



135 Berkshire Street, Cambridge, Massachusetts 02141

May 7, 2024

TO THE HONORABLE MEMBERS OF THE SCHOOL COMMITTEE:

CONTRACT: Professional Development

RECOMMENDATION:

That the School Committee approve a contract with the following vendor, funds to be provided in accordance with the budget reference listed below. Procurement procedures for this purchase have complied with Chapter 30B of the laws of the Commonwealth of Massachusetts.

<u>Contractor</u>	<u>Period of Contract</u>	<u>Amount</u>
The Young People's Project 99 Bishop Allen Drive Cambridge, MA 02139	7/1/23 – 6/30/24	\$90,000.00

DESCRIPTION: This contract for professional development services to assist in building capacity towards equitable math access.

ADDITIONAL INFORMATION


See attached supplemental information for additional details

SUPPORTING DATA, RULES OF THE SCHOOL COMMITTEE: Chapter II, Section 12..." motions calling for the appropriation or expenditure of money require the affirmative vote of four members."

BUDGET REFERENCE:

Fund		Account		Dept.		Project	
25000	Grant Fund	53107	Professional Development	848660	Math Professional Development	SC22216	ESSER III

Respectfully Submitted,


Victoria L. Greer, PhD
Superintendent of Schools

SUPPLEMENTAL INFORMATION: The Young People's Project

Purpose:

As CPS rolls out the plan to integrate Algebra 1 into the upper school curriculum, Young People's Project (YPP) provides a level of support via programs such as the Flagway program that are needed for the goal of full student participation leading to equitable outcomes. CPS also seeks to support teachers, leaders, and students through this roll out with the assistance of partners such as YPP.

Amount of Contract: \$90,000

Description/Scope of Services:

YPP will provide professional learning and ongoing support to assist with building CPS' capacity in its work towards equitable math access to advanced mathematics. As part of this professional learning, CPS teachers and leaders will learn how to teach students to navigate a course of radial "paths" based on rules derived from the "Mobius" Function. They will be taught how a combination of speed, athleticism and precision, with mastery of mathematics lead to improved student engagement and outcomes. Teachers will also observe how slightly older peers can successfully support this learning using the current models in CPS Upper Schools with the intent of expanding to more schools (upper and elementary).

YPP is best positioned to do this work based on the following student outcome data that is evidence of their previous work with CPS.

Historically, Cambridge 4th grade students who participated in YPP workshops at the Fletcher Maynard (FMA) extended day program (2007 to 2008) showed improvement in math Massachusetts Comprehensive Assessment System (MCAS) scores. Sustained partnership with FMA (2007 to 2016) is believed to have improved math proficiency in the school. From 2011 to 2014 the percentage of FMA students scoring proficient or advanced on MCAS increased year over year from 31% to 64%.

In 2021 to 2022, 88% of YPP participants at the Putnam Ave Upper School (PAUS) had MCAS growth percentile scores that were equal to or better than peers in Massachusetts with a similar test score history. 47% of YPP students had growth percentile scores that were better than peers in Massachusetts. The average growth scores for YPP students compared to growth scores for the school were 17 percentile points higher for MCAS and 67% higher for iReady.