

MCAS and Adequate Yearly Progress Report

Cambridge Public Schools

Presentation to Cambridge School Committee

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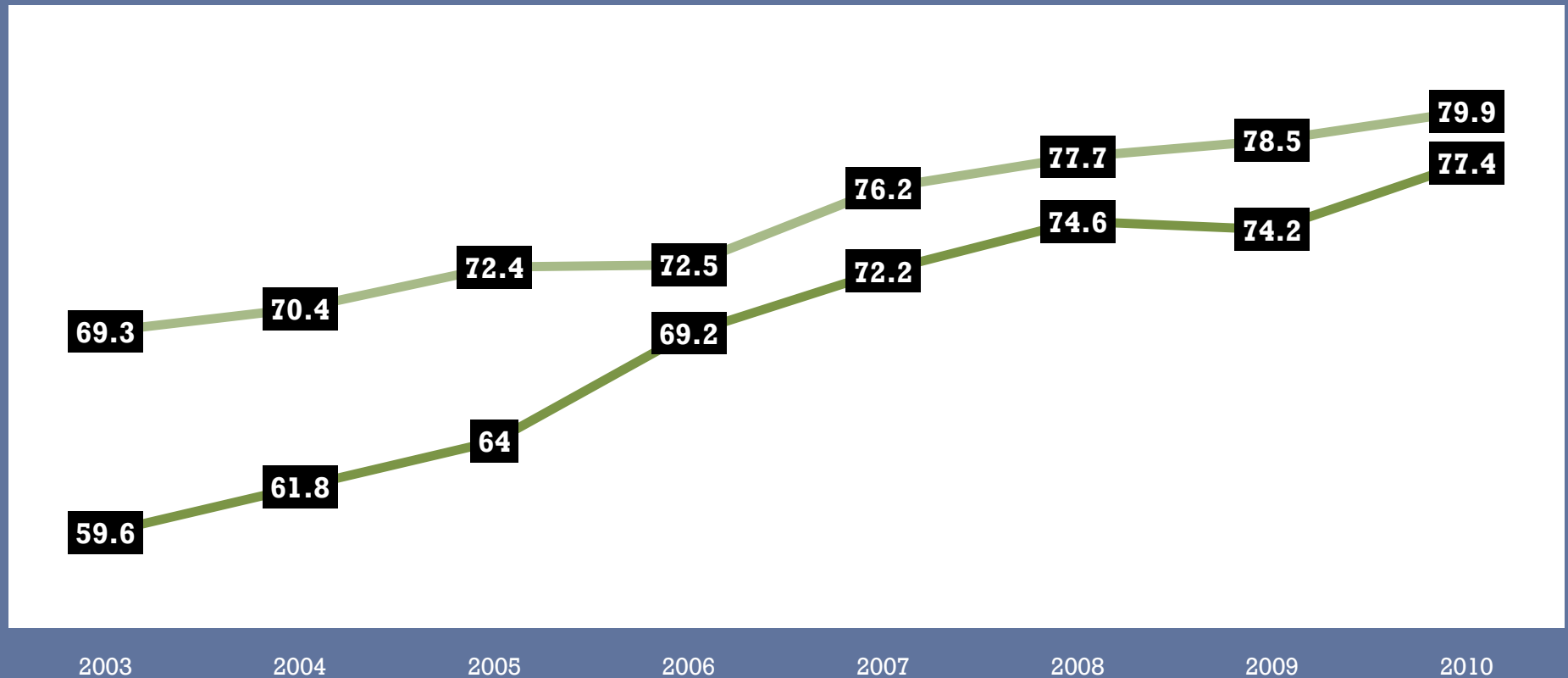
MCAS Highlights

Overall Performance

MCAS Progress Over Time Math

Composite Performance Index (CPI) 2003 - 2010

— Cambridge — State



% Proficient & Advanced

Impressive gains in math

Grade	% Proficient Advanced	Improvement 2009-2010	Improvement 2006-2010
Grade 3	65%	8%	13%
Grade 5	53%	11%	18%
Grade 7	52%	11%	23%
CRLS/ HSEP	81%	13%	20%

Mathematics Areas of Focus

Grade 4

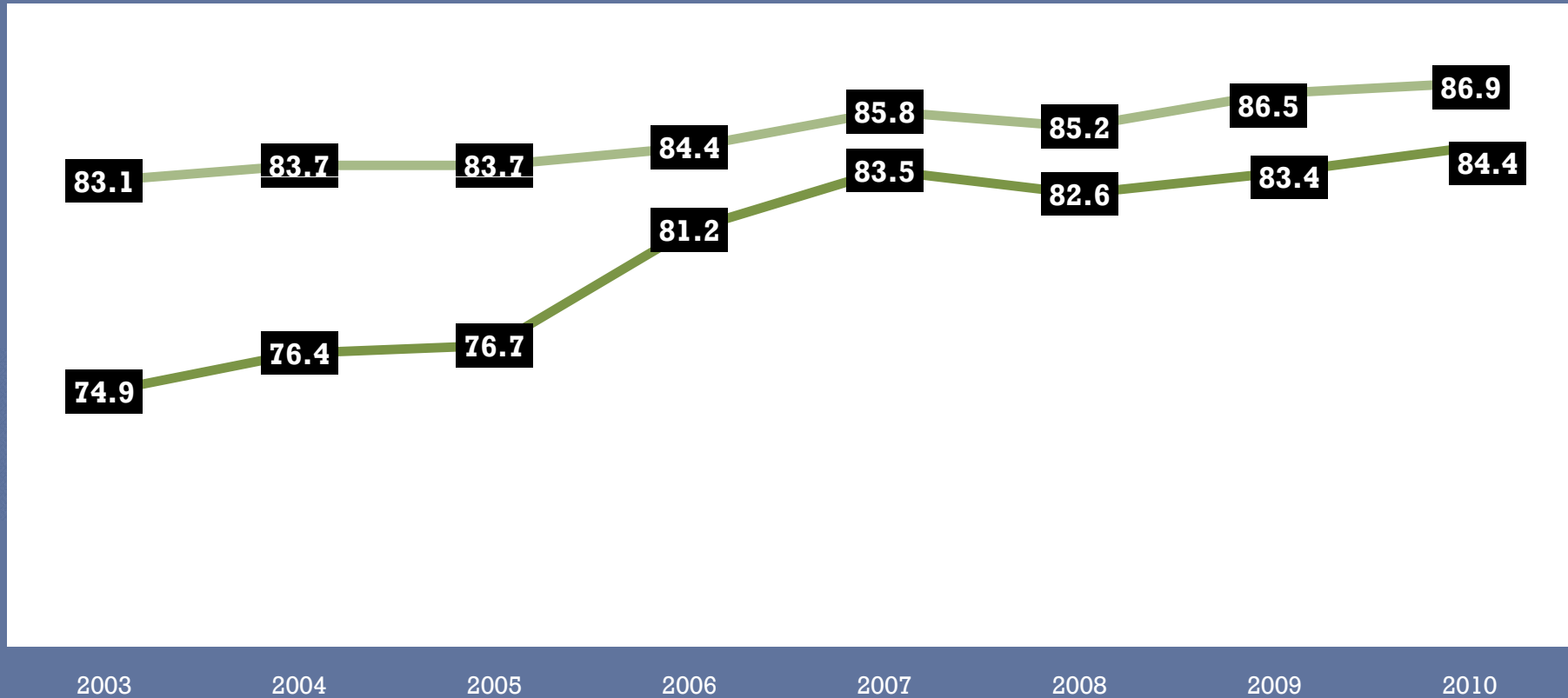
Grade 6

Grade 8

MCAS Progress Over Time ELA

Composite Performance Index (CPI) 2003 - 2010

— Cambridge — State



% Proficient & Advanced

Continued Improvement in ELA

Grade	% Proficient Advanced	Improvement 2009-2010	Improvement 2006-2010
Grade 3	60%	3%	7%
Grade 5	59%	8%	5%
Grade 7	71%	7%	19%

ELA Areas of Focus

Grade 4

Grade 6

Grade 8	75%	-3%	7%
CRLS/HSEP	73%	-1%	6%

% Proficient & Advanced

Gains in Science (grades 5 and 10)

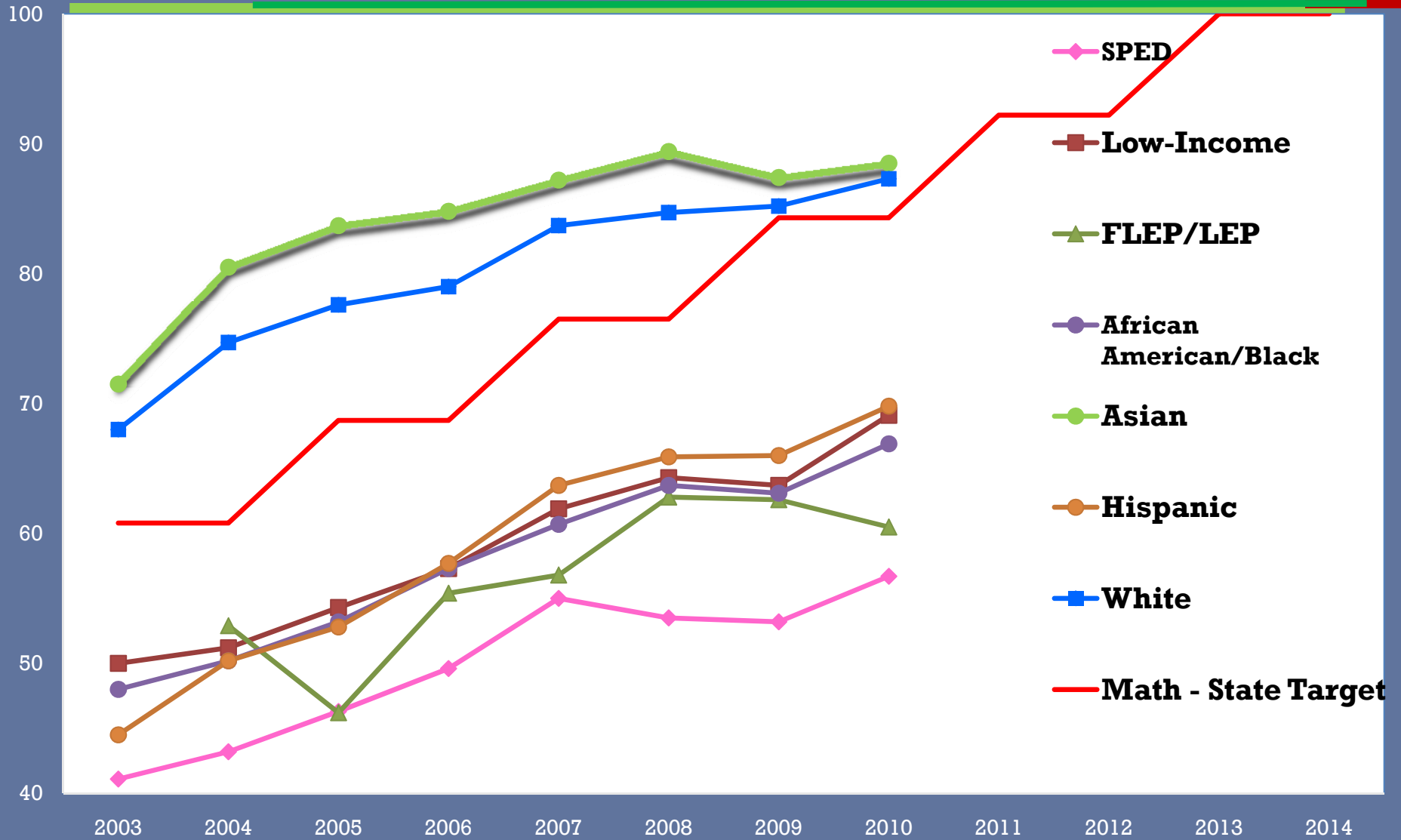
* 90% of CRLS/HSEP 10th graders passed science graduation requirement

Grade	% Proficient Advanced	Improvement 2009-2010	Improvement 2006-2010
Grade 5	45%	11%	13%
Grade 8	34%	5%	1%
CRLS/HSEP*	61%	14%	14% 2008-2010

Achievement Gap

CPI in Math 2003-2010

Goal
100
points



Achievement Gap Progress in Math

Even though there are still significant gaps in performance between subgroups, **every subgroup improved** (except for F/LEP students)

African American/Black students improved their overall performance by 3.8 CPI points and improved their proficiency rates at all grade levels (except for 4th & 6th grade)

Achievement Gap Progress in Math

Hispanic students improved their overall performance by 3.8 CPI points and improved their proficiency rates at all grade levels (except for 4th grade)

Low Income students improved 5.4 CPI points and improved their proficiency rates at all grade levels (except for 6th grade)

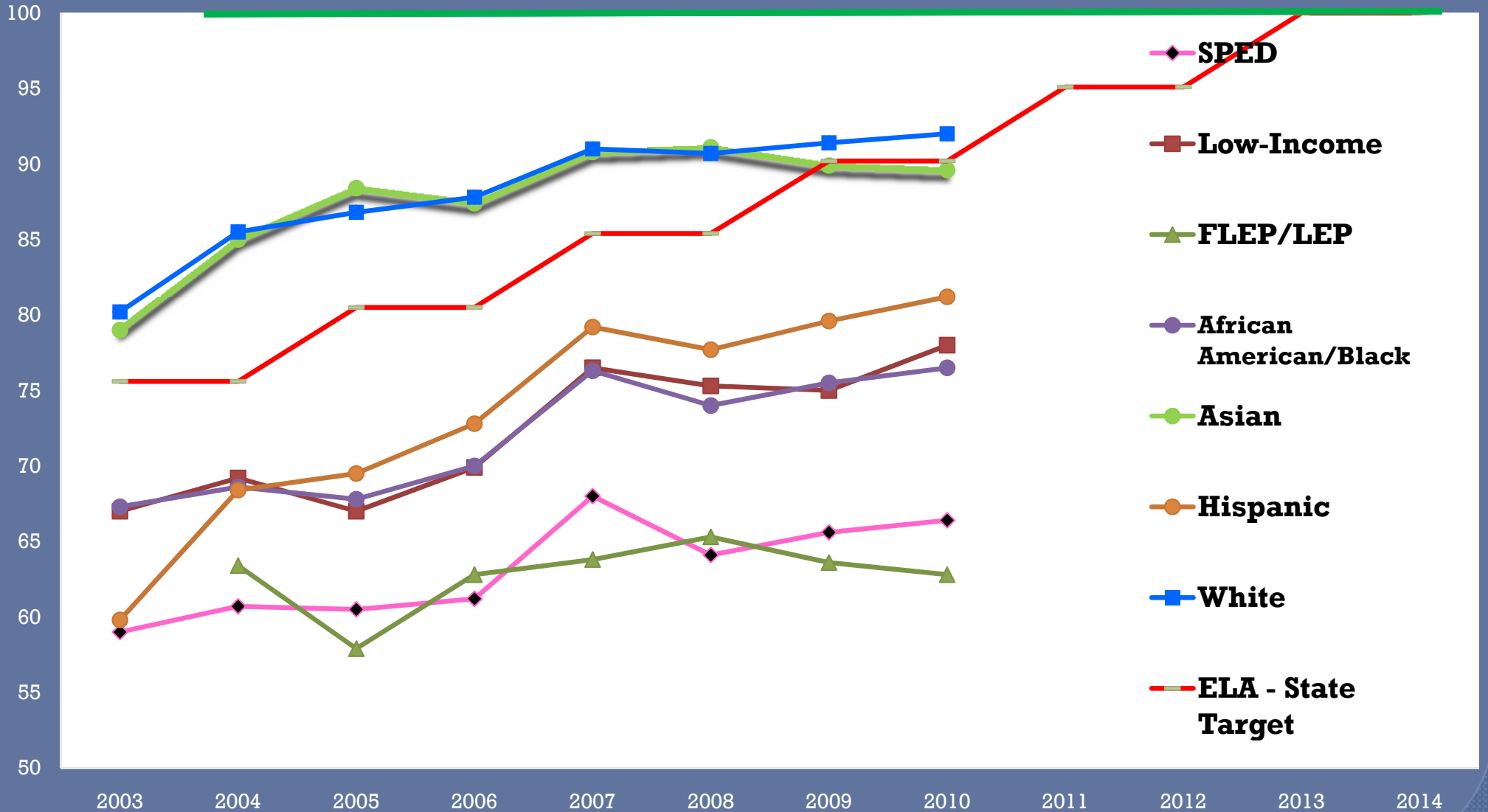
Achievement Gap Progress in Math

The performance of **students with special needs** increased by 3.5 CPI points and their proficiency rates improved at all **grades** (except for 6th grade)

However, the overall proficiency rates are quite low.

CPI in ELA 2003-2010

Goal 100 points



Achievement Gap Progress in ELA

Even though there are still significant gaps in performance between subgroups, **every subgroup improved** (except for F/LEP & Asian students)

African American/Black students improved their overall performance by 1.0 CPI point and improved their proficiency rates at grades 3, 5 and 7

Achievement Gap Progress in ELA

Hispanic students improved their overall performance by 3.8 CPI points & improved their proficiency rates at grades 4, 5 and 8

Low Income students improved 3.0 CPI points and improved their proficiency rates at 5th and 7th grade levels

Achievement Gap Progress in ELA

The performance of **students with special needs** increased by .8 CPI points and their proficiency rates improved at grades 6,7 and 10.

However, the overall proficiency rates are quite low.

Student Growth Percentiles (SGP)

Measures a student's progress by comparing to "academic peers" across the state

Student results included in parent reports

CPS Student Growth

Median student growth is 50

Average growth band 40-60

All CPS grades showed typical growth

Areas of focus

- Grade 4 ELA SGP - 45
- Grade 4 Math SGP - 47
- Grade 10 ELA SGP - 41

Growth by School

English Language Arts

Amigos, Kennedy-Longfellow, Martin Luther King
higher than average growth

Mathematics

Fletcher-Maynard, Graham & Parks, Haggerty
higher than average growth

Adequate Yearly Progress

AYP Status of CPS

English Language Arts

made AYP in the aggregate
Performance rating - High
“in need of improvement” subgroups

Math

made AYP in the aggregate
Performance rating - Moderate
“in need of improvement” subgroups

Specific student subgroups include:

Special Education
African American/Black
Hispanics
Low Income
F/LEP

Adequate Yearly Progress

Statewide Perspective

982 schools (57%) & 123 districts (32%) listed as in need of improvement

Located in 72% of Mass school districts

Increase in districts “in need of improvement” from 2009

State's Framework for Accountability & Assistance

Every district in Commonwealth is
represented in one of five “levels”

Districts requiring least state intervention
in Level 1

Cambridge is in Level 2

Number of Schools Making AYP

	ELA		Math	
	aggregate	subgroups	aggregate	subgroups
schools	8	3	8	5

Action Steps

Meeting the Needs of All Students

Action Steps

Focus on Differentiated Instruction

Administrators, Teachers, Paraprofessionals

Revised School Improvement Plans

Response to Intervention

Curriculum Review Cycle

Broadening of 8th -9th Grade Transition Teams

Action Steps

Collaboration between Math and Special Education departments

Continuation of Category training to support teachers in meeting needs of F/LEP students

Empowering Multicultural Initiatives (EMI) training with Brookline Public Schools

Teacher Evaluation Task Force