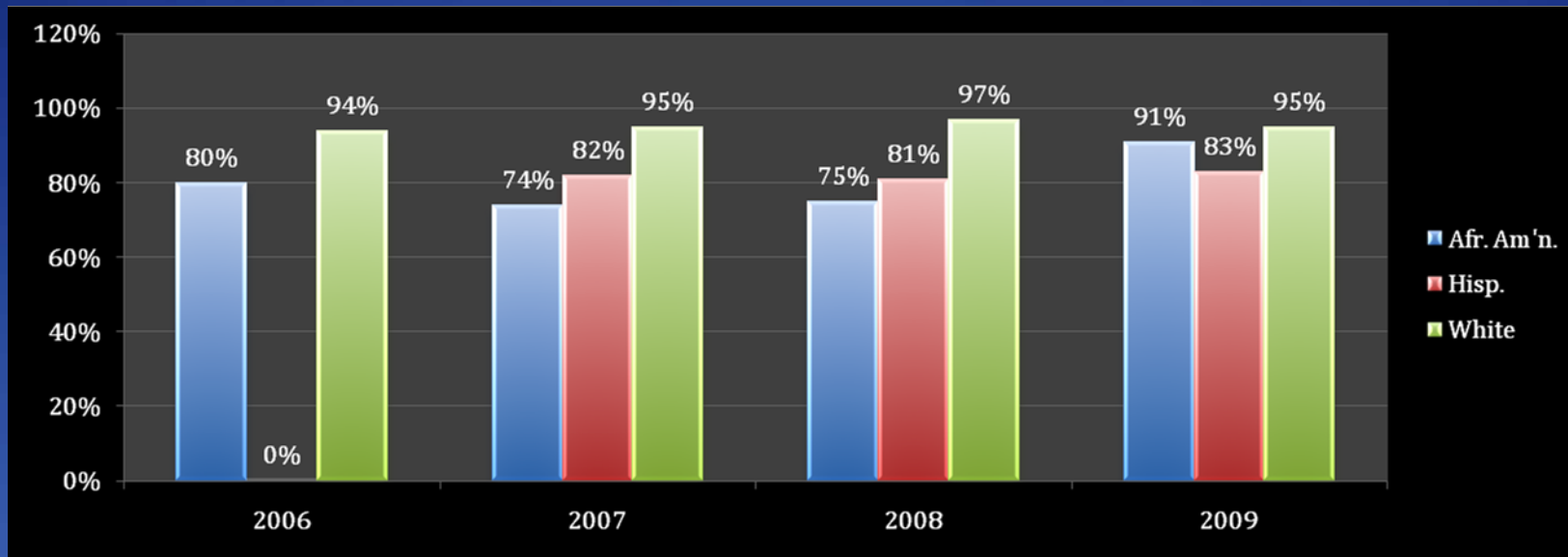
Grade 4 English: Proficient and Advanced



The percentage of White students scoring proficient or above has remained very consistent since 2003. Hispanic students have made significant gains going from 40% in 2003 to 71% in 2009. However, the proficiency gap between African American and White students has actually increased from 37% in 2003 to 48% in 2009. The overall percentage of African American students scoring proficient or above has also declined by 12% in the last 7 years.

MCAS Results

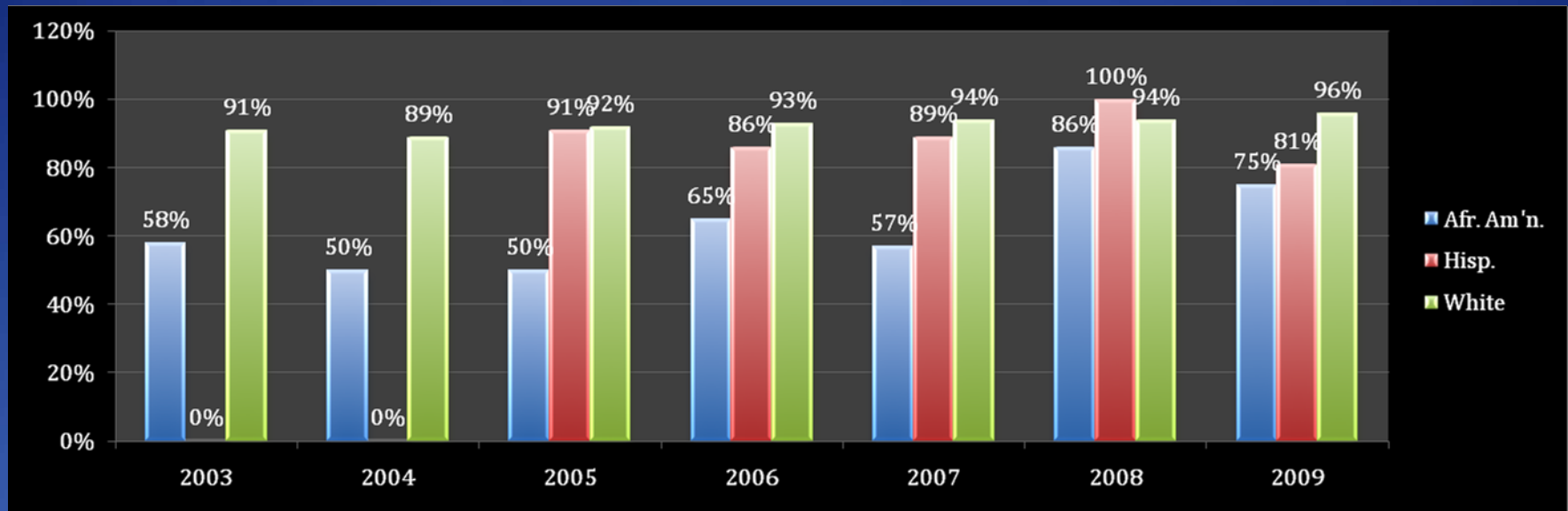
Grade 8 English: Proficient and Advanced



Since 2006 the proficiency gap between White and African American students has closed significantly from 14% to 4% with most of the progress made between 2008 and 2009. Hispanic students' proficiency percentages have remained high but flat and still over 10% below those of their White peers. All 3 groups are scoring very high rates of proficiency or advanced.

MCAS Results

Grade 10 English: Proficient and Advanced



The proficiency gap between White and African American students between 2003 and 2009 has been narrowing, albeit inconsistently: from 33% in 2003 to 8% in 2008 with a drop back to 21% in 2009. Hispanic rates of proficiency have been consistently high with very small (if any) gaps until 2009.

Highlights from Progress Reports

- Professional Learning Communities (PLCs) at All Schools
- K-5 Multi-tiered Intervention System for Literacy Learning and Instruction
- K-5 Multi-tiered Intervention System for Mathematics
- METCO Scholars Program at Lexington High School
- Implementation of Elementary METCO Extended Learning Program (MELP)
- METCO Website
- Mentoring Programs