

ATTACHMENT A

**Cambridge City Council/School Committee Roundtable
November 26th 2012**

- | | |
|-------------------------------------------------------|---------|
| 1. Opening/Special Honor | 5:30 PM |
| 2. Innovation Agenda Program: Upper School Update | |
| • Discussion | |
| 3. City Survey Report | 6:30 PM |
| 4. Budget Timeline | |
| 5. Update on Martin Luther King Building Construction | |
| 6. Other Items | |
| 7. Adjourn | 7:30 PM |

CAMBRIDGE PUBLIC SCHOOLS

Goals, Objectives, and Outcome Measures 2012-14

Overarching Goal

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.

Outcome measures (See detailed outcome measures on pages 3-5)

1. State and Race to the Top (RTTT) performance measures
2. District-identified measures

Implementation Priorities in 2012-13

1. **The Innovation Agenda**
 - a. Implement a rigorous curriculum aligned to the Common Core
 - b. Design and implement a student reporting system
 - c. Implement Academic Challenge policy
 - d. Create a plan for vocational experiences in upper schools
 - e. Design and implement out-of-school time opportunities for students
 - f. Design an accountability system to measure IA impact
 - g. Create thriving school communities through staff support and family engagement
2. **The Massachusetts ELL program** – required by Massachusetts DESE
 - a. The State's program, Rethinking Equity and Teaching for English Language Learners (RETELL), requires professional development for all educators and support to improve instruction for English Language Learners
 - b. Establish an ELL Parent Advisory Committee
3. **The Cambridge Educator Evaluation System** – required by Massachusetts DESE
 - a. In Year 1 (2012-13), collaborate with Cambridge Education Association to design and implement new standards and practices for educator evaluation
 - b. Prepare for Year 2 (2013-14) of implementation by developing student outcome measures to be used in educator evaluations

Strategic Initiatives Supporting Student Achievement Throughout 2012-2014

1. **JK-12 program improvements**
 - a. *Tiered Support for Students*: Continue implementing Response to Intervention and data collection system to support it; introduce RtI to additional schools as time and budget allow
 - b. *Curriculum Development*: Deliver report on Math curriculum review by December, 2012. Launch Phase I of the World Language Curriculum Review Cycle and develop a plan for introducing World Language instruction in the elementary grades

- c. *Early Childhood*: Explore developing a CPS early childhood center to offer universal education opportunities for 4 year-olds and report back to School Committee June 2013
 - d. *CRLS*: Utilize the findings from the NEASC Accreditation Report to improve teaching and learning at the high school level
 - e. *Special Education*: In December, 2012, present a plan to utilize WestEd and departmental recommendations to strengthen program K-12
- 2. Build a safe, supportive, and nurturing environment in all schools**
- a. *Relationships and Culture*: Implement Responsive Classroom, Developmental Designs, the Upper School Advisory Program, and PBIS (Positive Behavior Intervention Supports); in year two, develop a system to measure the impact of these programs
 - b. *Cultural Competency and High Expectations*: Provide professional development for staff in working with a diverse community of learners; in year two, develop a plan to measure the impact of these programs
 - c. *Meeting Student Needs*: Provide professional development in working with behavioral challenges and trauma experiences facing students
- 3. Effectively engage families and the Cambridge community to support achievement**
- a. *Community Engagement*: Develop and strengthen partnerships with City agencies, families, universities and businesses; collaborate with Kids Council
 - b. *Family Engagement Plan*: Create and implement a family engagement plan, with guidance from Dr. Karen Mapp, Harvard Graduate School of Education, and incorporate family engagement goals in School Improvement Plans
 - c. *Wraparound Zone*: Launch Full Circle, a CPS wraparound zone in Area 4 at Fletcher Maynard Academy; continue planning with partners; develop measurement system to assess effectiveness
 - d. *Family Resource Center*: Define the future role of the Family Resource Center and determine ways to improve services to families
- 4. Improve district policies and practices to support achievement**
- a. *Controlled Choice*: Revise the Controlled Choice Policy
 - b. *Capital Planning*: Continue capital planning

Process for Reporting Progress and Setting 2013-14 Implementation Priorities

CPS will present a report of progress for 2012-13 Implementation Priorities and Strategic Initiatives to the School Committee in the Spring of 2013. At that time, CPS will present recommendations to the School Committee for Implementation Priorities in 2013-14.

CPS Outcome Measures 2012-14

1. State and Race to the Top Measures

1.1. CPS and all district schools will achieve a Level 1 or Level 2 status, as measured by the State's accountability system, and the total number of schools designated as Level 1 will increase by three schools each year.

CPS Targets for Level 1 School Status

	Actual	CPS Targets	
	2012	Fall 2013	Fall 2014
Total Number of CPS Level 1 Schools	4	7	10

The Massachusetts accountability system designates schools and districts as Level 1-5.

A school's level is based on the cumulative Progress and Performance Index (PPI) for all students and high needs students (which includes low income students, special needs students, and English language learners). The cumulative PPI combines information about narrowing proficiency gaps, student growth, and graduation and dropout rates over the most recent four-year period. The district's level is the lowest level assigned to any school.

State assistance and intervention increases from Levels 3-5.

1.2. CPS will increase the percentage of students scoring Proficient and Advanced in English language arts and mathematics each year, meeting Race to the Top improvement targets.

RTTT Proficient and Advanced Targets for CPS

	Actual Rate		RTTT Targets		
	2010	2011	Fall 2012	Fall 2013	Fall 2014
ELA Proficient & Advanced	63%	66%	TBD	TBD	TBD
Math Proficient & Advanced	55%	56%	TBD	TBD	TBD

Note: The Massachusetts Dept. of Elementary and Secondary Education recently received permission from the U.S. Dept. of Education to revise RTTT targets in order to align them with the new Massachusetts accountability system. Targets are being recalculated by DESE and will be available in the near future.

1.3. CPS will reduce the gaps between all students and Proficiency in English language arts, math, and science each year, meeting the state's proficiency gap targets for all students and all subgroups.

CPS proficiency gap targets are based on the Composite Performance Index (CPI) calculation and are set by the state's new accountability system.

1.3.1. English Language Arts Proficiency Gap Targets for CPS

	Actual CPI			State CPI Targets	
	2010	2011	2012	Fall 2013	Fall 2014
SPED	66.4	66.2	68.1	71.8	74.7
ELL/FELL	62.8	61.2	62.8	67.7	70.9
Low-Income	78	77.6	78.2	81.3	83.2
AA/Black	76.5	77.1	76.9	80.9	82.8
Asian	89.6	92.8	92.0	94.0	94.6
Hispanic	81.2	79.9	--	83.3	84.9
White	92	91.9	92.3	93.3	93.9
High Needs		76.9	77.7	80.8	82.7
All Students	84.4	85.0	85.4	87.5	88.8

1.3.2 Math Proficiency Gap Targets for CPS

	Actual CPI			State CPI Targets	
	2010	2011	2012	Fall 2013	Fall 2014
SPED	56.7	56.7	59.1	63.9	67.5
ELL/FELL	60.5	60.5	62.2	67.1	70.4
Low-Income	69.1	69.1	70.5	74.3	76.8
AA/Black	66.9	67.3	68.2	72.8	75.5
Asian	88.4	89.2	90.7	91.0	91.9
Hispanic	69.8	70.3	--	75.3	77.7
White	87.3	86.9	88.2	89.1	90.2
High Needs		67.6	69.5	73.0	75.7
All Students	77.4	77.8	79.6	81.5	83.4

1.3.3. Science Proficiency Gap Targets for CPS

	Actual CPI		State CPI Targets	
	2011	2012	Fall 2013	Fall 2014
SPED	52.1	54.2	60.1	64.1
ELL/FELL	43.2	42.9	52.7	57.4
Low-Income	61.4	62.5	67.8	71.1
AA/Black	58.1	59.5	65.1	68.6
Asian	80.8	85.4	84.0	85.6
*Hispanic				
White	86.4	87.1	88.7	89.8
High Needs	61.2	62.1	67.7	70.9
All Students	72.3	73.9	76.9	79.2

**Note: Preliminary figures for Hispanic subgroup are missing due to data submission error. Data to be updated with DESE recalculation.*

1.4. CPS will increase the 4-year graduation rate for all students, meeting Race to the Top improvement targets.

RTTT Graduation Rate Targets for CPS

	Actual Rate		RTTT Targets		
	2010	2011	Fall 2012	Fall 2013	Fall 2014
4-Year Graduation Rate	85.2%	82.7%	89.7%	91.2%	92.7%

Note: The Massachusetts Dept. of Elementary and Secondary Education recently received permission from the U.S. Dept. of Education to revise RTTT targets in order to align them with the new Massachusetts accountability system. These targets may be recalculated by DESE.

2. CPS Measures

2.1. CPS will increase grades 6-8 students' acquisition of and proficiency in the CPS Habits of Scholarship, which consist of 21st century and character skills, each year.

Habits of Scholarship are:

- Utilizes problem solving and reasoning skills
- Plans, organizes and successfully completes assignments (including homework)
- Collaborates effectively with peers
- Demonstrates creativity in approaching daily and long-term assignments
- Challenges oneself and perseveres through difficulties
- Gathers, evaluates, researches, and uses information effectively

CPS is developing a system to measure and report on students' acquisition of the CPS Habits of Scholarship in grades 6-8 through projects, products, performances, and skills.

In addition, CPS will seek to reduce the number of exclusions of students from schools.

2.2. A majority of CPS families participating in the CPS Family Survey will report that they are satisfied with their overall experience with the Cambridge Public Schools, with 75% or more of all respondents reporting they are "satisfied" to "totally satisfied" each year.

CPS administered surveys asking for families' perceptions of satisfaction in 2007, 2009, and 2012. The detailed breakdown of responses to the question, "How would you rate your overall experience with the Cambridge Public School System," on a scale of 1-5, is included below.

Survey Results: "How would you rate your overall experience with the Cambridge Public School System?"

Rating	2007	2009	2012
Satisfied/Totally Satisfied	63%	76%	74%

Satisfied/Totally Satisfied percentages include ratings 4 and 5 on a 1-5 satisfaction scale.

Full Circle

A Cambridge Wraparound Zone Located at the Fletcher Maynard Academy

In spring of 2011, the Cambridge School Committee approved the Innovation Agenda, a plan for transforming the Cambridge Public Schools in order to achieve the twin goals of *academic excellence* and *social justice*. A key component of the Innovation Agenda is the development of *Full Circle*, a wraparound zone in Area IV of Cambridge, modeled on the Harlem Children's Zone. The creation of Full Circle is a natural outgrowth of the city's exploration of the Harlem Children's Zone model. The Cambridge Human Services Department began adopting aspects of this model with the creation of Baby University in 2010. Under the leadership of Superintendent Jeffrey Young, the Cambridge Public Schools committed to extending this model and its promise for closing achievement gaps to Cambridge schools, with the creation of Full Circle at the Fletcher Maynard Academy.

The Fletcher Maynard Academy

Full Circle will be based at the Fletcher Maynard Academy (FMA), an elementary school in Area IV currently serving 270 students in grades preK-8. Approximately 70% of FMA students are from low-income families, 30% are special needs students, and 28% of students' first language is not English. Approximately 55% of students are African American; 20% are Latino/Hispanic; and 15% are White.

While these demographics reflect community needs that will benefit from wraparound services, other compelling factors support the selection of Fletcher Maynard as the Full Circle site. The Fletcher Maynard Academy is led by Robin Harris, a seasoned Cambridge educator who has served FMA as principal since 2000. A Cambridge native, Robin has deep ties, extensive knowledge, and high credibility within the Area IV community. The Fletcher Maynard is also, in reality, a "neighborhood school" within the district's school choice system. The school is highly chosen by Area IV families, with approximately 70% of FMA students living within walking distance of the school. The FMA functions as the heart of the Area IV community. Cambridge Public Schools intends to build on FMA's assets in creating an effective wraparound zone that will both meet the needs of, and be embraced by, the community.

Full Circle Collaboration

Cambridge is a city rich in educational, human services, and business resources, with seemingly limitless potential to harness these resources on behalf of the city's children. Through Full Circle, CPS is hoping to partner with citywide departments, non-profit providers, area businesses, and the Harvard Graduate School of Education (HGSE) to do just that. Citywide collaborations include the Department of Human Services, the Cambridge Health Alliance, the Cambridge Housing Authority, the Cambridge Public Health Department, and the Police Department.

CPS is focused on the goal of closing achievement gaps in the Area IV community by providing a range of educational programs for parents, children, and teachers. CPS intends to strengthen Full Circle with both human resources and educational programs that develop the community's capacity to support students' academic success. The development of a Theory of Change for Full Circle is an important step forward in defining the objectives for Full Circle, and will focus the work of all collaborators including HGSE, whose professional expertise and range of resources can support CPS in creating new trajectories for children in the Area IV community. Through this process, CPS and HGSE will move toward forging a unique school-university collaboration.

Full Circle

A Cambridge Wraparound Zone Located at the Fletcher Maynard Academy

The Cambridge Public Schools: The Cambridge Public Schools, led by Superintendent Jeffrey Young, is committed to the twin goals of academic excellence and social justice. The vision and purpose of the Full Circle Program are aligned with this district mission. Full Circle's goal is academic success for students in the Area IV neighborhood, as measured by the closing of achievement gaps and preparedness for Kindergarten. Full Circle will achieve this goal by providing programs that support early childhood education with a focus on literacy, numeracy, and school readiness, and by building effective and culturally proficient partnerships.

The Harvard Graduate School of Education - (HGSE), led by Dean Kathleen McCartney, works at the nexus of practice, policy, and research. The school's mission is to prepare leaders in education and to generate knowledge to improve student opportunity, achievement, and success. A critical component of the school's impact model is developing new ways to partner more deeply and on a more sustained basis with the field.

In the fall of 2012, Full Circle will:

- Develop, with community members, a Theory of Change, facilitated by members of the Harvard Graduate School of Education faculty
- Host a Baby U class, an educational program for parents of children 3 years and under, which will be offered by the Cambridge Department of Human Services at FMA
- Host family and community workshops for Baby U alumni
- Offer a speaker series on topics of interest, in collaboration with the Harvard Graduate School of Education

In the fall of 2013, Full Circle plans to:

- Launch a pre-school program for students age 3 and above, who will be attending Fletcher Maynard—providing the critical early childhood education that will prepare children for Kindergarten success
- Develop a Full Circle resource center for families