

# MCAS Report 2013

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## *Cambridge Public Schools*



*Office of Teaching and Learning*

September 26, 2013

## TABLE OF CONTENTS

Executive Summary	1
Accountability	
State Accountability System	3
Cambridge's Accountability Status	6
2013 Accountability Status of CPS Schools	7
Overall MCAS Performance 2009-2013	
English Language Arts	8
Mathematics	10
Science	12
Growth	
Student Growth Percentiles	13
Student Growth by Grade and Subject	14
Student Growth by Race/Ethnicity	14
Student Growth by Schools ELA and Math	15
Individual School Results	
English Language Arts	16
Mathematics	17
Science	17
Growth by School and Grade	
English Language Arts	18
Mathematics	18
Priority Actions for Improving Academic Outcomes for All Students	19

# *Executive Summary*

## *Superintendent's Comments on MCAS*

*September 20, 2013*

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Massachusetts Comprehensive Assessment System (MCAS) results for 2013 show the Cambridge Public Schools making progress as we pursue our vision of academic excellence and social justice for all students. The number of district schools designated as Level 1, reflecting significant success in closing achievement gaps, more than doubled in 2013 compared to 2012. Nine of the district's 17 schools were designated as Level 1 in 2013 compared to four in 2012. This number included six elementary schools (Cambridgeport, Fletcher-Maynard, Haggerty, Martin Luther King, Jr., Morse and Tobin,), two upper schools (Cambridge Street and Rindge Avenue), and Cambridge Rindge and Latin School.

Level 2 schools included the Amigos, Baldwin, Graham and Parks, Peabody, Putnam Avenue, and Vassal Lane. These are schools that met some, but not all, of their improvement targets. We are especially pleased by the performance of the city's new upper schools in their first year of operation.

We acknowledge the hard work of the Cambridge community in the successful launch of the district's new upper schools. Change is never easy, and the magnitude of transformation we experienced last year was unprecedented in Cambridge, as we moved from a JK-8 to a JK-5 system with upper schools. We applaud and thank the students, staff, and families, particularly in grades 6-8, for maintaining their focus on achievement while we transitioned to the upper school model.

Students in grade 8 demonstrated particular strength, outperforming the state in the percentage of students scoring proficient and advanced in math and science. In addition, the percentage of grade 8 students scoring proficient and advanced increased significantly over the district's own 2012 performance, by 8 percentage points in math, 6 percentage points in English language arts, and 3 percentage points in science.

Our strides toward excellence in 2013 were tempered, however, by persisting inequities in proficiency across student sub-groups, and the designation of two elementary schools as Level 3 schools (Kennedy-Longfellow and King Open). Statewide, 300 of 1614 schools are labeled as Level 3; 77% of Level 3 schools are located in urban school districts. Two of those 300 schools are in our city. Under the state system, districts are assigned the level of their lowest performing school. As a result, CPS has been designated a Level 3 district, and will be receiving state technical assistance and support as well as progress monitoring.

The district was on target for narrowing proficiency gaps in math and science in 2013, meeting state-defined goals, and improved below target in English language arts. Student growth was below target in English language arts and math for high needs, Special Education, Black, and Hispanic students, however. In addition, various student groups achieved increases in the percentage of student scoring proficient and advanced; however, the Composite Performance

Index, measuring the overall performance of all students, remained largely unchanged from 2012 for most student groups. English language learners were the clear exception, achieving the greatest gains compared to 2012 performance of all student groups. English language learners achieved a 12-point increase in the Composite Performance Index score in science, a four-point gain in English language arts, and a three point gain in math. Student growth for these students was above target in English language arts and on target for math.

Over the past five years, the district's increase in the percentage of students scoring proficient and advanced, in both English language arts and math, has generally outpaced the state for all student groups. In English language arts, the percentage of students proficient and advanced increased 3-12 percentage points across all student groups; in math, the increase ranged from 8-13 percentage points. While proud of the district's many achievements, we also acknowledge the unacceptable persistence of the district's achievement gaps. We are Cambridge, with business, community, higher education, and financial resources that most districts can only dream of. The call for us to eradicate these gaps sounds loudly in this city—and we must find new and even more effective ways to respond to that call.

CPS has already begun the work of responding to its 2013 results, at both the school and district levels. Using a state-recommended framework, Level 3 schools will be conducting a self-assessment to pinpoint achievement issues. School teams will work with district leaders to identify improvement strategies, revise School Improvement plans, implement, and monitor progress. The schools and district will receive assistance from the Department of Elementary and Secondary Education in this process.

We are committed to improving teaching and learning in all schools, for all students. The district has recently developed a new approach to curriculum evaluation and program review, and established a new professional development committee co-chaired by district and Cambridge Education Association leaders. In addition, the district is implementing a tiered system of instruction called Response to Intervention (RTI) in all elementary schools. RTI ensures that all students receive high quality core instruction with proper supports and interventions before achievement gaps develop. These are just a few examples of critical improvements underway in the district.

We have full confidence that the improvements this district began with the Innovation Agenda will continue, yielding even greater results for ALL schools and ALL students, next year and in the years to come.

Jeffrey M. Young  
Superintendent of Schools

# *Accountability*

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## *State Accountability System*

The Massachusetts Department of Elementary and Secondary Education (DESE) instituted a new Accountability & Assistance Level system in 2011. Each school is issued an Accountability Status report annually indicating whether the school has met its gap narrowing goals.

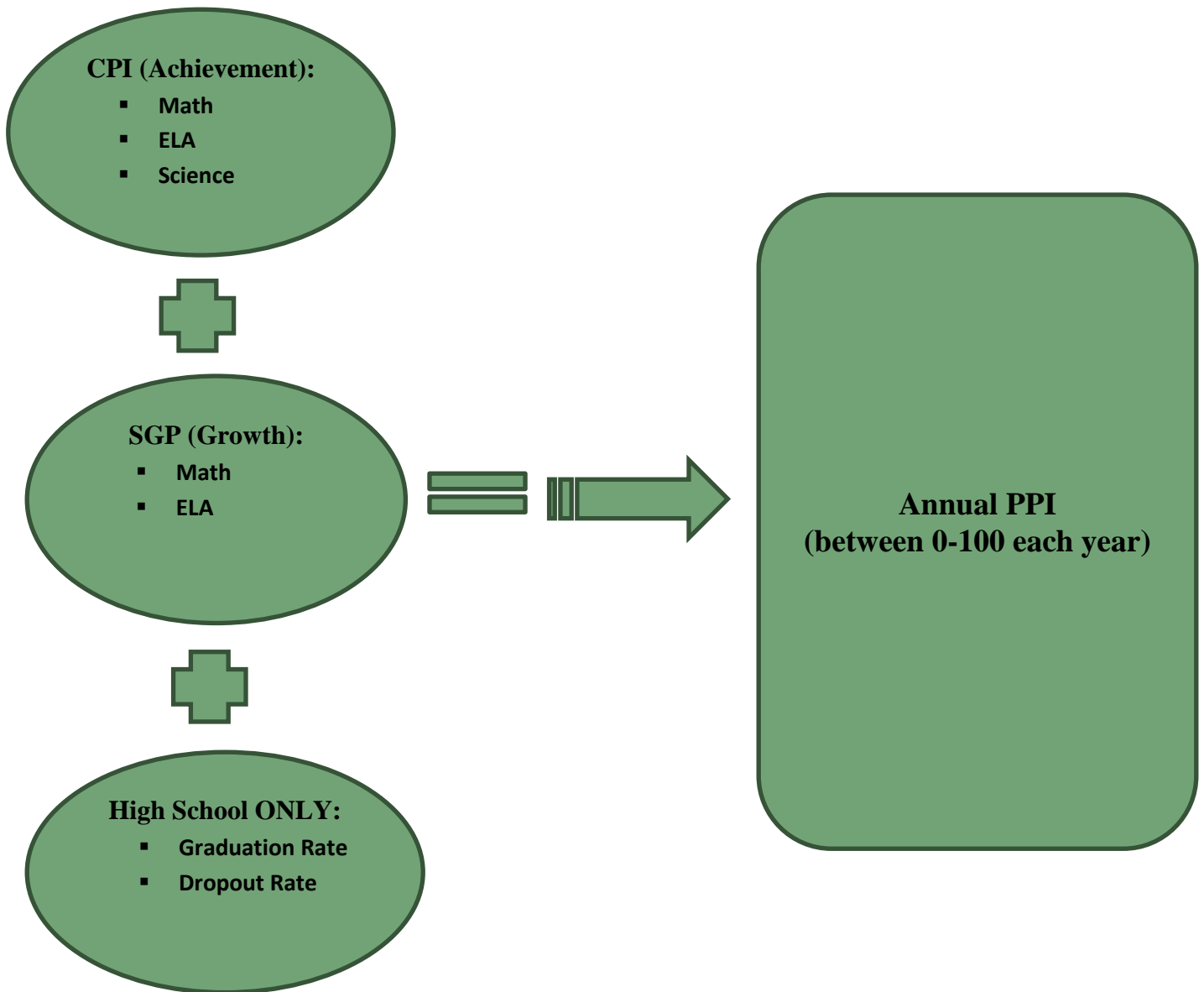
The 4-year cumulative Performance and Progress Index (PPI) is used to measure progress toward these goals. The PPI takes into account both performance and growth as well as giving extra credit for moving students into advanced and out of warning. The PPI includes scores for English Language Arts, Mathematics, and Science, as well as high school graduation rates and annual dropout rates.

Each year, an annual PPI is calculated for each subgroup and then a weighted average of the last four years of annual PPIs is calculated. This 4-year Cumulative PPI is used to determine whether schools are reaching their gap narrowing goals. If a school scores 75 points, then it has reached its target.

## *A Visual Look at PPI*

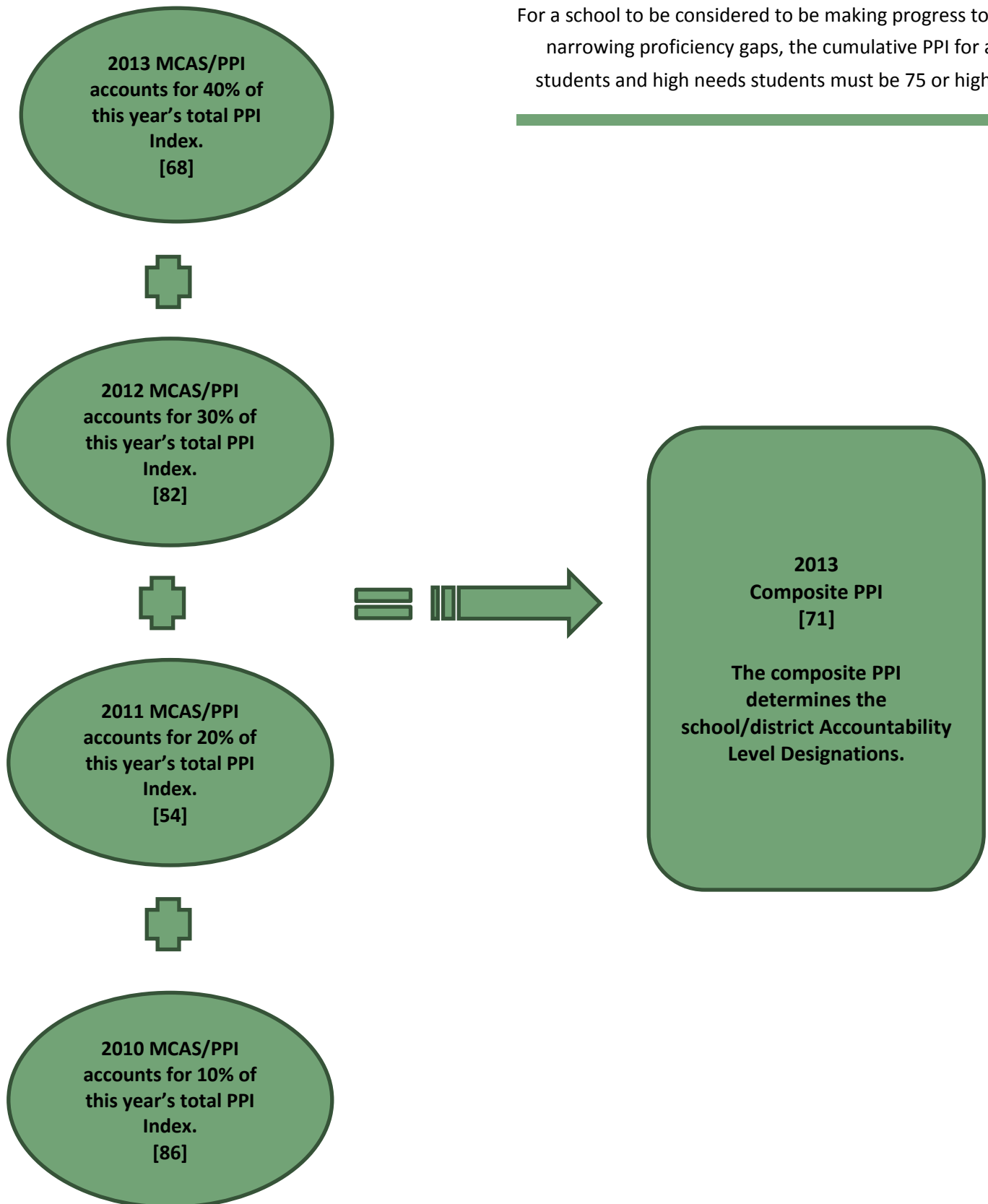
- PPI (performance and progress index) is a new measure designed to assess district and school improvement that includes both growth and proficiency.
- PPI replaces AYP (Adequate Yearly Progress), as a measure of Accountability.
- PPI includes data on narrowing proficiency gaps, growth (SGP), MCAS participation, graduation rates and dropout rates.
- All schools/districts must narrow achievement gaps by 50% over a six-year period (2011-2017).

## Components of PPI (Progress and Performance Index)



## *Cumulative Aspect of PPI*

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For a school to be considered to be making progress toward narrowing proficiency gaps, the cumulative PPI for all students and high needs students must be 75 or higher.

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## *Accountability Status of CPS Schools and District*

Schools are classified into a level based on a four-year trend. Districts are classified based on the level of the district’s lowest performing school. The chart below describes the Accountability Levels in more detail.

In 2013, nine (9) CPS schools were classified as Level 1 Schools – Cambridgeport, Fletcher Maynard Academy (FMA), Haggerty, King, Morse, Tobin, Cambridge Street Upper School (CSUS), Rindge Avenue Upper School (RAUS), and CRLS.

Six (6) CPS were classified as Level 2 Schools - Amigos, Baldwin, Graham and Parks, Peabody, Putnam Avenue Upper School (PAUS), and Vassal Lane Upper School (VLUS).

Two (2) of the district’s schools were classified as Level 3 Schools – Kennedy-Longfellow and King Open. Cambridge has been designated a Level 3 District because one or more of our schools was designated Level 3.

## *Description of Massachusetts Accountability Levels*

Level 1	<i>Meeting gap narrowing goals</i>	Schools for which the cumulative PPI for the “all students” and high needs groups is 75 or higher that do not otherwise meet the criteria for classification into Levels 2-5.
Level 2	<i>Not meeting gap narrowing goals</i>	Schools for which the cumulative PPI for the “all students” or the high needs groups is 74 or lower that do not otherwise meet the criteria for classification into Levels 3-5.
Level 3	<i>Among lowest performing 20% of schools</i>	Schools placing in the 20 <sup>th</sup> percentile or lower relative to other schools serving the same or similar grades that do not otherwise meet the criteria for classification into Levels 4-5
	<i>Among lowest performing 20% of subgroups</i>	Schools with one or more student subgroups (A) placing in the 20 <sup>th</sup> percentile or lower relative to all subgroups in the state, and (B) placing in the 20 <sup>th</sup> percentile or lower relative to that particular subgroup within the grade span, that do not otherwise meet the criteria for classification into Levels 4-5; designated a <i>focus school</i>
Level 4	<i>Among lowest achieving and least improving schools</i>	Level 3 schools classified into Level 4 by the commissioner
Level 5	<i>Chronically underperforming school</i>	Level 4 schools classified into Level 5 by the commissioner



## 2013 Accountability Status of CPS Schools

The chart below gives detailed information about the accountability status of each school.

School	Subgroup	4-year Cumulative PPI	Met Target	School Level
Amigos	Aggregate	93	YES	Level 2
	High Needs	60	NO	
Baldwin	Aggregate	80	YES	Level 2
	High Needs	71	NO	
Cambridgeport	Aggregate	87	YES	Level 1
	High Needs	83	YES	
Fletcher/Maynard	Aggregate	86	YES	Level 1
	High Needs	100	YES	
Graham & Parks	Aggregate	71	NO	Level 2
	High Needs	74	NO	
Haggerty	Aggregate	93	YES	Level 1
	High Needs	94	YES	
Kennedy - Longfellow	Aggregate	44	NO	Level 3
	High Needs	44	NO	
King Open	Aggregate	74	NO	Level 3 (Focus School)
	High Needs	66	NO	
King	Aggregate	89	YES	Level 1
	High Needs	95	YES	
Morse	Aggregate	95	YES	Level 1
	High Needs	98	YES	
Peabody	Aggregate	73	NO	Level 2
	High Needs	76	YES	
Tobin	Aggregate	89	YES	Level 1
	High Needs	89	YES	
CSUS	Aggregate	77	YES	Level 1
	High Needs	80	YES	
PAUS	Aggregate	75	YES	Level 2
	High Needs	64	NO	
RAUS	Aggregate	82	YES	Level 1
	High Needs	80	YES	
VLUS	Aggregate	62	NO	Level 2
	High Needs	65	NO	
CRLS	Aggregate	88	YES	Level 1
	High Needs	89	YES	

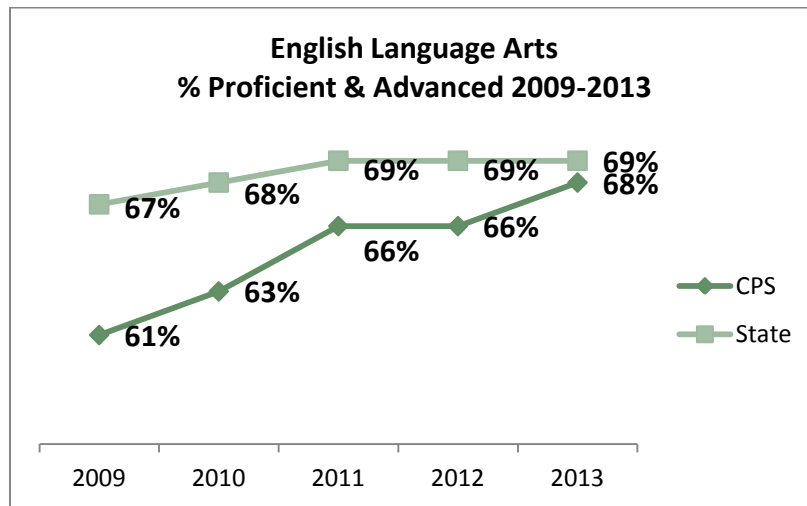
## Overall MCAS Performance

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### Percent of Students at Proficient/Advanced Performance Levels

#### English Language Arts

With respect to the performance of all CPS students tested in English Language Arts in grades 3-10, 68% students scored proficient or advanced as compared to 69% of students across the state. This represents a 2% increase from the prior year and a 7% increase over the past 5 years for CPS. The five year trend for the state reflects a 2% increase.



#### Subgroup Performance

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When analyzing the results of CPS subgroups, the district looks at annual results as well as trends over time. With the exception of ELL/FELL and White students, subgroup performance in English Language Arts did not increase significantly from 2012-2013.

However, it should be noted that the state considers sustained improvement to be an increase of five (5) or more percentage points over a five year period. Using these guidelines, all subgroups with the exception of Students with Disabilities, ELL/FELL and African American/Black sustained improvement from 2009 to 2013 with increases of 5% or higher.

The work of the district with respect to addressing proficiency gaps among student groups continues to be a highest priority.

**ELA - All Grades - % Proficient/Advanced  
2012-2013**

	CPS		State	
	2012	2013	2012	2013
All Students	66%	68%	69%	69%
Sts. w/ disabilities	30%	31%	31%	30%
ELL/FELL	26%	33%	34%	34%
Low-Income	50%	51%	50%	50%
African American/Black	49%	49%	50%	50%
Asian	77%	79%	77%	78%
Hispanic/Latino		55%	45%	45%
White	80%	84%	76%	76%
High Needs	50%	50%	48%	49%

**ELA - All Grades - % Proficient/Advanced  
5 year trend 2009-2013**

	CPS -ELA		CPS change	State change
	2009	2013		
All Students	61%	68%	7%	2%
Sts. w/ disabilities	27%	31%	4%	1%
ELL/FELL	30%	33%	3%	4%
Low Income	45%	51%	6%	5%
African American/Black	46%	49%	3%	4%
Asian	73%	79%	6%	4%
Hispanic/Latino	43%	55%	12%	5%
White	79%	84%	5%	2%

*ELA Proficiency by Grade Level*

There were improvements from 2012 to 2013 in the percent of students scoring in the proficient/advanced categories at grades 4, 5, 8 and 10. Grade 4 proficiency exceeded that of the state by 6%.

Although proficiency rates in grades 3, 8 and 10 were within 1% of the state performance, the results for grades 5, 6 and 7 are still below the state. Proficiency rates for grade 3 declined by 6% from the prior year. There was also a decline in ELA proficiency at grade 7 from previous years with proficiency 7% below the state average.

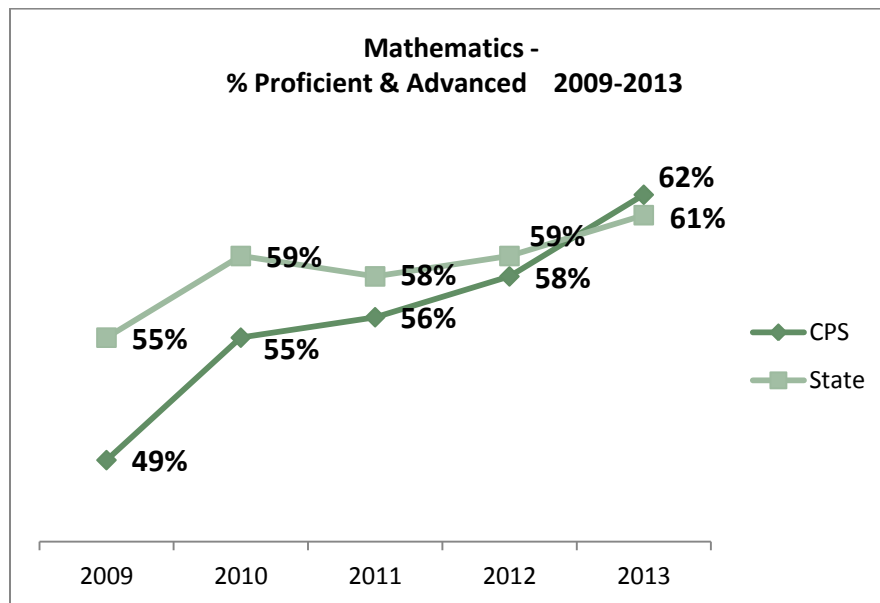
The results for grade 10 reflect a 4% increase from 2012. It should also be noted that CPS proficiency results for grade 10 increased by 20% over a five year period. The increase in proficiency over five years across the state is 10%.

**MCAS 2013 - % Proficient/Advanced in ELA by Grade Level  
2011-2013**

	CPS			State		
	2011	2012	2013	2011	2012	2013
Grade 3	59%	64%	58%	61%	61%	57%
Grade 4	47%	51%	59%	53%	57%	53%
Grade 5	63%	59%	63%	67%	61%	66%
Grade 6	62%	66%	64%	68%	63%	67%
Grade 7	70%	71%	65%	73%	71%	72%
Grade 8	81%	71%	77%	79%	81%	78%
Grade 10	80%	86%	90%	84%	88%	91%

## Mathematics

With respect to the performance of all CPS students tested in Mathematics in grades 3-10, 62% of students scored proficient or advanced in Mathematics as compared to 61% across the state. This represents a 4% increase from the prior year and a 13% increase over the past 5 years for CPS. The five year trend for the state reflects a 6% increase.



## Subgroup Performance

The proficiency of ELL/FELL and White student subgroups in Math increased by 4% from 2012-2013; the performance of all other subgroups increased by 2-3%.

There was more significant improvement in Math over a five year period. All subgroups improved by at least 5% from 2009 to 2013.

Over the past 5 years, in Cambridge, there has been a 10% increase in the percentage of students with disabilities scoring proficient or advanced in Math whereas at the state there has only been a 2% change in the number of students with disabilities scoring proficient/advanced.

Even with the higher proficiency rates in comparison to the state, achievement gaps persist between Low-Income and Non Low-Income students, students with Disabilities and general education students, and among different ethnic and racial subgroups.

### MATH - All Grades - % Proficient/Advanced 2012-2013

	CPS		STATE	
	2012	2013	2012	2013
All Students	58%	62%	59%	61%
Sts. w/ disabilities	24%	26%	21%	23%
ELL/FELL	32%	36%	32%	35%
Low-Income	42%	44%	38%	41%
African American/Black	38%	41%	35%	39%
Asian	77%	79%	77%	79%
Hispanic/Latino		50%	34%	39%
White	75%	79%	66%	67%
High Needs	40%	43%	37%	40%

### MATH - All Grades - % Proficient/Advanced 5 year trend 2009-2013

	CPS-Math		CPS change	State change
	2009	2013		
All Students	49%	62%	13%	6%
Sts. w/ disabilities	16%	26%	10%	2%
ELL/FELL	31%	36%	5%	6%
Low Income	31%	44%	13%	7%
African American/Black	31%	41%	10%	7%
Asian	71%	79%	8%	6%
Hispanic/Latino	34%	50%	16%	8%
White	67%	79%	12%	4%

## *Math Proficiency by Grade Level*

There were improvements in the percent of students scoring in the proficient/advanced categories in Math at all grades with the exception of grade 7 where there was a decrease of 6% from the prior year. The results for grade 10 remained at 83% proficiency, the same as the prior year.

In grades 3, 4, 8 and 10 CPS results were higher than the state; grade 6 results were equal to the state and grade 7 below state results by 6%.

Although the results for grade 10 remain consistent from 2012, there has been a 20% increase in proficiency over a five year period. The increase in proficiency over five years across the state is 5%.

### **MCAS 2013 - % Proficient/Advanced in Math by Grade Level 2011-2013**

	CPS				State		
	2011	2012	2013		2011	2012	2013
Grade 3	59%	65%	67%		66%	61%	66%
Grade 4	49%	47%	62%		47%	51%	52%
Grade 5	51%	54%	56%		59%	57%	61%
Grade 6	53%	56%	61%		58%	60%	61%
Grade 7	45%	52%	46%		51%	51%	52%
Grade 8	51%	50%	58%		52%	52%	55%
Grade 10	75%	83%	83%		74%	78%	80%

## *Science*

MCAS results for science are reported for students in grades 5, 8 and 10.

In 2013, proficiency rates increased in grades 8 and 10 from the prior year by 3% and 4% respectively and grade 5 results decreased by 1%. Science results both in Cambridge and across the state continue to be an area of needed focus.

### **MCAS 2013 - % Proficient/Advanced in Science**

	CPS				State		
	2011	2012	2013		2011	2012	2013
Grade 5	38%	45%	44%		50%	52%	51%
Grade 8	36%	38%	41%		39%	43%	39%
Grade 10	60%	65%	69%		67%	69%	71%

## Subgroup Performance

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As a result of the new accountability system, the Department of Elementary and Secondary Education (DESE) began reporting MCAS Science results in the aggregate in 2012, combining together the 5<sup>th</sup>, 8<sup>th</sup>, and 10<sup>th</sup> grade results.

	CPS		STATE	
	2012	2013	2012	2013
All Students	49%	51%	54%	53%
Sts. w/ disabilities	17%	11%	20%	21%
ELL/FELL	12%	20%	17%	19%
Low-Income	30%	32%	30%	32%
African American/Black	25%	30%	27%	29%
Asian	66%	65%	66%	67%
Hispanic/Latino		34%	25%	27%
White	74%	68%	63%	61%
High Needs	29%	29%	30%	32%

## Growth

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### MCAS 2013

#### Student Growth Percentiles

The Massachusetts Department of Elementary and Secondary Education (DESE) 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.

Student growth percentile (SGP) 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. The new accountability system expects schools to have a median SGP of 51 to be considered *on target* for growth.

In Cambridge, both ELA (51<sup>st</sup> percentile) and Math (55<sup>th</sup> percentile) had average growth overall. Grades 6 in ELA and 4 in Math had above average growth (60 or higher) ; grade 8 in Math had high average growth; all other grades showed typical growth. However, grade 7 in both ELA and Math , grade 5 Math and grade 10 ELA had lower growth (below 50).

## Student Growth by Grade and Subject

Grade and Subject	Cambridge Public Schools		State	
	Median SGP 2012	Median SGP 2013	Median SGP 2012	Median SGP 2013
Grade 4 - English	48.5	52	50	49
Grade 4 - Math	57	61	50	54
Grade 5 - English	56.5	53.5	50	52
Grade 5 - Math	51	49	50	54
Grade 6 - English	53	62	50	52
Grade 6 - Math	54	54	50	50
Grade 7 - English	59	45	50	48
Grade 7 - Math	56	47	50	46
Grade 8 - English	50	54	50	50
Grade 8 - Math	60	58	50	50
Grade 10 - English	48	46	50	57
Grade 10 - Math	71	56	50	51
ALL GRADES - ENGLISH	52	51	50	51
ALL GRADES - MATH	58	55	50	51

## Student Growth by Race/Ethnicity

Both Asian and White students have higher growth and proficiency in ELA and Math. In both ELA and Math, students with disabilities had lower than average growth and lower proficiency.

ELA			MATH	
	SGP	% Prof/Adv	SGP	% Prof/Adv
Asian	58	79%	62.5	79%
African American/Black	47	49%	46	41%
Hispanic	50	55%	49	49%
White	55	84%	58.5	79%
Students w Disabilities	45	30%	46	26%
Low Income	50.5	52%	48	44%
High Needs	49	51%	48	44%



## Student Growth by Schools

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### Student Growth by School – English Language Arts

In English Language Arts, four schools had above average growth (Amigos, Cambridgeport, Fletcher Maynard Academy, and Graham & Parks).

	SGP	% Prof/Adv		SGP	% Prof/Adv
Amigos School	60.5	81%	CRLS	45.5	91%
Cambridgeport	61	69%	CSUS	56	66%
Fletcher/Maynard	66	42%	PAUS	44	66%
Graham and Parks	74	62%	RAUS	57	79%
Haggerty	55.5	68%	VLUS	50	67%
John M Tobin	46	71%	District	51	68%
Kennedy-Longfellow	31	39%			
King Open	50	47%			
Maria L. Baldwin	56	69%			
Martin Luther King	55.5	68%			
Morse	52	63%			
Peabody	39	65%			

### Student Growth by School – Math

In Math, five schools had above average growth (Cambridgeport, Graham & Parks, Morse, Tobin, and Rindge Avenue Upper School (RAUS)).

	SGP	% Prof/Adv		SGP	% Prof/Adv
Amigos	54	73%	CRLS	56	85%
Cambridgeport	67.5	68%	CSUS	52	48%
Fletcher/Maynard	53	59%	PAUS	43.9	48%
Graham & Parks	77	64%	RAUS	65	66%
Haggerty	48	75%	VLUS	59	62%
Tobin	60.5	67%	District	55	62%
Kennedy-Longfellow	39	34%			
King Open	42	62%			
Baldwin	51	70%			
King	39	62%			
Morse	66	55%			
Peabody	46	64%			

## *Individual School Results*

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### *Percent Proficient and Advanced by School and Grade*

#### *English Language Arts*

<b>ELA</b>	Percent Proficient & Advanced								All Grades % Advanced
	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	All Grades	Grade 10	
Amigos School	85%	77%	76%	75%	75%	96%	81%		29%
Cambridgeport	57%	71%	80%				69%		19%
Fletcher/Maynard	36%	30%	57%				42%		5%
Graham and Parks	48%	58%	80%				62%		22%
Haggerty	63%	61%	76%				68%		23%
John M Tobin	79%	79%	50%				71%		13%
Kennedy-Longfellow	35%	35%	50%				39%		8%
King Open	44%	60%	39%				47%		14%
Maria L. Baldwin	79%	59%	67%				69%		21%
Martin Luther King	67%	66%	53%				63%		22%
Morse	62%	61%	67%				63%		16%
Peabody	67%	61%	65%				65%		19%
CSUS				57%	65%	78%	66%		16%
PAUS				68%	53%	77%	66%		13%
RAUS				68%	79%	89%	79%		24%
VLUS				67%	65%	69%	67%		22%
CRLS								91%	43%

## Mathematics

MATH	Percent Proficient & Advanced								All Grades % Advanced
	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	All Grades	Grade 10	
Amigos School	88%	68%	71%	71%	50%	84%	73%		35%
Cambridgeport	60%	77%	66%				68%		33%
Fletcher/Maynard	70%	60%	46%				59%		10%
Graham and Parks	57%	64%	75%				66%		38%
Haggerty	84%	71%	71%				75%		29%
John M Tobin	74%	64%	60%				67%		29%
Kennedy-Longfellow	30%	49%	20%				34%		8%
King Open	74%	64%	47%				62%		28%
Maria L. Baldwin	81%	57%	70%				70%		42%
Martin Luther King	78%	66%	29%				62%		32%
Morse	62%	52%	52%				55%		22%
Peabody	71%	64%	56%				64%		33%
CSUS				48%	47%	50%	48%		21%
PAUS				59%	25%	62%	48%		19%
RAUS				73%	63%	64%	66%		38%
VLUS				70%	54%	61%	62%		36%
CRLS								85%	56%

## Science

Science	Percent Proficient & Advanced				All Grades % Advanced
	Grade 5	Grade 8	Grade 10	All Grades	
Amigos School	59%	72%		64%	27%
Cambridgeport	37%				10%
Fletcher/Maynard	29%				0%
Graham and Parks	61%				34%
Haggerty	69%				31%
John M Tobin	60%				10%
Kennedy-Longfellow	17%				3%
King Open	41%				20%
Maria L. Baldwin	40%				7%
Martin Luther King	12%				6%
Morse	50%				19%
Peabody	44%				16%
CSUS		38%			11%
PAUS		46%			10%
RAUS		38%			5%
VLUS		43%			5%
CRLS			70%		33%

## MCAS Growth by School and Grade

### English Language Arts

	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 10	All Grades
Amigos School	58	61.5	78	63.5	46		60.5
Cambridgeport	37	81					61
Fletcher/Maynard		79					70
Graham and Parks	49	90					74
Haggerty	50.5	63.5					55.5
John M Tobin	54	38.5					46
Kennedy-Longfellow	39	44					41
King Open	62	38					50
Maria L. Baldwin	64.5	50.5					56
Martin Luther King	70						44
Morse	59.5	47					52
Peabody	47	37					39
CSUS			65	49	54		56
PAUS			51	31	51		44
RAUS			65	43.5	66		57
VLUS			51.5	49	53		50
CRLS						45.5	45.5

For growth to be reported, schools need to have a minimum of 20 students per grade.

### Mathematics

	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 10	All Grades
Amigos School	55	49.5	44	51	78		54
Cambridgeport	68	67					67.5
Fletcher/Maynard	47.5	54.5					53
Graham and Parks	68	82					77
Haggerty	71	28.5					48
John M Tobin	55.5	67					60.5
Kennedy-Longfellow	56.5	22					39
King Open	62	28.5					42
Maria L. Baldwin	51	51					51
Martin Luther King	48.5						39
Morse	69	65.5					66
Peabody	90	30.5					46
CSUS			54.5	42.5	56		52
PAUS			36	33.5	61		43
RAUS			71	58	67.5		65
VLUS			61.5	60	53		59
CRLS						56	56

For growth to be reported, schools need to have a minimum of 20 students per grade.

## *Next Steps*

### *Priority Actions for Improving Academic Outcomes for All Students*

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1. The district is engaged in the full implementation of the new Educator Evaluation system. This newly adopted system is designed to:
  - a. Promote growth and development amongst leaders and teachers,
  - b. Place student learning at the center, using multiple measures of student learning, growth, and achievement,
  - c. Recognize excellence in teaching and leading,
  - d. Set a high bar for professional teaching status, and
  - e. Shorten timelines for improvement

*Department of Elementary and Secondary Education*

2. Central office staff will work with principals to identify school specific teaching & learning improvement strategies based on achievement data and rooted in the following \*research-based quality indicators of high-achieving schools:
  - a. Aligned & rigorous curriculum
  - b. Effective instruction
  - c. Use of formative assessment and student assessment data
  - d. Positive school climate focused on achievement
  - e. Effective school leadership
  - f. Family and community engagement

*\*The Center for Comprehensive School Reform & Improvement*

3. Level 3 schools will complete the Conditions for School Effectiveness Self-Assessment tool designed by the DESE. The purpose of this tool is to help schools identify strengths and areas of concern regarding practices in place needed to ensure the education of all children.
4. All schools will engage in an ongoing district-guided, cohesive School Improvement Planning process: Development, Implementation, and Monitoring. As part of this process, the Teaching & Learning Team will conduct an internal review of all plans including two annual benchmarking check-ins.
5. The district is implementing Response to Intervention (RTI) in all elementary schools. RTI is a tiered system of instruction designed to ensure that all students receive high quality core instruction with proper supports and interventions before achievement gaps develop.

6. The district will work with the District and School Assistance Center (DSAC). This DESE established center provides targeted technical support to school districts across the Commonwealth for the purpose of improving instruction and raising achievement for all students.
7. The Office of Curriculum, Instruction, and Assessment will launch a 6-step cyclical process by which all district curricula is analyzed, designed, implemented and evaluated in a systematic and collaborative manner.
8. The district will engage in a collaborative process with teachers and administrators to build and align a comprehensive professional development plan in order to more effectively support school, department, and district sponsored opportunities. The vehicle for this work will be district Professional Development Committee.
9. The Office of Student Services is currently engaged in a Strategic Planning process to identify and articulate the direction of the department over the next three-five years. Key components of this process include: vision, mission, values, and a roadmap.
10. To support the academic success of our English Language Learners, all teachers and administrators will complete Massachusetts Rethinking Equity and Teaching for English Language Learners (RETELL) training.