



CITY OF
CAMBRIDGE
AMERICA'S MOST WALKABLE CITY
Office of the Mayor | Henrietta Davis

5

May 16, 2013

TO: DONNA P. LOPEZ, INTERIM CITY CLERK
FROM: MAYOR HENRIETTA DAVIS
RE: SCHOOL BUDGET

Please place the attached memorandum on Communications and Reports from City Officers for the May 20, 2013 meeting.
Thank you for your attention in this matter.





CITY OF
CAMBRIDGE
AMERICA'S MOST WALKABLE CITY
Office of the Mayor | Henrietta Davis

Memorandum

To: City Council
From: Mayor Henrietta Davis
RE: FY14 School Budget
Date: May 13, 2013

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OFFICE OF THE CITY CLERK
CAMBRIDGE, MASSACHUSETTS

In the interest of addressing issues raised at Thursday's school budget hearing I am working with chairs of the budget committees and with the administration to provide answers, especially those related to the budget.

Of the concerns raised that are not specifically related to the budget, I am happy to work with Councillors and the administration. I will also be happy to schedule a City Council/School Committee Roundtable to pick up on non-budget issues before the summer recess – early childhood development will be one of the topics.

FYI: Attached are documents addressing the Wraparound Zone; the position of Program Evaluator; and Controlled Choice – for more on controlled choice please come by the School Committee hearing on Controlled Choice tomorrow (5/14/13) at 6:00 PM. I am also in the process of collecting information on: School Planning, the Student Data Report, Charter Schools, and School Climate.

-HD

Cc: School Committee; Robert Healy, City Manager; Rich Rossi, Deputy City Manager; Louie DePasquale, City Treasurer; Donna Lopez, City Clerk

To: Cambridge School Committee

From: Superintendent Jeff Young

Re: Formal Recommendation for Full Circle Wraparound Zone Program

Date: February 1, 2013

The initial planning for phase two of Full Circle, the opening of the Scholar College preschool program for students ages 3 years and above, has been completed. Principal Robin Harris, her team, and members of my staff have worked together to select curriculum, develop the FY14 proposed budget, and identify the enrollment plan detailed in this memo. I am pleased to present this recommendation to the School Committee for your approval and the opening of Scholar College in September 2013.

Scholar College

Scholar College will open in September with one class serving approximately 18 students. The classroom will be staffed by one teacher and one teaching assistant, for a total of 2 FTE's. As part of the Fletcher Maynard Academy (FMA), Scholar College will offer an eight-hour extended day, funded by FMA's Expanded Learning Time grant. We will continue to explore the possibility of afterschool care with the Department of Human Services.

Scholar College will use the *High Scope Preschool Curriculum*, which is based on the dimensions of school readiness identified by the National Education Goals Panel. This curriculum focuses on eight content areas:

1. Approaches to learning
2. Social and emotional development
3. Physical development and health
4. Language, literacy, and communication
5. Mathematics
6. Creative arts
7. Science and technology
8. Social studies

The Full Circle Curriculum Subcommittee selected High Scope after researching a number of programs and talking with schools in New York and New England implementing High Scope. The committee selected this curriculum because of its focus on oral language, cognitive learning, participatory learning, independence, and persistence. In addition, many of the schools in New York using High Scope have found success with student populations whose demographics are similar to FMA and the Full Circle zone.

FY14 Budget Request

The funding required to launch Scholar College in FY14, if approved, will be included in the FMA budget. Costs include the following:

Scholar College teaching staff 1 teacher, 1 paraprofessional, plus benefits (2 FTE's)	\$114,000
Classroom furniture and materials	\$8,500
High Scope curriculum	\$3,000
Scholar College parent program	\$5,000
Total budget	\$130,500

The Scholar College parent program budget includes funding for facilitators to provide parent training, outreach initiatives, incentives, and food and child care for family activities.

Student Assignment Guidelines

Student assignment for Scholar College will be modeled on the Montessori program. Like Montessori, this FMA preschool will be a citywide program with no proximity preference. The entry age for students will be 3 years by August 31st, like Montessori. Scholar College students will remain at FMA for their elementary education, similar to the Montessori program. Transportation will not be provided for Scholar College students, as it is not for Montessori.

In the student assignment process for Scholar College, preferences will be given to children who are:

- Siblings of current FMA students
- Baby U alumni of the Full Circle Baby U program offered at FMA
- Baby U alumni of any Cambridge Baby U cohort

Students attempting to enroll in Scholar College will be awarded school assignment bonus points for preferences as follows:

<i>Preference</i>	<i>Bonus Points</i>
FMA Sibling	1 million
Baby U Alumni (any cohort)	1 million
FMA Baby U Alumni	2 million

The Fletcher Maynard Academy
Creating a Wrap-Around Zone
Within the Cambridge Public Schools District

Enrollment & Demographics: Fletcher Maynard Academy is a Cambridge elementary school that serves approximately students from pre-Kindergarten through eighth grade. The school is located in Area 4 of Cambridge, and serves a student population that is approximately 70% low income, 28% special needs, and 28% with a first language that is not English—exceeding district averages in all three categories. The FMA’s largest subgroups by race are 50% African American/Black, 22% Hispanic, and 15% White (approximately half the district average).

FMA is one of the district’s most segregated schools, serving some of the district’s most underserved students. It is one of the most “underchosen” schools in the district’s controlled choice system. A majority of FMA students live in the Area 4 community, and FMA is their neighborhood school.

Mission and Core Values: Fletcher Maynard Academy’s mission statement is as follows:

The Fletcher-Maynard Academy is committed to building and nurturing a community of caring citizens who are lifelong learners. With perseverance and courage, this community fosters respect for cultural and social diversity, family, and education.

FMA Core Values

Fletcher Maynard C. A. R. E. S.

C = Curiosity (Green)

A strong desire to know or learn something, investigate, explore and to ask questions

A = Attitude (Orange)

Approaching everyday with enthusiasm, confidence and a positive outlook

R = Responsibility (Purple)

Keeping promises, meeting obligations and being accountable for your individual and community actions towards yourself, others and the environment

E = Excellence (Blue)

Striving for the highest personal achievement in academics and all other aspects of schooling

S = Self-Discipline

Demonstrating hard work controlling your emotions, words, actions, and impulses, giving your best in all situations

FMA Programming to Support Students and the Community: The Fletcher Maynard Academy community is committed to closing the gaps faced by many of its students; improving outcomes for all its students; and serving as a resource to the larger community. Over the past several years, the school has developed several programs to support these goals:

- *Extended Learning Time (ELT):* Through participation in Massachusetts' ELT grant program, FMA offers an 8-hour school day. The extended day provides more time in core content areas, such as language arts and math, as well as time for enrichment activities such as drama, dance, and art.
- *NAEYC Accreditation:* The National Association for the Education of Young Children (NAEYC) offers a national, voluntary accreditation system that helps early childhood programs meet high professional standards. NAEYC accreditation is the mark of quality in early childhood education. FMA received accreditation in 2008.
- *"Full service" Programs:* FMA is a hub in the Area 4 community, and over years has created partnerships to provide a variety of programs for students and their families including dental, vision, and hearing services; tutoring and afterschool services; nutrition and health programs; parent education; and social and emotional services including counseling and family therapy. The school facility is also a neighborhood resource, often open after school hours and on weekends.

Current FMA Improvement Goals: FMA's primary goal is not only to increase student knowledge and achievement but also to accelerate the pace of student learning—particularly in the area of math and literacy. The school is focused on:

- Increasing the rigor of the academic program
- Providing early intervention services, so that students are on grade level at 1st grade
 - A key challenge, given that so many students enter below grade level
- Enlisting and developing parents as educational partners; providing parent education
- Expanding students' exposure to academic and cultural enrichment opportunities, and establishing with parents the importance of such exposure in student achievement
- Building a more collaborative professional culture
- Building the stability of the community; improving student retention
- Diversifying the student community
- Increasing enrollment

The Cambridge Context: A Commitment to Wrap Around Support: The city of Cambridge is resource rich, and widely known for the quantity and quality of its Human Services programs. The city offers an array of programs for youth, from early childhood to afterschool and youth center programs. In addition, under the leadership of Commissioner Robert Haas, the city's Police Department has also launched initiatives to redefine its image and relationship to the public and Cambridge youth, finding new ways to mentor students and participate in school and community programs.

The city's thinking in terms of wrap around support advanced in 2008, when Mayor Ken Reeves and a group of city officials visited the Harlem Children's Zone, and returned to Cambridge committed to replicating the best of what they saw at work in Harlem. Fourteen Cambridge

agencies and units of city government collaborated to design and create the first replicated program, Baby U, modeled after HCZ's Baby College.

The goal of Baby U is to provide low-income Cambridge parents with the skills, knowledge, and support to intentionally promote and advocate for the social, emotional, and academic development of their children. It offers a 16-week intensive program that includes 10 workshops, 5 playgroups, and 9-12 home visits. The first pilot course launched in February 2010.

The Cambridge Public Schools, Cambridge Human Services Department, Cambridge Health Department, and Cambridge Police Department began a discussion in early 2011 about how we might work together to build a wrap around zone in the Fletcher Maynard neighborhood. This wrap around zone could potentially incorporate some of the city's numerous existing resources and community programs, launch new partnerships and programs, and result in new strategies for working together to support students and families.

How a Wrap Around Zone Could Support Academic Success at FMA: Although the Fletcher Maynard Academy has long been committed to providing "full service" programs for students and families, and to serving as a resource for the community, it is not the school's primary purpose, and the school does not have the capacity to provide the range of supports that would benefit its predominately low-income families or to sustain them. Creating a wrap around zone would allow the school and city to create a coherent support system, a pathway to support children from birth through grade five, for and offers the unique opportunity to focus that system on student achievement.

***Mayor's Blue Ribbon Commission on Early Childhood Education and Care
(October 17, 2011)***

Mayor David Maher appointed Councilor Marjorie Decker and School Committee Vice-Chair Marc McGovern as Co-Chairs of the Blue Ribbon Commission on Early Education and Care in 2010. They recruited approximately 15 early care and education providers, specialists and community members to serve on this commission. The Commission was charged to answer the following question: What would the City of Cambridge do if early childhood care and education were one of our top priorities as a community?

The Commission based its work on the research, which supports the critical importance of early childhood programming. The research from diverse fields of study shows how critical the first three years of life are in determining a child's development and ability to thrive in school. The research also demonstrates that early childhood support has a much broader economic impact. For every dollar spent on early childhood programs, society saves from to \$7-11 in funding for ineffective remedial programs according to James J. Heckman, Nobel Lauriat for Economics. Supporting early education programs also maximizes the skills today's children will bring to tomorrow's workforce.

Commitments from the School Department (Mayor's Blue Ribbon Commission)

- To fund a pre-school to Kindergarten transition pilot project. The goal is to build

relationships between the Department of Human Services preschools and public school kindergarten teachers to ease transitions for children and their families and make sure children enter CPS with the requisite skills, concepts and attitudes that will ensure success in school.

- Include representatives from the 0-8 Council in discussions regarding the Family Resource Center and the possible creation of “one stop shopping” for parents in order to improve the connection between early childhood education programs and the public schools, including centralized information regarding early childhood education options.
- Involvement of the early childhood community in planning a pilot “wrap-around” district.
- Linkage of data systems so that children can be followed from birth into school and early childhood programs and community efforts can be more meaningfully evaluated

F.M.A. Wrap Around Zone Committee Realizations

- There are numerous programs, agencies and services in Cambridge to support children but no readily apparent network to a) facilitate the coordination and collaboration of these providers and b) connect parents to this network of programs (as opposed to individual providers)
- A well built partnership between the school, families and strong social and community service providers is necessary to support the educational achievement of FMA children, especially those children linked to specific sub group populations (free/reduced lunch, race, special education)
- For a variety of reasons including access many Fletcher Maynard Academy families do not access or utilize services provided by the city and local community providers
- It is imperative that services supporting children and families of FMA happen in a comfortable, familiar location, ideally in the Fletcher Maynard Academy building

Fletcher Maynard Academy Wrap Around Zone Proposal

Create an Area 4/FMA pathway, housed in the Fletcher Maynard Academy from Baby University to fifth grade, focused on building literacy, math that offers an early intervention program to support school readiness

Phase I: FY 2012-2013

- September-December, 2012, Baby University (city-group 2, school-group 1) begins at Fletcher Maynard Academy
 - Participants will only include siblings of current FMA students/families or residents of Area 4
- January-May, 2012, Baby University Alumni Program begins
 - Participation in citywide workshops and support programs as offered through Baby U
 - In house workshops and support programs as offered through Baby U
 - FMA summer programs will be offered to complement the school year program

Phase II: FY 2013-2014

- September-December, 2013, Baby University, ages 0-3 (city-group 4, school-group 2) begins next group at Fletcher Maynard Academy

- January-May, 2014, Baby University Alumni Program continues (school-groups 1 & 2)
- September-June, 2014, Toddler University, ages 3-4 (school-group 1) begins at Fletcher Maynard Academy
 - Toddler University will be an all-day, full school year, pre-kindergarten program that prepares children to enter kindergarten

Next Steps

- Meet with Superintendent for feedback and approval of proposed plan
- Meet with Cambridge Human Services Department to propose plan
- FMA wrap around zone committee evolves into a wider community that incorporates external partners
- Committee creates an implementation plan

Preliminary List of Anticipated Needs

- Full time staff member (chair committee, lead the implementation plan, recruit students, liaison to Baby U, etc.)
- Funding to support instructional materials, food, childcare and transportation for Baby University, Toddler University, and Alumni programs
- Toddler University staff, classroom teacher and paraprofessional support

Controlled

a set
of rules
that facilitate
school entry

Choice

a set
of schools
that attract
diverse families

**Working together to
create a balanced
student body.**

Submitted to the Controlled Choice
Sub-Committee of the Whole

On May 7, 2013

By co-chairs Fred Fantini and Alice Turkel

Controlled Choice in Cambridge

A Comprehensive Review and Recommendations

Submitted to the Sub-Committee of the Whole
by Co-chairs Fred Fantini and Alice Turkel

May 7, 2013

The goal of revising the Cambridge Public Schools' Controlled Choice Plan is to support the district's core values of academic excellence and social justice for all students, by providing equal access to an array of highly attractive, excellent quality schools, which offer students the benefits of learning alongside and engaged with a diverse group of fellow students.

The original Controlled Choice goal in 1981: To ensure that all segments of the elementary school population would have equal access, in a desegregated setting, to all schools and programs offered (Landers & Willis, 1987, p. 41).

Revised in 1989 and reaffirmed in 2001: To provide students with the opportunity to excel academically and to grow and accept others as their peers in an integrated and balanced learning environment (adapted from Revised Controlled Choice Plan, 1989).

The Overarching Goal of the Cambridge Public Schools for SYs2012-14: In support of the CPS Core Values of *academic excellence* and *social justice*, we will improve learning outcomes for ALL students and accelerate achievement gains to reduce gaps to proficiency, meeting specified State and district identified outcome measures each year (Approved by Cambridge School Committee 10/2/12).

Table of Contents

Background and Educational Research	1
Process	2
Controlled Choice History and the School District Now.....	3
Chart 1. Comparison of District Grades JK-8 Racial & SES Balance: SY2001-02 to SY2011-12.....	4
Chart 2. Oct. 1 st Enrollment Breakdown for SY2012-13: Elementary Schools – Grades JK – 5	5
Chart 3. Oct. 1 st Enrollment Breakdown for SY2012-13: Upper Schools – Grades 6 – 8	5
Recommendations.....	7
Findings & Rationale for Policy Recommendations	8
Strengthen the Rules Governing Balance	8
Chart 4. First Grade Enrollment SY2007-08 compared to 5th Grade Enrollment SY2011-12.....	9
Increase Access to Attractive Choices.....	11
Chart 5. Oct. 1 st Enrollment by January Lottery breakdown by Choice Received SY2006-12 Average.....	11
Chart 6. Attractiveness Ratio: All Students 1 st choices to seats available SY2011-14 average.....	12
Chart 7. Survey Respondents with Family Income under \$65,000	13
Chart 8. Survey Respondents with Family Income over \$65,001	13
Chart 9. Parent 1 st Choice Schools by Residence and School Location	14
Chart 10. Percent of 1 st Choice Schools of Mandatorily Assigned Students: SYs2006-12 Average.....	15
Strengthen the Rules that Governs Access	16
Chart 11. Breakdown of 1 st Choice Schools by Proximity and Non-Proximity: SYs2010-12.....	16
Chart 12. Opportunity for 1, 2 or 3 years of Free Public Education Before 1 st grade.....	19
Improve and Clarify Controlled Choice Practices	21
Chart 13. Lottery Cycles 2 – 9 Applicant Breakdown by SES SYs2006-12	21
A Coherent Controlled Choice Policy will be Drafted by the Superintendent.....	23
Glossary	24
Controlled Choice Info-Graphic	25
Appendices.....	26

Find complete document at www.cpsd.us

Background and Educational Research

The original Controlled Choice Plan, adopted in 1981, was designed with the goal of ensuring all segments of the elementary school population would have equal access, in a desegregated setting, to all schools and programs offered (Lamdars & Willis, 1987). Since then, several revisions and amendments have been adopted, most notably in 2001, when the assignment criterion for desegregation changed from balancing schools by race to balancing schools by socio-economic status (SES).

Desegregation, by SES, benefits student performance, cognition, socialization, and income. Kahlenberg (2006) found that integration by SES results in higher academic achievement than integration by race. Moreover, the achievement of students seems to be strongly related to their peers' educational backgrounds and aspirations (Coleman, 1966). Coleman, in his seminal study *Equality of Educational Opportunity*, has found that valuing academic achievement is "contagious"; this may be in part due to the higher levels of academic achievement students initially bring to middle-class schools and the value that students place on their peer-to-peer interactions (Kahlenberg, 2001, p. 53). Low-income students that attend balanced, integrated schools have the ability to tap into the resources and knowledge of their fellow middle-class students have acquired through other life opportunities (Kahlenberg, 2003). This has tremendous implications for students who attend high-poverty schools.

The benefits of attending an integrated school go beyond academic achievement. Gary Orfield has found that "the networking effects of desegregation may be far more important than the cognitive effects" (cited in Kahlenberg, 2001, p. 30); an outcome that benefits both class and racially different groups of students. Finally, attending socio-economically balanced schools has a positive effect on the level of income one acquires in adulthood. Ribich and Murphy (1975) found that students—controlling for class background and test scores—who attended schools of predominantly higher socio-economic backgrounds had higher incomes in their adult lives than students who attended predominantly low-income schools.

The policy of Controlled Choice directs the entry of all students into the school system, with the exception of placements given to meet the needs of some English Language Learners and Special Education students. The policy aims to have enrollment balanced at every grade level, in each school, within 10% of the district's average enrollment of students qualifying for and not qualifying for the Federal Free or Reduced School Meals Program. Currently, students in eleven junior kindergarten through fifth grade schools feed into four upper schools. A challenge, in this process of revising the Controlled Choice plan, is to ensure that the schools sending students to the upper schools will be able to send into sixth grade balanced cohorts of students. Accordingly, the goal of revising the Cambridge Public Schools' Controlled Choice Plan is to support the District's core values for all students, by providing equal access to an array of highly attractive, excellent quality schools; while offering them the benefits of learning in a balanced and integrated setting.

Process

The Controlled Choice Sub-Committee of the Whole, formed in the Spring 2012, used the following process:

- Reviewed the data and recommendations of the Controlled Choice Team of 2010.
 - Several Controlled Choice policy amendments were adopted directly stemming from the work conducted by the Controlled Choice Team. Additionally, numerous Controlled Choice practices were improved.
- The Sub-Committee of the Whole held thirteen meetings to identify additional policy concerns, inquiries, and to collect data requests from School Committee Members.¹
- The Sub-Committee reviewed data that was compiled from several sources and analyzed by consultant Brenton Stewart.
- Advisory Committee to the Controlled Choice Sub-Committee of the Whole formed.
 - Meetings were held in the winter of 2013.
 - Received input and feedback² from all stakeholders who attended.
- A parent survey³ was distributed to 969 Cambridge families with children ages 2 – 4 years old.
 - Compiled and analyze the responses from 218 parents, answering a range of questions pertaining to the Controlled Choice Plan.
- Data, research, and concerns identified by members of the School Committee and citizens, drove this process of comprehensively reviewing the District's Controlled Choice Plan.
- Major findings were reported to the Sub-Committee of the Whole in late winter of 2013. Further directions from School Committee Members were provided at that time.
- The recommendations that follow in this report were developed working closely with the Chief Operating Officer, James Maloney and Director of FRC, Linh O.

¹ See Appendix B for a list of meeting dates

² See Appendix C to review the input and feedback from the Advisory Committee.

³ See Appendix D to review the results of the Parent Survey.

INTEROFFICE MEMORANDUM

TO: MAYOR HENRIETTA DAVIS

FROM: CAROLYN L. TURK

SUBJECT: PROGRAM EVALUATOR

DATE: 5/13/2013

Per your request, attached please find the "Description of Need" for the position of Program Evaluator as outlined in the FY 2014 Adopted Budget book.

This position supports budget guideline #3 / Program and Curriculum Evaluation [copy enclosed].

Should additional information be required, I will be happy to assist.

Cc: Superintendent Jeff Young

FY 2014 INITIATIVE

Title: Program Evaluator

Budget Guideline: *Program Evaluation*

Description of Need:

Systematic program evaluation is an important tool for making thoughtful decisions about which programs have the greatest positive impact on student achievement. The district proposes to create a program evaluator position to support the review and assessment of current and new programs. This position will be responsible for design and implementation of program evaluations, including working with administrators, (in particular, the district's assessment specialist) to identify measurable goals and outcomes for existing programs and for any new programs. The position will also support the curriculum review cycle.

Expected Outcome(s):

- The district will develop a systematic process for evaluating the effectiveness of programs.
- Data from program evaluations will be used for program improvement and/or to determine whether existing program should continue to exist or new program be adopted.
- Program outcomes will be monitored over time.
- The district will design a data system that supports both qualitative and quantitative data collection and analysis.

Cost of Initiative:

The cost of this initiative is **\$90,000** added to the FY 2014 operating budget.

Itemized Request	FTEs*	Cost	Fund	Dept	Account
Program Evaluator	1.0	\$90,000	15000	869871	51117
Total Cost:	1.0	\$90,000			

*Full Time Equivalents

Program and Curriculum Evaluation

Our highest academic priority is strengthening curriculum and instruction in the core subjects. To that end, we are paying special attention to an effort that is currently underway to revise the Massachusetts Curriculum Framework in Science. The new standards in science will embody increased rigor at all grade levels in addition to new expectations for instructional time devoted to science in all schools. From the budgetary perspective, we anticipate substantial new costs for science materials and equipment, as well as for professional development, in FY 2015 and FY 2016.

The drive to elevate science education in Cambridge has a ripple effect on other program areas. With higher expectations and greater demands for time on task for ELA and Math already in place, and with the History/Social Studies curriculum in Cambridge now being aligned to State standards, we need to make a thoughtful decision about how to implement a high-quality World Language program in grades K-8.

As with the other core content areas, we will first need to articulate the academic goals for a K-8 World Language program before simply adding more classes to the school day (which would of necessity come at the expense of other existing programs). Thus, in the 2013/14 school year, we will take two steps forward with regard to this curriculum area. First, we will make adjustments to the way World Language is offered in grades 6-8, including a plan to allow students to select one World Language beginning in grade 6 so that they can move more effectively and efficiently into deep study of that language. Second, we will commence a curriculum review, involving staff and community members, to articulate the goals of an elementary school program and recommend design options for inclusion in the FY15 budget.

As we make choices about which programs to continue to support and consider new programs, we must build in the mechanism for evaluating their effectiveness. The creation of a new program evaluator position will enable us to establish baseline data, set benchmarks, and make informed, outcomes-driven decisions.