

2010

MCAS and Adequate Yearly Progress Report

Cambridge Public Schools

This report summarizes the Cambridge Public School District's progress on MCAS, both performance and growth, and includes Adequate Yearly Progress (AYP) information for both the district and individual schools.



TABLE OF CONTENTS

Executive Summary	1
MCAS Progress over Time 2003-2010	6
Performance as Compared to State Targets	
Aggregate and Student Subgroups	
English Language Arts	8
Mathematics	9
Percent of Students at Advanced/ Proficient Levels on MCAS	
Grade Level	10
Racial/Ethnic Subgroups	11
NCLB Subgroups: Special Education, FLEP/LEP, Low Income	12
Student Growth Percentiles	
Grade Level	13
ELA Growth by School	14
Math Growth by School	15
Student Growth by Subgroup	16
Adequate Yearly Progress	
Making Adequate Yearly Progress (AYP)	19
How is Composite Performance Index (CPI) calculated?	20
NCLB Accountability System	21
Summary of AYP Status of Cambridge Schools	24
Appendix	
Individual School Trends over Time	26
State Adequate Yearly Progress (AYP) Data	39
Framework for District Accountability and Assistance	40

Executive Summary

Cambridge recognizes the MCAS assessment as one important indicator of student achievement. MCAS results are reviewed annually and provide information at district, school and individual student levels. MCAS reports present information about the performance of students at the end of each school year as an indicator of how well the students performed on the state standards in each curriculum area. In addition, starting this year the MCAS reports will include Student Growth Percentiles (SGP) that show how students are progressing compared to their “academic peers” across the state who share similar MCAS histories. Curriculum leaders analyze results to insure that our curriculum is in alignment with state standards and target areas for improvement.

In addition to MCAS the district collects data on other academic performance measures including SAT, high school graduation rates, and literacy benchmark information in reading and writing. Data from health surveys, Health and Fitness Progress Reports, and student participation in out of school time activities also provide important information on student performance and progress.

In the spring of 2010 students in grades 3-10 took up to three MCAS tests in English Language Arts (ELA), Mathematics and Science/Technology/Engineering. The results of the 2010 assessments as well as MCAS trends over time are included in this report. Results are reported both for the aggregate and for student subgroups.

MCAS Highlights

Overall Performance

Cambridge has made continued progress over time in reaching the No Child Left Behind (NCLB) goal of having all students achieve proficiency on MCAS by 2014.

In 2010 our district’s performance in English Language Arts improved from 83.4 in 2009 to 84.4 CPI* points for all students tested in grades 3-10. This CPI represents a 9.5 point gain since 2003. Cambridge, as a district, has a High performance rating in ELA, but for the second year in a row, the district did not make adequate yearly progress for all subgroups and our current status is Improvement Year 1 for subgroups.

The district’s performance in Mathematics improved significantly this year, from 74.2 in 2009 to 77.4 CPI points in 2010. Since 2003 the district’s math CPI has increased by 17.8 points. Even with this significant overall growth and moderate performance rating, not all subgroups made adequate yearly progress and the district’s status is now Improvement Year 2 for Subgroups.

As a district we plan to continue building on our improvements to accelerate the learning of all students. At the same time we have identified areas of concern that will be addressed.

*Composite Performance Index (CPI) is a number that measures how well a school or district is progressing toward 100% proficiency for all students. CPI’s are calculated for English language Arts (ELA), Mathematics and Science tests both in the aggregate and for student subgroups.

Percent of Students at Proficient/Advanced Performance Levels

English Language Arts

There were improvements in the percent of students scoring in the proficient/ advanced categories at grades 3, 5 and 10. Proficiency rates at grade 10 remained relatively flat while state performance at this grade declined slightly. The percent proficient/advanced at grade 4, 6 and 8 decreased from 2009.

Mathematics

There were double-digit improvements in the percent of students scoring in the proficient/ advanced categories at grade 5, grade 7, and grade 10. At grade 3 and grade 8, there were also significant increases in the percent proficient/advanced. Grades 4 and 6 both had slight decreases in the percentage of students scoring proficient/advanced in comparison with the previous year.

Science

The proficiency rate in Science in grade 5 increased by 11 percentage points this year. Although more grade 8 students scored proficient and advanced this year in comparison with last year, over the past three years, there has not been much improvement in 8th grade Science. In grade 10 the proficiency rate increased significantly by 14%. It should also be noted that as of August 2010, 90% of CRLS/HSEP 10th graders passed the science graduation requirement. Science performance, in general, continues to be an area of focus for the district.

Achievement Gap

The performance of White and Asian students has been consistently above the state targets for several years in both ELA and Math. This year, Low-Income students in Cambridge in both ELA and Math progressed at a rate that was higher than the aggregate and higher than other subgroups. However achievement gaps persist for both for this subgroup and especially for African American/ Black and Special Education subgroups.

Trends in the district performance of both the aggregate and all subgroups are included in this report. Individual school reports that show each school's progress over time for the aggregate and subgroups are included in the appendix of this document. As a district we share the goal of our colleagues in the national Minority Student Achievement Network "... to ensure that racial differences in achievement are eliminated while we improve achievement for all students."

Growth

The Massachusetts Department of Elementary and Secondary Education (DESE) has developed a *growth model* of student performance as a supplement to the MCAS results. This indicator helps parents, teachers, and administrators know whether students are improving from year to year by comparing students to their "academic peers" or students with similar MCAS histories across the state. This year, parents received growth scores along with their child's MCAS performance level.

As a district, Cambridge had a median student growth percentile (SGP) of 52 in ELA and 53 in Math. This is an improvement over 2009, when the SGP in ELA was 51 and 48 in Math and over 2008, when the SGP in ELA was 49 and 50 in Math. Student growth percentile rankings in the range of 40 to 59 are considered average while SGPs

Above 60 indicate higher than average growth and below 40 indicate lower than average growth in comparison to all students in the state.

In English Language Arts, the Amigos, Kennedy-Longfellow, and King had higher than average growth. In Math, the Fletcher/Maynard, Graham & Parks, and Haggerty had higher than average growth. No Cambridge schools had lower than average growth in either ELA or Math. Most student subgroups had average to high average growth. Asian students had higher than average growth in both ELA and Math while Limited English Proficient students had higher than average growth in Math. No student subgroup had lower than average growth.

Adequate Yearly Progress

The second section of this report includes information on Adequate Yearly Progress (AYP). Under the No Child Left behind (NCLB) legislation all students are expected to be proficient on MCAS by the year 2014. Each year districts and schools are issued ratings that indicate how close they are to reaching the goal of having all students reach proficiency (100 points).

Schools must meet AYP targets for all students (aggregate) and for designated student subgroups. A school must have 40 students in any one subgroup to receive an AYP rating. If a school does not make AYP for either the aggregate or for any subgroup for two consecutive years, it receives an accountability status and must take steps to focus efforts on improving student performance. A summary of the AYP status of all CPS schools is included in the appendix of this report.

Statewide Perspective

Statewide 982 schools (57%) and 123 districts (32%) are on the state's list of schools and districts in need of improvement in 2010. The 982 schools are located in 277 (71%) of the Commonwealth's school districts. These percentages are an increase from the prior year. In 2009, a total of 937 schools (54%) and 109 districts (28%) were identified. The state's Adequate Yearly Progress Report indicates that the state did not make AYP in ELA and Math for both the aggregate and for subgroups. Detailed information regarding the state's performance is included in the appendix of this document.

According to the State, the Cambridge Public School District is ranked as a Level 2 District and all of CPS schools are either Level 1 or 2. This means that while some schools may not have made the adequate yearly progress necessary to reach the NCLB goals, none of our schools is performing in the bottom 20% of the state. Across the state and as a result of 2010 MCAS performance, 319 schools and 49 districts are in Level 3. Statewide, 35 schools are in Level 4, as are four districts for district-wide issues, and eight for housing one or more Level 4 schools. (see appendix)

Action Steps: Meeting the Needs of All Students

In an on-going effort to assure that all students in the Cambridge Public Schools are performing at high levels, we are committed to these actions:

- The principals and district leadership will focus their efforts in the *Cambridge Leadership Network* and the principals' meetings on *Differentiated Instruction* focused on identifying and implementing concrete steps designed to close the achievement gaps that exist and persist in our schools and to improve the performance of all students.
- All schools will revise their School Improvement Plans based on analysis of their most recent data. Schools will implement a process that will include data analysis, identification of high leverage instructional strategies, targeted professional development, and family engagement in order to accelerate the student learning and improve outcomes for all students.
- During FY 2011, all middle grades teachers will participate in training designed to strengthen their abilities to differentiate instruction. Using assessment, student work and best pedagogical practices as guides, teachers will learn how to tailor their instruction to provide each student with the experiences that s/he needs to achieve at a high level. The training will be coordinated with the current efforts of each department as they work towards strengthening the horizontal articulation of curriculum across the middle grades.
- Middle and high school teachers will continue their work on strengthening the vertical alignment of curriculum from middle to high school through the *8th to 9th grade Transition Teams* in each department.
- The Instructional Division will implement the first phase of a *Response to Intervention* system for the purposes of providing sound and systematic regular education interventions designed to accelerate the learning of those students whose performance is below established benchmarks.
- The district will engage in the first phase of a *Curriculum Review Cycle* in the area of mathematics. The cycle will provide a systematic way of reviewing programs to ensure effectiveness and identify strategies for improvement.
- The Instructional Division in collaboration with the English Language Arts Department hosted a national conference with the Minority Student Achievement Network in May, 2010. Closing the achievement gap in literacy at critical transitions (grades 2-3 and grades 8-9) was the focus of the conference. As an outgrowth of this work, the ELA department is exploring the Word Generation vocabulary development program with middle grade ELA / Humanities teachers as a way to enhance students' academic vocabulary.
- District Coach Teams will support principals and building coaches in strengthening school-based *Instructional Leadership Teams* established for the purpose of promoting effective instructional practices through shared decision making.
- Curriculum leaders will build instructional capacity in the areas of literacy and math among our teaching staff through professional development customized by our coaching staff.
- The English/Language Arts department will continue to train teachers in the *Leveled Literacy Intervention* program in grades K-3, a reading system created to supplement classroom instruction and to accelerate the learning of struggling readers.

- The Math department will focus on supporting teachers in differentiated instruction and providing opportunities for teachers to strengthen their own content knowledge in mathematics through Content Institutes.
- The Math department will implement the first phase of an early intervention program in mathematics for the primary grades
- RM Technology will be implemented in all middle grade math classrooms to enhance the math program for students and teachers.
- The Math Department will continue its collaboration with the Special Education Department through professional development for teachers that focuses on strengthening teachers' math content knowledge and determining effective strategies for differentiating instruction.
- The Coordinator of Bilingual Education and Language Acquisition will continue to provide more instructional time for ESL (English as a Second Language) students and will improve the capacity of all teachers who work with second language learners through offering *Categorical Trainings* for our instructional staff.
- The leadership and staff at CRLS will focus on school climate, personalization and rigor in teaching and learning through effective professional development. Specifically the school will address the need for high expectations for all students by clarifying and articulating what proficiency means with respect to student attainment of school-wide and individual course learning expectations.
- The Aspiring Leaders Program will be expanded from teachers of mathematics to include teachers in the ELA, Science and Social Studies/Humanities. The program will afford teachers the opportunity to work with colleagues to support and strengthen the teaching of the CPS curriculum in each school as a mechanism for improving student learning, better understanding their content and enhancing instructional practices.
- CPS, in collaboration with The Public Schools of Brookline, will continue to offer Empowering Multicultural Initiatives (EMI) training for staff. The mission of EMI is to improve the academic achievement of students of color while nurturing the growth and development of all students, and to promote systemic anti-racist practices and culturally relevant teaching through staff training and leadership development.
- As articulated in the CPS Goals for 2010-2012, the district will strengthen the system of supervision and evaluation of teachers and administrators by using student growth data and other indicators of success to track the effectiveness of teachers and schools in raising test scores while holding adults accountable for their practice (this step will entail negotiations with the Cambridge Teachers Association to create a system that is fair and transparent to staff and effective for children)

MCAS 2010

Cambridge's Progress toward Proficiency

Cambridge has made progress over time in reaching the No Child Left Behind (NCLB) goal of having all students achieve proficiency on MCAS by 2014. The Composite Performance Index (CPI) is the measure that the state uses to determine if a district/ school is making Adequate Yearly Progress (AYP) toward this goal.

What is the CPI?

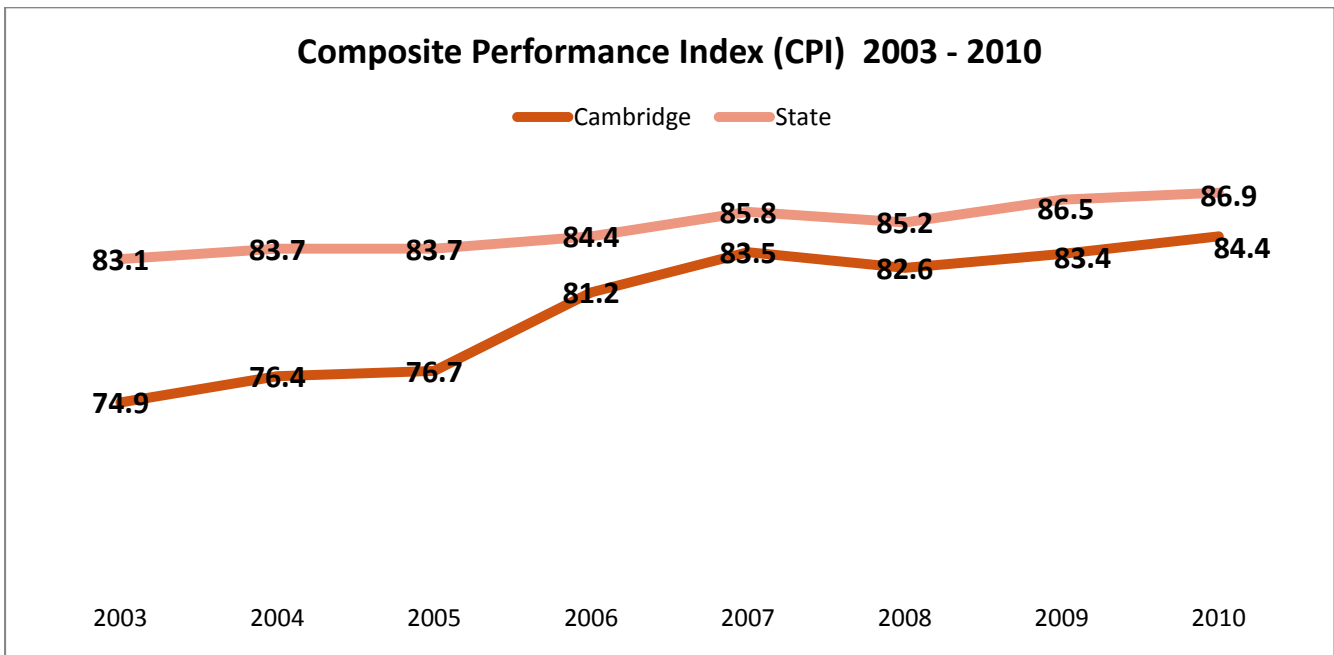
The Composite Performance Index (CPI)

is a number that measures how well a school or district is progressing toward MCAS proficiency for all students. Students who score proficient or advanced are assigned 100 points, High Needs Improvement 75 points, Low Needs Improvement 50 points, High Warning 25 points and Low Warning 0 points. Students who take an MCAS Alternative Assessment are also awarded points based on their portfolio. The points are averaged resulting in a number between 0 and 100, the CPI.

CPI's are calculated separately for ELA, Mathematics and Science tests for all levels- state, district and school, both in the aggregate and for student subgroups.

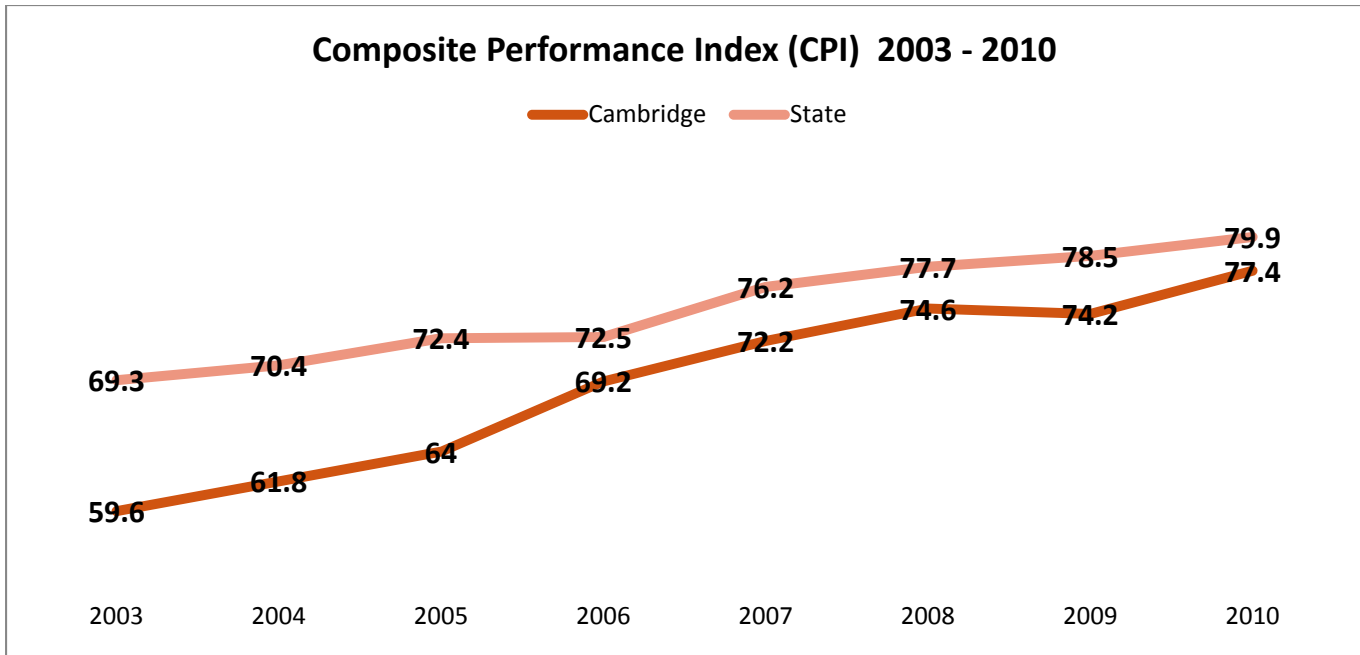
English Language Arts – increase from 74.9 in 2003 to 84.4 in 2010

In 2010 our district's performance in **English Language Arts** improved from **83.4** to **84.4** CPI points for all students tested in grades 3-10.



Mathematics – increase from 59.6 in 2003 to 77.4 in 2010

Our performance in Mathematics increased significantly from **74.2** to **77.4** CPI points.



CPS District Performance as Compared with State Targets

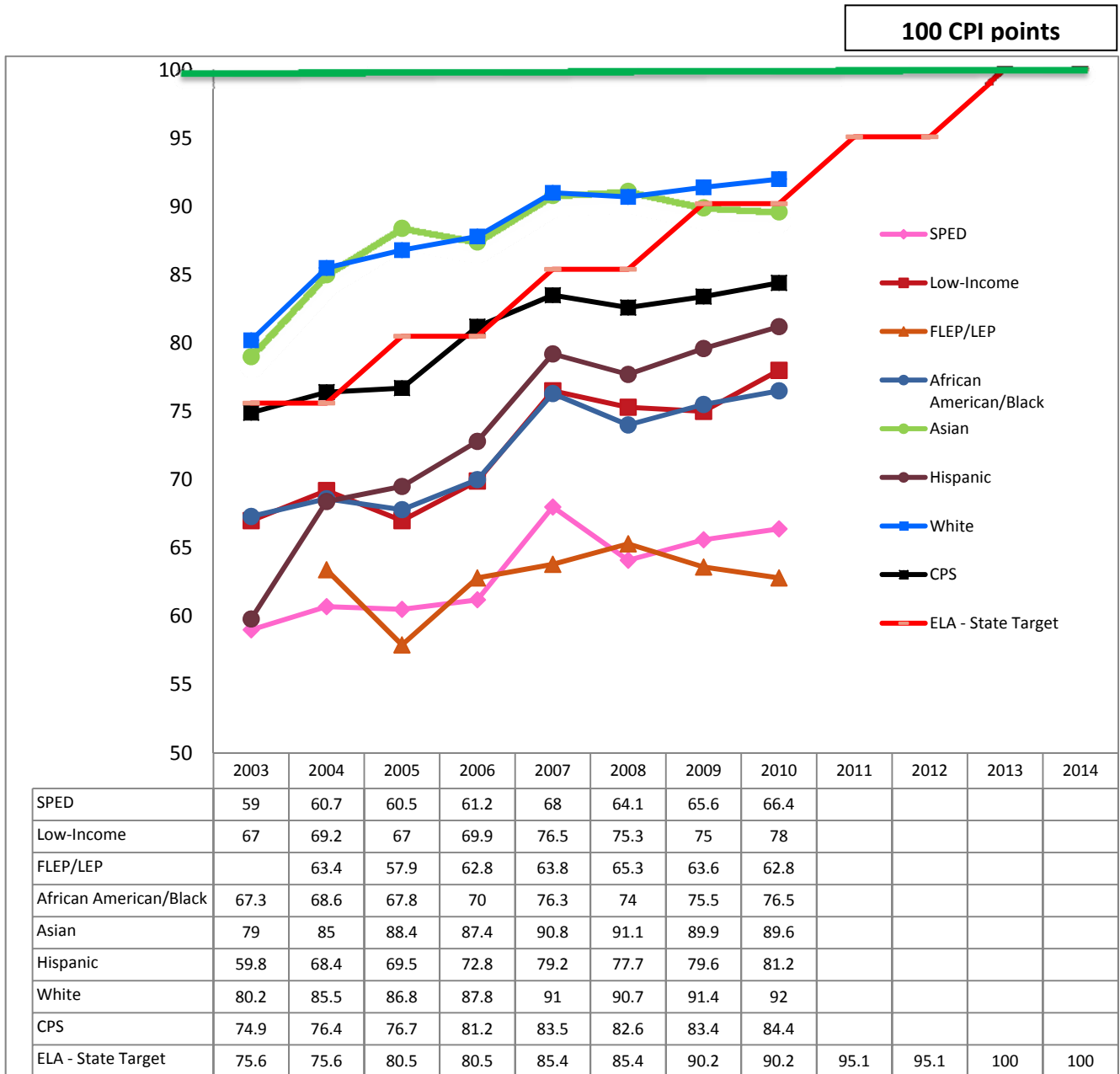
Aggregate and Student Subgroups

Under No Child Left Behind, all districts and schools must achieve a CPI of 100 for the aggregate and all subgroups by 2014. The state has identified annual targets that must be met for both the aggregate and identified subgroups of students (see next page).

The performance of White and Asian students has been consistently above the state targets for several years in both ELA and Math. While this progress is noteworthy, achievement gaps persist. Although most subgroups have made progress over time, there is still a significant gap in proficiency among African American/ Black, Low Income and Special Education subgroups.

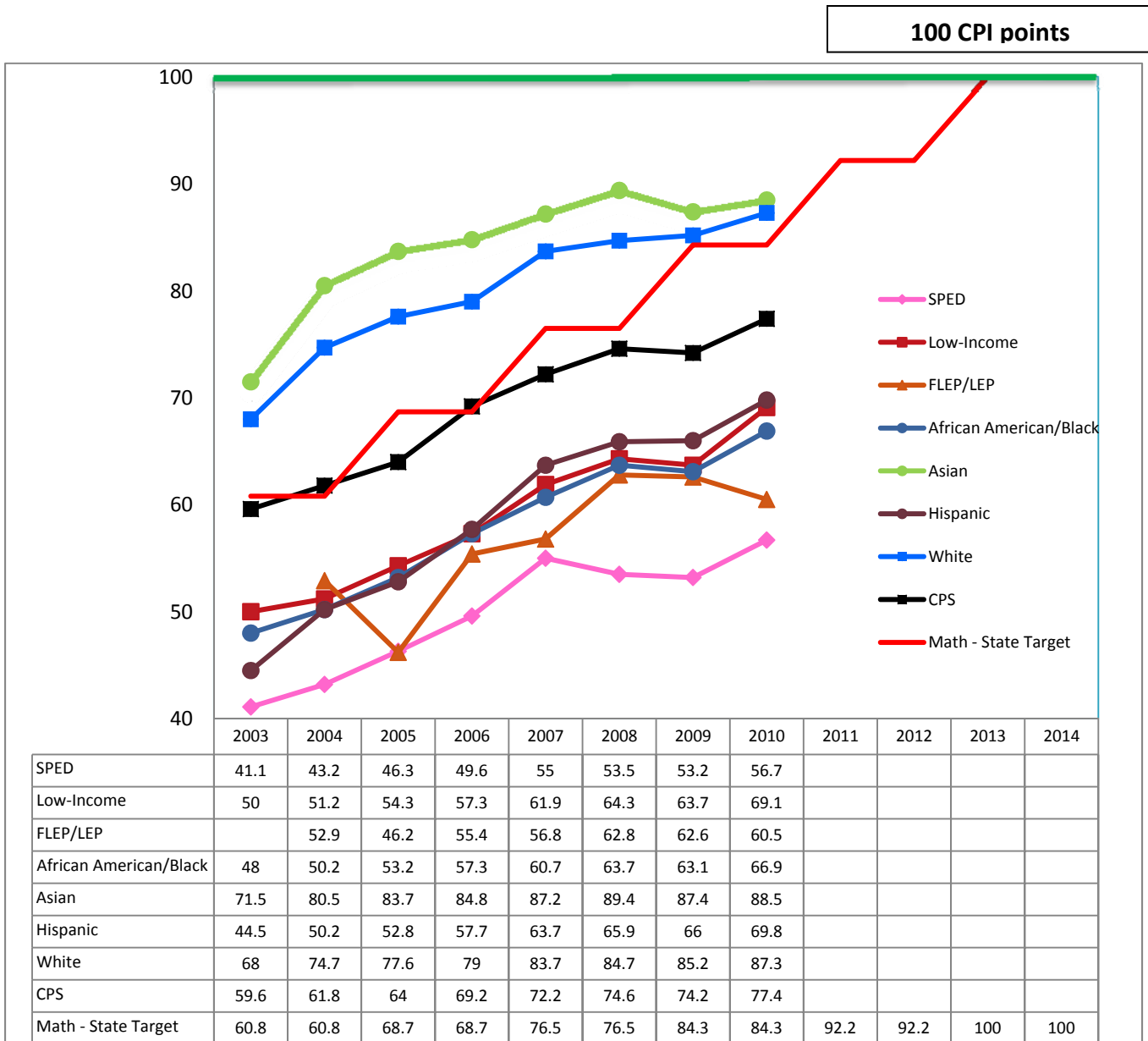
English Language Arts

In 2010 the CPI for white students in ELA was 92.0, the highest since 2003. The CPI for Hispanic students was 81.2, the highest CPI since 2003 resulting in a 21.4 point gain since that time. The CPI for Asian students continued to drop slightly from 91.1 in 2008 to 89.9 in 2009 and 89.6 in 2010. The CPIs for African American/Black students (76.5) and Students with Special Needs (66.4) increased from the prior year but are well below the goal of 100 points. The CPI for Low Income students increased by 3 points last year from 75 to 78 CPI points in 2010. This is the second year that the performance of FLEP/LEP students decreased since 2005.



Mathematics

In 2010 the CPI for white students in Math was 87.3, the highest since 2003. The CPI for Asian students increased slightly, but was still below its high of 89.4 in 2008. The CPI for Hispanic students was 69.8, the highest CPI since 2003 resulting in a 25.3 point gain since that time. The CPIs for African American/Black students (66.9) and Students with Special Needs (56.7) increased significantly from the prior year but are well below the goal of 100 points. The CPI for low -income students increased by almost six points, from 63.7 in 2009 to 69.1 in 2010.



Charts that show the progress of each CPS school toward AYP targets are included in the appendix of this document.

MCAS 2010

% of Students at Advanced and Proficient Levels 2008-2010

English Language Arts

There were improvements in the percent of students scoring in the proficient/ advanced categories at grades 3, 5 and 10. Proficiency rates at grade 10 remained relatively flat while state performance at this grade declined slightly. The percent proficient/advanced at grade 4, 6 and 8 decreased from 2009.

Mathematics

There were double-digit improvements in the percent of students scoring in the proficient/ advanced categories at grade 5, grade 7, and grade 10. At grade 3 and grade 8, there were also significant increases in the percent proficient/advanced. Grades 4 and 6 both had slight decreases in the percentage of students scoring proficient/advanced in comparison with the previous year.

Science

The proficiency rate in Science in grade 5 increased by 11 percentage points this year. While more grade 8 students scored proficient and advanced this year in comparison with last year, over the past three years, there has not been much improvement in 8th grade Science. In grade 10 the proficiency rate increased significantly by 14%. It should also be noted that as of August 2010, 90% of CRLS/HSEP 10th graders passed the science graduation requirement.

MCAS 2010 - % Proficient/Advanced in English Language Arts

	CPS			State		
	2008	2009	2010	2008	2009	2010
Grade 3	57%	57%	60%	56%	57%	63%
Grade 4	38%	50%	47%	49%	53%	54%
Grade 5	54%	51%	59%	61%	63%	63%
Grade 6	62%	62%	60%	67%	66%	69%
Grade 7	65%	64%	71%	69%	70%	72%
Grade 8	75%	78%	75%	75%	78%	78%
Grade 10	67%	70%	70%	74%	81%	78%

MCAS 2010 - % Proficient/Advanced in Mathematics

	CPS			State		
	2008	2009	2010	2008	2009	2010
Grade 3	59%	57%	65%	61%	60%	65%
Grade 4	42%	48%	43%	49%	48%	48%
Grade 5	51%	42%	53%	52%	54%	55%
Grade 6	48%	51%	48%	56%	57%	59%
Grade 7	41%	41%	52%	47%	49%	52%
Grade 8	42%	42%	45%	49%	48%	51%
Grade 10	78%	68%	81%	72%	75%	75%

MCAS 2010 - % Proficient/Advanced in Science

	CPS			State		
	2008	2009	2010	2008	2009	2010
Grade 5	36%	34%	45%	50%	49%	53%
Grade 8	35%	29%	34%	39%	39%	40%
Grade 10	47%	47%	61%	57%	61%	65%

MCAS 2010

% Proficient/Advanced by Racial/Ethnic Group

The following chart details the three year trends of students in the proficient/advanced categories by racial/ ethnic subgroup. Subgroups include the NCLB designations of African American/Black, Asian, Hispanic/Latino, and White. Native American and Multi-racial subgroups are not listed due to the small size of the cohort. More detailed information is available at <http://profiles.doe.mass.edu>

The performance of White and Asian students has been consistently above the state targets for several years in both ELA and Math. This year, Low-Income students in Cambridge in both ELA and Math progressed at a rate that was higher than the aggregate and higher than other subgroups. However achievement gaps persist for both for this subgroup and especially for African American/ Black and Special Education subgroups.

2010 MCAS - % Proficient/Advanced by Racial/Ethnic Group							
English Language Arts				Mathematics			
	2008	2009	2010		2008	2009	2010
Grade 3				Grade 3			
<i>Afr Am/Black</i>	32%	37%	45%	<i>Afr Am/Black</i>	38%	38%	47%
<i>Asian</i>	73%	67%	71%	<i>Asian</i>	75%	68%	87%
<i>Hispanic/Latino</i>	41%	41%	38%	<i>Hispanic/Latino</i>	45%	35%	46%
<i>White</i>	79%	77%	77%	<i>White</i>	77%	78%	82%
Grade 4				Grade 4			
<i>Afr Am/Black</i>	20%	30%	27%	<i>Afr Am/Black</i>	24%	28%	27%
<i>Asian</i>	63%	62%	53%	<i>Asian</i>	71%	70%	49%
<i>Hispanic/Latino</i>	27%	36%	44%	<i>Hispanic/Latino</i>	28%	33%	25%
<i>White</i>	57%	70%	65%	<i>White</i>	59%	62%	63%
Grade 5				Grade 5			
<i>Afr Am/Black</i>	32%	30%	38%	<i>Afr Am/Black</i>	31%	26%	31%
<i>Asian</i>	75%	77%	69%	<i>Asian</i>	78%	73%	75%
<i>Hispanic/Latino</i>	39%	32%	38%	<i>Hispanic/Latino</i>	33%	30%	39%
<i>White</i>	75%	74%	80%	<i>White</i>	69%	60%	72%
Grade 6				Grade 6			
<i>Afr Am/Black</i>	45%	48%	44%	<i>Afr Am/Black</i>	27%	34%	31%
<i>Asian</i>	84%	75%	74%	<i>Asian</i>	81%	77%	77%
<i>Hispanic/Latino</i>	49%	56%	50%	<i>Hispanic/Latino</i>	34%	27%	36%
<i>White</i>	78%	67%	79%	<i>White</i>	67%	71%	64%
Grade 7				Grade 7			
<i>Afr Am/Black</i>	55%	44%	58%	<i>Afr Am/Black</i>	22%	18%	36%
<i>Asian</i>	76%	79%	83%	<i>Asian</i>	57%	68%	68%
<i>Hispanic/Latino</i>	54%	67%	67%	<i>Hispanic/Latino</i>	22%	27%	33%
<i>White</i>	81%	79%	82%	<i>White</i>	64%	62%	69%
Grade 8				Grade 8			
<i>Afr Am/Black</i>	62%	67%	57%	<i>Afr Am/Black</i>	23%	21%	23%
<i>Asian</i>	94%	89%	87%	<i>Asian</i>	75%	64%	74%
<i>Hispanic/Latino</i>	70%	71%	76%	<i>Hispanic/Latino</i>	25%	34%	38%
<i>White</i>	86%	90%	89%	<i>White</i>	61%	64%	61%
Grade 10				Grade 10			
<i>Afr Am/Black</i>	50%	56%	53%	<i>Afr Am/Black</i>	61%	52%	65%
<i>Asian</i>	85%	83%	82%	<i>Asian</i>	91%	82%	95%
<i>Hispanic/Latino</i>	60%	71%	59%	<i>Hispanic/Latino</i>	56%	52%	64%
<i>White</i>	81%	85%	88%	<i>White</i>	86%	75%	89%

MCAS 2010

% Proficient/Advanced by NCLB Subgroups

The following charts detail the three year trends of students in the proficient and advanced categories by the following NCLB subgroups: students with special needs, students who are considered Low Income, and students who are Limited English Proficient (LEP) or Formerly Limited English Proficient (FLEP). More detailed information is available at <http://profiles.doe.mass.edu>

2009 MCAS - % Proficient/Advanced by AYP Subgroups							
English Language Arts				Mathematics			
	2008	2009			2008	2009	2010
Grade 3				Grade 3			
<i>Special Education</i>	21%	25%	25%	<i>Special Education</i>	33%	28%	29%
<i>FLEP/LEP</i>	21%	45%	45%	<i>FLEP/LEP</i>	35%	43%	28%
<i>Low Income</i>	36%	39%	39%	<i>Low Income</i>	41%	40%	54%
Grade 4				Grade 4			
<i>Special Education</i>	10%	16%	16%	<i>Special Education</i>	16%	12%	18%
<i>FLEP/LEP</i>	18%	14%	14%	<i>FLEP/LEP</i>	23%	14%	26%
<i>Low Income</i>	21%	24%	24%	<i>Low Income</i>	25%	27%	29%
Grade 5				Grade 5			
<i>Special Education</i>	12%	19%	18%	<i>Special Education</i>	15%	11%	12%
<i>FLEP/LEP</i>	15%	30%	22%	<i>FLEP/LEP</i>	20%	30%	26%
<i>Low Income</i>	34%	31%	38%	<i>Low Income</i>	29%	25%	34%
Grade 6				Grade 6			
<i>Special Education</i>	28%	25%	26%	<i>Special Education</i>	19%	17%	14%
<i>FLEP/LEP</i>	22%	18%	62%	<i>FLEP/LEP</i>	26%	29%	54%
<i>Low Income</i>	50%	48%	46%	<i>Low Income</i>	33%	33%	29%
Grade 7				Grade 7			
<i>Special Education</i>	32%	27%	29%	<i>Special Education</i>	12%	13%	16%
<i>FLEP/LEP</i>	48%	23%	43%	<i>FLEP/LEP</i>	28%	16%	24%
<i>Low Income</i>	56%	47%	60%	<i>Low Income</i>	22%	23%	35%
Grade 8				Grade 8			
<i>Special Education</i>	41%	46%	44%	<i>Special Education</i>	7%	12%	14%
<i>FLEP/LEP</i>	50%	38%	27%	<i>FLEP/LEP</i>	23%	31%	11%
<i>Low Income</i>	68%	70%	64%	<i>Low Income</i>	27%	21%	29%
Grade 10				Grade 10			
<i>Special Education</i>	23%	23%	28%	<i>Special Education</i>	34%	30%	45%
<i>FLEP/LEP</i>	46%	28%	22%	<i>FLEP/LEP</i>	64%	46%	52%
<i>Low Income</i>	56%	60%	58%	<i>Low Income</i>	62%	54%	69%

MCAS 2010

Student Growth Percentiles

A student growth percentile (SGP) measures student progress by comparing one student's progress to the progress of other students with similar MCAS performance histories (called "academic peers"). A percentile is used because its value expresses the percentage of cases that fall below a certain score.

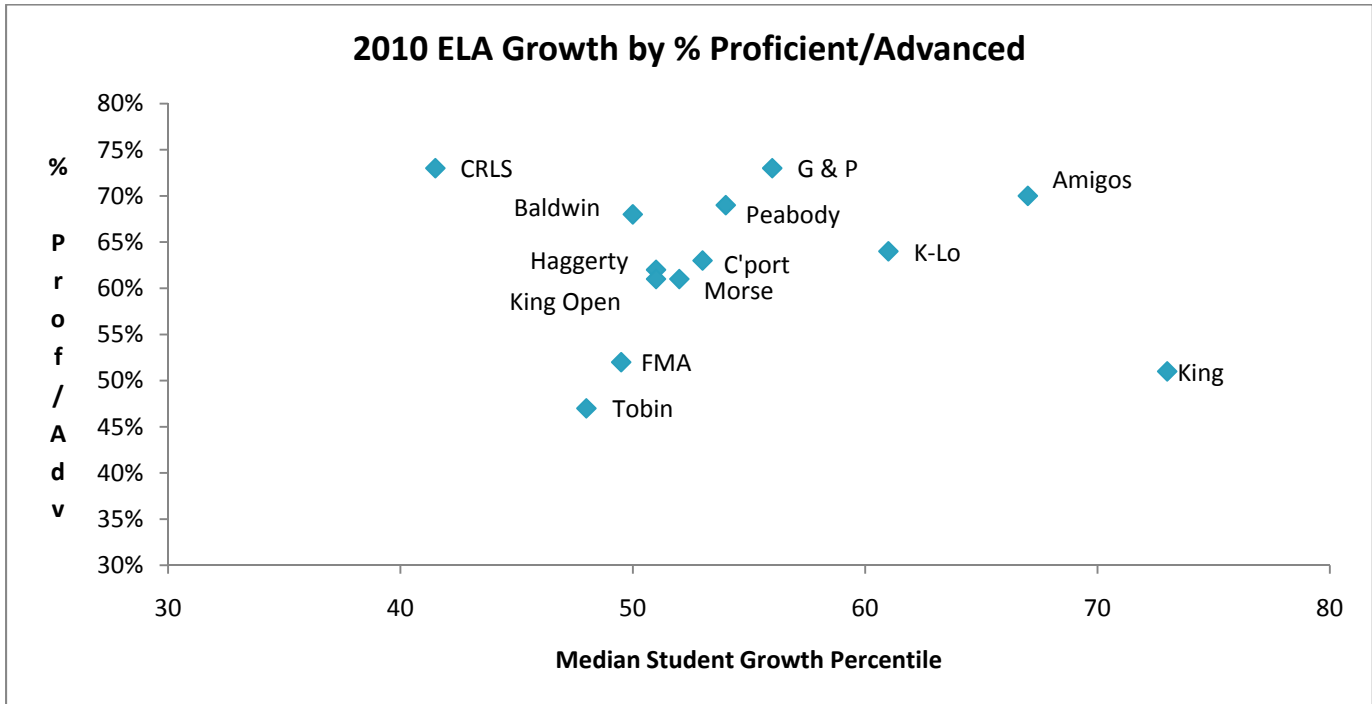
The most appropriate measure for reporting growth is the **median** (the middle score if individual scores are ranked from highest to lowest). A typical school or district would have a median student growth percentile of **50**. The state has advised using the band of 40th – 60th percentile as typical or average growth .

In Cambridge, all grades showed typical growth. In 2010, while still showing average growth, students in grade 4 Math and ELA had slower than typical growth, as did 10th grade ELA.

Grade and Subject	Cambridge Public Schools				State			
	MCAS 2009		MCAS 2010		MCAS 2009		MCAS 2010	
	CPI	Median SGP	CPI	Median SGP	CPI	Median SGP	CPI	Median SGP
Grade 3 - English	80.7		85.4		82.6		85.8	
Grade 3 - Math	79.4		84.5		81.4		83.8	
Grade 4 - English	76.7	50	76.9	45	79.9	50	80.1	50
Grade 4 - Math	77.8	58	76.2	47	78.5	50	78.7	49
Grade 5 - English	78.3	45.5	80.8	49	85.7	50	84.2	50
Grade 5 - Math	69	50.5	74.3	54	77	50	77.4	50
Grade 6 - English	83.8	54	81.6	56	85.7	50	86.8	50
Grade 6 - Math	74.4	43	72.5	49	78.2	50	79.7	50
Grade 7 - English	85.9	59	89	63	88.1	50	88.6	50
Grade 7 - Math	68.4	47	75.6	59	73.8	50	76.1	50
Grade 8 - English	91.4	55	89.3	59	91.1	50	90.4	50
Grade 8 - Math	67.2	44	68.8	54	72.8	50	74.8	51
Grade 10 - English	87.4	47	88.3	41	92.2	50	91.9	50
Grade 10 - Math	83.3	53	89.3	57	88.1	50	88.8	50
ALL GRADES - ENGLISH	83.4	51	84.4	52	86.5	50	86.9	50
ALL GRADES - MATH	73.2	48	77.4	53	78.5	50	79.9	50

Student Growth by School

Scatter plots show both the percent of students achieving proficiency and median student growth percentiles. In the scatter plot below, the Amigos School shows both high growth (67) and high proficiency (70%) in English Language Arts. The plot also shows that while only 51% of students at the King School are proficient or advanced in English Language Arts, many of the students there are progressing at a very high rate (73) in comparison to their academic peers. The growth model would predict higher levels of proficiency in the future based on their high growth.

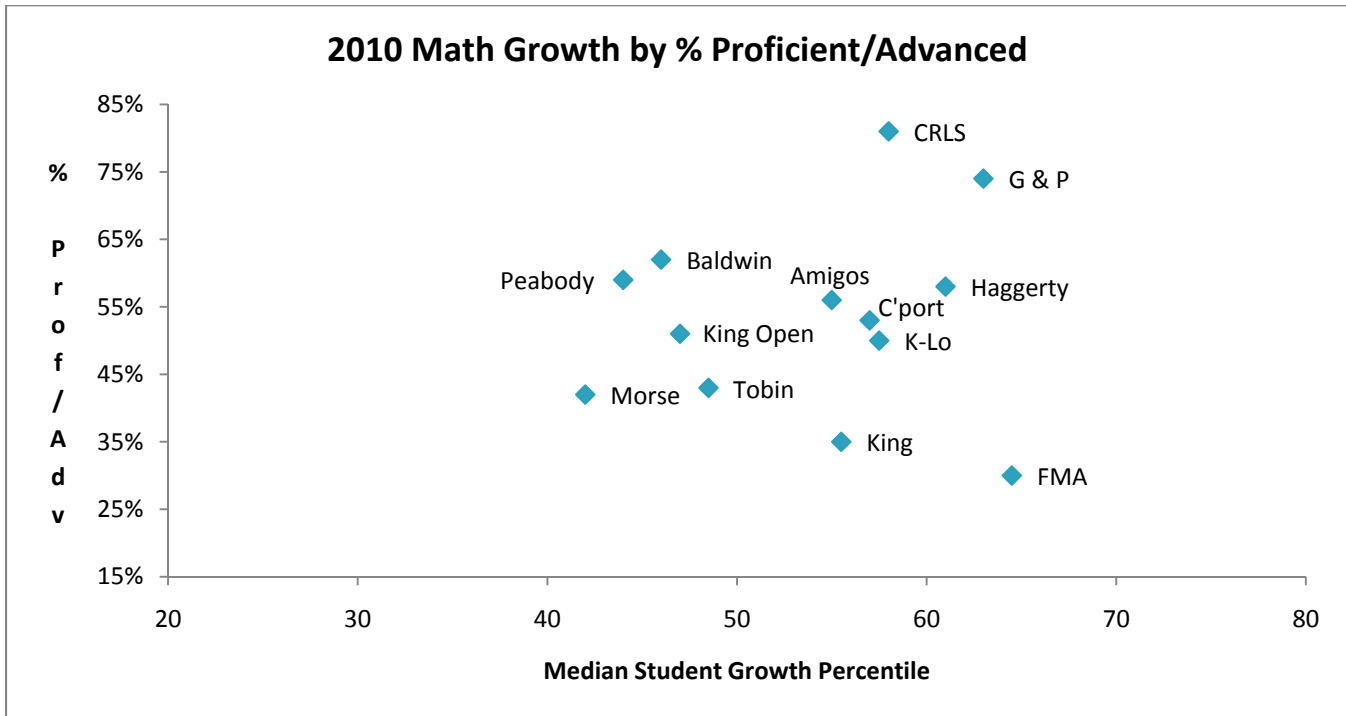


2010 ELA MCAS - Median Student Growth Percentile by School

	SGP	% Prof/Adv
Amigos School	67	70%
Cambridge Rindge and Latin	41.5	73%
Cambridgeport	53	63%
Fletcher/Maynard Academy	49.5	52%
Graham and Parks	56	73%
Haggerty	51	62%
John M Tobin	48	47%
Kennedy-Longfellow	61	64%
King Open	51	61%
Maria L. Baldwin	50	68%
Martin Luther King Jr.	73	51%
Morse	52	61%
Peabody	54	69%

Student Growth by School

In Math, there is higher growth overall, but lower proficiency when compared to English Language Arts. The Graham & Parks and the Fletcher/Maynard Academy both have above average growth. The Graham & Parks also has approximately 75% of its students proficient in Math; the Fletcher/Maynard, on the other hand, has only 30% of its student proficient in Math. High growth, though, does predict future increases in proficiency.

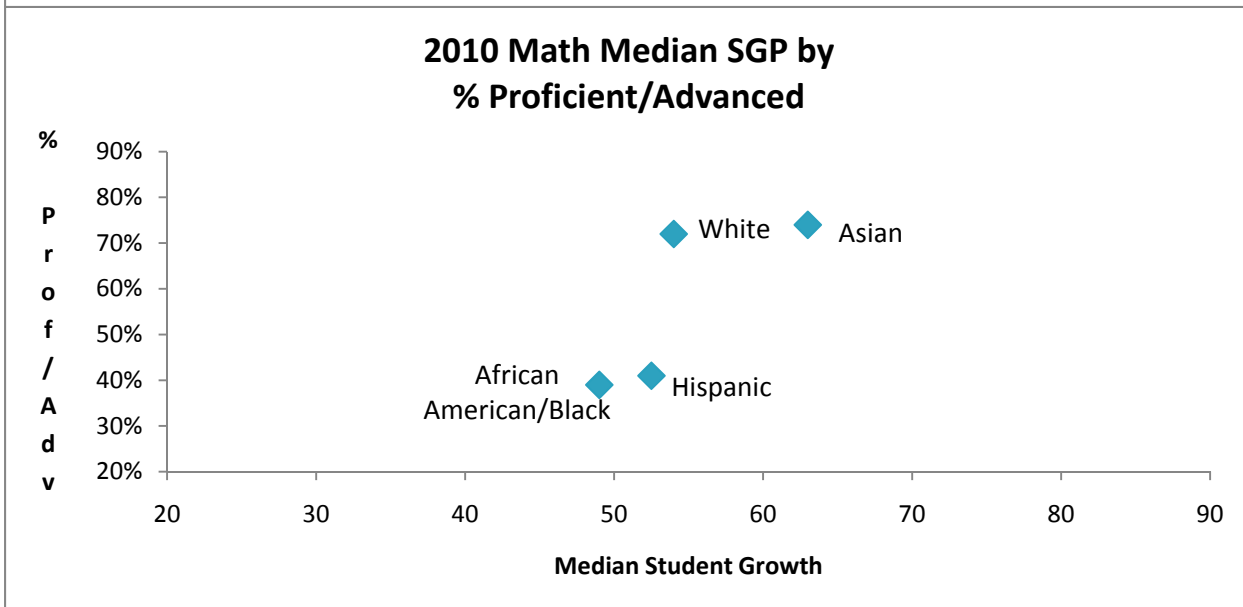
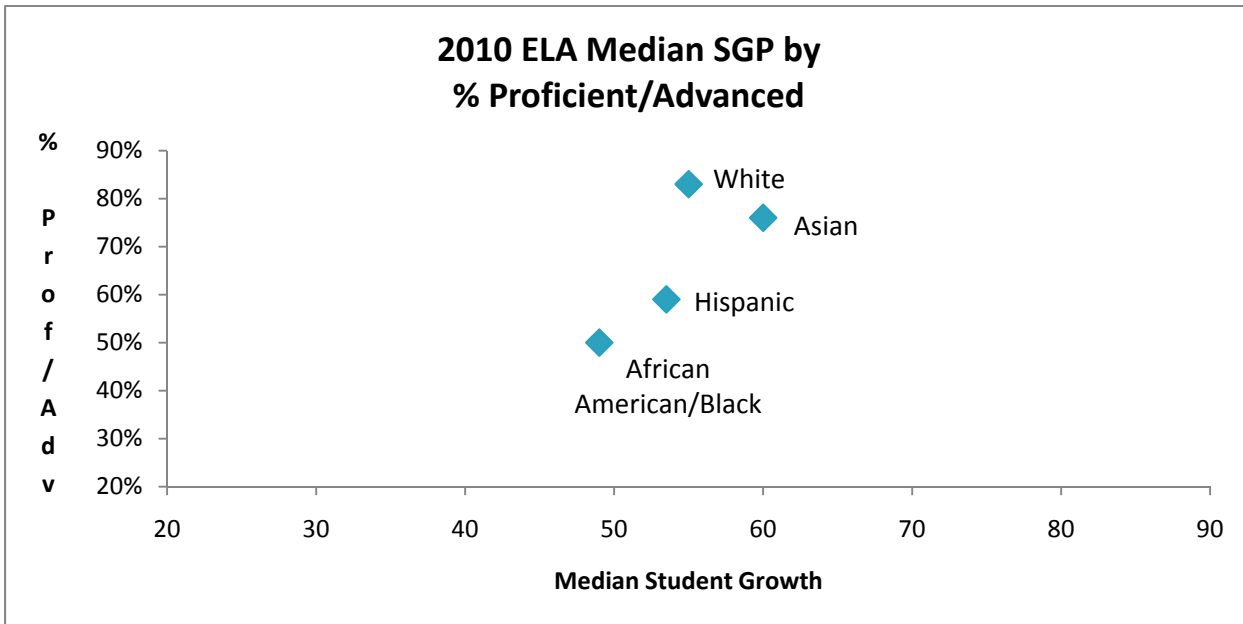


2010 Math MCAS - Median Student Growth Percentile by School

	SGP	% Prof/Adv.
Amigos School	55	56%
Cambridge Rindge and Latin	58	81%
Cambridgeport	57	53%
Fletcher/Maynard Academy	64.5	30%
Graham and Parks	63	74%
Haggerty	61	58%
John M Tobin	48.5	43%
Kennedy-Longfellow	57.5	50%
King Open	47	51%
Maria L. Baldwin	46	62%
Martin Luther King Jr.	55.5	35%
Morse	42	42%
Peabody	44	59%

Student Growth by Subgroup

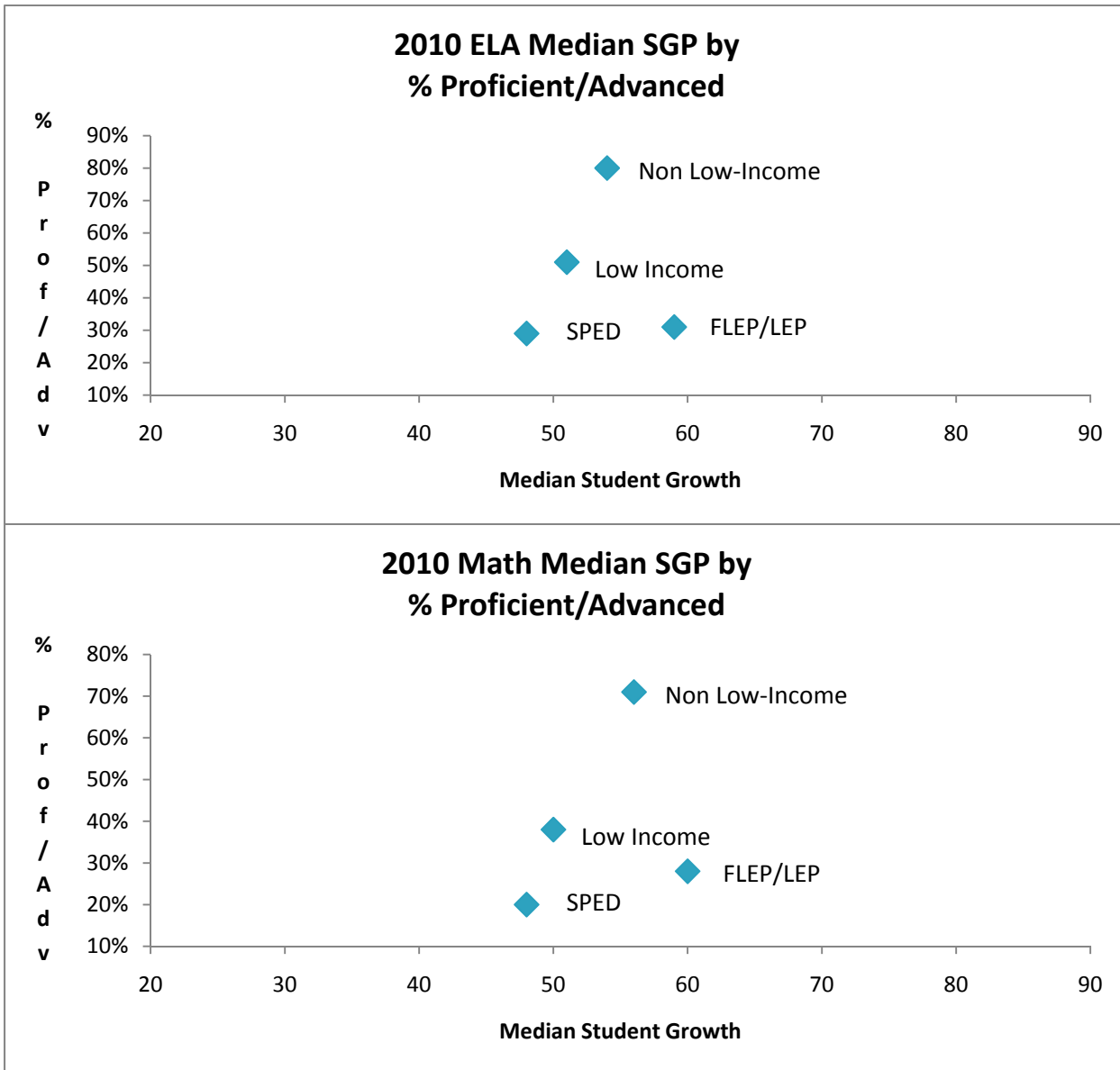
Asian students have high growth and proficiency in both ELA and Math. White students have average growth and high proficiency in both ELA and Math. In Math, especially, African American/Black and Hispanic students have typical growth, but low proficiency.



	ELA		Math	
	Median	% Prof/Advanced	Median	% Prof/Advanced
Asian	60	76%	63	74%
Black	49	50%	49	39%
Hispanic	53.5	59%	52.5	41%
White	55	83%	54	72%

Student Growth by Subgroup

Students with special needs have both low proficiency and slightly lower than average growth in both ELA and Math. Limited English Proficient and formerly Limited English Proficient students (FLEP/LEP) show similar low proficiency rates, but also have slightly higher than average growth.



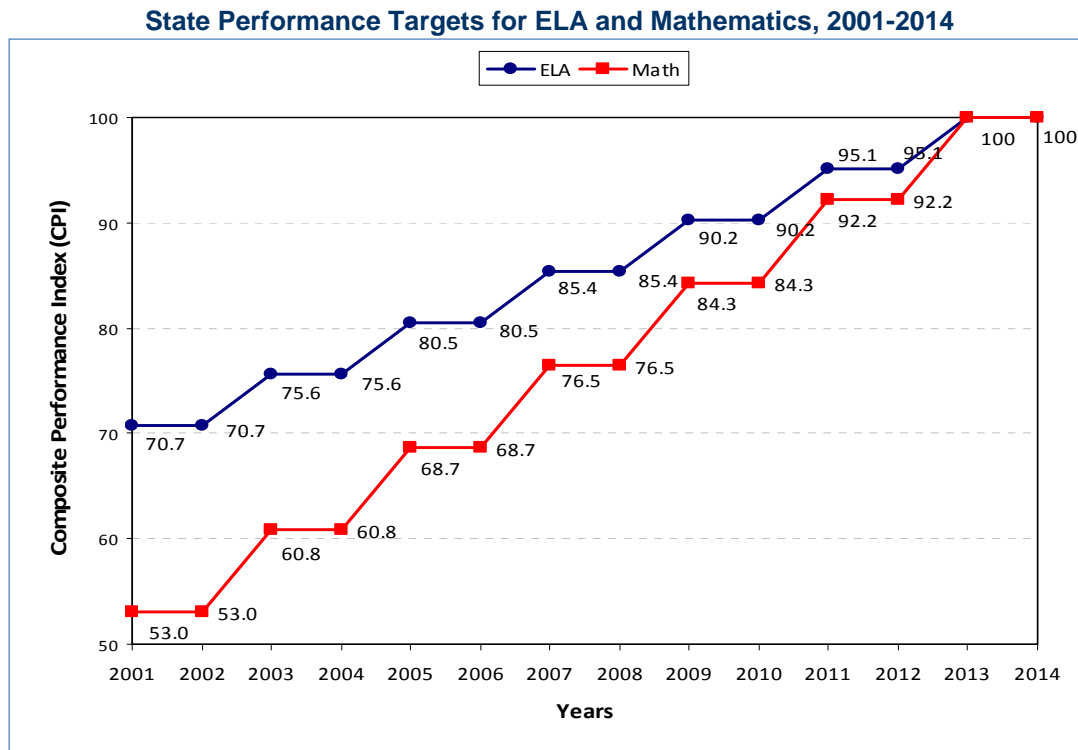
	ELA		Math	
	Median	% Prof/Advanced	Median	% Prof/Advanced
Low Income	51	51%	50	38%
Non-Low Income	54	80%	56	71%
SPED	48	29%	48	20%
FLEP/LEP	59	31%	60	28%

Adequate Yearly Progress

As required by the federal No Child Left Behind Act (NCLB), all schools and districts are expected to meet or exceed specific student performance standards in ELA and Mathematics each year. AYP determinations are issued yearly based on the performance of all students and for student groups to monitor the interim progress toward attainment of grade-level proficiency by the 2013-2014 school year.

Making Adequate Yearly Progress (AYP)

Under NCLB each school is expected to reach a Composite Performance Index (CPI) of 100 points by 2014. Massachusetts has pre-determined performance targets for each year in ELA and Math that schools are expected to reach.



In order to make AYP a school must meet *either* the **state performance target** or an **individual improvement target** (not shown in the above chart) based on the school's prior year's performance. In 2010 the state target for ELA was **90.2**. The state target for Math was **84.3**.

Targets must be met for the **aggregate** and for up to **8 additional subgroups** of students. Student subgroups include: Limited English Proficient, Special Education, Low Income, African American/ Black, Asian or Pacific Islander, Hispanic, Native American, and White. Students are counted in each student group to which they belong; as such, one student can be represented in multiple groups.

AYP determinations are calculated in the **aggregate** if there are **at least 20 students**. AYP determinations are calculated for **subgroups** if the group consists of **at least 40 students**.

How is the CPI calculated?

Adequate Yearly Progress is determined by the **Composite Performance Index (CPI)**. Students who score proficient or advanced are assigned 100 points, High Needs Improvement 75 points, Low Needs Improvement 50 points, High Warning 25 points and Low Warning 0 points. Students who take an MCAS Alternative Assessment are also awarded points based on their portfolio. The points are averaged resulting in a number between 0 and 100, the CPI.

CPI's are calculated separately for ELA and Mathematics tests for all levels- state, district and school, both in the aggregate and for student subgroups.

MCAS Performance Level	Scaled Score Range	MCAS-Alt Performance Level	Points Per Student
Proficient or Advanced	240 – 280	Progressing	100
Needs Improvement High	230 – 238	Emerging	75
Needs Improvement Low	220 – 228	Awareness	50
Warning / Failing High	210 – 218	Portfolio Incomplete	25
Warning / Failing Low	200 – 208	Portfolio not Submitted	0

CPI: Multiply the number of points by the number of students at each performance level, then divide the total number of points by the total number of students (*example below*)

MCAS Performance Level <i>MCAS-Alt Performance Level in Italics</i>	Points Per Student	# Students	Points
Proficient or Advanced / <i>Progressing</i>	100	10	1,000
Needs Improvement High / <i>Emerging</i>	75	20	1,500
Needs Improvement Low / <i>Awareness</i>	50	40	2,000
Warning / Failing High / <i>Portfolio Incomplete</i>	25	15	375
Warning / Failing Low / <i>Portfolio not Submitted</i>	0	5	0
		90	4875

$$4,875 \div 90 = \mathbf{54.2 \text{ (CPI)}}$$

Cambridge's AYP progress

In 2010 our district's performance in English Language Arts improved from 83.4 in 2009 to 84.4 CPI points for all students tested in grades 3-10. This CPI represents a 9.5 point gain since 2003. Cambridge, as a district, has a High performance rating in ELA, but for the second year in a row, the district did not make adequate yearly progress for all subgroups and our current status is Improvement Year 1 for subgroups.

The district's performance in Mathematics improved significantly this year, from 74.2 in 2009 to 77.4 CPI points in 2010. Since 2003 the district's math CPI has increased by 17.8 points. Even with this significant overall growth and moderate performance rating, not all subgroups made adequate yearly progress and the district's status is now Improvement Year 2 for Subgroups.

As a district we plan to continue building on our improvements to accelerate the learning of all students. At the same time we have identified areas of concern that will be addressed.

AYP Progress of Schools

Each school is issued an AYP report annually that shows whether it has made Adequate Yearly Progress for the aggregate and subgroups. The school must have at least 40 students in a subgroup to have a rating.

What happens if a school does not make AYP?

Schools that make AYP in a subject for all student subgroups as well as the aggregate for two or more consecutive years are assigned to the positive *No Status* category. If a school does not make AYP for 2 consecutive years it is designated with an Accountability Status. Accountability status designations include *No Status*, *Improvement*, *Corrective Action* and *Restructuring*. The status also defines the required course of action that must be taken to improve performance. Once a school has any "status", it must make AYP for **two consecutive years** to be removed from the accountability designation.

NCLB Accountability Status and Required Actions (School Level)

Years Not Making AYP	NCLB Accountability Status	Required Actions
0 – 1	No Status	None
2	Improvement (Year 1)	Parent/Guardian notification, Planning, School Choice*
3	Improvement (Year 2)	Above requirements plus SES*
4	Corrective Action	Above requirements plus district takes 1+ corrective action
5	Restructuring (Year 1)	Above requirements plus district plans for fundamental reform
6+	Restructuring (Year 2+)	Above requirements plus district restructures school

* School Choice & SES apply to Title I schools only.

Example of Accountability Status

Adequate Yearly Progress History											NCLB Accountability Status
		2001	2002	2003	2004	2005	2006	2007	2008	2009	
ELA	Aggregate	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Restructuring Year 1 - Subgroups
	All Subgroups	-	-	No	No	No	Yes	No	Yes	No	
MATH	Aggregate	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	No Status
	All Subgroups	-	-	No	No	No	Yes	Yes	Yes	No	

ELA – All Subgroups - How did we end up in restructuring?

- 2003 – No Status (even though the school didn't make AYP)
- 2004 – Needs Improvement – Year 1
- 2005 – Needs Improvement – Year 2
- 2006 – Needs Improvement – Year 2 (even though the school made AYP)
- 2007 – Corrective Action
- 2008 – Corrective Action (even though the school made AYP)
- 2009 – Restructuring – Year 1

Math – All Subgroups – No Status with only one fewer “NO’s” than ELA?

- 2003 – No Status (even though the school didn't make AYP)
- 2004 – Needs Improvement – Year 1
- 2005 – Needs Improvement – Year 2
- 2006 – Needs Improvement – Year 2 (even though the school made AYP)
- 2007 – No Status
- 2008 – No Status
- 2009 – No Status (even though the school didn't make AYP)

Adequate Yearly Progress (AYP) Summary 2010

Individual School Results

The following page summarizes the AYP determinations for each school. The CPI performance of each school with respect to the aggregate and subgroup trends is included in the appendix of this document. Additional information is available on the Massachusetts Department of Elementary and Secondary Education's website at <http://www.doe.mass.edu/sda/ayp2010>.

2010 AYP Status of CPS Schools

The chart below gives detailed information re: the AYP status of each school and the district in both ELA and Math. It details whether or not a school made AYP in the aggregate and for subgroups in 2008-09. The dots indicate the specific subgroup for which the school did not make AYP. If a school fails to make AYP in any ONE subgroup it receives a NO in AYP for all subgroups. The AYP status is determined by the school's history of making AYP and is noted in the last column.

SCHOOL	ELA/ MATH	AGGREGATE	SUB-GROUP	AFR AMER/ BLACK	HISP	WHITE	LOW INC	SPED	ASIAN	AYP STATUS
AMIGOS	ELA	YES	YES							*Corrective action – subgroups *Improvement- Year 1 subgroups
	MATH	YES	YES							
BALDWIN	ELA	NO	NO	●			●			Improvement- Year 2 subgroups Corrective Action - Subgroups
	MATH	YES	NO	●			●	●		
CPORT	ELA	NO	NO	●						No status
	MATH	YES	YES							No status
FLETCHER MAYNARD	ELA	YES	YES							No status
	MATH	YES	YES							*Improvement- Year 2
GRAHAM & PARKS	ELA	YES	NO	●				●	●	Restructuring Year 1 – subgroups
	MATH	YES	YES							*Improvement- Year 1 - subgroups
HAGGERTY	ELA	NO	NO					●		Improvement Year 1 - Subgroups
	MATH	NO	NO					●		Improvement- Year 2 - subgroups
KENN/LONG	ELA	YES	NO			●				Improvement- Year 2 - subgroups
	MATH	YES	NO					●		Restructuring Year 2 - subgroups
KING OPEN	ELA	YES	NO	●				●		Improvement- Year 2 - subgroups
	MATH	NO	NO	●			●	●		Restructuring Year 2
ML KING	ELA	YES	NO					●		No status
	MATH	NO	NO					●		Restructuring Year 1
MORSE	ELA	YES	YES							*Corrective action – subgroups
	MATH	NO	NO	●			●	●		Restructuring Year 2
PEABODY	ELA	NO	NO	●			●	●		Improvement- Year 2 - subgroups
	MATH	YES	NO					●		Restructuring Year 2 - subgroups
TOBIN	ELA	NO	NO	●			●	●		Restructuring Year 1
	MATH	NO	NO	●			●	●		Restructuring Year 2
CRLS	ELA	YES	NO		●					Restructuring Year 2- subgroups
	MATH	YES	YES							No status

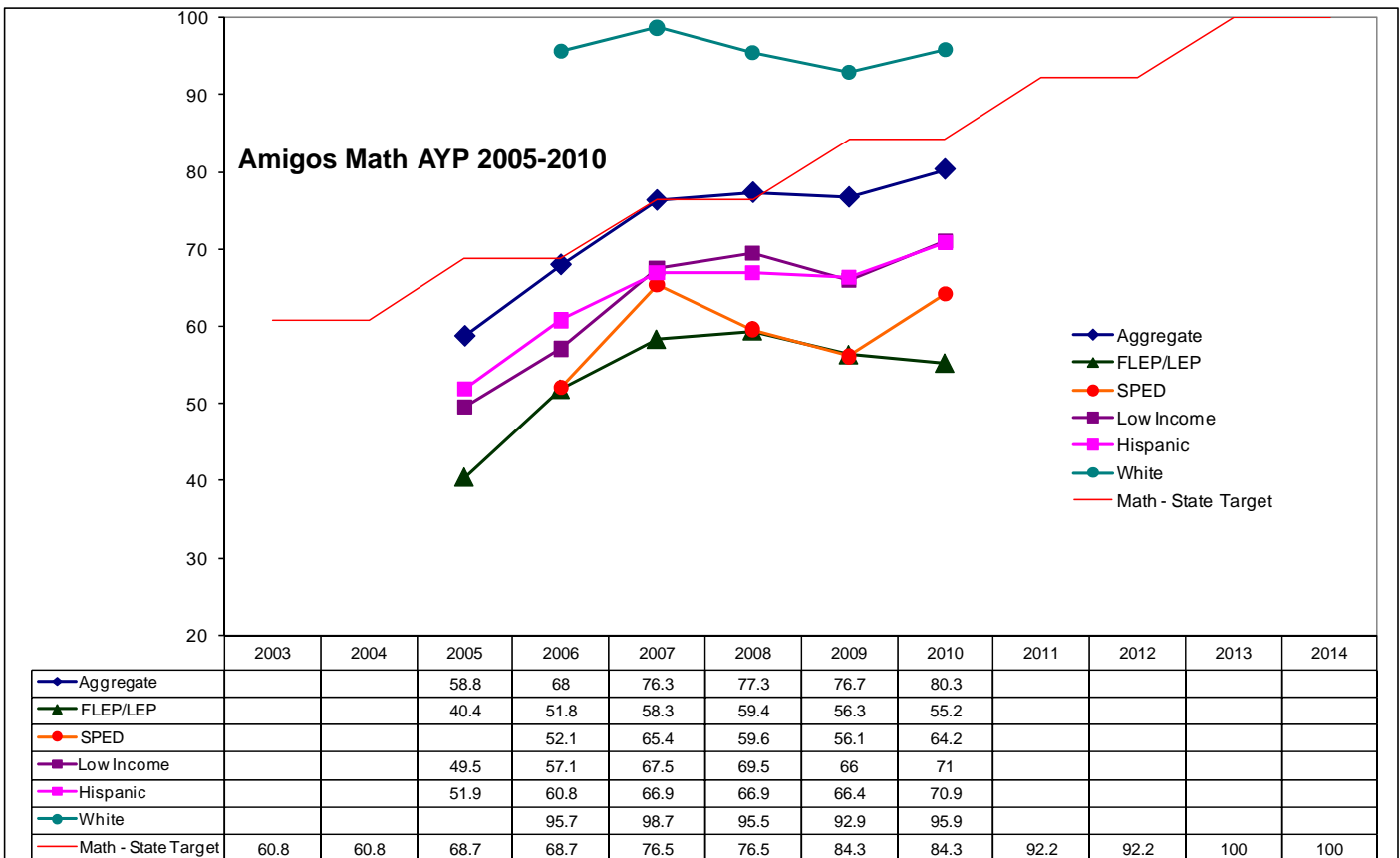
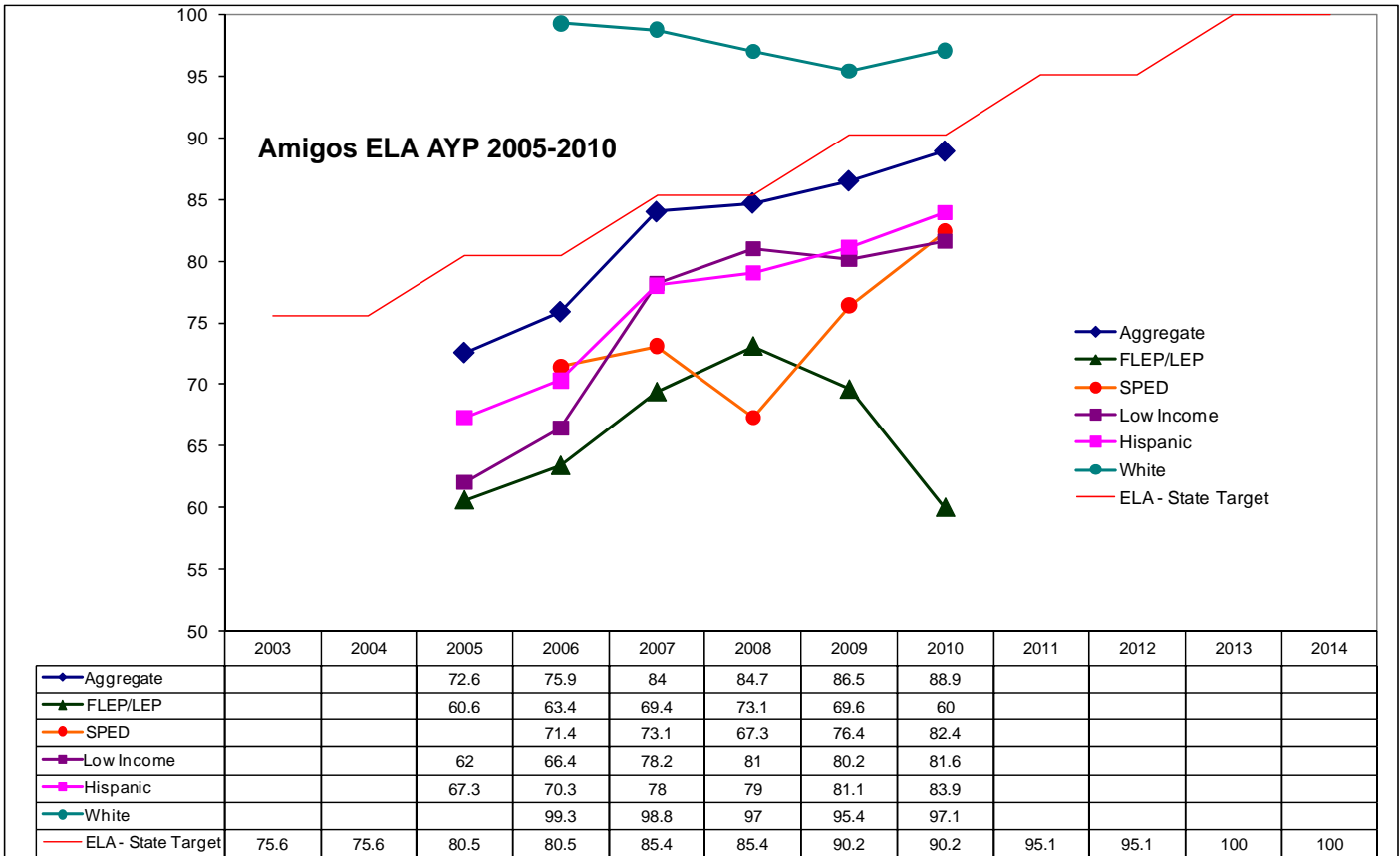
● The dots indicate the specific subgroup for which the school did not make AYP.

* School made AYP in 2010 but must make AYP for 2 consecutive years to be removed from status

APPENDIX

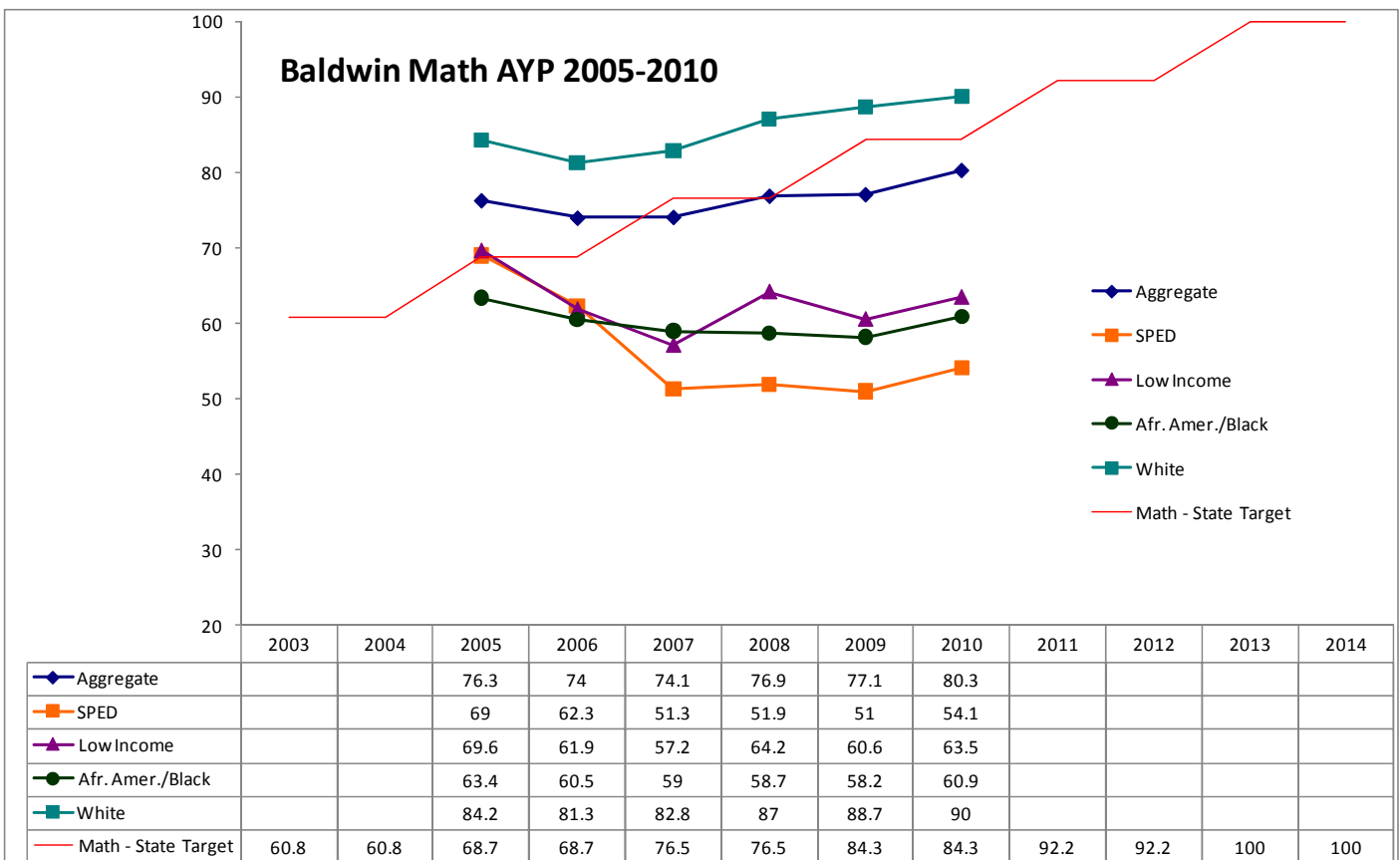
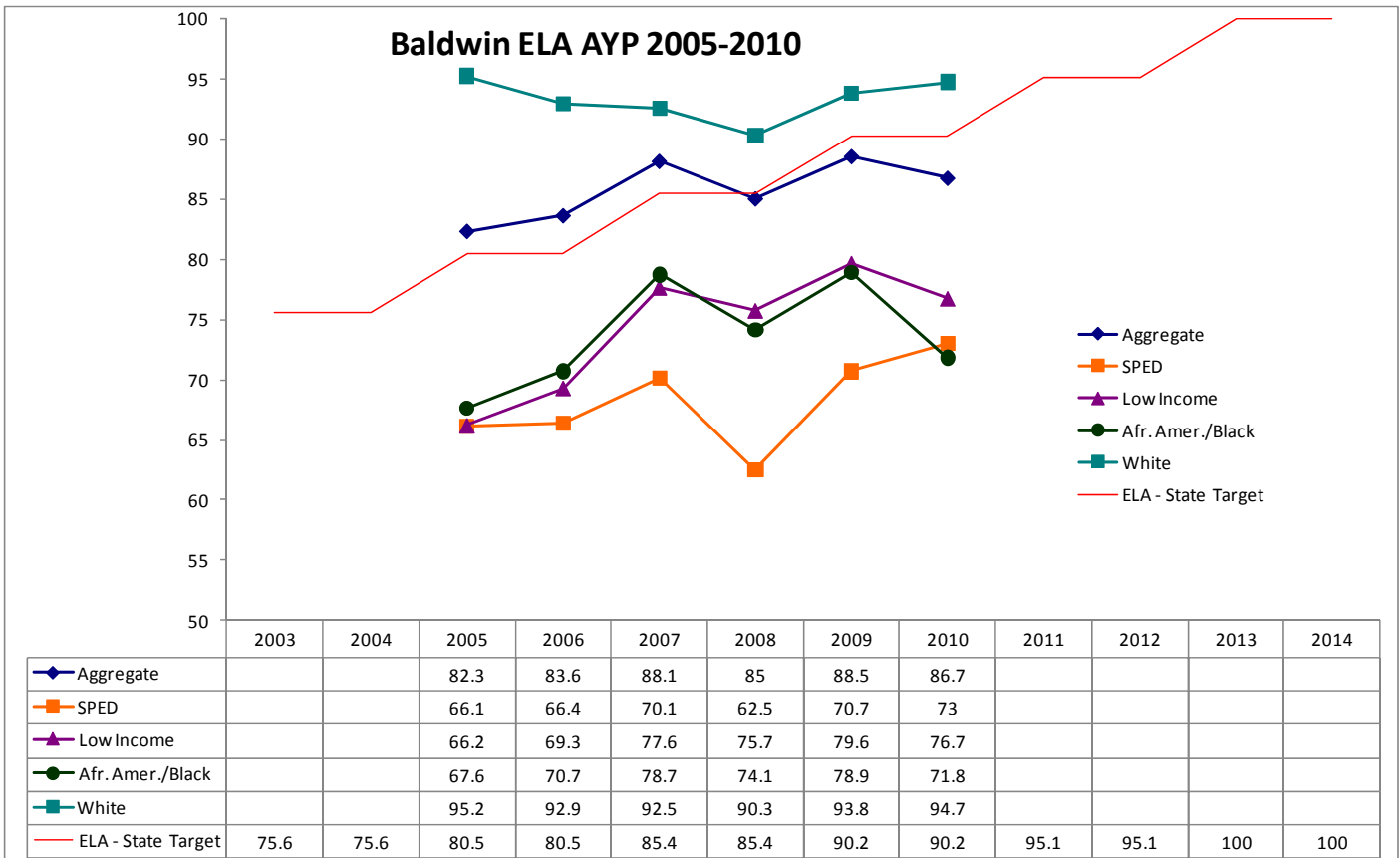
AMIGOS School

AYP Progress in ELA and Math – Aggregate and Subgroup Performance 2005-2010



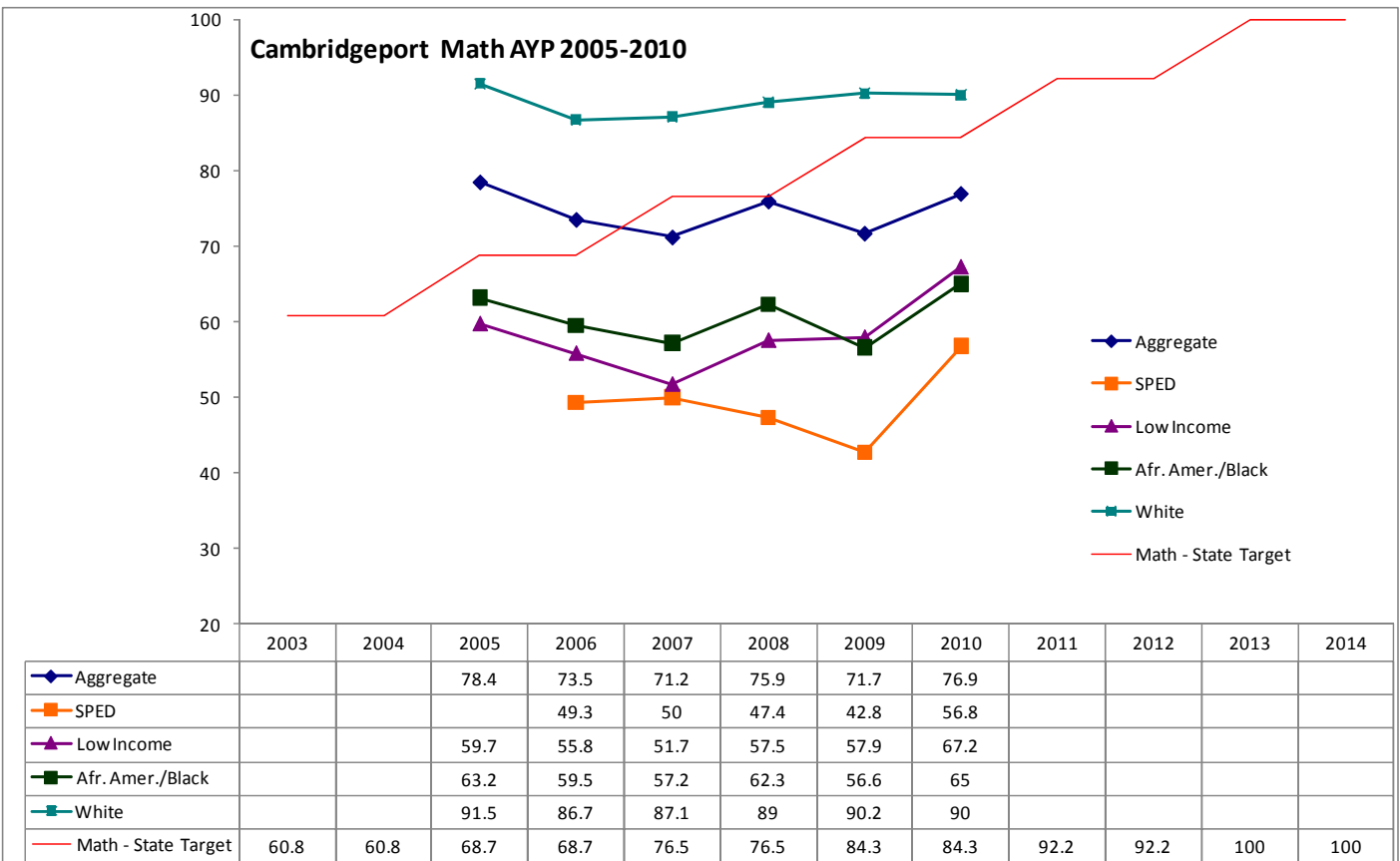
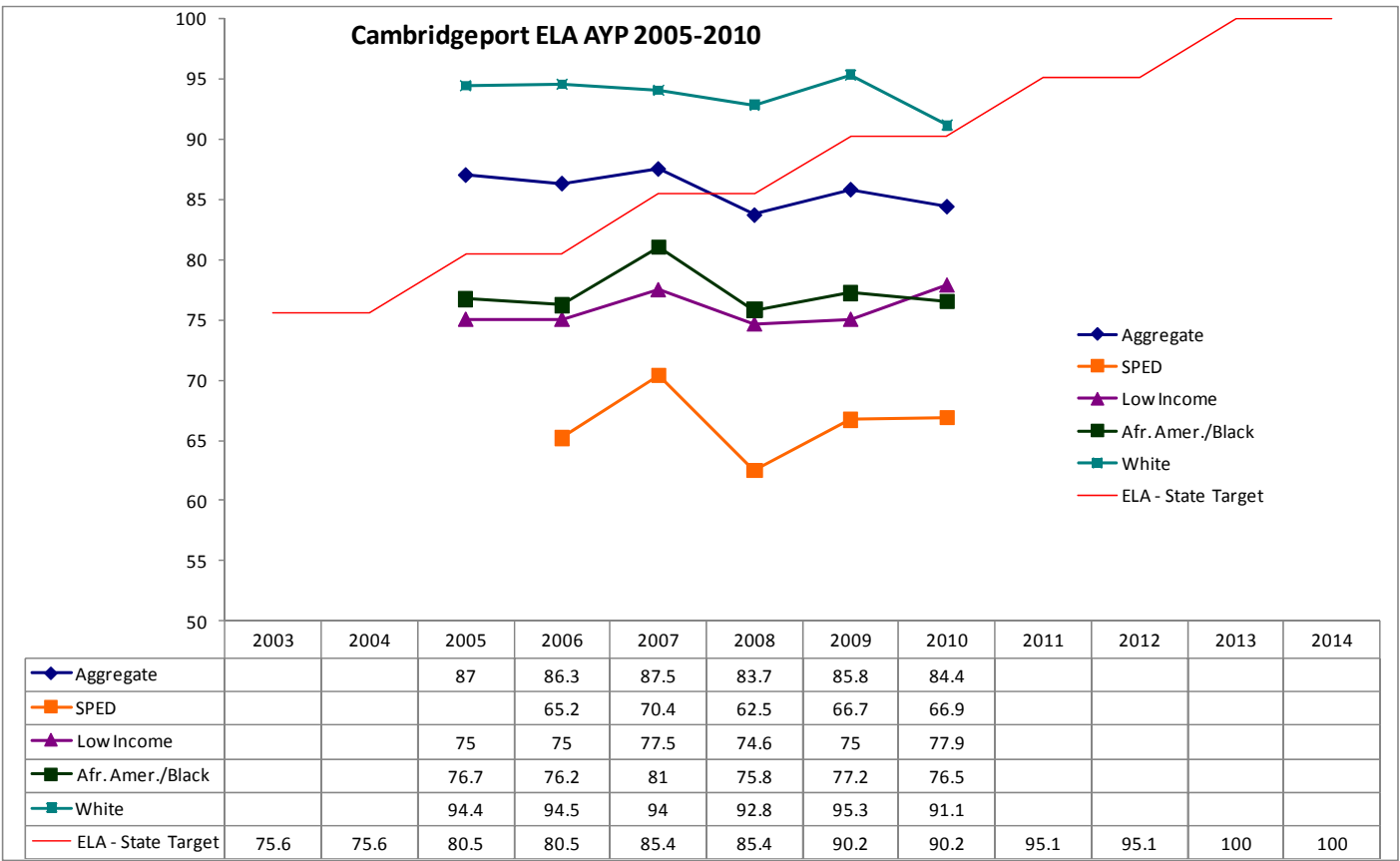
Baldwin School

AYP Progress in ELA and Math – Aggregate and Subgroup Performance 2005-2010



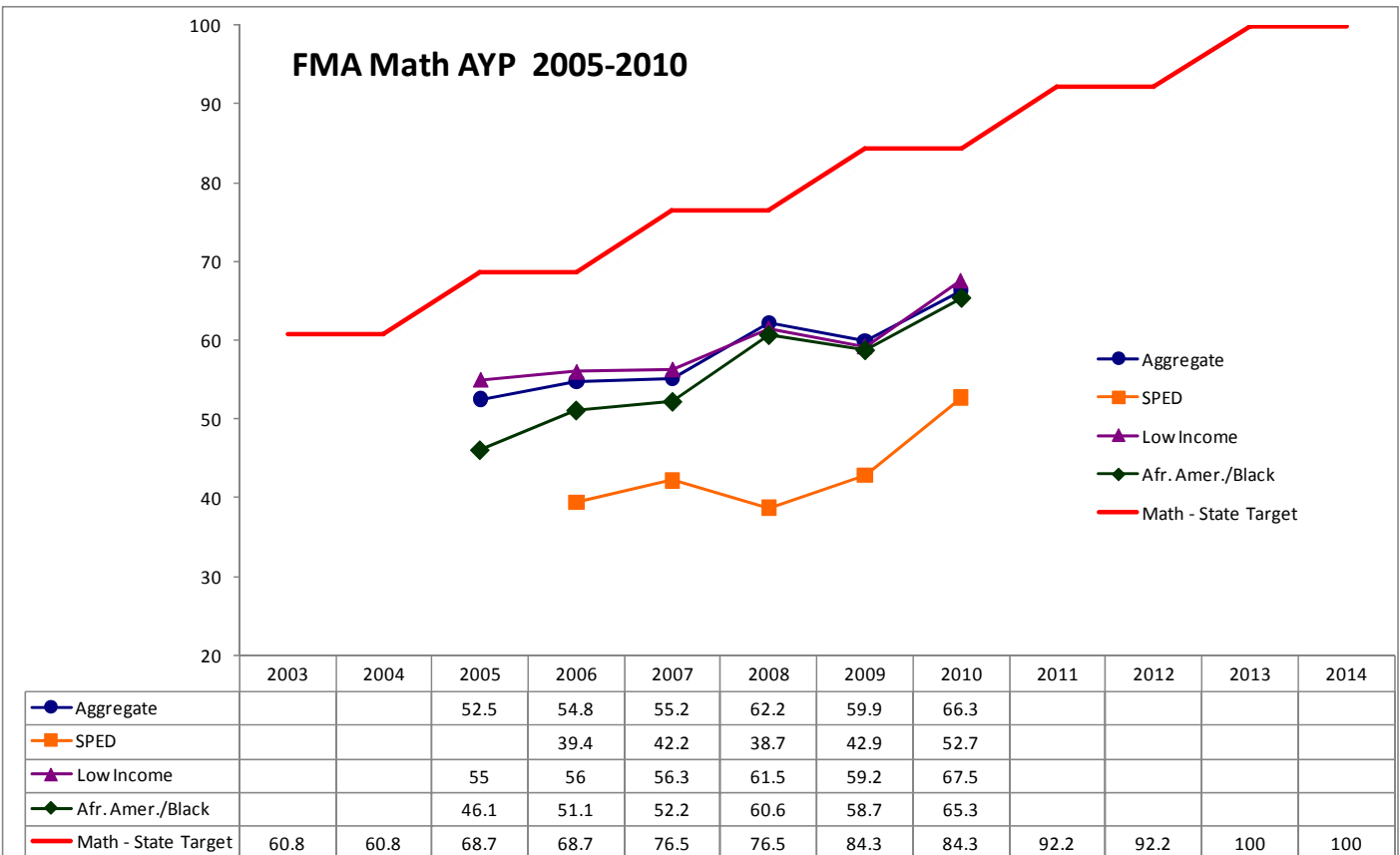
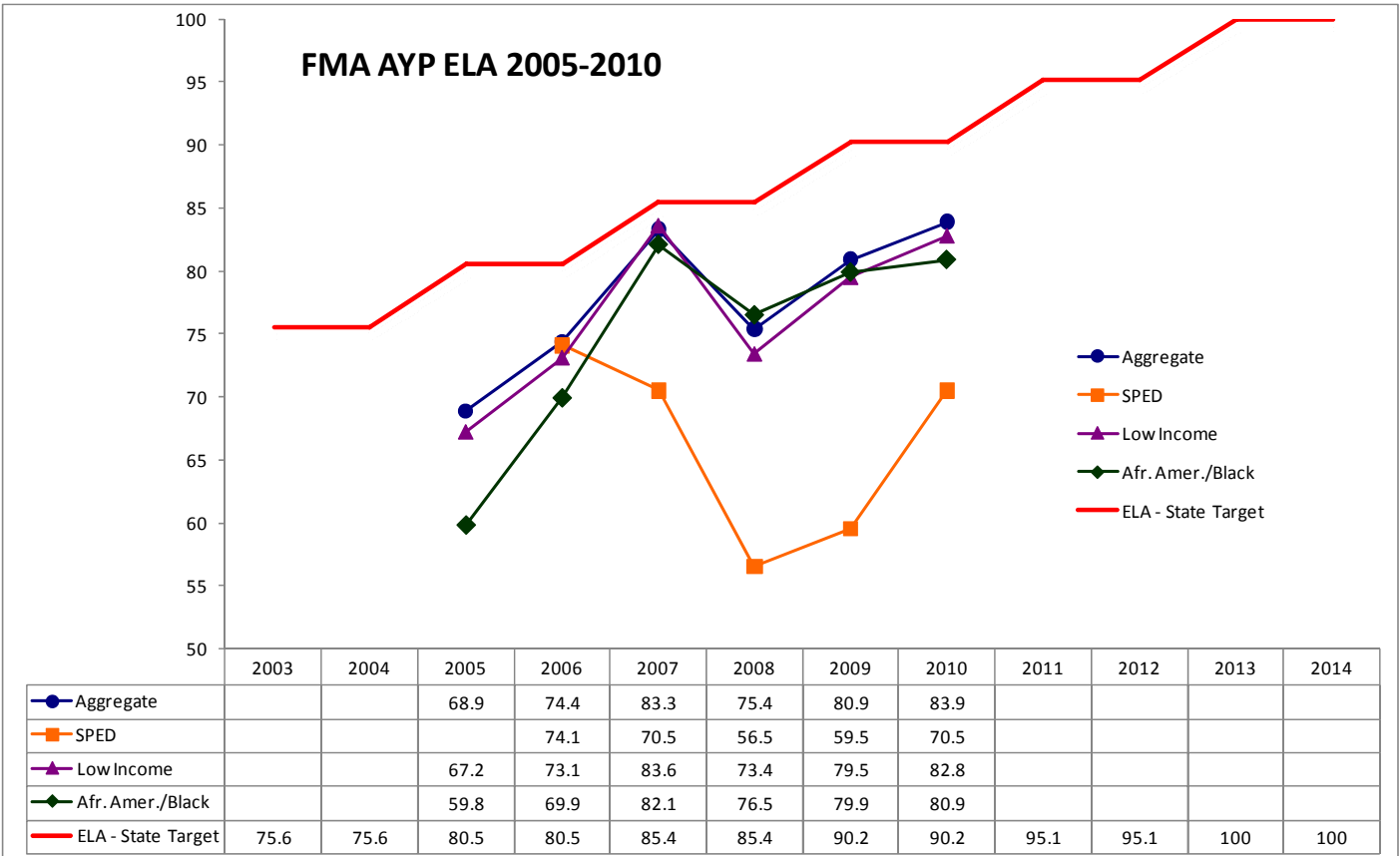
Cambridgeport School

AYP Progress in ELA and Math – Aggregate and Subgroup Performance 2005-2010



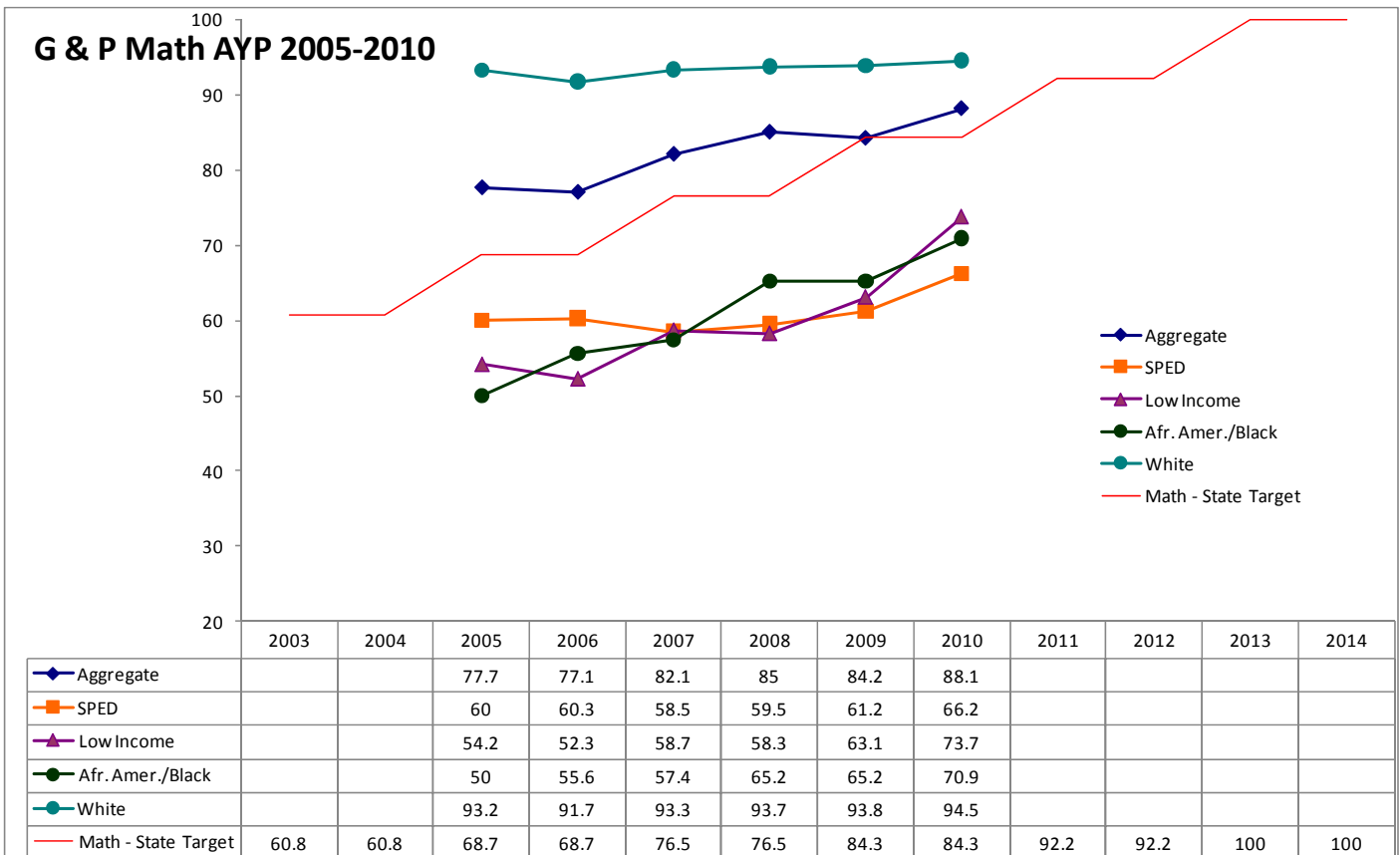
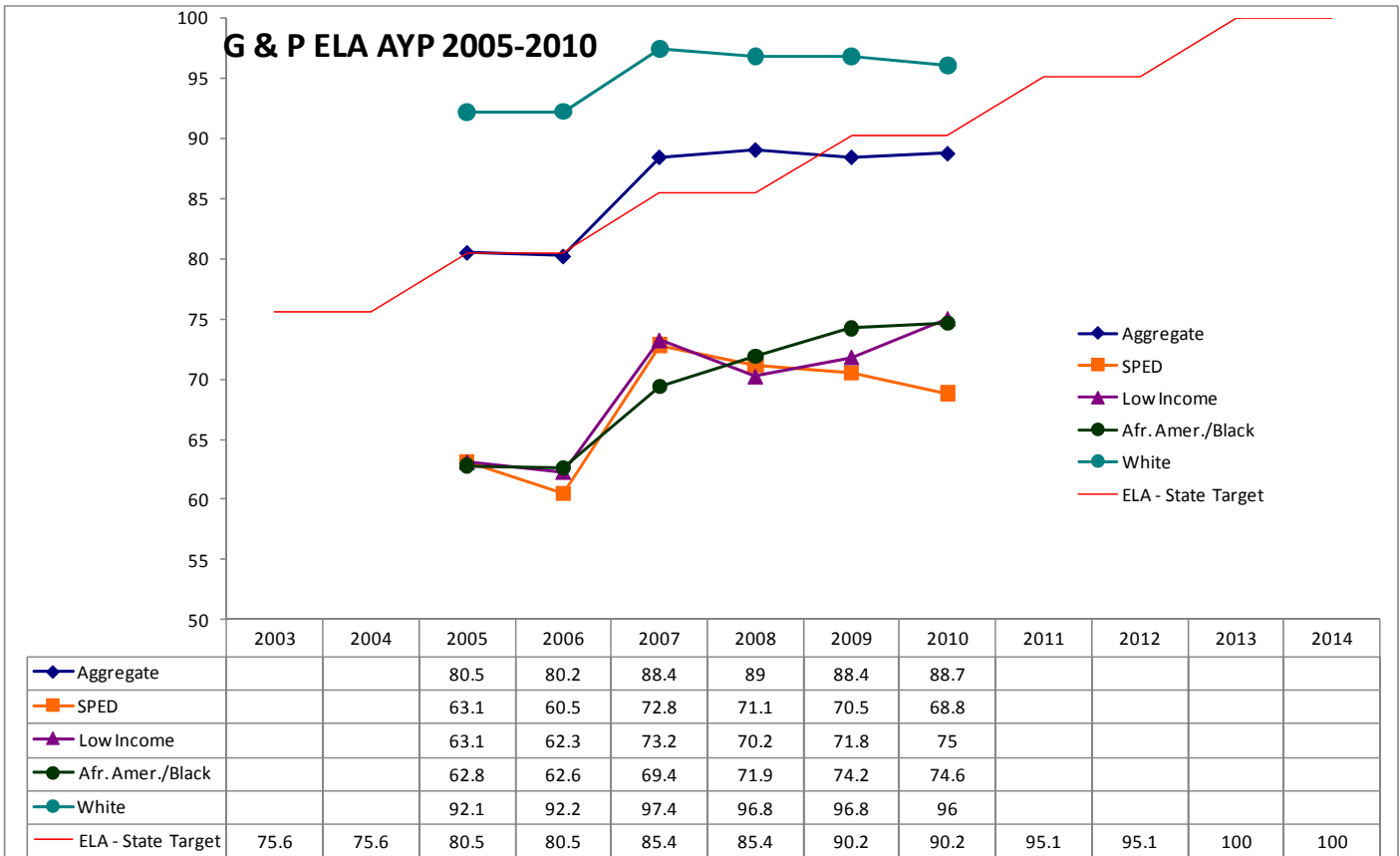
Fletcher Maynard Academy

AYP Progress in ELA and Math – Aggregate and Subgroup Performance 2005-2010



Graham & Parks School

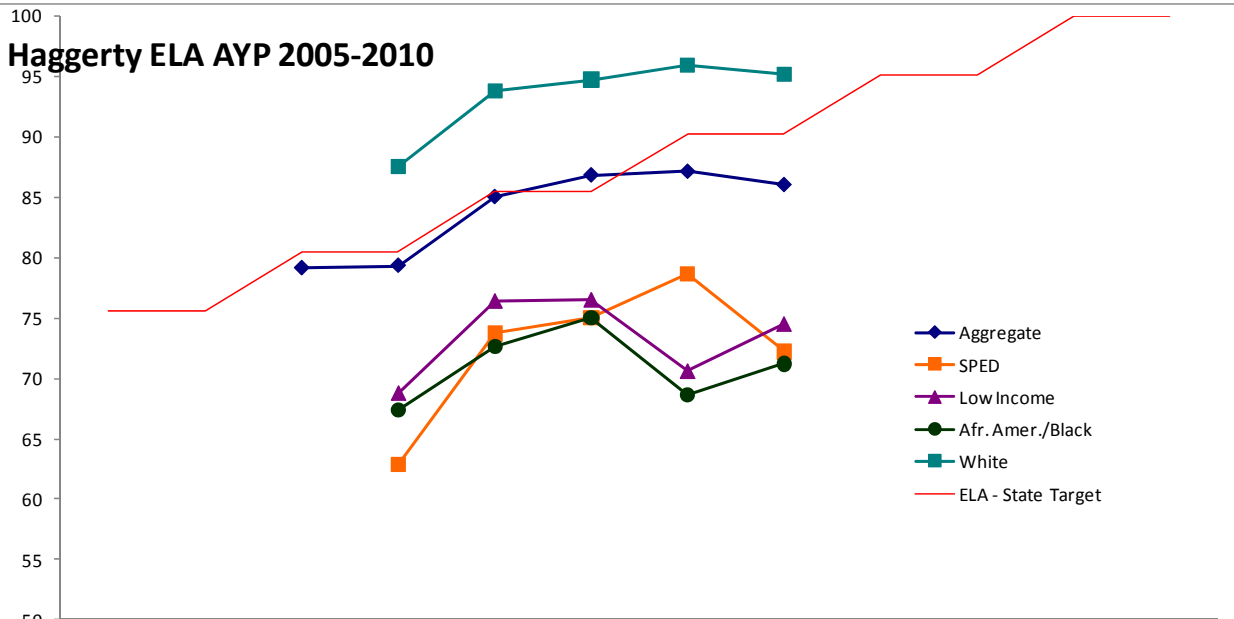
AYP Progress in ELA and Math – Aggregate and Subgroup Performance 2005-2010



Haggerty School

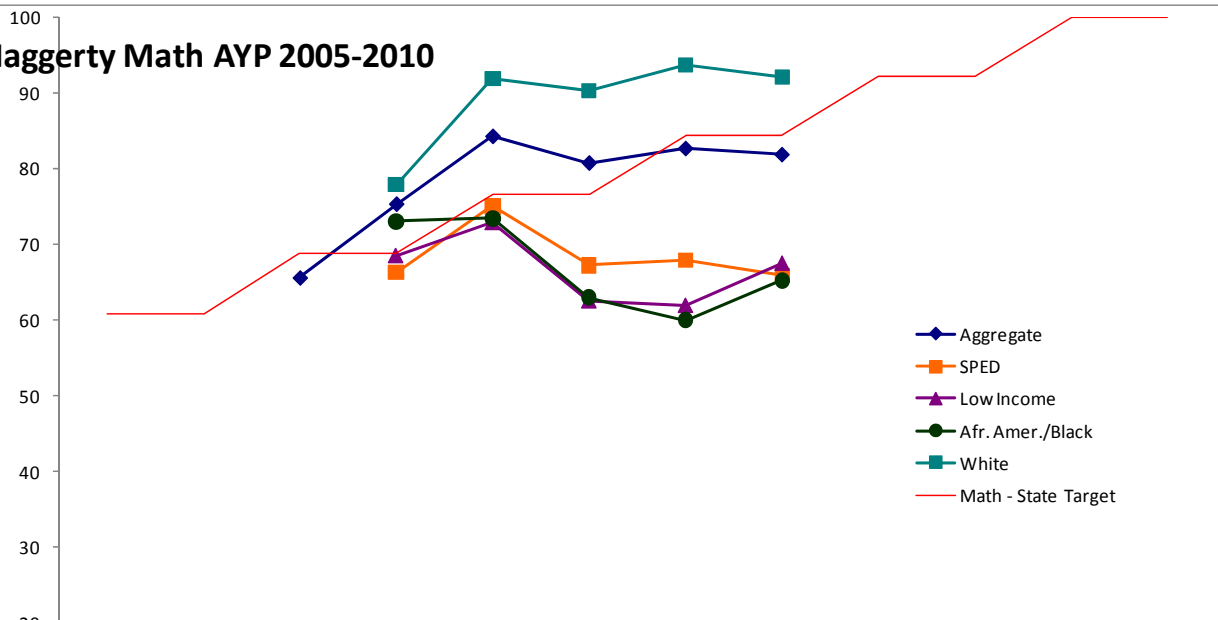
AYP Progress in ELA and Math – Aggregate and Subgroup Performance 2005-2010

Haggerty ELA AYP 2005-2010



	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Aggregate			79.1	79.3	85	86.8	87.1	86				
SPED				62.9	73.7	75	78.6	72.2				
Low Income				68.8	76.4	76.5	70.6	74.5				
Afr. Amer./Black				67.4	72.6	75	68.6	71.2				
White				87.5	93.8	94.7	95.9	95.1				
ELA - State Target	75.6	75.6	80.5	80.5	85.4	85.4	90.2	90.2	95.1	95.1	100	100

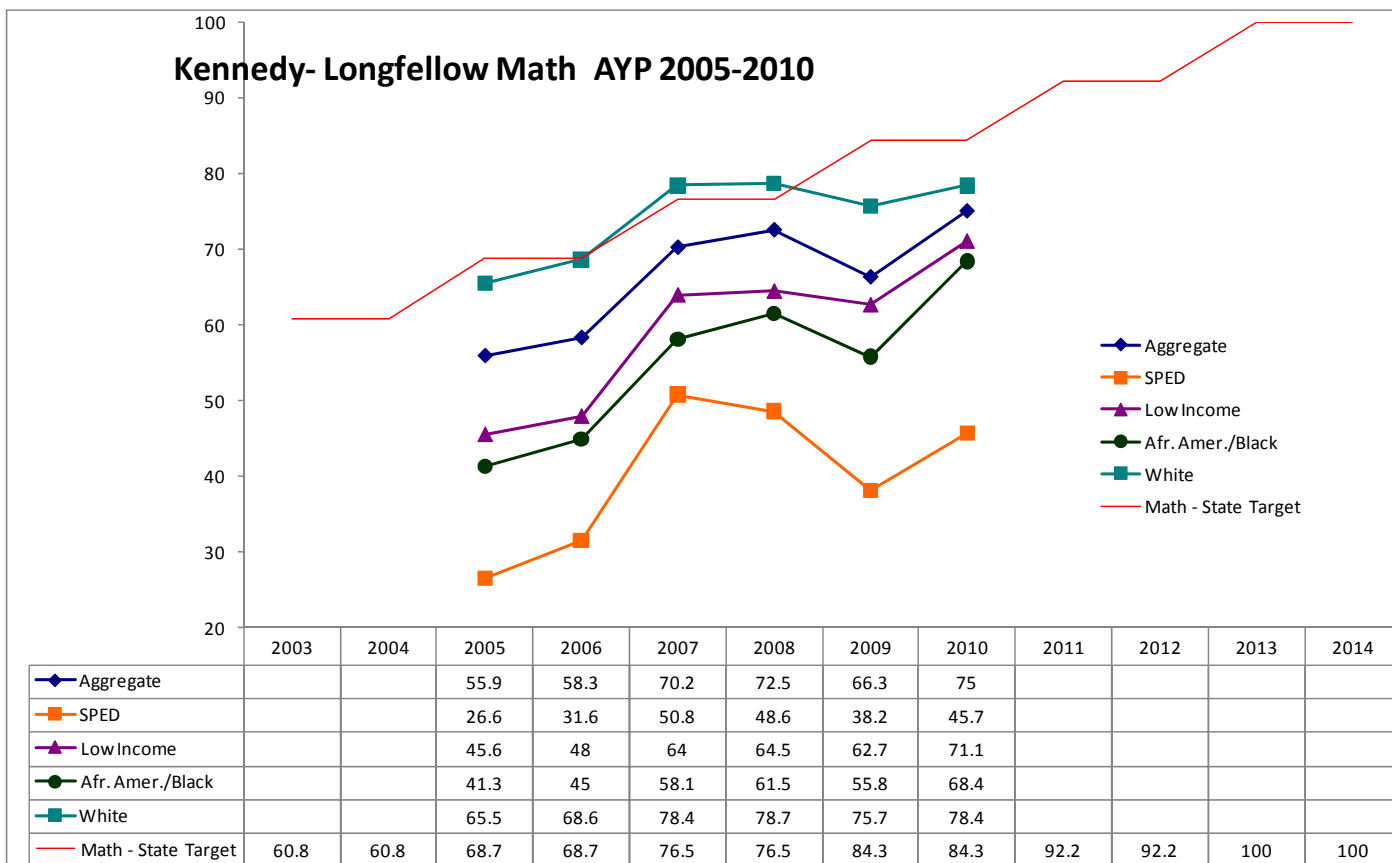
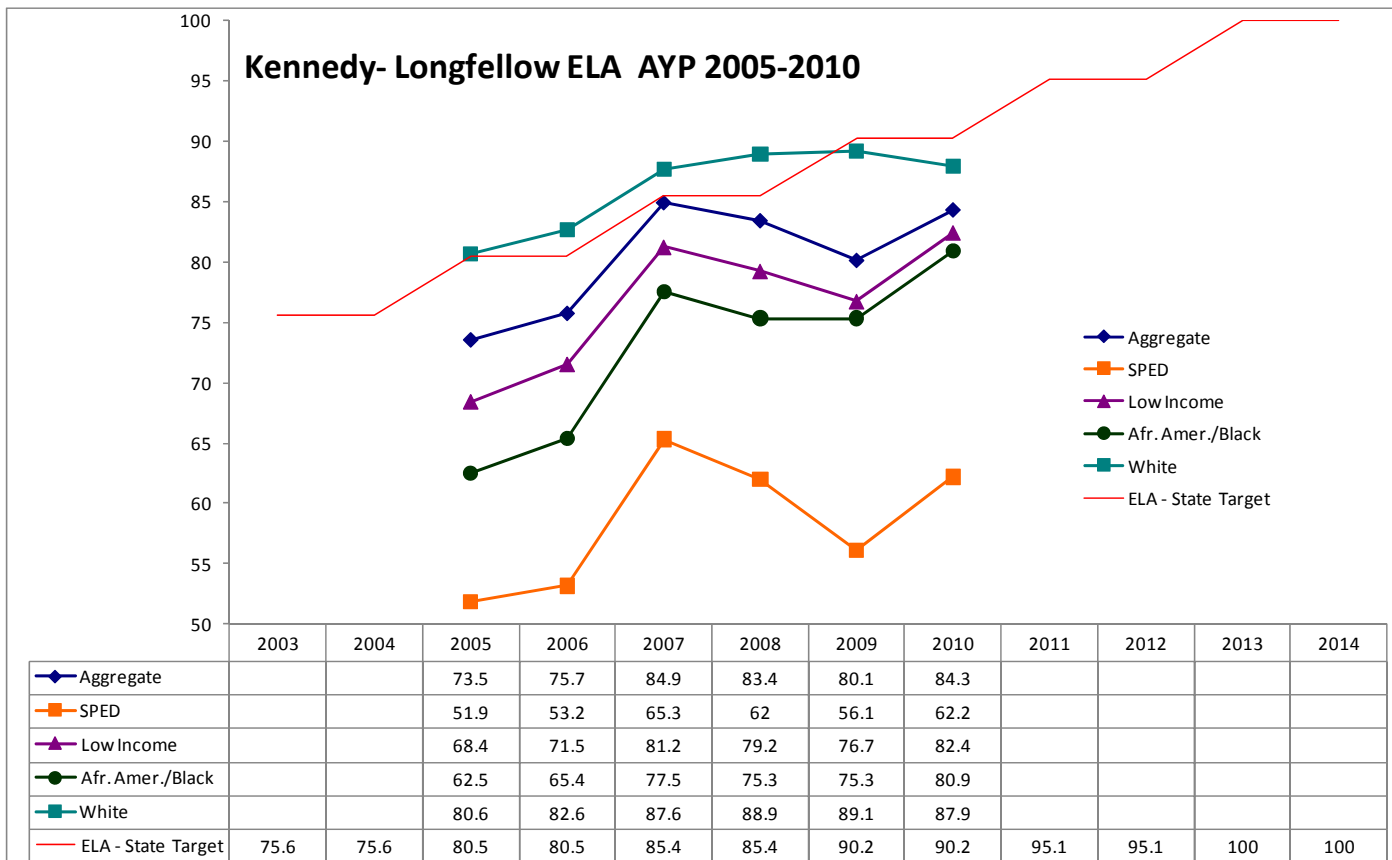
Haggerty Math AYP 2005-2010



	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Aggregate			65.6	75.3	84.2	80.7	82.6	81.8				
SPED				66.3	75	67.2	67.9	65.9				
Low Income				68.5	72.9	62.5	61.9	67.5				
Afr. Amer./Black				73	73.4	63	60	65.2				
White				77.9	91.8	90.2	93.7	92				
Math - State Target	60.8	60.8	68.7	68.7	76.5	76.5	84.3	84.3	92.2	92.2	100	100

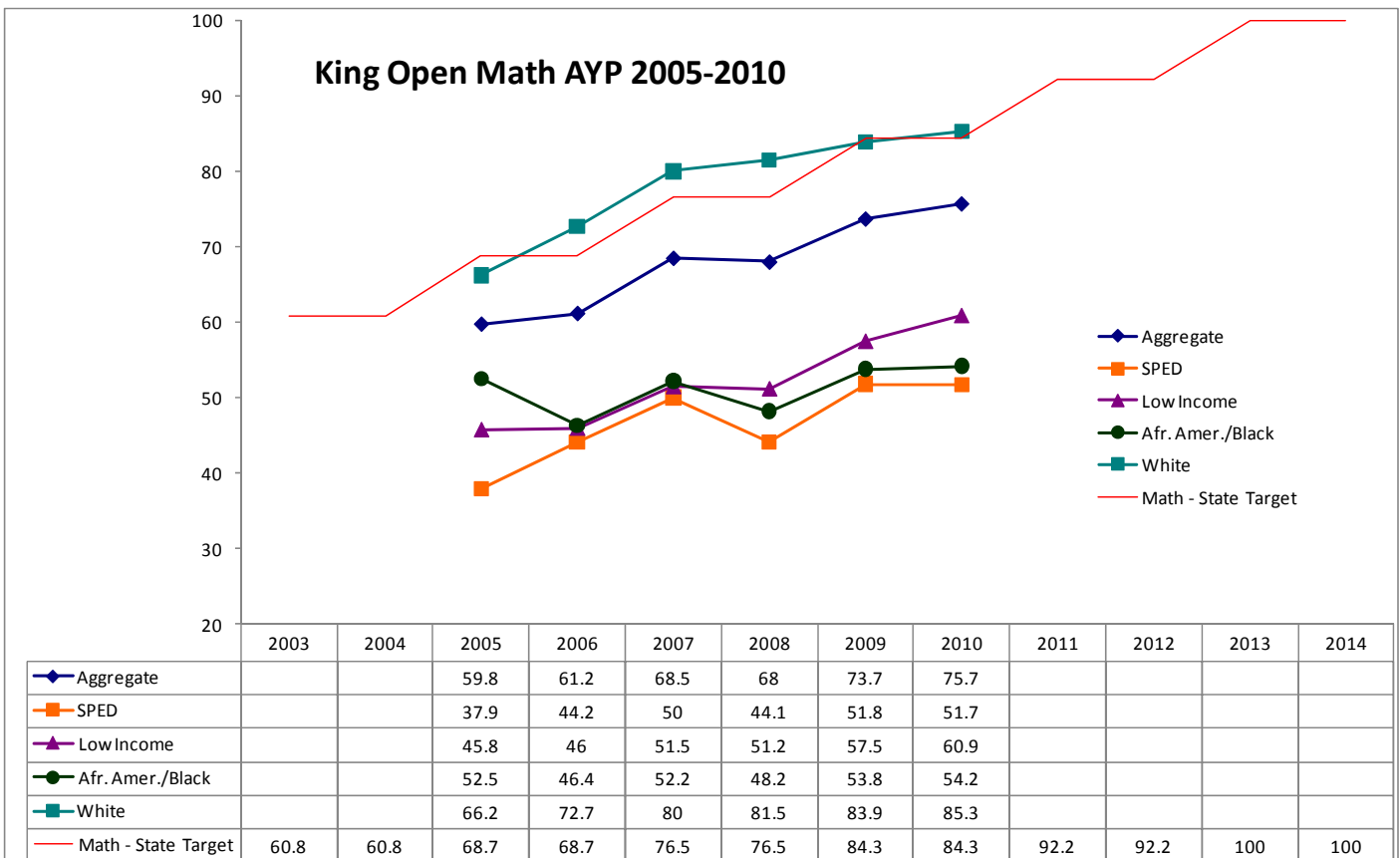
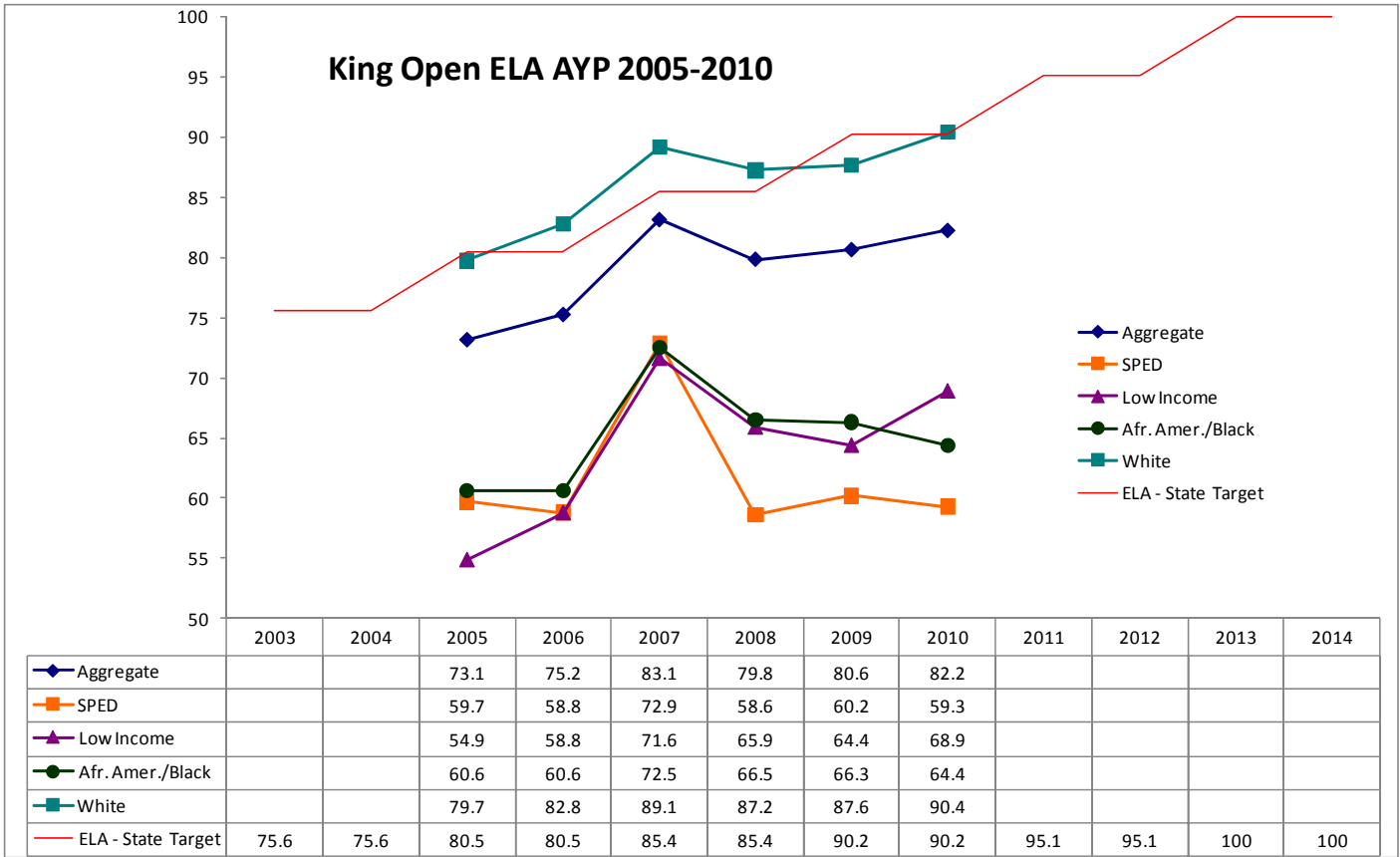
Kennedy-Longfellow School

AYP Progress in ELA and Math – Aggregate and Subgroup Performance 2005-2010



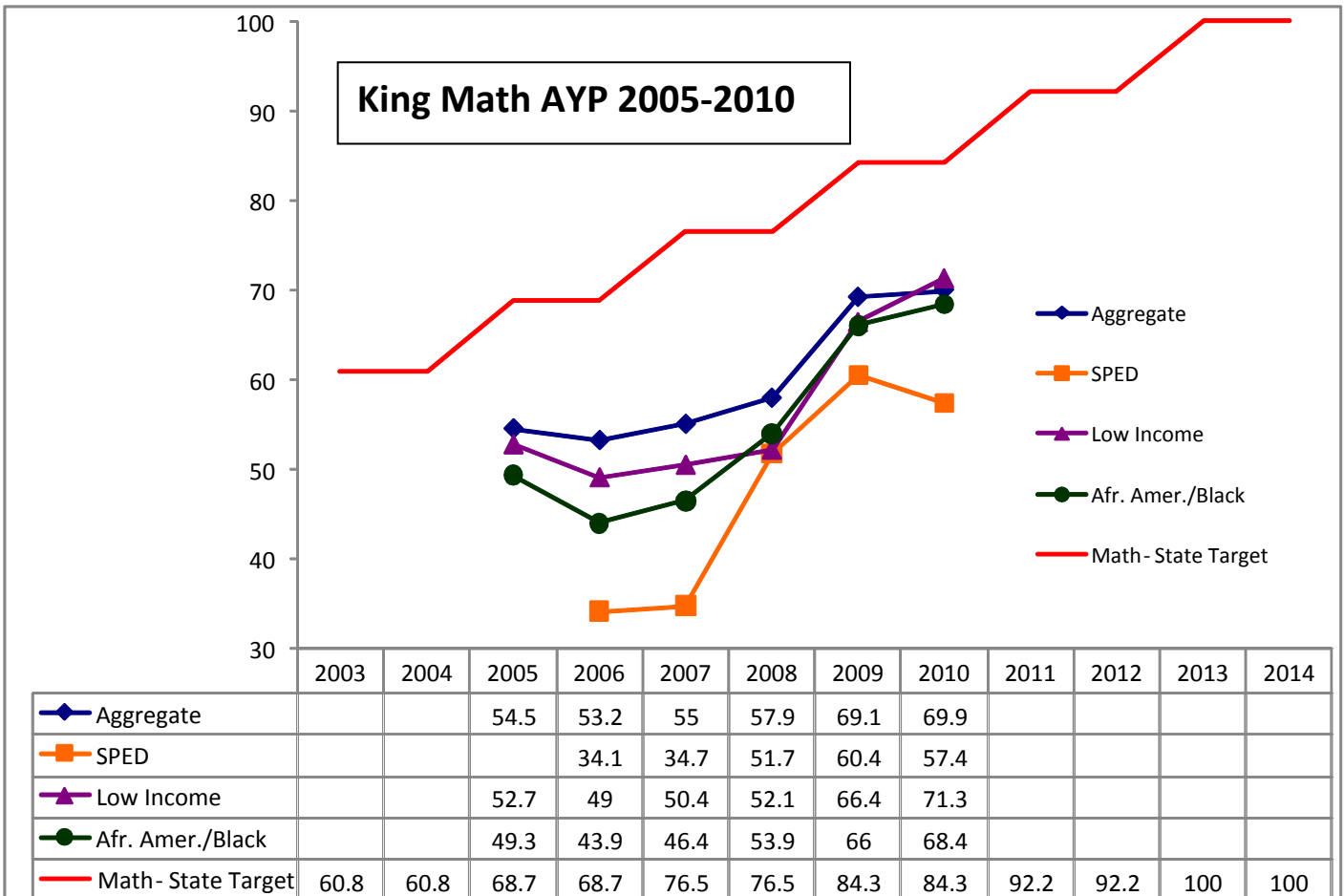
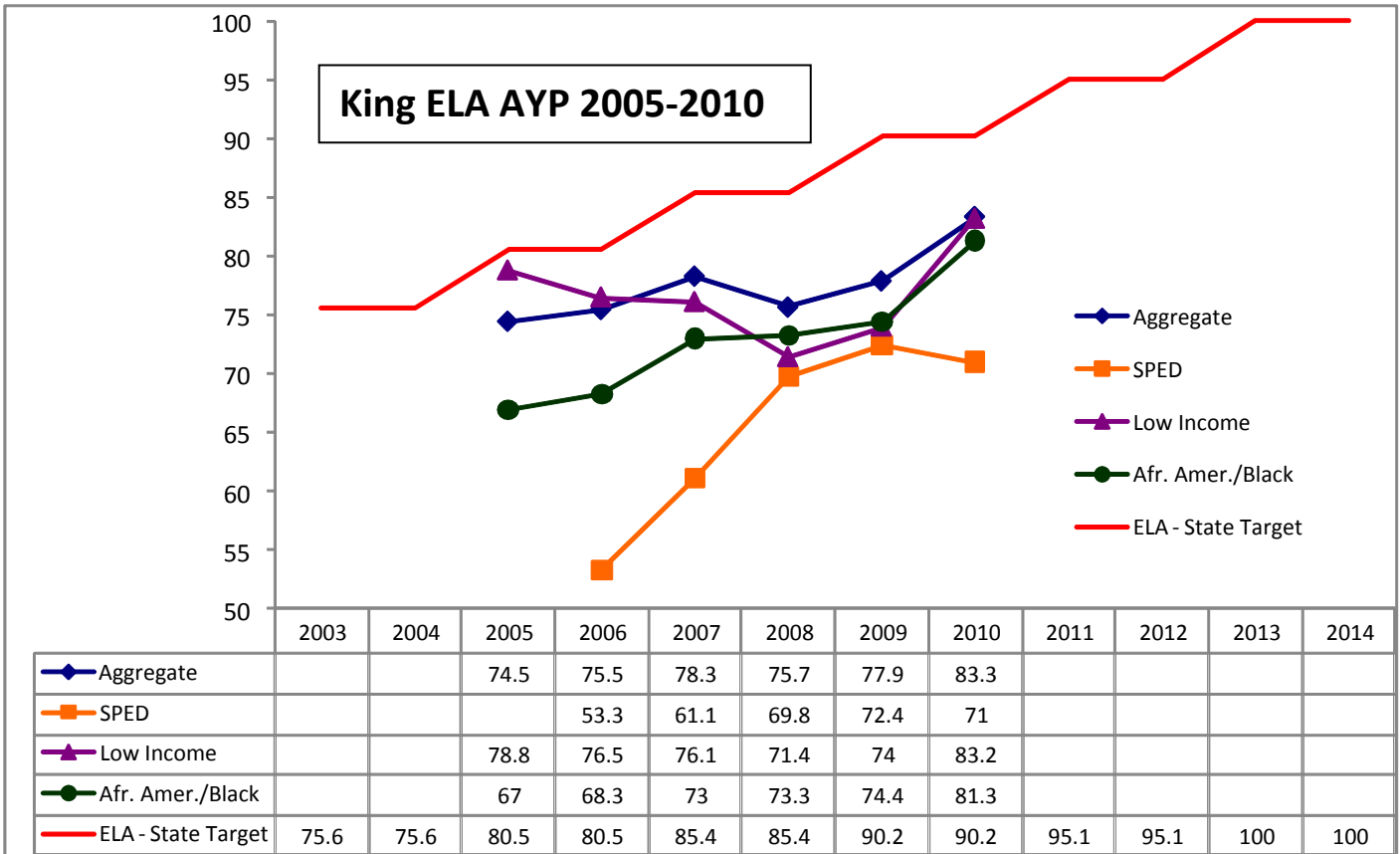
King Open School

AYP Progress in ELA and Math – Aggregate and Subgroup Performance 2005-2010



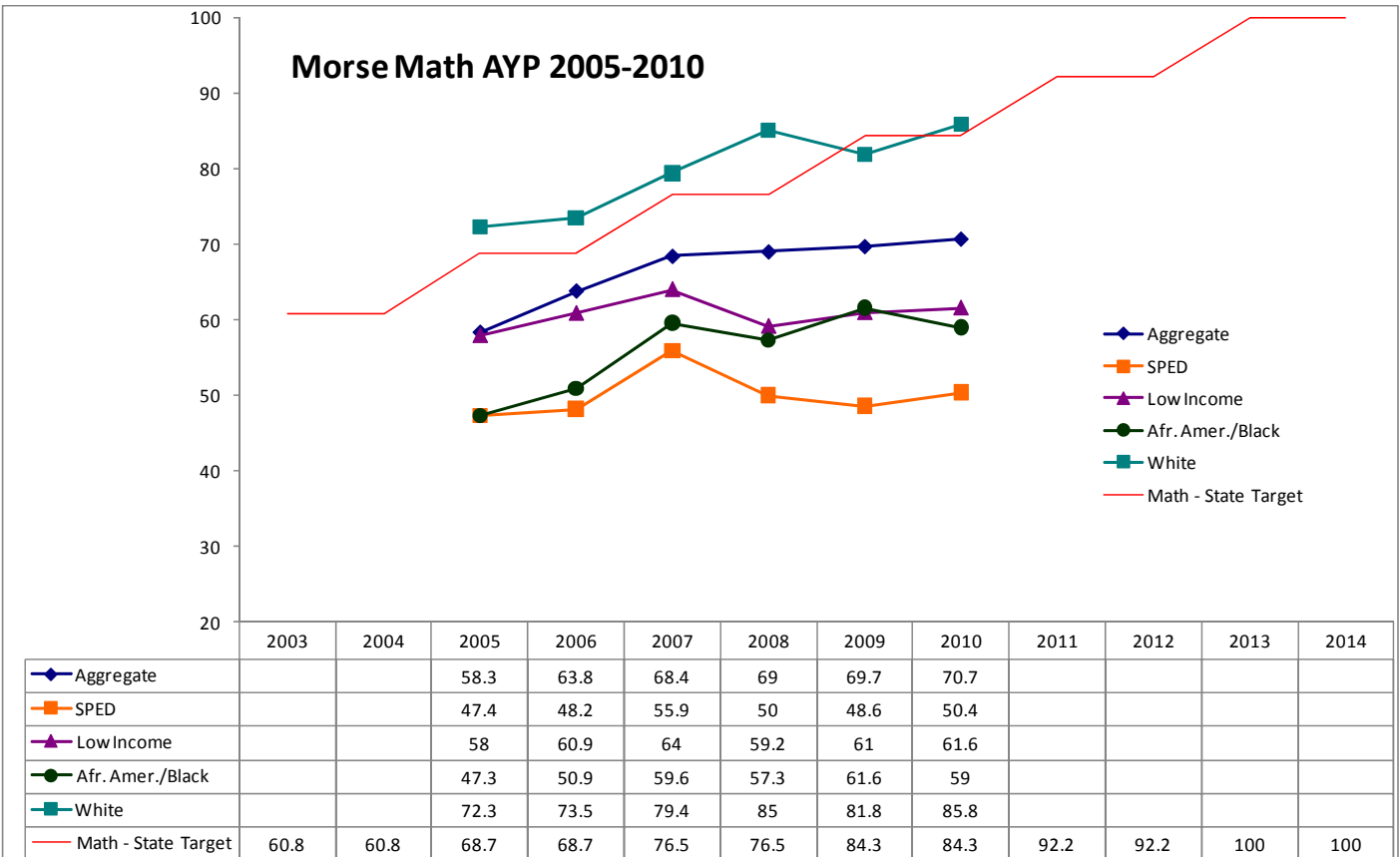
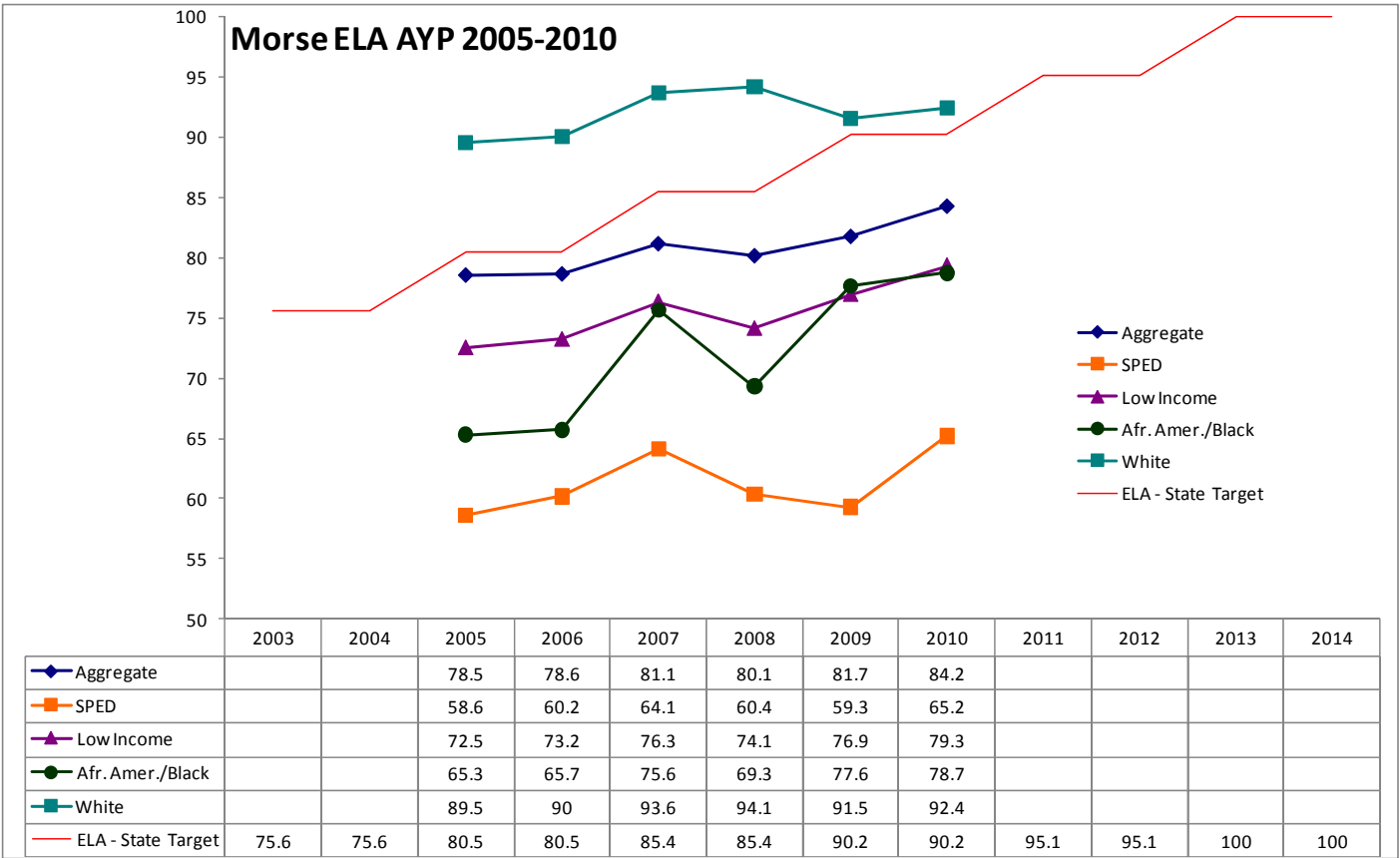
Martin Luther King Jr. School

AYP Progress in ELA and Math – Aggregate and Subgroup Performance 2005-2010



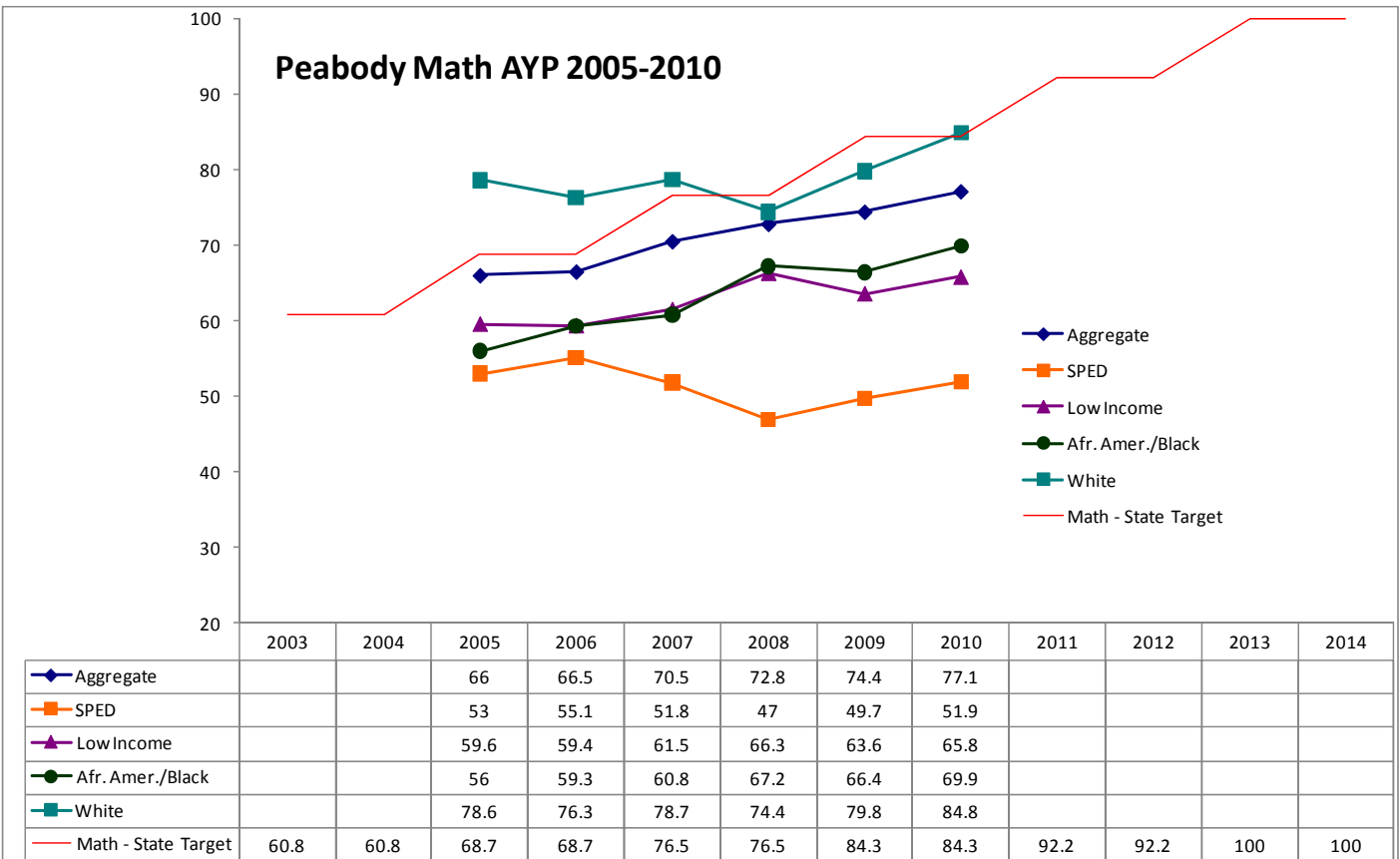
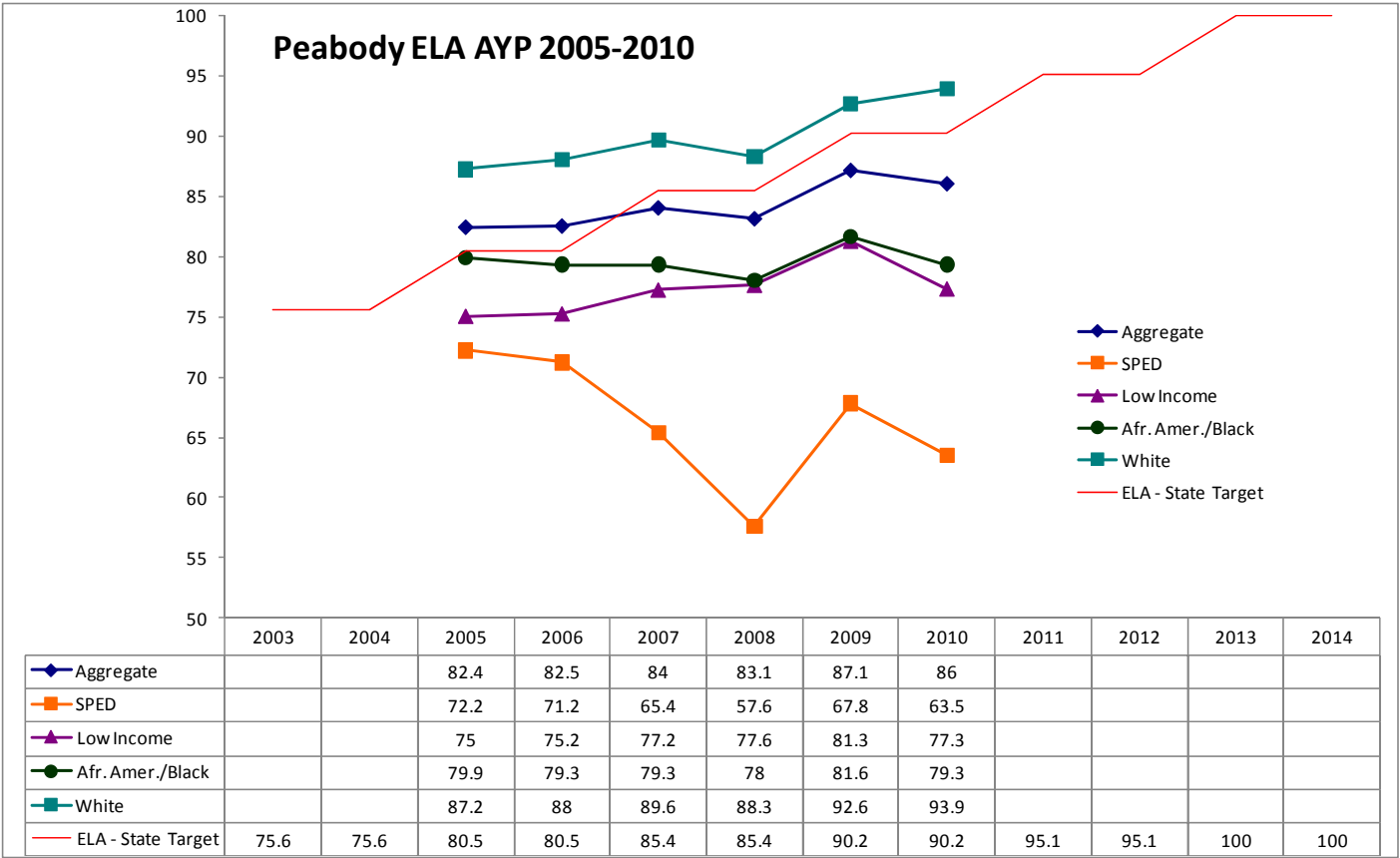
Morse School

AYP Progress in ELA and Math – Aggregate and Subgroup Performance 2005-2010



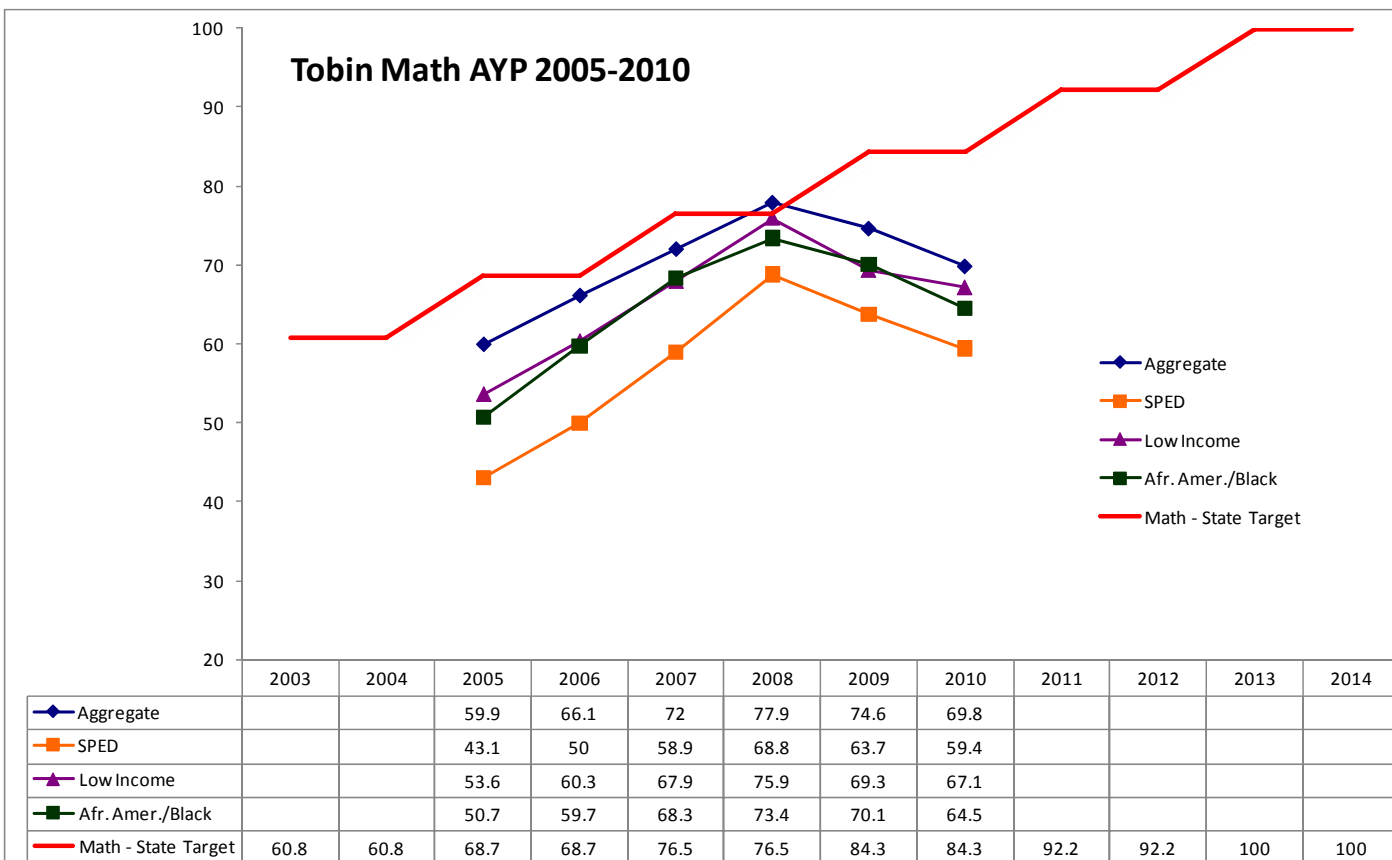
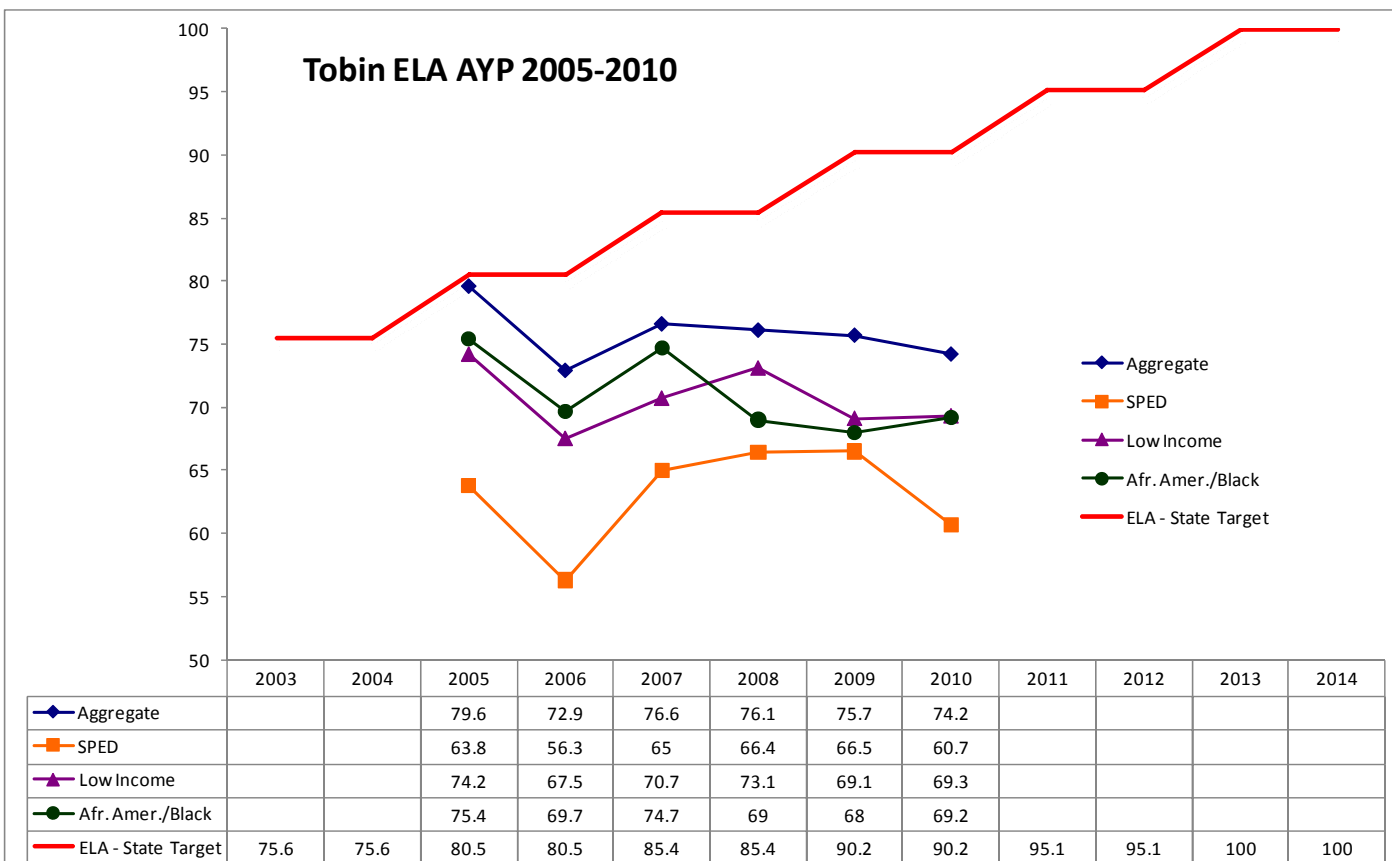
Peabody School

AYP Progress in ELA and Math – Aggregate and Subgroup Performance 2005-2010



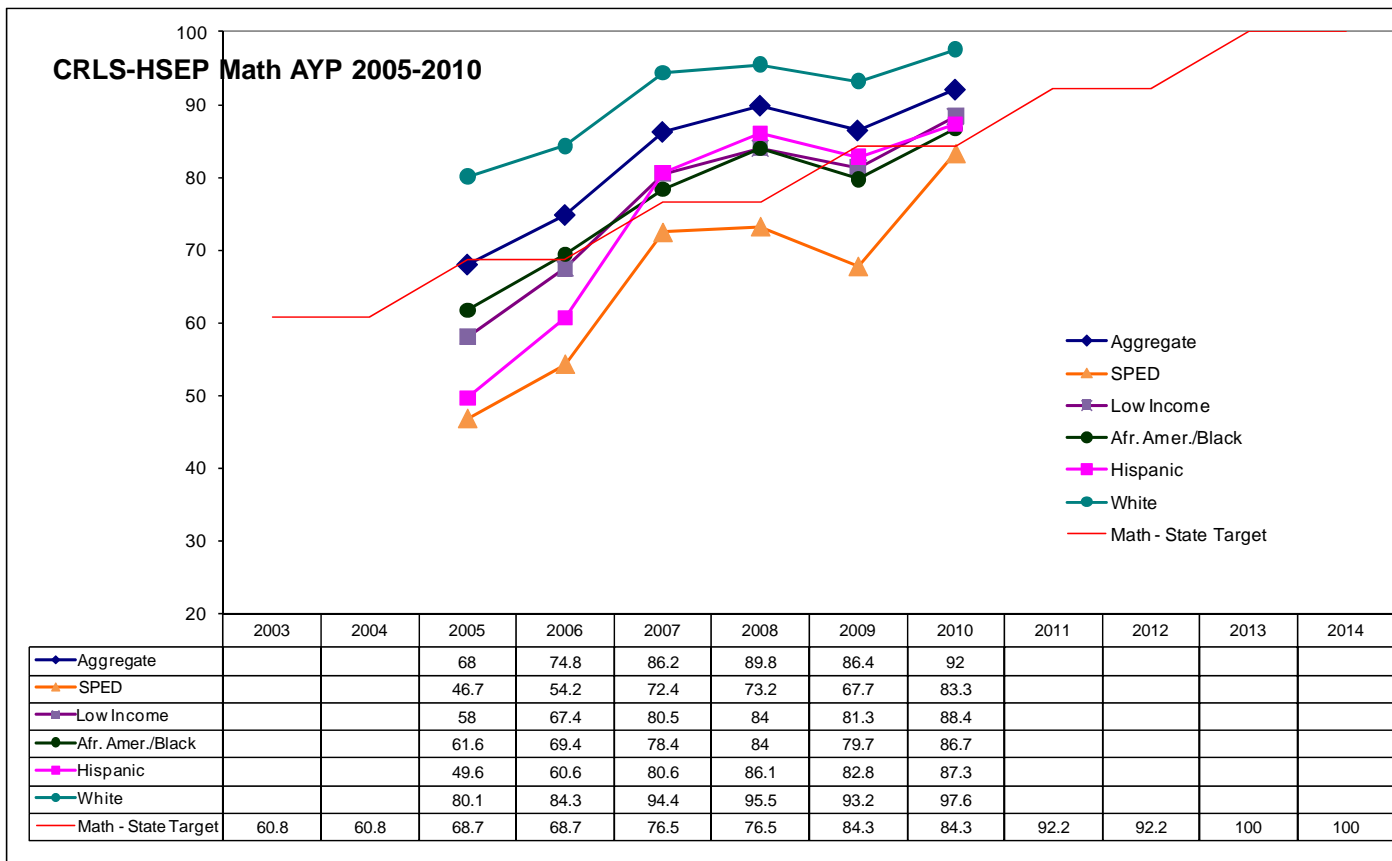
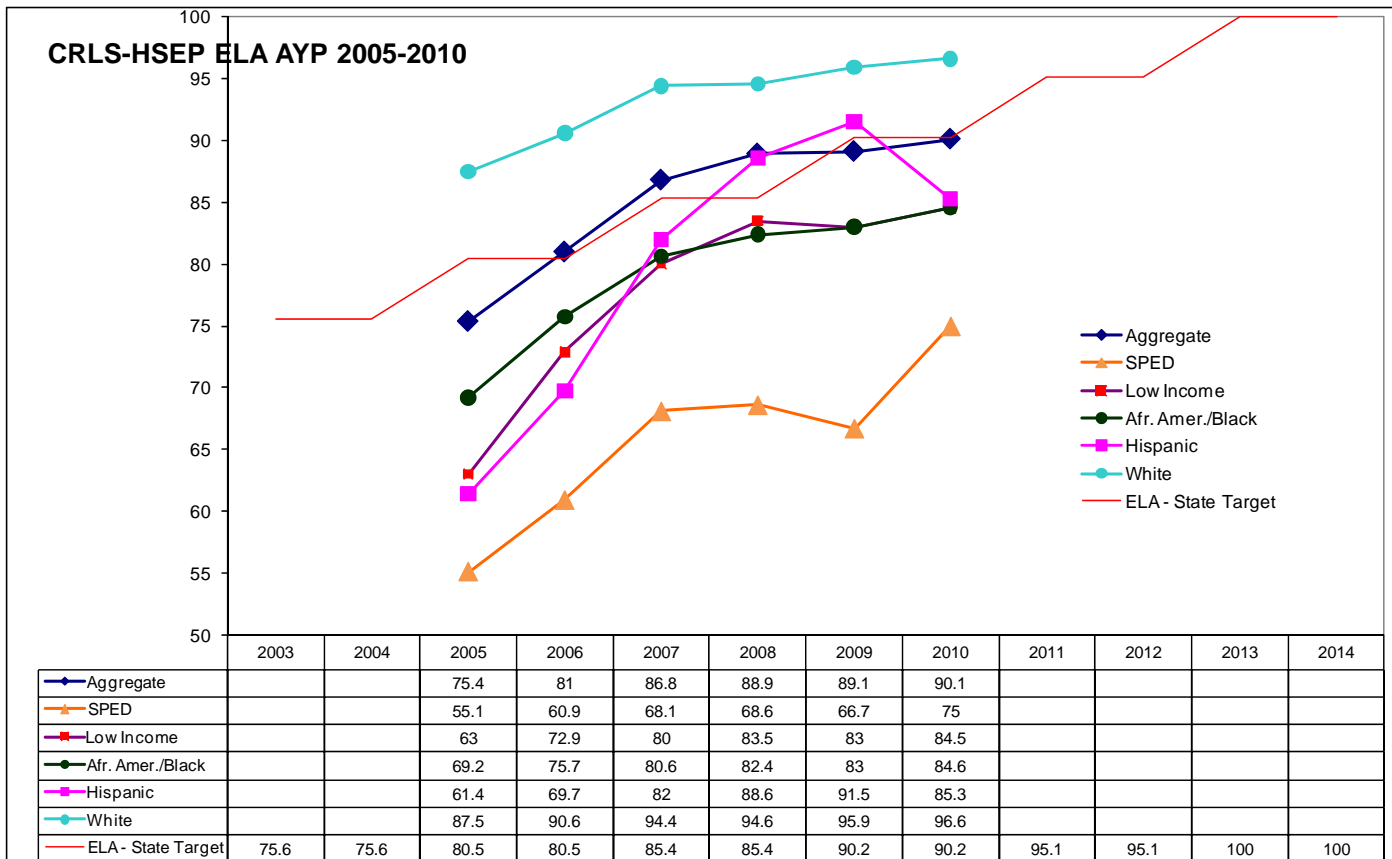
Tobin School

AYP Progress in ELA and Math – Aggregate and Subgroup Performance 2005-2010



CRLS - HSEP

AYP Progress in ELA and Math – Aggregate and Subgroup Performance 2005-2010



Massachusetts School and District Profiles
Massachusetts

State Totals - 2010 Accountability Data

[View State Report Card](#)

2010 Adequate Yearly Progress (AYP) Data - Summary



To make AYP in 2010, a student group must meet (A) a student participation requirement, either (B) the State's 2010 performance target for that subject or (C) the group's own 2010 improvement target, and (D) an additional attendance or graduation requirement.

Student Group	(A) Participation		(B) Performance		(C) Improvement		(D) Attendance		AYP 2010
	Did at least 95% of students participate in MCAS?		Did student group meet or exceed state performance target?		Did student group meet or exceed its own improvement target?		Did student group meet attendance (G1-8) or graduation rate target (G9-12)?		
	Met Target	Actual	Met Target (90.2)	Actual	Met Target	Change from 2009	Met Target	Actual	
ENGLISH LANGUAGE ARTS									
Aggregate	Yes	99	No	86.9	No	0.5	Yes	94.6	No
Lim. English Prof.	Yes	98	No	66.1	No	1.5	Yes	94.0	No
Special Education	Yes	98	No	67.3	No	0.0	Yes	93.0	No
Low Income	Yes	99	No	76.5	No	1.2	Yes	92.8	No
Afr. Amer./Black	Yes	99	No	76.6	No	0.5	Yes	93.7	No
Asian or Pacif. Isl.	Yes	99	No	89.7	No	0.4	Yes	96.5	No
Hispanic	Yes	99	No	73.6	No	1.2	Yes	92.4	No
Native American	Yes	99	No	82.5	No	0.9	Yes	92.7	No
White	Yes	99	Yes	90.5	No	0.4	Yes	95.1	Yes
MATHEMATICS									
Aggregate	Yes	99	No	79.9	No	1.5	Yes	94.6	No
Lim. English Prof.	Yes	99	No	61.5	No	2.5	Yes	94.0	No
Special Education	Yes	98	No	57.5	No	1.2	Yes	93.0	No
Low Income	Yes	99	No	67.1	No	2.8	Yes	92.8	No
Afr. Amer./Black	Yes	99	No	65.1	No	2.6	Yes	93.7	No
Asian or Pacif. Isl.	Yes	100	Yes	88.8	Yes	1.5	Yes	96.5	Yes
Hispanic	Yes	99	No	63.9	No	2.7	Yes	92.4	No
Native American	Yes	99	No	72.3	No	2.4	Yes	92.7	No
White	Yes	99	No	84.1	No	1.1	Yes	95.1	No

School and District Accountability and Assistance

The Framework for District Accountability and Assistance



Description of the Framework for District Accountability and Assistance

The Framework for District Accountability and Assistance   defines the Department of Elementary and Secondary Education's approach to engaging with districts to improve student performance. District accountability and Department assistance must be closely linked in order to produce sustainable improvement. The Framework delineates the responsibilities of both parties in driving school improvement.

Three key principles have guided the development of the Framework and are reflected in the accompanying diagram:

1. The district is the entry point for the Department's accountability and assistance work; the focus of state assistance will be on building district capacity to support and guide improvement efforts in individual schools.
2. A strong accountability system will not, by itself, result in continued improvement. A parallel system of assistance and intervention is necessary to secure continued, strong improvement.
3. We must develop a system that ensures levels of accountability and assistance that match the severity and duration of identified problems.

The Framework defines the roles and expectations of the district and the Department based on the performance of the district's schools. Every district in the Commonwealth is represented in one of five "levels": districts requiring the least state intervention will be in Level 1 while districts requiring the most intervention will be in Level 5. At each level, the Framework distinguishes the Department's role with respect to "accountability" and "assistance and intervention" as well as districts' responsibilities.

The Department will provide a range of assistance to districts based on their Framework level. Resources will include the results of the Department-generated [District Analysis and Review Tool \(DART\)](#) that reports on more than forty quantitative indicators; online models and self-assessment tools for district and school improvement that are aligned with the Department's District Standards   and [Essential Conditions for School Effectiveness](#); and access to targeted technical assistance.

Below is a brief description of each of the five levels:

Level 1 (districts with no schools in corrective action or restructuring for subgroups and/or in the aggregate): Districts in Level 1 require the least state support. They will be encouraged to engage in self-assessment measures and targeted improvement as needed.

Level 2 (districts with schools identified for Corrective Action or Restructuring for subgroups and/or in the aggregate): Districts in Level 2 will receive targeted assistance for identified student groups and access to Department-sponsored professional development opportunities. Districts in Level 2 are expected to use the District Analysis and Review Tool (DART) and other data to revise Improvement Plans.

Level 3 (districts with one or more schools among the lowest-performing 20% based on quantitative indicators): Districts in Level 3 will be required to complete a district self-assessment process aligned with the District Standards and Essential Conditions for School Effectiveness. Level 3 districts will be given high priority for Department assistance, including resources to assist their efforts to implement the Essential Conditions at each identified school.

Level 4 (districts identified by quantitative and qualitative indicators through a district review; districts with one or more schools among the lowest-performing and least improving 2% based on quantitative indicators):

Level 4 districts (identified through a district review) must develop an Intervention Plan addressing priority District Standards and Indicators. Level 4 districts (with one or more Level 4 school) must complete Turnaround Plans for its Level 4 schools. The Department will assign an Accountability Monitor to monitor district planning and improvement and an Assistance Liaison to coordinate interventions including grant funding.

Level 5 (districts or schools declared by the Board as requiring "Joint District-ESE Governance"): BESE will appoint a body to share responsibility for major budgetary, personnel, and policy decisions at the school and/or district level as needed.

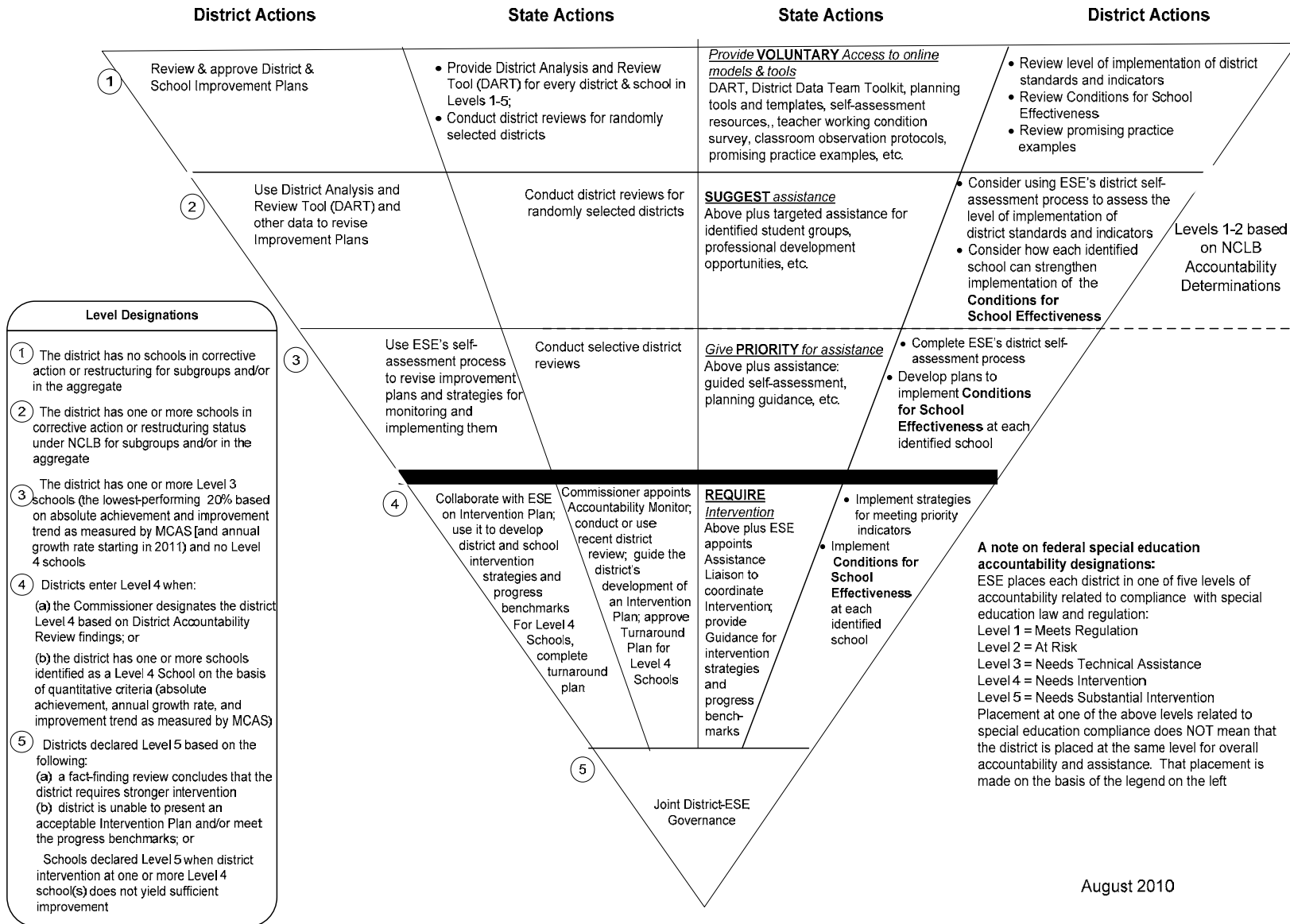
last updated: August 26, 2010



Framework for District Accountability and Assistance 2010-2011

Accountability

Assistance



August 2010