

# Equity Report Card

May 2022



**School District of  
Lancaster**



# Equity Report Card

<b>Introduction .....</b>	<b>2</b>
<b>Who we are .....</b>	<b>3</b>
<b>Focus 1: Student Learning .....</b>	<b>4-9</b>
<b>Focus 2: Culture &amp; Climate .....</b>	<b>10-11</b>
<b>Focus 3: College &amp; Career Readiness .....</b>	<b>12-13</b>

---

# **We serve a diverse community of learners that includes Hispanic, Black, white, Asian, and multi-ethnic.**

The School District of Lancaster (SDoL) is an urban district serving 10,300 students. We serve a diverse community, and more than 90% of our students are identified as economically disadvantaged.

SDoL has high academic expectations for all students, especially those who have been historically underserved. We believe all students have the right to an excellent education and can achieve with equitable supports in place.

To facilitate educational equity for all, the District shall be committed to:

1. Promptly identifying and addressing barriers that prevent achievement and/or create opportunity gaps for students.
2. Ensuring that a student's educational achievement is neither predicted nor predetermined by explicit or implicit biases.

This Equity Report Card is a snapshot of how we are doing, and includes racial, gender and subgroup disproportionalities that exist in our school system. We believe that by recognizing racial and other disproportionalities, we can address barriers that negatively impact student success.

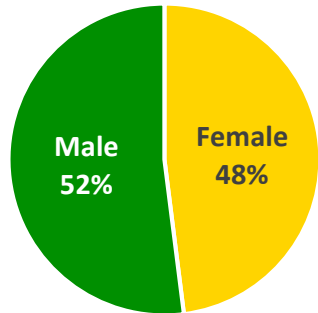
This report includes data from the 2018-2019 school year, which was our most recent year "normal" year when all students were in school for face-to-face learning without mitigation protocols. The COVID shutdowns of March 2020 deeply impacted our students, and we are not yet back to "normal."

The data in this report card reflects students in grades 3, 6, and 9. These grades are important transition grades that can significantly affect student achievement. The data points on this report card are shared with the school board, administration, staff and the community in an effort to be both transparent and transformative about our work to ensure educational equity for all.

**The Equity Steering Committee**  
*School District of Lancaster*

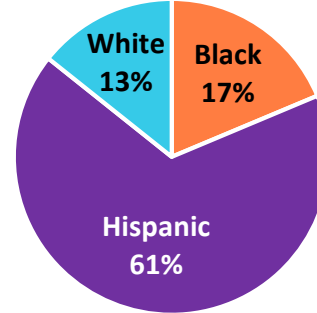
# Who we are

2018 - 2019 Data  
**Enrollment by gender**



■ Female ■ Male

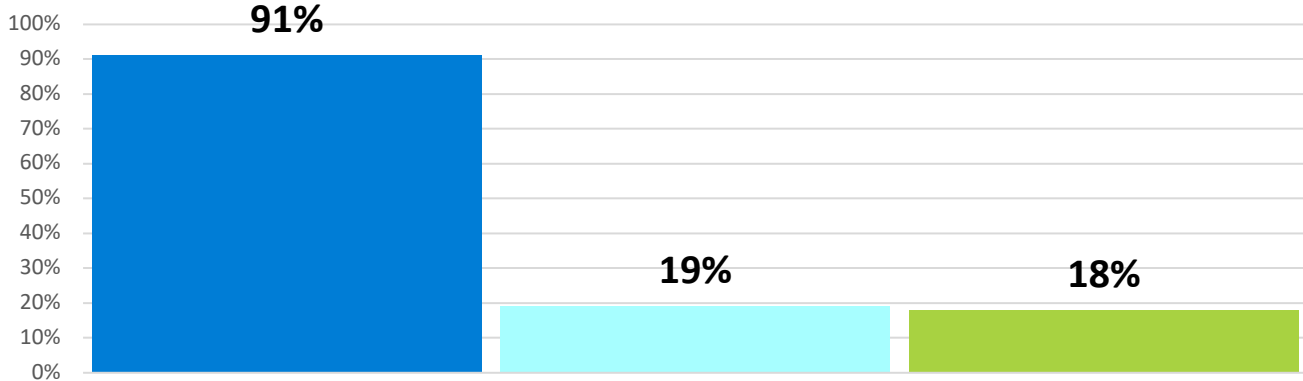
2018 - 2019 Data  
**Enrollment by race**



■ Black ■ Hispanic ■ White

**Enrollment by subgroups**

2018 - 2019 Data



Economically Disadvantaged

English Learner

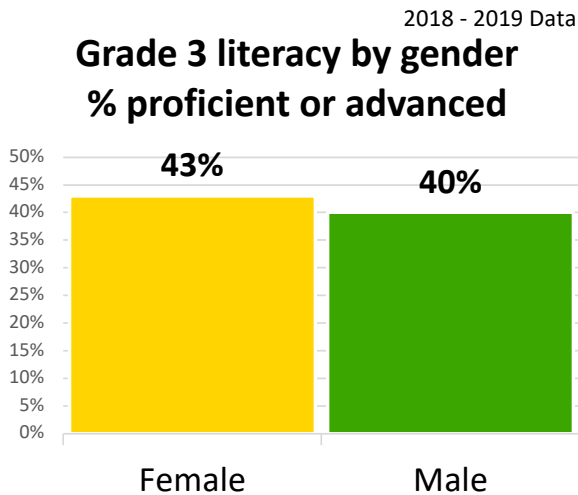
Special Education

The enrollment chart shows the percent of our students in each of these categories as of October 1, 2018. This is the formal date for reporting school attendance to the Pennsylvania Department of Education (PDE). These charts illustrate our three main racial groups, our gender breakdown, and groups of students that have been historically underserved. Almost 20% of our students require either English Language services (EL) or Special Education (SpED) services. The vast majority of our students (91%) are economically disadvantaged, according to criteria from the federal government.

Throughout this Equity Report, race is reported across our major racial groups, which represent more than 90% of our student body. Black refers to Black or African American (not Hispanic). Hispanic refers to Hispanic (any race). White refers to White or Caucasian (not Hispanic). Gender is reported gender.

# Focus 1: Student Learning

## Grade 3 PSSA reading proficiency by gender

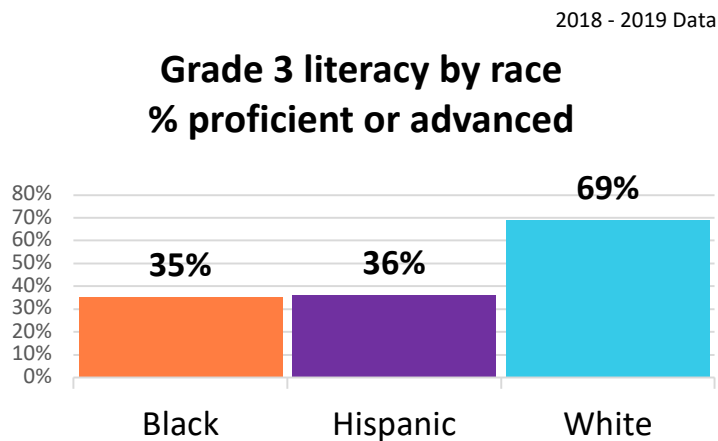


This series of graphs shows the portion of our third grade students who score proficient or advanced on the Pennsylvania State System of School Assessment (PSSA) exams, which all PA schools administer each spring. We focus on reading, because research shows<sup>1</sup> that third grade is a critical year for students—proficiency in reading by this time prepares students for success in higher grades.

Our male and female students in third grade demonstrate similar performance on the reading PSSA.

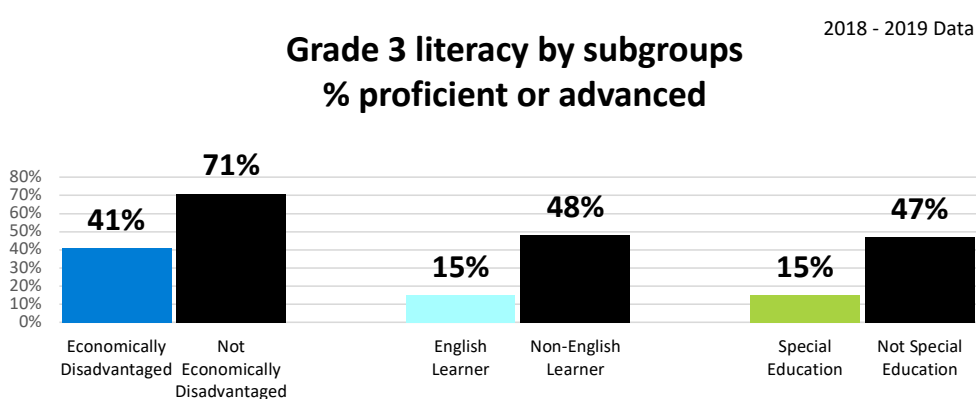
<sup>1</sup> Fiester, Leila. Rep. *Early Warning! Why Reading by the End of Third Grade Matters*. Baltimore, MD: Annie E. Casey Foundation, 2010.

## Grade 3 PSSA reading proficiency by race



More than two-thirds of third grade white students are proficient in the reading portion of the PSSA. Only about one-third of our Hispanic and Black students are proficient in the reading portion of the PSSA.

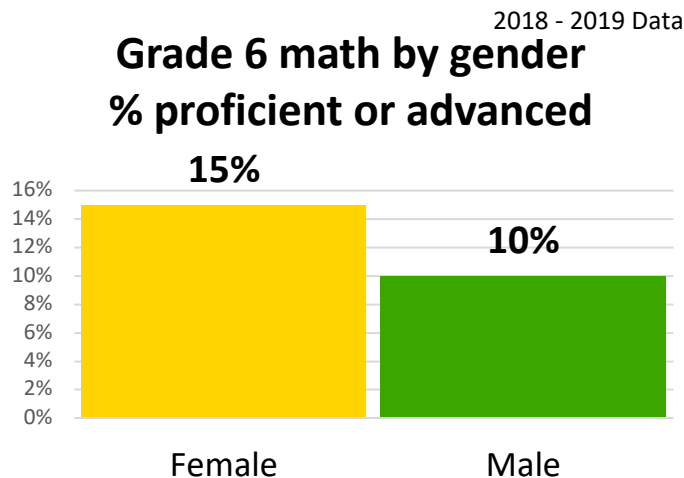
## Grade 3 PSSA reading proficiency by subgroups



Third grade students who are English learners, receive special education services, or are economically disadvantaged perform at lower levels on the PSSA reading test than students who are not in these subgroups. Students in these subgroups are also less likely to read on grade level.

# Focus 1: Student Learning

## Grade 6 PSSA math proficiency by gender

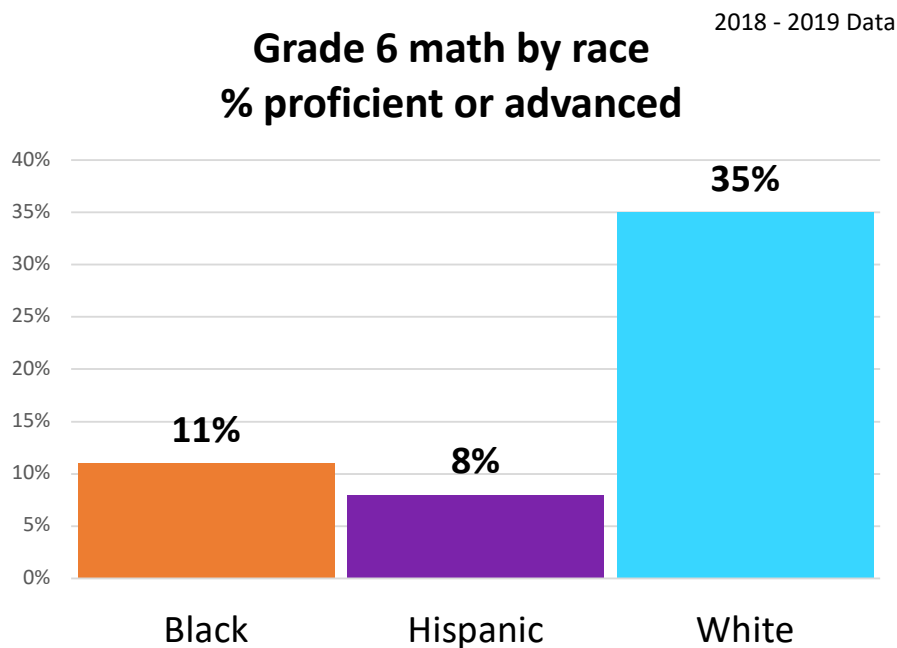


The next series of graphs shows our sixth grade students' achievement on the math PSSA exam. We look at math at this grade because proficiency in math among all students drops when they enter our middle schools.

Females outperform males in math in grade six. Fifteen percent of females in grade six met the grade level requirements on the math PSSA while only 10% of males in grade six met the grade level requirements on the math PSSA.

---

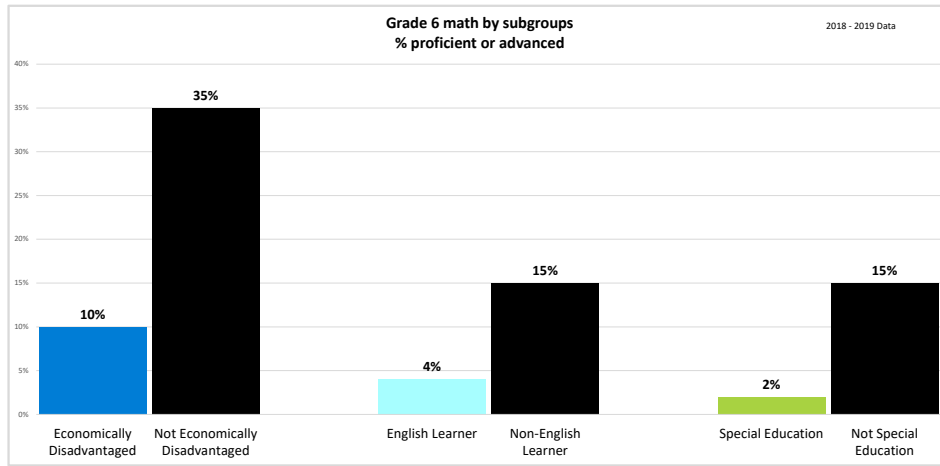
## Grade 6 PSSA math proficiency by race



White students met grade level standards on the math PSSA in sixth grade at significantly higher rates than Black or Hispanic students.

# Focus 1: Student Learning

## Grade 6 PSSA math proficiency by subgroups

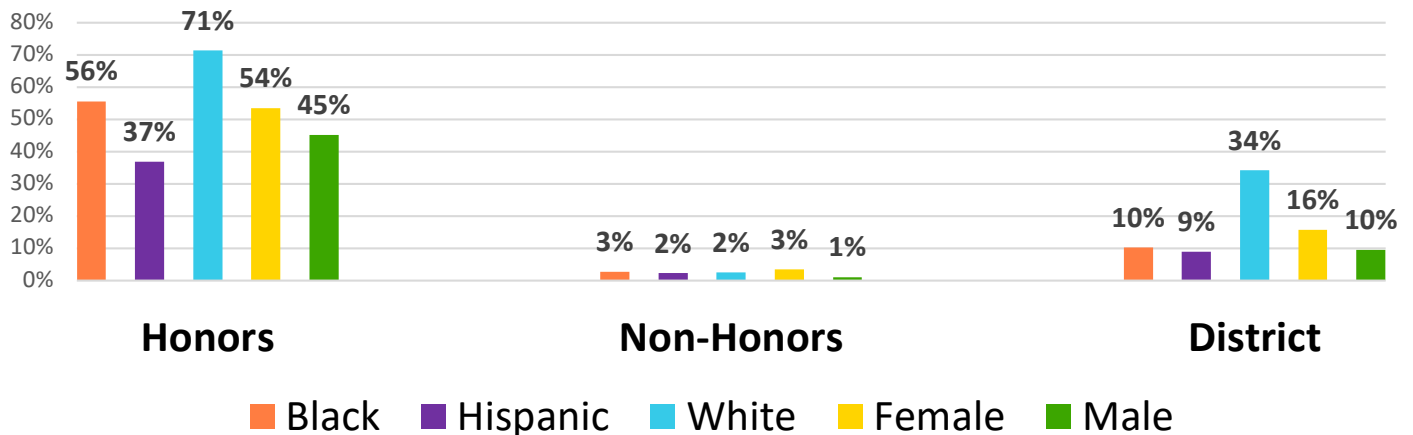


Students who receive English language support and special education services are scoring significantly lower than students who are not receiving these supports. Students who are not economically disadvantaged are more than twice as likely to score proficient or advanced than students who are economically disadvantaged.

## Grade 6 PSSA math proficiency by programming (honors vs. non-honors)

### Grade 6 math honors vs. non-honors % proficient or advanced

2018 - 2019 Data

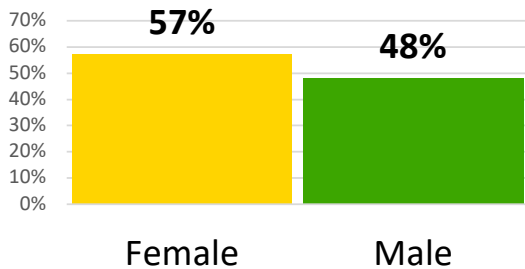


In sixth grade, high-achieving students are placed in an "honors" track, which gives them access to more rigorous, fast-paced curriculum. Students who are not placed in the honors track are struggling to achieve proficiency in math.

Students of color in honors programming score dramatically higher than students in non-honors programming. The same scenario plays out when we look at the data by gender.

# Focus 1: Student Learning

## Literacy Keystone by gender % proficient or advanced



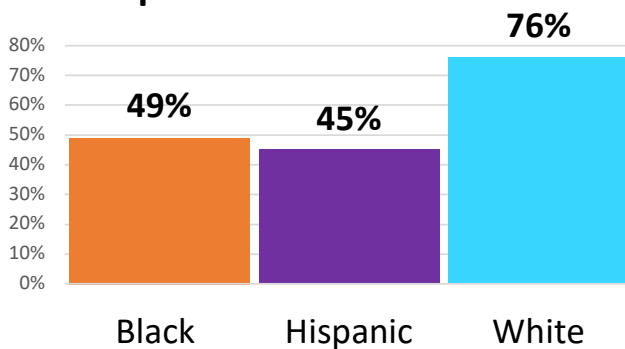
## Literacy Keystone Exam proficiency rates attributed to 11th grade students in 2018-2019, by gender

In Pennsylvania, all high school graduates are expected to meet the state's standards in three academic areas: literacy, math and science. Student proficiency is assessed by the Keystone Exams, which are intended to cover content taught in these courses. Percentages indicate literature Keystone proficiency rates that are attributed to 11th grade students during the 2018-2019 academic school year.

Female students score slightly higher than male students in the literature Keystone Exams.

## Literacy Keystone by race % proficient or advanced

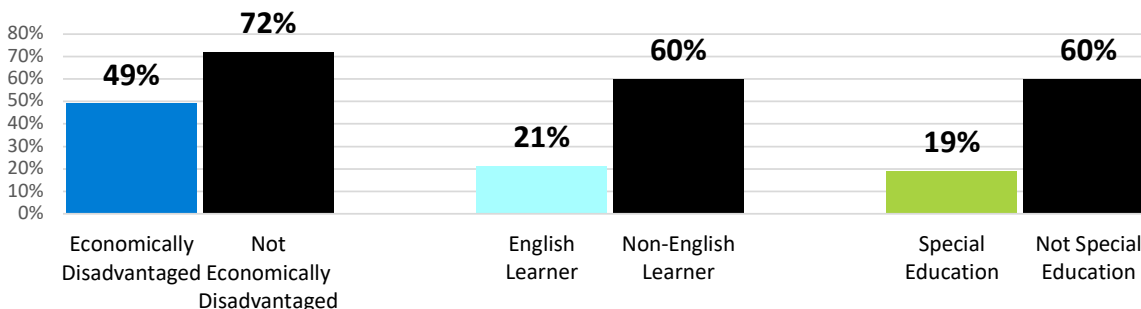
2018 - 2019 Data



## Literacy Keystone Exam proficiency rates attributed to 11th grade students in 2018-2019, by race

White students score higher than Hispanic and Black students, who make up most of our student population, in the literature Keystone Exam.

## Literacy Keystone by subgroups % proficient or advanced



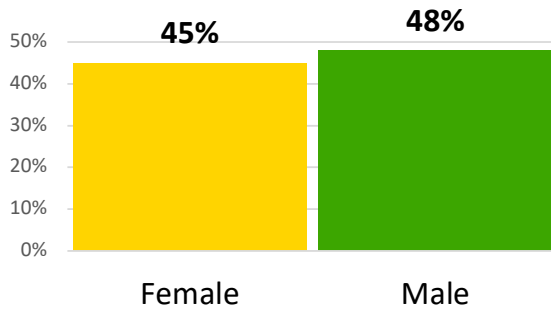
## Literacy Keystone Exam proficiency rates attributed to 11th grade students in 2018-2019, by subgroups

Students who are English learners and students receiving special education services are scoring 39 percentage points lower than students who do not receive these services. Our students who are not economically disadvantaged achieve proficiency rates on par with the PA state average, but more than 20 percentage points higher than our students who are economically disadvantaged.

# Focus 1: Student Learning

2018 - 2019 Data

### Math Keystone by gender % proficient or advanced

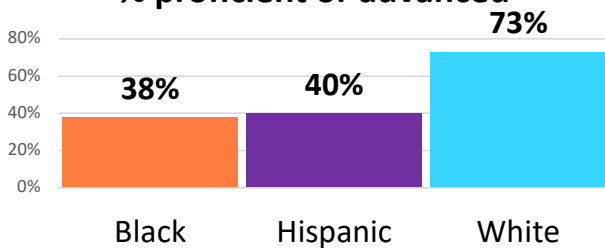


## Algebra Keystone Exam proficiency rates attributed to 11th grade students in 2018-2019, by gender

The mathematics Keystone tests student proficiency in the standards for algebra I. Fewer than 50% of male and female students score proficient or advanced on the algebra Keystone.

2018 - 2019 Data

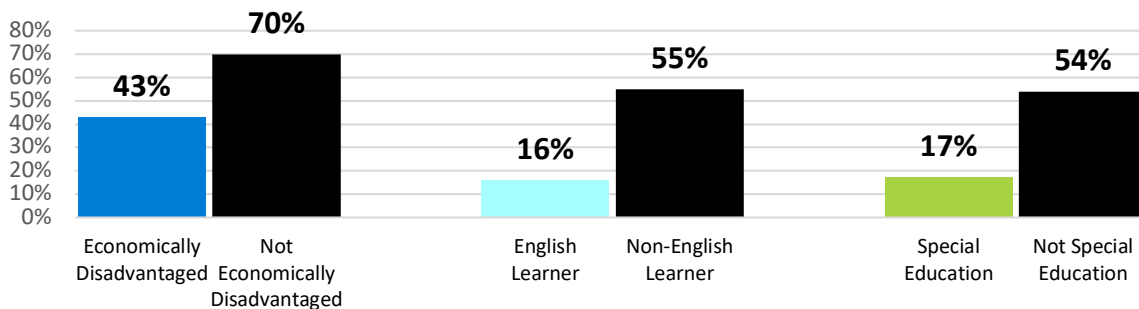
### Math Keystone by race % proficient or advanced



## Algebra Keystone Exam proficiency rates attributed to 11th grade students in 2018-2019, by race

White students are nearly twice as likely to score proficient or advanced in the algebra Keystone Exam than Black students or Hispanic students.

### Math Keystone by subgroups % proficient or advanced



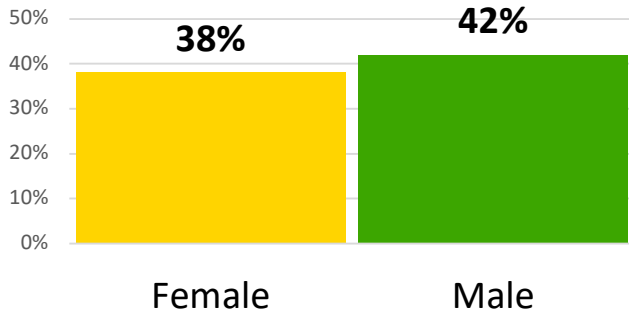
## Algebra Keystone Exam proficiency rates attributed to 11th grade students in 2018-2019, by subgroups

Fewer than one in five students who are English learners and students receiving special education services score proficient or advanced on the algebra Keystone. Our students who are not economically disadvantaged actually achieve proficiency at a higher rate than the PA average, more than 25 percentage points higher than students who are economically disadvantaged.

# Focus 1: Student Learning

2018 - 2019 Data

## Science Keystone by gender % proficient or advanced

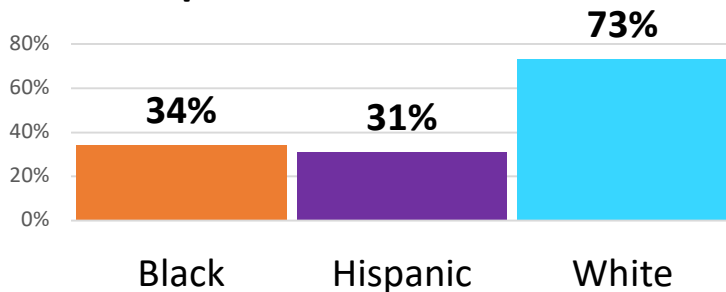


## Biology Keystone Exam proficiency rates attributed to 11th grade students in 2018-2019, by gender

The science Keystone tests student proficiency in the state's standards for biology. Fewer than 50% of male and female students score proficient or advanced.

2018 - 2019 Data

## Science Keystone by race % proficient or advanced

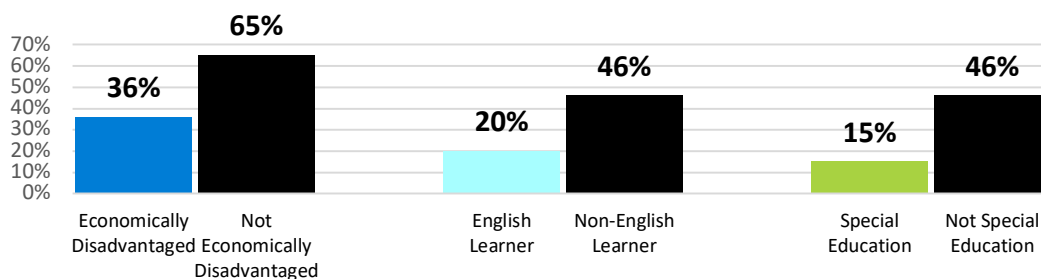


## Biology Keystone Exam proficiency rates attributed to 11th grade students in 2018-2019, by race

This graph shows science Keystone scores by racial groups. White students exceed state achievement averages, while our Black and Hispanic students achieve at rates less than half of their white peers.

2018 - 2019 Data

## Science Keystone by subgroups % proficient or advanced

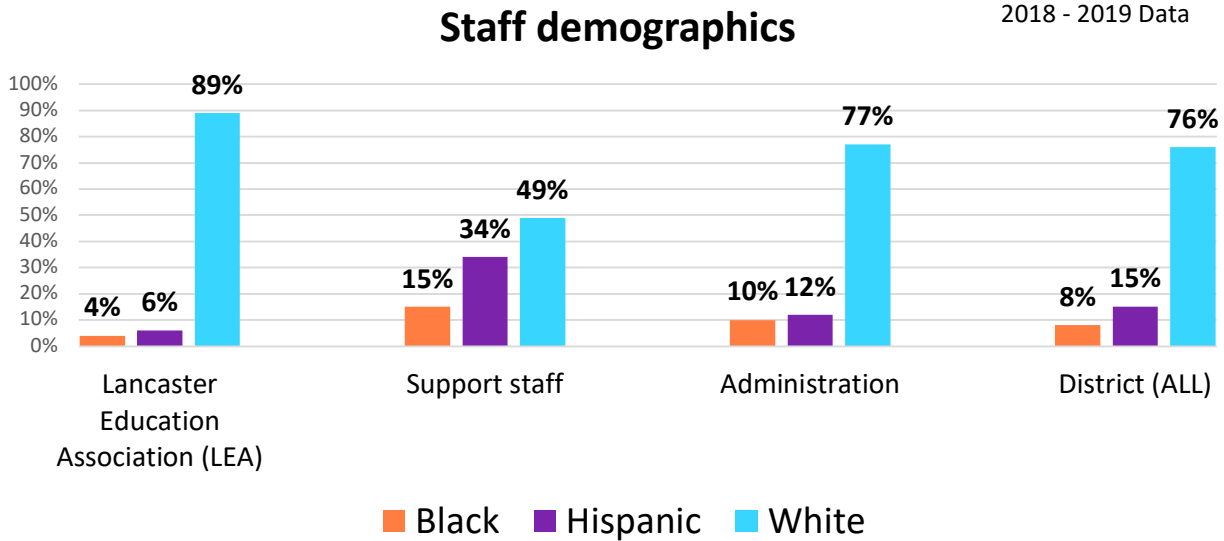


## Biology Keystone Exam proficiency rates attributed to 11th grade students in 2018-2019, by race

As on the other two exams, students who are English learners and students with disabilities achieve at considerably lower rates on the science Keystone compared to their peers.

# Focus 2: Culture & Climate

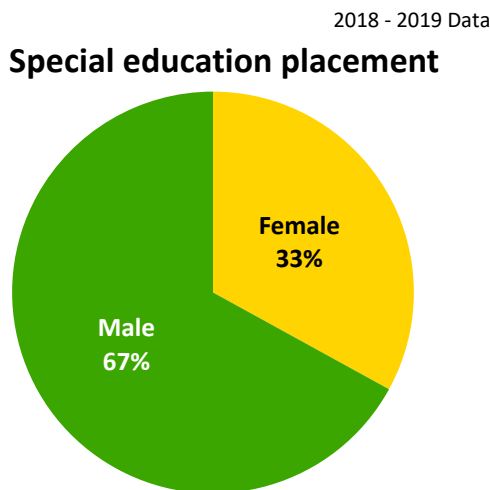
## Staff demographics



Research shows<sup>2</sup> that diverse groups of students tend to achieve at higher levels when their teachers and other school staff are similarly diverse. We monitor our staff demographics and compare them to the demographics of our students.

There are three major employment groups in the district. LEA refers to certificated staff not in management, such as teachers and school counselors. Support staff are those employees that support the learning, such as paraprofessionals and teaching assistants. The administration refers to supervisors such as principals, assistant principals, and coordinators. Support staff are our most racially diverse group of employees.

## Special education placement



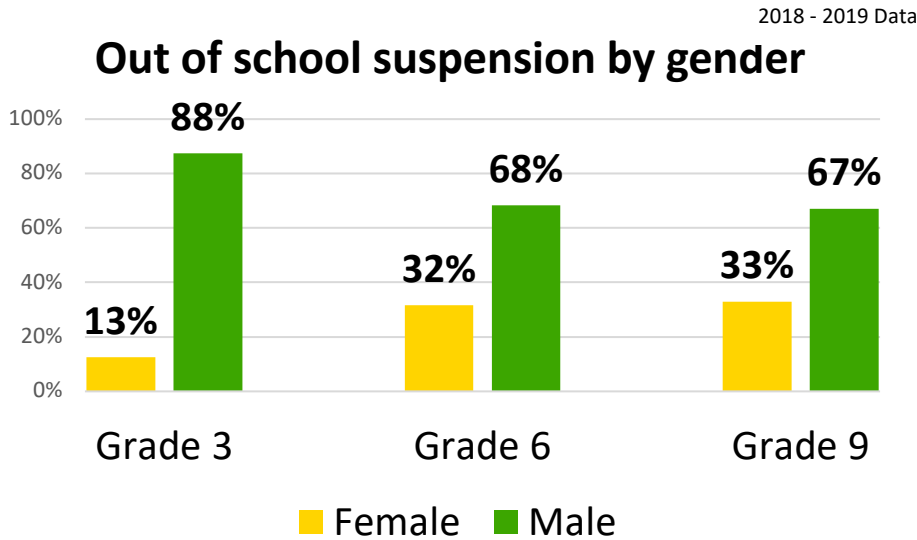
Special education placement is a collaborative process involving teachers, administrators, parents/guardians and others. Placement involves testing and identification to determine whether a student has a disability that requires an Individual Education Plan (IEP). Typically, students identified as needing services ultimately graduate at lower rates than students not receiving services. Additionally, the level of rigor is lower in special education classes.

Male students outnumber female students in special education placements. Two out of every three students who receive special education services are male.

<sup>2</sup>Figlio, David. "The Importance of a Diverse Teaching Force." [www.brookings.edu](http://www.brookings.edu), November 16, 2017. <https://www.brookings.edu/research/the-importance-of-a-diverse-teaching-force/>.

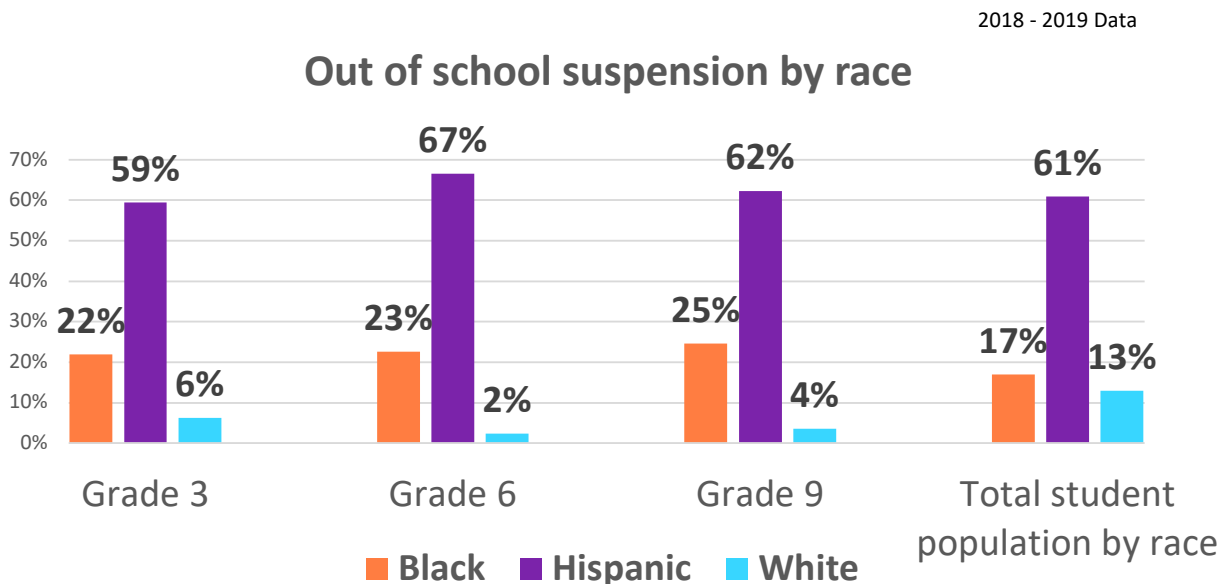
# Focus 2: Culture & Climate

## Out of school suspensions by gender



Out-of-school suspensions are given to students, starting in kindergarten, who commit behavioral infractions. Male students are suspended at significantly higher rates compared to female students across all grade levels, but especially at the elementary level.

## Out of school suspension by race and grades

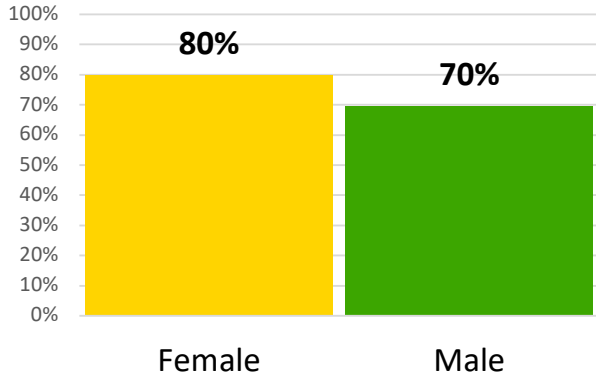


Across all racial groups, Hispanic and Black students are suspended more than their white peers, but what we really look at is *disproportionality*, or whether one group represents a larger number of suspensions than its share of the student population. Overall, Black students are disproportionately suspended based on their enrollment. White students are disproportionately not suspended compared to their peers.

# Focus 3: College & Career Readiness

2018 - 2019 Data

## 9th grade promotion by gender



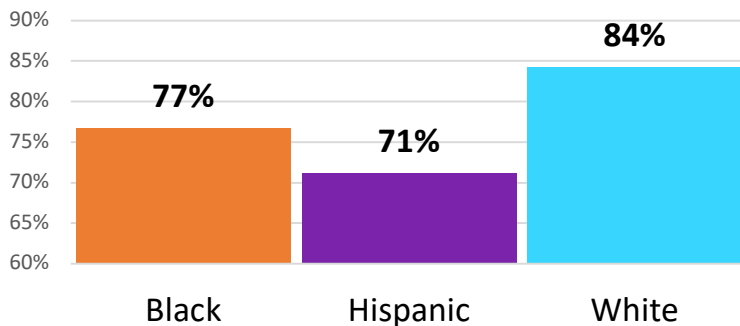
## Rate of freshmen who pass ninth grade on their first try, by gender

Ninth grade is the grade that often determines the success of a student in high school. The more failure a student experiences in ninth grade, the more likely they are to drop out of high school.

The next series of graphs shows the percentage of first-time ninth-grade students who are promoted to 10th grade at the end of their freshman year. Female students are more likely to earn sophomore status after one year in high school.

2018 - 2019 Data

## 9th grade promotion by race

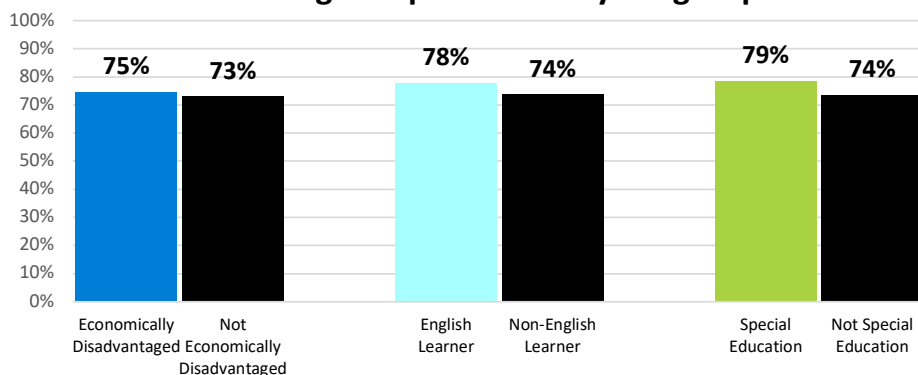


## Rate of freshmen who pass ninth grade on their first try, by race

Viewing the data broken down by race, Hispanic students are least likely to earn sophomore status at the end of their freshman year.

2018 - 2019 Data

## 9th grade promotion by subgroups



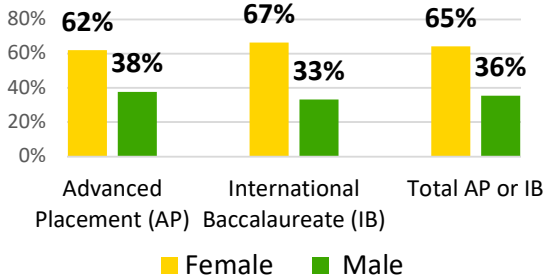
## Rate of freshmen who pass ninth grade on their first try, by subgroups

As part of school improvement, the high school focused additional resources and strategies on English learners and students with special needs. As a result, these students are promoted to 10th grade at comparable, or even higher, rates than their peers.

# Focus 3: College & Career Readiness

2018 - 2019 Data

## Students Enrolled in 1 or More Advanced Courses

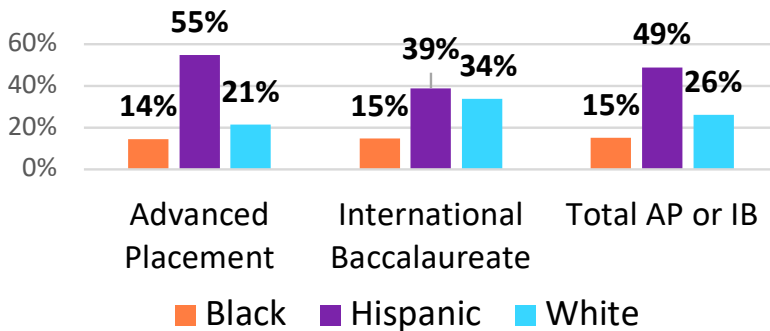


## Students enrolled in one or more advanced courses, by gender

This graph shows the percentage of students enrolled in one or more advanced course by gender. Advanced courses include Advanced Placement in various content areas and courses that are designated as International Baccalaureate at McCaskey High School. These courses prepare students for the rigors of postsecondary education and are indicators of success after high school. Female students make up nearly two-thirds of the enrollment in these courses.

2018 - 2019 Data

## Students Enrolled in 1 or More Advanced Courses



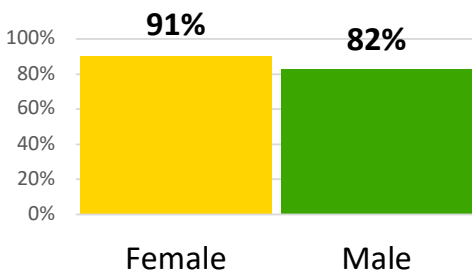
## Students enrolled in one or more advanced courses, by race

Looking at enrollment in advanced courses by race, white students are disproportionately enrolled, especially in IB courses. Both Black and Hispanic students are slightly under-represented, based on their share of the school population.

## Graduation rate 2018

2018 - 2019 Data

### Graduation rate 2018 by gender

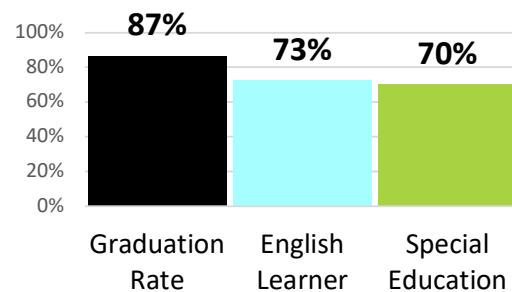


Preparing our students to graduate from high school is among our primary goals. These graphs show differences in our graduation rate by gender. Female students are more likely to graduate than male students by about 8 percentage points.

## Graduation rate for subgroups

2018 - 2019 Data

### Graduation rate for subgroups



English learners and students receiving special education services are less likely to graduate than our overall student population, by 14 and 17 percentage points, respectively.



# Recommendations

- **Develop an action plan with benchmarks to recruit and retain more teachers and more administrators of color.**
- **Create a plan to develop support staff into the teaching ranks.**
- **Research the impact of tracking middle school students. Consider “Honors for All” beginning in grade 6.**
- **Include refugees in the next Equity Report Card to track progress.**
- **Review policies and practices that limit out-of-school suspension of students in kindergarten and first grade.**
- **Create a plan to address racial and gender disparities highlighted in the Equity Report Card 2022.**
- **Identify the next Equity Champion.**
- **Ensure the Equity Policy is administered with fidelity, including an Educational Equity Audit and an Educational Equity Action Plan.**
- **Continue the leadership role of the Equity Steering Committee.**



**School District of  
Lancaster**