

MCAS Report 2014

Cambridge Public Schools



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CPS
Cambridge Public Schools

Office of Teaching and Learning
September 22, 2014

TABLE OF CONTENTS

Executive Summary	1
Accountability	
State Accountability System	3
Cambridge's Accountability Status	6
2014 Accountability Status of CPS Schools	7
Overall MCAS Performance 2009-2014	
English Language Arts	8
Mathematics	10
Science	12
Growth	
Student Growth Percentiles	14
Student Growth by Grade and Subject	15
Student Growth by Race/Ethnicity	15
Student Growth by Schools ELA and Math	16
Individual School Results	
English Language Arts	18
Mathematics	18
Science	19
Growth by School and Grade	
English Language Arts	19
Mathematics	20
Priority Actions for Improving Academic Outcomes for All Students	21

Executive Summary

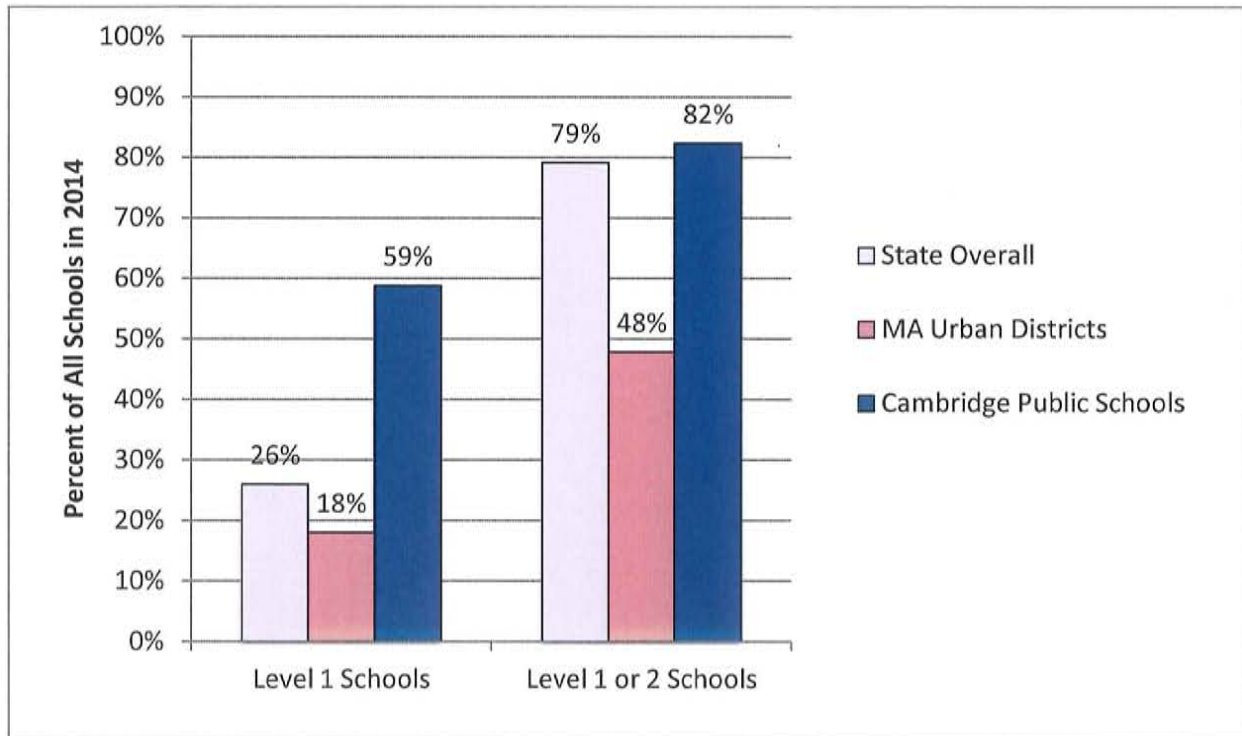
Superintendent's Comments on MCAS

September 22, 2014

Massachusetts Comprehensive Assessment System (MCAS) results for 2014 reflect progress by the Cambridge Public Schools, as the district continues its pursuit of academic excellence and social justice for ALL students. The district once again saw an increase in the number of schools designated as Level 1, the highest designation awarded by the state to schools that have fully met their achievement-gap-narrowing goals. The number of Level 1 schools increased by one in 2014, to a total of 10 Level 1 schools, representing approximately 60% of all schools in the district. This increase reflects a significant improvement since 2012 when, in the last year of the district's previous K-8 structure, only four of the district's 13 schools, or approximately 30% of all schools in the district, were designated Level 1.

The 2014 Level 1 schools include seven elementary schools (Baldwin, Cambridgeport, King, Morse, Peabody, Tobin, and Fletcher Maynard Academy), two upper schools (Cambridge Street and Rindge Avenue), and Cambridge Rindge and Latin School. This year's Level 2 schools, which met some but not all of their improvement targets, include Haggerty, Graham and Parks, Amigos, and Vassal Lane Upper School.

CPS compares favorably to school districts across the state as well as to other urban districts in Massachusetts, with 82% of our schools achieving a Level 1 or Level 2 rating. Statewide, only 79% of all schools achieved a Level 1 or Level 2 rating. Among urban school districts, 48% of schools attained a Level 1 or Level 2 designation.



Even with these improvements, CPS remains a Level 3 district, however, as first designated in 2013. Under the state accountability system, districts are assigned the level of their lowest performing school(s). The Putnam Avenue Upper School was designated as a Level 3 school for the first time in 2014, due to low performance, and the Kennedy-Longfellow and King Open schools retained the Level 3 status first assigned to each school in 2013. Both of these schools demonstrated important improvements in student achievement over the past year on multiple fronts, however.

The Kennedy-Longfellow exceeded its state performance targets in both math and science in 2014, with more than 10% of all students moving into the advanced category and more than 10% moving out of warning in both subjects. In math, student growth was above target for all student groups, with a student growth percentile in the low 60's compared to 2013 student growth percentiles in the 30's. In English language arts, all student groups improved as well, though below state performance targets, with more than 10% of all students moving into the advanced category and more than 10% moving out of warning. Student growth in English language arts was also on target for all groups.

The King Open, which had been designated as a Level 3 school as a result of low performance for African American/Black and low-income students, succeeded in exiting Level 3 status for the African American/Black student group. Achievement for King Open African American/Black students exceeded state performance targets in both English language arts and math in 2014. The school remains in Level 3 status due to low achievement for low-income students, and will continue its targeted improvement initiatives.

These advances are a credit to the Kennedy-Longfellow and King Open school communities, and I applaud the commitment of our school leaders, staff, and parents to ongoing improvements that reap real gains for students.

District-wide, we need to continue to work hard to elevate student achievement. The percentage of all CPS students scoring proficient and advanced, in both English language arts and math, mirrored State-wide results, remaining relatively flat in 2014 compared to 2013 levels. While the percentage of students scoring proficient and above in English language arts was largely unchanged from 2013, several student groups demonstrated significant gains. These proficiency gains included a 10 percentage point gain for English language learners, 4 percentage point gains for African American/Black and Hispanic/Latino students, and 3 percentage point gains for low-income students. The gaps between student groups, and between all student groups and proficiency, remain too large and therefore trouble us.

We have confidence that we are putting in place the right foundation, supports, and interventions for all students—from our redesigned curriculum, focus on instructional improvement, and Response to Intervention program. Still, we retain our urgency in regard to narrowing our proficiency gaps. Growth for some of our students, particularly those with disabilities and those from low-income families, as well as our African American/Black and Hispanic/Latino students, must improve. We will remain diligent and focused on supporting our students and schools in greatest need, and believe we are poised to make significant strides this school year.

Jeffrey M. Young
Superintendent of Schools

Accountability

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.

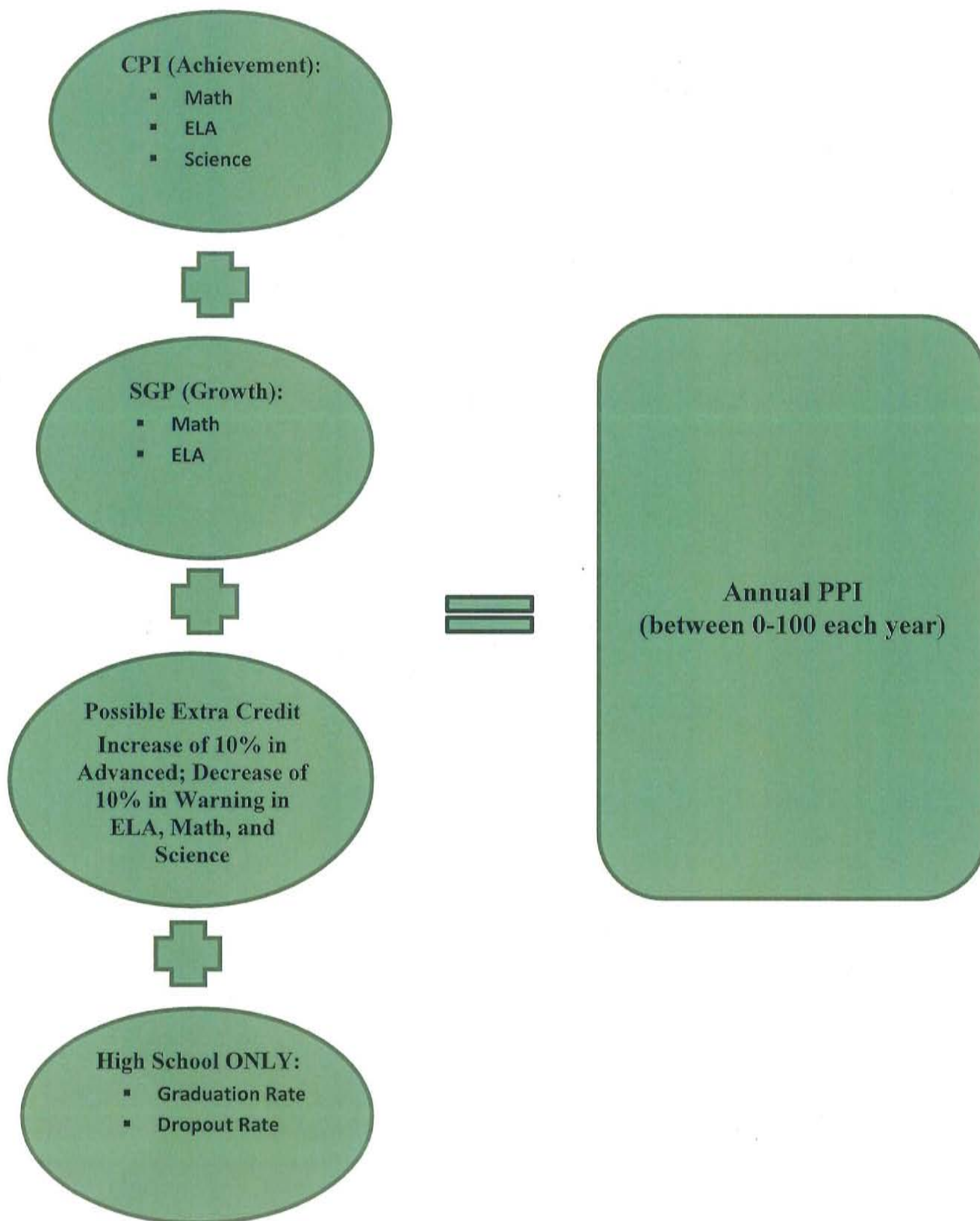
The 4-year cumulative Performance and Progress Index (PPI) is used to measure progress toward these goals. The PPI takes into account both performance and growth as well as giving extra credit for moving students into advanced and out of warning. The PPI includes scores for English Language Arts, Mathematics,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

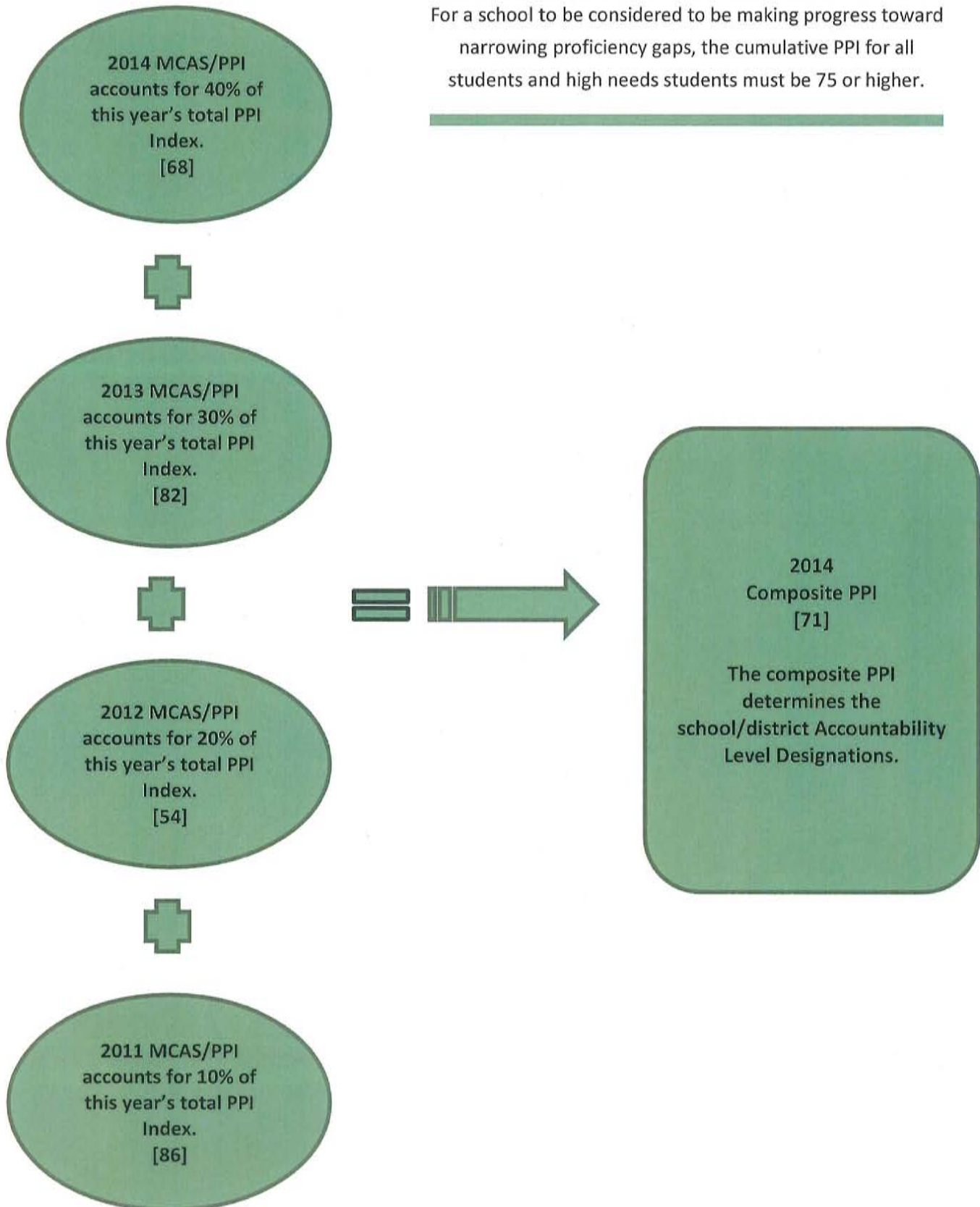
- PPI (performance and progress index) is a new measure designed to assess district and school improvement that includes both growth and proficiency.
- PPI replaces AYP (Adequate Yearly Progress), as a measure of Accountability.
- PPI includes data on narrowing proficiency gaps, growth (SGP), MCAS participation, 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

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.



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 2014, ten (10) CPS schools were classified as Level 1 Schools – Baldwin, Cambridgeport, Fletcher Maynard Academy (FMA), King, Morse, Peabody, Tobin, Cambridge Street Upper School (CSUS), Rindge Avenue Upper School (RAUS), and CRLS.

Four (4) CPS schools were classified as Level 2 Schools - Amigos, Haggerty, Graham & Parks, and Vassal Lane Upper School (VLUS).

Three (3) of the district's schools were classified as Level 3 Schools – Kennedy-Longfellow, King Open, and Putnam Ave. Upper School (PAUS). 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 th 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 th percentile or lower relative to all subgroups in the state, and (B) placing in the 20 th 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

2014 Accountability Status of CPS Schools

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

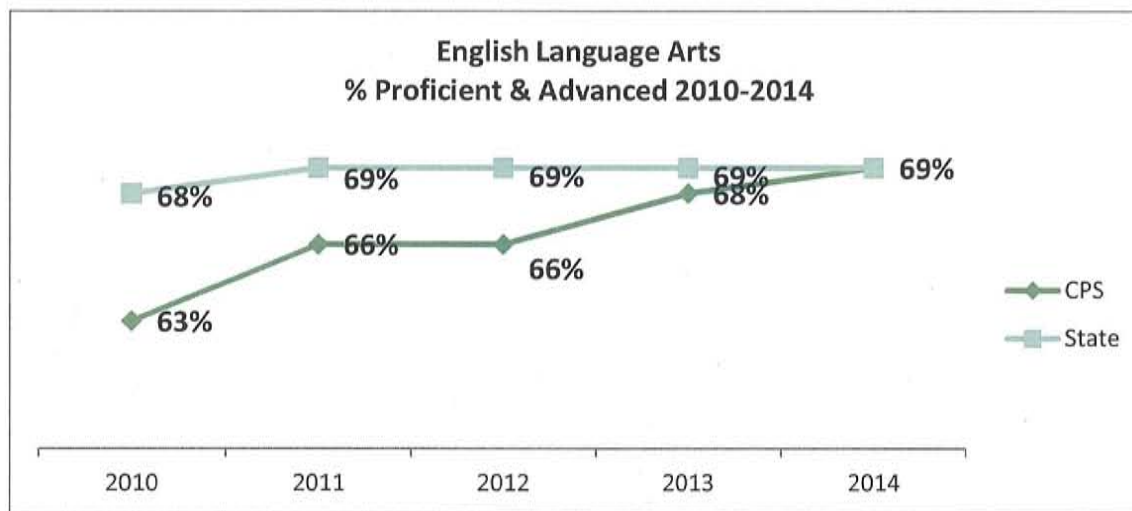
School	Subgroup	4-year Cumulative PPI	Met Target	School Level
Amigos	Aggregate	96	YES	Level 2
	High Needs	66	NO	
Baldwin	Aggregate	90	YES	Level 1
	High Needs	84	YES	
Cambridgeport	Aggregate	92	YES	Level 1
	High Needs	82	YES	
Fletcher/Maynard	Aggregate	97	YES	Level 1
	High Needs	100	YES	
Graham & Parks	Aggregate	56	NO	Level 2
	High Needs	51	NO	
Haggerty	Aggregate	68	NO	Level 2
	High Needs	82	YES	
Kennedy - Longfellow	Aggregate	68	NO	Level 3
	High Needs	60	NO	
King Open	Aggregate	76	YES	Level 3 (Focus School)
	High Needs	63	NO	
King	Aggregate	93	YES	Level 1
	High Needs	93	YES	
Morse	Aggregate	80	YES	Level 1
	High Needs	79	YES	
Peabody	Aggregate	88	YES	Level 1
	High Needs	78	YES	
Tobin	Aggregate	94	YES	Level 1
	High Needs	100	YES	
CSUS	Aggregate	77	YES	Level 1
	High Needs	84	YES	
PAUS	Aggregate	51	NO	Level 3
	High Needs	42	NO	
RAUS	Aggregate	83	YES	Level 1
	High Needs	90	YES	
VLUS	Aggregate	57	NO	Level 2
	High Needs	50	NO	
CRLS	Aggregate	82	YES	Level 1
	High Needs	79	YES	

Overall MCAS Performance

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, 69% students scored proficient or advanced as compared to 69% of students across the state. This represents a 1% increase from the prior year and a 6% increase over the past 6 years for CPS. The five-year trend for the state reflects a 1% increase.



Subgroup Performance

When analyzing the results of CPS subgroups, the district looks at annual results as well as trends over time. With the exception of Asian, White, and Students with disabilities, subgroup populations of students increased their proficiency in English Language Arts from 2013-2014. ELL/FELL, Low Income, and African American/Black increased 10%, 3%, and 4% respectively. All subgroups in Cambridge also outperformed their counterparts at the state.

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 and White students sustained improvement from 2010 to 2014 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
2013-2014**

	CPS		State	
	2013	2014	2013	2014
All Students	68%	69%	69%	69%
Sts. w/ disabilities	31%	31%	30%	30%
ELL/FELL	33%	43%	34%	36%
Low-Income	51%	54%	50%	51%
African American/Black	49%	53%	50%	52%
Asian	79%	79%	78%	78%
Hispanic/Latino	55%	59%	45%	47%
White	84%	83%	76%	76%
High Needs	50%	52%	49%	50%

**ELA - All Grades - % Proficient/Advanced
5 year trend 2010-2014**

	CPS -ELA		CPS change	State change
	2010	2014		
All Students	63%	69%	6%	1%
Sts. w/ disabilities	27%	31%	4%	2%
ELL/FELL	26%	43%	17%	4%
Low Income	48%	54%	6%	4%
African American/Black	46%	53%	7%	5%
Asian	73%	79%	6%	3%
Hispanic/Latino	53%	59%	6%	4%
White	80%	83%	3%	0%

ELA Proficiency by Grade Level

There were improvements from 2013 to 2014 in the percent of students scoring in the proficient/advanced categories at grades 3, 5, and 7. In grades 3, 4, and 5, students in CPS exceeded the state in percent proficient by 9%, 3%, and 3% respectively.

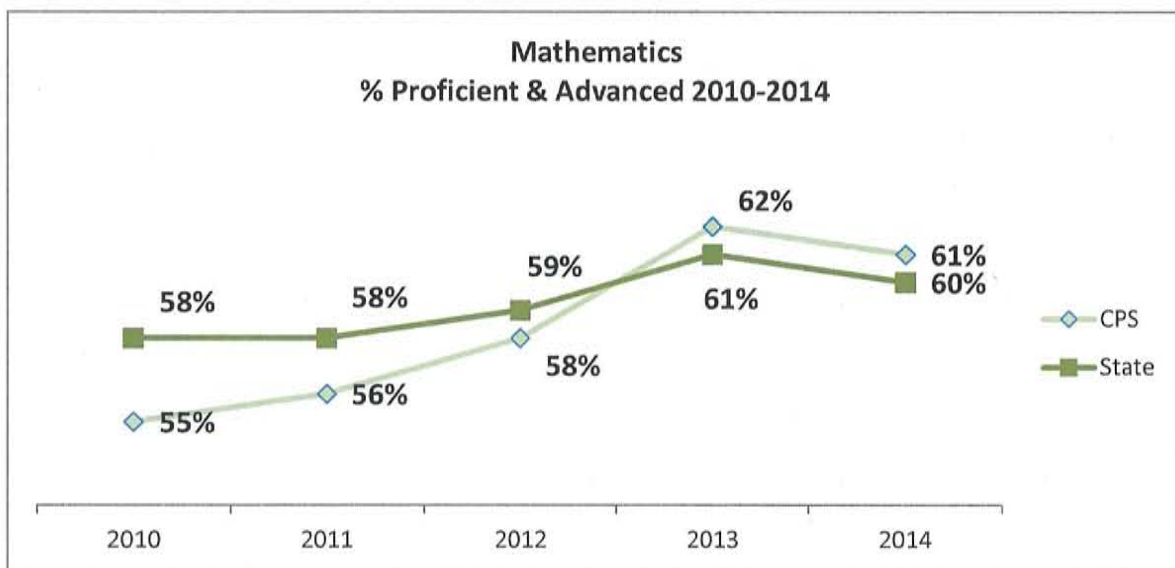
The results for grades 6, 7, 8, and 10 were below the state. Proficiency rates for grade 6 stayed the same while proficiency rates in grade 8 and 10 decreased by 1% and 3% respectively. Even though grade 4 student outperformed the state, there was a decrease in percent proficient of 2%.

**MCAS 2014 - % Proficient/Advanced in ELA by Grade Level
2012-2014**

	CPS				State		
	2012	2013	2014		2012	2013	2014
Grade 3	64%	58%	66%		61%	57%	57%
Grade 4	51%	59%	57%		57%	53%	54%
Grade 5	59%	63%	67%		61%	66%	64%
Grade 6	66%	64%	64%		63%	67%	68%
Grade 7	71%	65%	67%		71%	72%	72%
Grade 8	71%	77%	76%		81%	78%	79%
Grade 10	86%	90%	87%		88%	91%	90%

Mathematics

With respect to the performance of all CPS students tested in Mathematics in grades 3-10, 61% of students scored proficient or advanced in Mathematics as compared to 61% across the state. This represents a 1% decrease from the prior year and a 6% increase over the past 5 years for CPS. The five year trend for the state reflects a 2% increase.



Subgroup Performance

The proficiency of ELL/FELL, Low Income, African American/Black and High Needs student subgroups in Math increased while the performance of all other subgroups either decreased or stayed the same.

All subgroups, with the exception of Asian students, improved by at least 5% from 2010 to 2014.

Over the past 5 years, in Cambridge, there has been a 6% 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
2013-2014**

	CPS		STATE	
	2013	2014	2013	2014
All Students	62%	61%	61%	60%
Sts. w/ disabilities	26%	26%	23%	23%
ELL/FELL	36%	41%	35%	35%
Low-Income	44%	45%	41%	41%
African American/Black	41%	43%	39%	39%
Asian	79%	75%	79%	79%
Hispanic/Latino	50%	50%	39%	39%
White	79%	77%	67%	67%
High Needs	43%	44%	40%	40%

**MATH - All Grades - % Proficient/Advanced
5 year trend 2010-2014**

	CPS-Math		CPS change	State change
	2010	2014		
All Students	55%	61%	6%	1%
Sts. w/ disabilities	20%	26%	6%	2%
ELL/FELL	29%	41%	12%	4%
Low Income	40%	45%	5%	4%
African American/Black	37%	43%	6%	4%
Asian	73%	75%	2%	4%
Hispanic/Latino	41%	50%	9%	5%
White	72%	77%	5%	3%

Math Proficiency by Grade Level

There were improvements in the percent of students scoring in the proficient/advanced categories in Math at grades 3, 5, and 7. In grade 3, there was a 10% increase and in grade 5, a 7% increase and in grade 7 a 4% increase. All other grades had decreases in proficiency ranging from 3% to 12% in grade 8.

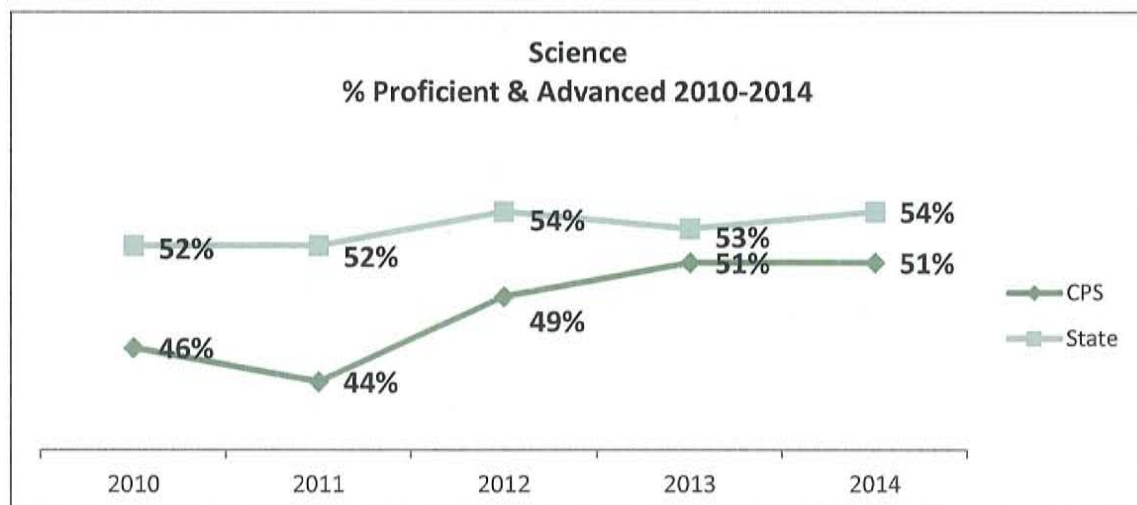
In grades 3, 4, 5, and 10 CPS results were higher than the state; grade 7 results were equal to the state.

**MCAS 2014 - % Proficient/Advanced in Math by Grade Level
2012-2014**

	CPS				State		
	2012	2013	2014		2012	2013	2014
Grade 3	65%	67%	77%		61%	66%	68%
Grade 4	47%	62%	54%		51%	52%	52%
Grade 5	54%	56%	63%		57%	61%	61%
Grade 6	56%	61%	55%		60%	61%	60%
Grade 7	52%	46%	50%		51%	52%	50%
Grade 8	50%	58%	46%		52%	55%	52%
Grade 10	83%	83%	80%		78%	80%	79%

Science

With respect to the performance of all CPS students tested in Science in grades 5, 8, and 10, 51% of students scored proficient or advanced in Science as compared to 54% across the state. This represents a 5% increase over the past 5 years for CPS. The five year trend for the state reflects a 2% increase.



Subgroup Performance

The proficiency of all student subgroups, except ELL/FELL and low income students, in Science increased between 2013 and 2014. Students with disabilities and Hispanic students had increases of 6% in the percentage of proficient/advanced. In the past three years, African American/Black students have had an increase of 6% as well as English language learners.

Science – All Grades – Proficient/Advanced

2013-2014

	CPS		STATE	
	2013	2014	2013	2014
All Students	51%	51%	53%	54%
Sts. w/ disabilities	11%	17%	21%	21%
ELL/FELL	20%	18%	19%	18%
Low-Income	32%	32%	32%	33%
African American/Black	30%	31%	29%	30%
Asian	65%	66%	67%	67%
Hispanic/Latino	34%	40%	27%	28%
White	68%	70%	61%	63%
High Needs	29%	31%	32%	33%

SCIENCE - All Grades - % Proficient/Advanced

3 year trend 2012-2014

	CPS-Science		CPS change	State change
	2012	2014		
All Students	49%	51%	2%	1%
Sts. w/ disabilities	17%	17%	0%	1%
ELL/FELL	12%	18%	6%	1%
Low Income	30%	32%	2%	3%
African American/Black	25%	31%	6%	3%
Asian	66%	66%	0%	3%
Hispanic/Latino		40%		3%
White	74%	70%	-4%	1%
High Needs	29%	31%	2%	0%

Science Proficiency by Grade Level

In 2014, proficiency rates increased in grade 5 from the prior year by 6%. Grade 8 results declined by 6% and Grade 10 stayed the same. Science results both in Cambridge and across the state continue to be an area of needed focus.

MCAS 2014 - % Proficient/Advanced in Science

	CPS				State		
	2012	2013	2014		2012	2013	2014
Grade 5	45%	44%	50%		52%	51%	53%
Grade 8	38%	41%	35%		43%	39%	42%
Grade 10	65%	69%	69%		69%	71%	71%

Growth

MCAS 2014 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 (53rd percentile) and Math (52nd percentile) had average growth overall. No grade had above average growth (60 or higher) and only grade 5 Math and grade 10 ELA had lower growth (below 50). This is the second time that Math in grade 5 has had low growth and the 4th time that Grade 10 ELA growth has been in the 40's.

Student Growth by Grade and Subject

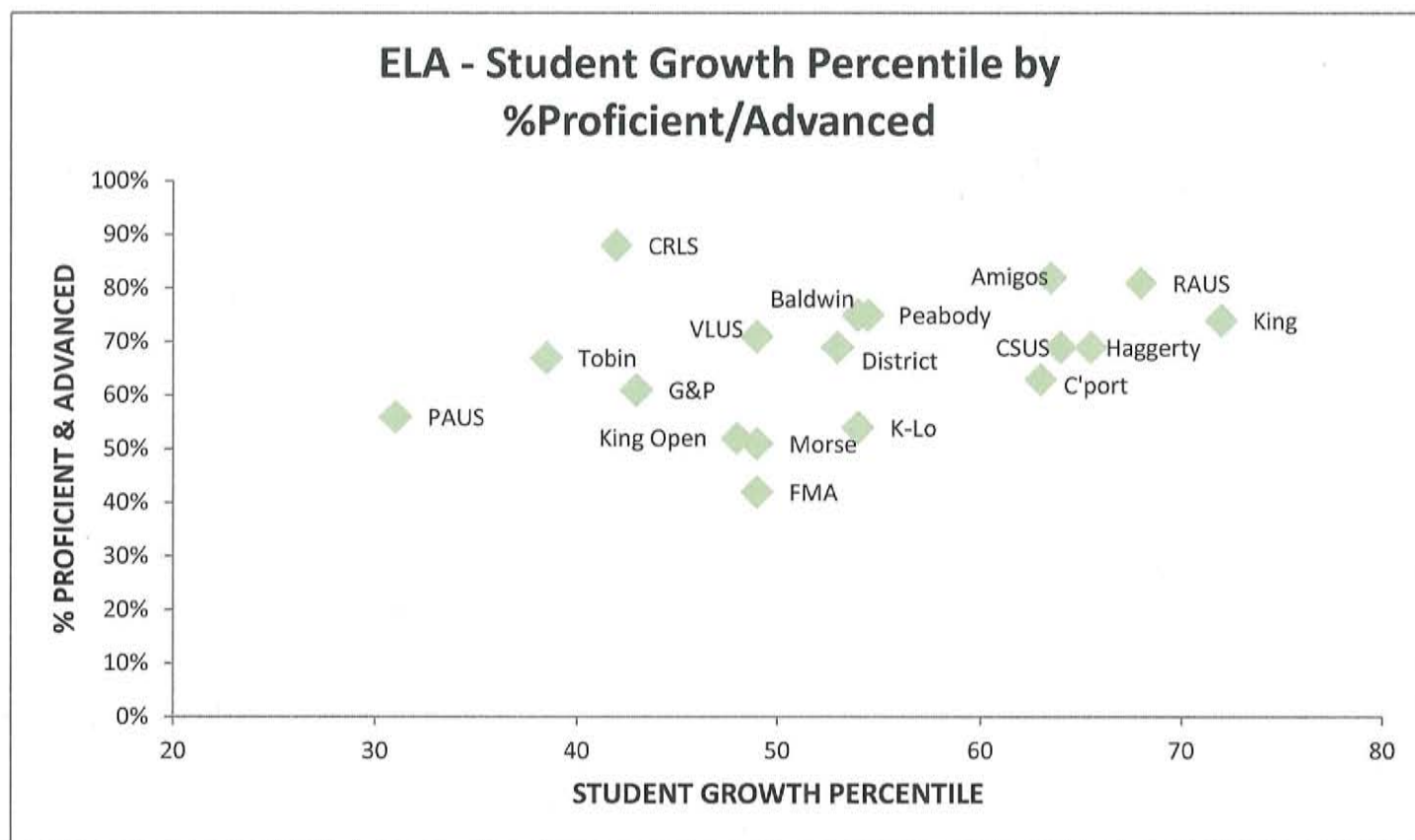
Grade and Subject	Cambridge Public Schools		State	
	Median SGP 2013	Median SGP 2014	Median SGP 2013	Median SGP 2014
Grade 4 - English	52	56	49	49
Grade 4 - Math	61	57	54	50
Grade 5 - English	53.5	54	52	50
Grade 5 - Math	49	43	54	50
Grade 6 - English	62	56	52	50
Grade 6 - Math	54	50	50	50
Grade 7 - English	45	56	48	50
Grade 7 - Math	47	52	46	50
Grade 8 - English	54	56	50	50
Grade 8 - Math	58	55	50	50
Grade 10 - English	46	41.5	57	50
Grade 10 - Math	56	59	51	50
ALL GRADES - ENGLISH	51	53	51	50
ALL GRADES - MATH	55	52	51	50

Student Growth by Race/Ethnicity

Both Asian and White students have higher growth in ELA and Math. In both ELA and Math, students with disabilities had lower than average growth. In general growth was lower for most subgroups this year, with the exception of Asian and White students. African American/Black students had similar growth to last year.

	ELA		MATH	
	2013	2014	2013	2014
Asian	58	64	62.5	58.5
African American/Black	47	47	46	47
Hispanic	50	49	49	51
White	55	56	58.5	57
Students w Disabilities	45	43	46	43
Low Income	50.5	47	48	48
ELL/FELL	66	57	59.5	54
High Needs	49	47	48	47

Student Growth and Performance by Schools



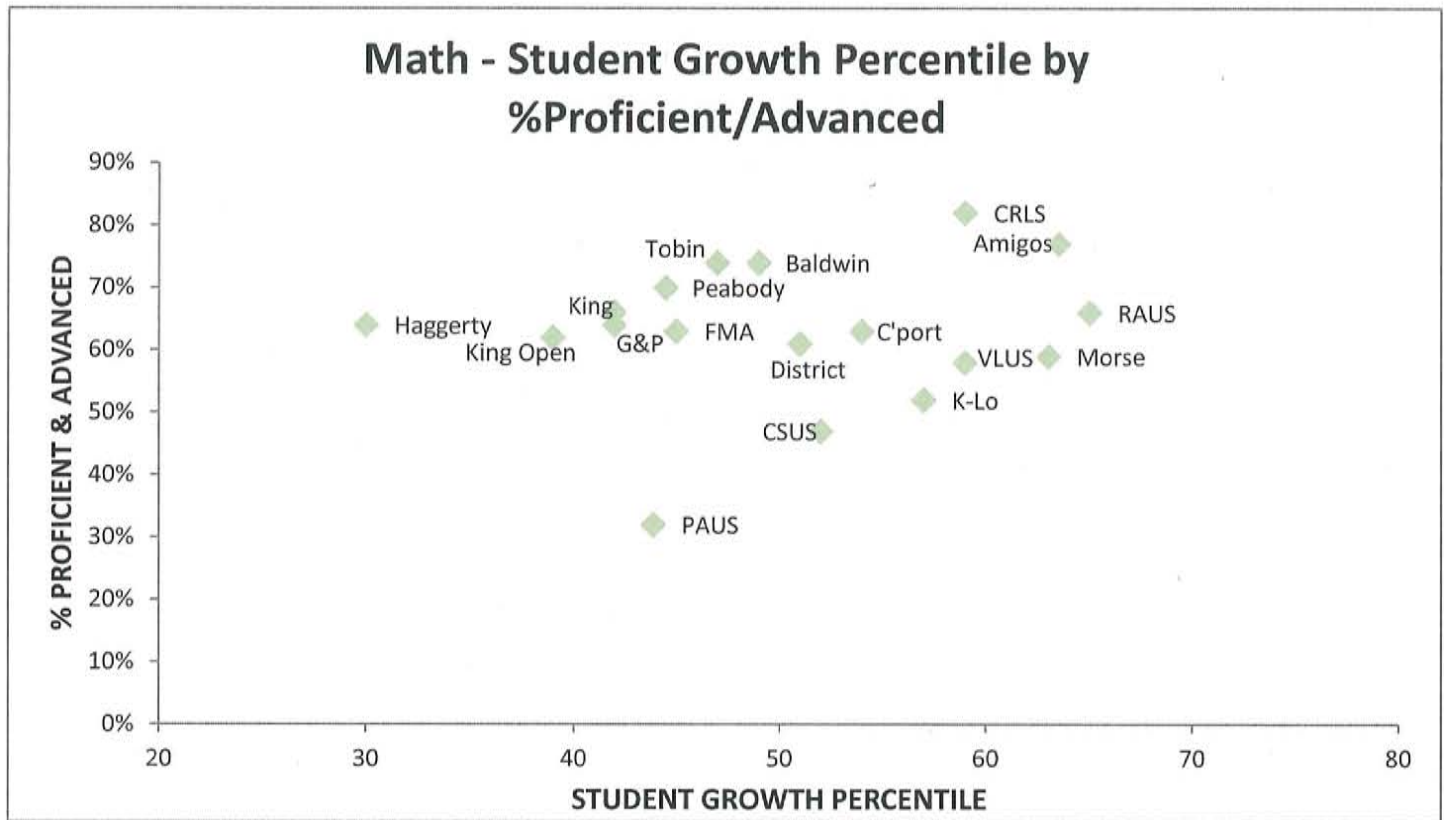
Student Growth by School – English Language Arts

In English Language Arts, six schools had above average growth (Amigos, Cambridgeport, Haggerty, King, Cambridge St. Upper School, and Rindge Ave. Upper School).

	SGP	% Prof/Adv		SGP	% Prof/Adv
Amigos School	63.5	82%	CRLS	42	88%
Cambridgeport	63	63%	CSUS	64	69%
Fletcher/Maynard	49	42%	PAUS	31	56%
Graham and Parks	43	61%	RAUS	68	81%
Haggerty	65.5	69%	VLUS	49	71%
John M Tobin	38.5	67%	District	53	69%
Kennedy-Longfellow	54	54%			
King Open	48	52%			
Maria L. Baldwin	54	75%			
Martin Luther King	72	74%			
Morse	49	51%			
Peabody	54.5	75%			

Student Growth by School – Math

In Math, three schools had above average growth (Amigos, Morse, and Rindge Avenue Upper School (RAUS)).



	SGP	% Prof/Adv		SGP	% Prof/Adv
Amigos	63.5	77%	CRLS	59	82%
Cambridgeport	54	63%	CSUS	52	47%
Fletcher/Maynard	45	63%	PAUS	43.9	32%
Graham & Parks	42	64%	RAUS	65	66%
Haggerty	30	64%	VLUS	59	58%
Tobin	47	74%	District	51	61%
Kennedy-Longfellow	57	52%			
King Open	39	62%			
Baldwin	49	74%			
King	42	66%			
Morse	63	59%			
Peabody	44.5	70%			

Individual School Results

Percent Proficient and Advanced by School and Grade

ELA	Percent Proficient & Advanced								All Grades % Advanced
	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	All Grades	Grade 10	
Amigos School	80%	75%	88%	85%	77%	83%	82%		32%
Cambridgeport	54%	47%	90%				63%		21%
Fletcher/Maynard	43%	45%	33%				42%		9%
Graham and Parks	79%	36%	67%				61%		11%
Haggerty	64%	73%	71%				69%		18%
John M Tobin	68%	63%	71%				67%		15%
Kennedy-Longfellow	76%	32%	52%				54%		9%
King Open	53%	40%	65%				52%		18%
Maria L. Baldwin	75%	71%	79%				75%		31%
Martin Luther King	57%	89%	77%				74%		31%
Morse	43%	59%	52%				51%		12%
Peabody	89%	71%	63%				75%		29%
CSUS				54%	68%	86%	69%		14%
PAUS				47%	64%	59%	56%		6%
RAUS				79%	76%	89%	81%		21%
VLUS				79%	63%	69%	71%		18%
CRLS								88%	38%

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	90%	89%	81%	67%	59%	65%	77%		45%
Cambridgeport	65%	40%	83%				63%		37%
Fletcher/Maynard	67%	55%	72%				63%		25%
Graham and Parks	79%	48%	64%				64%		34%
Haggerty	75%	61%	54%				64%		22%
John M Tobin	90%	66%	66%				74%		40%
Kennedy-Longfellow	73%	29%	52%				52%		26%
King Open	83%	40%	65%				62%		31%
Maria L. Baldwin	86%	64%	71%				74%		46%
Martin Luther King	76%	67%	54%				66%		35%
Morse	73%	42%	65%				59%		24%
Peabody	91%	63%	55%				70%		46%
CSUS				51%	42%	47%	47%		23%
PAUS				31%	43%	23%	32%		11%
RAUS				71%	58%	67%	66%		38%
VLUS				70%	57%	49%	58%		34%
CRLS								82%	56%

Science	Percent Proficient & Advanced				All Grades % Advanced
	Grade 5	Grade 8	Grade 10	All Grades	
Amigos School	73%	57%		65%	20%
Cambridgeport	77%				37%
Fletcher/Maynard	28%				6%
Graham and Parks	45%				21%
Haggerty	50%				11%
John M Tobin	52%				17%
Kennedy-Longfellow	36%				18%
King Open	58%				28%
Maria L. Baldwin	58%				26%
Martin Luther King	54%				27%
Morse	48%				16%
Peabody	38%				20%
CSUS		39%			2%
PAUS		17%			0%
RAUS		47%			4%
VLUS		35%			2%
CRLS			71%		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	74.5	57	70	75	53		63.5
Cambridgeport	49	78					63
Fletcher/Maynard	46						49
Graham and Parks	32	57.5					43
Haggerty	61	66					65.5
John M Tobin	37	40					38.5
Kennedy-Longfellow	55.5	54					54
King Open	45	53					48
Maria L. Baldwin	59	47					54
Martin Luther King	86	44					72
Morse	52	45					49
Peabody	80	30.5					54.5
CSUS			57	74	64		64
PAUS			26	35	31		31
RAUS			69	67.5	64		68
VLUS			59	31	54		49
CRLS						42	42

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	76	73	50	55	64		63.5
Cambridgeport	51	54					54
Fletcher/Maynard	57						45
Graham and Parks	56	29.5					42
Haggerty	42	21.5					30
John M Tobin	70	38					47
Kennedy-Longfellow	71.5	52					57
King Open	38	41.5					39
Maria L. Baldwin	49	53					49
Martin Luther King	80	26					42
Morse	60.5	69					63
Peabody	62.5	25.5					44.5
CSUS			50	58.5	54		55
PAUS			29	38	29.5		31
RAUS			67	61	76		67
VLUS			54	51.5	47		51
CRLS						59	59

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

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. Any school newly identified as a Level 3 school 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: Self-Reflection, Development, Implementation, and Monitoring. The revised planning system will include 3 sections: - data analysis - improvement plan -action plan. As part of this process, the Teaching & Learning Team will conduct an internal rubric-based review of all plans including, feedback guidance, benchmarking check-ins and facilitation as needed
5. The district will continue 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 continue working 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 begin year 2 of a 6-step cyclical process by which all district curricula is analyzed, designed, implemented and evaluated in a systematic and collaborative manner.
8. The Office of Student Services will continue the 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.
9. 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. SY: 14015 is year 2 of training implementation
10. The district will collaboratively develop a multi-year District Improvement Plan (DIP). Using district goals and initiatives, this plan will include measurable objectives and a time benchmarked action plan
11. The district will launch the High Expertise Teaching project with guidance and support from Research for Better Teaching. A key goal of this project is to raise expectations and the level of instruction and observation across all classrooms, schools, and content areas.