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## The Massachusetts Board of Elementary and Secondary Education

### Board Documents - Monday, October 20, 2008

Special Meeting Agenda  
Board of Elementary and Secondary Education  
Delaney House, 3 Country Club Road (Route 5)  
Holyoke, MA 01040  
Monday, October 20, 2008  
5:00 p.m.

#### Items for Discussion:

1. [State System of Accountability and Assistance](#) - **Discussion**

### Board Documents - Tuesday, October 21, 2008

Regular Meeting Agenda  
Board of Elementary and Secondary Education  
Holyoke High School, 500 Beech Street  
Holyoke, MA 01040  
Tuesday, October 21, 2008  
9:00 a.m.

#### [Briefing](#)

**Comments from the Chair**  
**Comments from the Commissioner**  
**Comments from the Secretary**  
**Statements from the Public**




#### Routine Business:

Approval of the Minutes of the September 10, 2008 Regular Meeting - **Vote**

## Items for Discussion and Action:

1. [2008 MCAS Results and Adequate Yearly Progress Determinations](#) - **Discussion**
2. [Update on Educational Proficiency Plans](#) - **Discussion**
3. Board of Elementary and Secondary Education Budget Proposal for FY 2010 - **Initial Discussion**
4. [State System of Accountability and Assistance](#) - **Continuing Discussion**
5. Advisory Councils to the Board - **Discussion and Vote**
  1. [Appointments and Reappointments to Existing Advisory Councils](#)
  2. [Appointments to New Advisory Council on School and District Accountability and Assistance](#)
6. [Update on Initiatives to Strengthen Educational Leadership](#) - **Discussion**
7. Charter Schools:
  1. [Charter Amendments for Three Schools: Four Rivers Charter Public School, Global Learning Charter Public School, and Hilltown Cooperative Charter Public School](#) - **Discussion and Vote**
  2. [Approval of Extended Loan Term for Martin Luther King, Jr., Charter School of Excellence](#) - **Discussion and Vote**
  3. [Authorization to Commissioner to Approve Extended Loan Terms for Charter Schools](#) - **Discussion and Vote**
8. [Ballot Question 1](#) - **Discussion and Possible Vote**
9. [Report on Grants Approved by Commissioner; Continuing Authorization to Commissioner to Approve Grants](#) - **Vote**

## Other Items for Information:

10. Education-Related News Clippings
11. Massachusetts Changes to Improve Math Preparation of Elementary Teachers
12. MBAE Report, [Educating a 21st Century Workforce](#) 
13. Board/Department Annual Report for FY 2008  
14. Directions to the Meeting:  
[Monday, October 20th - Special Meeting - Delaney House, Holyoke](#)  
[Tuesday, October 21st - Regular Meeting - Holyoke High School, Holyoke](#)

last updated: October 16, 2008

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## The Massachusetts Board of Education

### Accountability & Assistance Work

To: Members of the Board of Elementary and Secondary Education

From: Mitchell D. Chester, Commissioner of Education

Date: October 16, 2008

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### Background

In August 2008, Governor Patrick signed Chapter 311 of the Acts of 2008, an Act Relative to School District Accountability, signaling a new phase of accountability and assistance work at the Massachusetts Department of Elementary and Secondary Education (ESE). Over the last several months, I have engaged in discussions with members of the State ESE Board, ESE administrators, superintendents, leaders of our professional associations and organizations and our legislative leaders focusing on the laws and regulations that currently guide our state School and District Accountability System (SDAS). Important and difficult questions have been brought to the table; existing rules have been challenged. Opinions and ideas from this broad range of stakeholders have been raised and I have openly declared my intention to reexamine the current system and to work collaboratively with the field in order to determine what changes should be made.

As the Board begins discussion of the SDAS, we are providing detailed background information that traces the state's efforts in accountability and assistance under the 1993 Massachusetts Education Reform Act and the federal No Child Left Behind Act of 2000. This historical document is under Tab 1.

Over the last decade, in her role as Senior Associate Commissioner for Accountability and Targeted Assistance, Juliane Dow was central to the development and on-going refinement of a state-level accountability and targeted assistance system - a system intended to promote improvements in the quality of educational opportunity provided to the diverse array of children attending Massachusetts public schools. At my request, Juliane has provided us with her observations "from the balcony" looking back on where we have been, seeing where we are now, understanding something of why we are where we are and what it took to get here. This document is under Tab 2.

We have also included, under Tab 3, a copy of the memorandum prepared for the Board's September meeting that

describes recent legislation assigning responsibility for district reviews to the ESE.

## Lessons Learned

As we consider the next chapter of accountability and assistance, we should take stock of the important things we have learned in our work with districts and schools that struggle to improve student performance every day. We have these sources of information to learn from and reflect on:

- the work of the Office of Educational Quality and Accountability (EQA Annual Reports from 2007 and 2008),
- the Department's work with school review activities (beginning in 2000 through our most recent round in 2008),
- the changes made in 2006 to our underperforming school and district regulations and the impact of those changes, including the articulation of 10 essential conditions for school improvement,
- the Department's provision of support to five districts and schools (Tab 4),
- the most recent progress reports submitted by the recipients and/or providers of Department assistance: Southbridge, Gill-Montague, America's Choice, Henry Lord Middle School -Fall River, Matthew Kuss Middle School- Fall River (Tab 5),
- the perspectives of partners involved in the Holyoke turnaround effort set out in their individual submissions of "Key Lessons Learned" (Tab 6),
- The Meristem Group's formal evaluation of the Holyoke Initiative (Tab 7), and
- the experiences and lessons learned by other states and accompanying research.

As we reflect on the work we have done in applying our district and school review processes and the assistance we have provided to date in support of districts identified as *underperforming* and schools identified as *chronically underperforming*, we have gained a better understanding of the challenges that face many of our districts and their schools. We know the following issues are often implicated in Massachusetts' districts and schools where student performance lags and achievement gaps persist:

## Effective Leadership, Governance and/or Communication

In too many districts and schools, we see the absence of a system of leadership (both people and structures) that keeps a relentless focus on improving the quality of teaching and learning in every classroom. Collaborative relationships and systems of communication between and among stakeholders (district and school leaders, teachers and support staff, parents, community leaders and elected officials, students and others) are often, at best, weak and do not support a unified vision for school improvement and/or effective pursuit of that vision.

## District Systems Designed to Support Improved School Performance

EQA has defined systems critical to improving student performance as these:

- *Curriculum and Instruction* - the district must provide schools with aligned, standards-based curriculum and instructional systems. Gaps in curricula are common; lack of coherence across curricular areas is often evident.
- *Assessment and Program Evaluation* - the district must provide schools with technology, training and

support for coherent collection, management and effective use of multiple data sources to evaluate, analyze and drive improvement planning. This is an area where guidance and support is sorely needed.

- *Human Resource Management and Professional Development* - the district must have a system that effectively recruits, trains, supports and places personnel to competently address identified school needs. The district should deliver professional development that is relevant, focused and supports staff capacity to deliver high quality teaching and learning for all student groups. Too often, districts do not have the resources to support this and/or need to make better use of their data to rethink priorities and redirect limited resources.
- *Access, Participation and Student Academic Support* - the district must provide a continuum of student supports, for all student groups, designed to facilitate early and effective intervention for students not making progress. In many districts, student support programs and services are driven by annual grant opportunities, not designed as an integral part of the district's curriculum, instruction and assessment model.
- *Financial and Asset Management Effectiveness and Efficiency* - the district should be adequately funded and have policies and procedures in place to support transparent budget development and financial management policies and procedures. The question of adequate funding is a constant concern for most districts and is subject to both state and local capacities. There is, however, evidence that school and district leaders, along with their elected officials, must do a better job of careful budget planning and management of resources tied to a process that invites scrutiny.

EQA findings and other sources note: "the processes and practices that drive these systems are fragmented and lack systemic connections and impact."

***Key Principles that frame our current thinking about accountability and targeted assistance/ intervention:***








- The district is the entry point for our accountability and assistance work. The Department's focus needs to be on building the district's capacity to support and guide improvement efforts in its individual schools.
- We must develop an accountability system that coordinates and integrates agency review processes, reducing the burden on districts as they undergo assessment procedures and bringing a sharper focus to the Department's review efforts.
- A strong accountability system will not, by itself, result in continued improvement. Systems of support and intervention commensurate with our accountability requirements are necessary to secure continued, strong improvement.
- We must develop a system that provides levels of accountability and support built on a continuum that progresses from "loose" to "tight," directly linked to the severity and duration of identified problems.
- We must revisit state statute and regulations regarding accountability and assistance in order to create sufficient state authority within the tiered levels of our system.
- Our system must incorporate clear expectations for monitoring the district's efforts to implement improvement plans, emphasizing sources of evidence that address the impact of that implementation.
- We must define a clear picture of what success looks like, including reasonable benchmarks of progress, so districts know what they're shooting for along the way and what it would take to exit accountability status.
- The Department must develop and enlist the support of partners if we are to efficiently and effectively implement accountability and assistance measures.
- We must be realistic in our expectations for improvement; it takes time to effect the kind of changes in attitudes, beliefs, expectations and ultimately in culture that are the foundation for steady, sustained improvement and real change.

- We must value the power of the human dimension of change; relationships and collaboration are key to improvement. It's not a one-person job.









***Next Steps:***

At the October Board meeting, I want to engage Board members in a discussion of these principles. We will also reflect on an expanded version of the Framework for Accountability and Targeted Assistance that appears under Tab 8. The purpose of the discussion is to give guidance to Deputy Commissioner Karla Baehr and Associate Commissioner Lynda Foisy as they move forward with the design of a stronger system of accountability and assistance.







***Enclosures:***

-   History of the Massachusetts School and District Accountability System (SDAS)
-   Juliane Dow: A "View from the Balcony"
-  September Board Memo and Legislation
-   Chart: DESE Assistance to Underperforming Districts and Chronically Underperforming Schools

**Progress Reports: 2007-2008**

-   Southbridge
-   Gill Montague
-   America's Choice / Holyoke  
Henry Lord MS / Fall River
-   Matthew Kuss MS / Fall River

**Perspectives on the State's district intervention effort in Holyoke: Lessons Learned**

-   Holyoke
-   America's Choice
-   The Meristem Group

**The Meristem Group Evaluation Report on Holyoke Public Schools Turnaround Initiative 2005-2008**

-   A Framework for DESE Accountability and Assistance

last updated: October 3, 2008



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## The Massachusetts Board of Education

### Briefing for the October 20, 2008 Special Meeting and the October 21, 2008 Regular Meeting of the Board of Elementary and Secondary Education

To: Members of the Board of Elementary and Secondary Education

From: Mitchell D. Chester, Ed.D., Commissioner

Date: October 10, 2008

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The next regular meeting of the Board of Elementary and Secondary Education will be on Tuesday, October 21, 2008, at Holyoke High School, 500 Beech Street, Holyoke. The regular meeting will start at 9 a.m. (preceded by a tour of the high school at 8:30) and will adjourn by 1 p.m. The Board will also hold a special meeting on Monday, October 20, 2008, from 5-9 p.m. at the Delaney House, 3 Country Club Road, Holyoke. If you need overnight accommodations or any additional information about the schedule, please call Belinda Wilson at (781) 338-3118.

#### Overview

In response to the Board's interest in setting aside time for in-depth discussions of important policy issues, we are holding a special meeting on Monday evening to discuss the state system of accountability and assistance. Our business agenda for the regular meeting on Tuesday includes discussion of the 2008 MCAS and AYP results, an update on Educational Proficiency Plans, an initial discussion of the education budget for FY2010, a continuation of our Monday evening discussion of the state system of accountability and assistance, and an update on initiatives to strengthen educational leadership. The Board will vote on advisory council appointments, several charter school matters, and grant authorization. The Board may also choose to vote on a position on ballot question 1.

#### Special Meeting

Last month the Board received an overview of the new legislation that assigns responsibility for district and school accountability to the Department of Elementary and Secondary Education, under standards to be established by the Board. At our special meeting on October 20th, Deputy Commissioner Karla Brooks Baehr, Associate Commissioner



Lynda Foisy, and I will join you in an in-depth discussion of how we will move forward with the design of a stronger and more effective system of accountability and assistance. We have put together a binder of materials for your information and preparation for this session. The materials include, among other things, a history of the school and district accountability system in Massachusetts, progress reports from several districts and schools, and the external evaluation report on the Holyoke Public Schools turnaround initiative. Holyoke Supt. Eduardo Carballo will join us at the special meeting. Working in partnership with the Board and our stakeholders, we are determined to produce an efficient, integrated, transparent, fair, and effective system for building the capacity of districts and schools to ensure high level teaching and learning.

## **Regular Meeting**

On Tuesday morning, Superintendent Eduardo Carballo and Holyoke High School principal David Dupont will welcome Board members to join them on a tour of the school at 8:30 a.m. Our regular meeting will convene at 9 a. m. in the school auditorium.

### **Comments from the Chair**

Maura O. Banta, Board chair, will brief the Board on current issues and activities.

### **Comments from the Commissioner**

**Teacher preparation in mathematics.** In April 2007, the Board took a significant step to improve students' proficiency in mathematics by amending the educator licensure regulations to strengthen preparation and licensing of elementary and special education teachers to teach mathematics. As a result, the regulations now specify the subject matter knowledge requirements in mathematics, focusing on outcomes rather than coursework. These changes are reflected in the Massachusetts Tests of Educator Licensure (MTEL) by means of a revised general curriculum test with a separately scored mathematics subtest that will become operational in March 2009. Under Tab 11 is a one-page summary on this topic that Associate Commissioner Bob Bickerton and Board member Tom Fortmann presented at a National Mathematics Panel event on October 6-7. I will invite them to brief the Board on it.

### **Comments from the Secretary**

Secretary Paul Reville will update the Board on the work of the Executive Office of Education.

## **Items for Discussion and Action**

### **1. 2008 MCAS Results and Adequate Yearly Progress Determinations - Discussion**

Over the past six weeks the Department has made several major announcements detailing statewide, school and district performance on the 2008 Massachusetts Comprehensive Assessment System exams and this year's Adequate Yearly Progress results, as required under No Child Left Behind. This is an opportune time to review and discuss the results with the Board.

### **2. Update on Educational Proficiency Plans - Discussion**



After we released the 2008 MCAS results, we received a number of inquiries about the requirement for students who did not score at least 240 (Proficient) to complete an Educational Proficiency Plan in order to meet the Competency Determination standard for high school graduation. The memo under Tab 2 and the Q&A document enclosed with it are intended to clear up any questions about the policies surrounding the Educational Proficiency Plan regulation.

**3. Board of Elementary and Secondary Education Budget Proposal for FY 2010 - Initial Discussion**

The Board's budget committee has had one meeting to date and will meet again on October 14th. We expect to receive additional information from the Administration shortly about the state's fiscal situation and budget planning for FY 2010. I will send you the updated information as it becomes available.

**4. State System of Accountability and Assistance - Continuing Discussion**

We will recap the special meeting on the state system of accountability and assistance.

**5. Advisory Councils to the Board - Discussion and Vote**

**1. Appointments and Reappointments to Existing Advisory Councils**

The Massachusetts Education Reform Act of 1993 established advisory councils to advise the Commissioner and the Board on matters related to improving public education and student achievement. The advisory councils are made up of volunteers who work with us to improve public education by providing advice and comment in specific program areas such as Adult Basic Education, Arts Education, Community Service Learning, Educational Personnel, Educational Technology, English Language Learners/Bilingual Education, Gifted and Talented Education, Global Education, Interdisciplinary Health Education and Human Services, Life Skills Management, Mathematics-Science Education, Parent and Community Education and Involvement, Racial Imbalance, Special Education, and Technology-Engineering Education. At last month's meeting the Board reviewed the proposed appointments and reappointments of members to various advisory councils. I recommend that the Board vote on the appointments this month. We plan to convene the advisory councils on November 3rd.

**2. Appointments to New Advisory Council on School and District Accountability and Assistance**

The law under which we are assuming responsibility for district and school accountability also establishes an Advisory Council on School and District Accountability and Assistance. The memo under Tab 5b outlines the responsibilities of the advisory council and presents my recommendations to you for membership. I recommend that the Board vote to appoint members to this new advisory council at this month's meeting.

**6. Update on Initiatives to Strengthen Educational Leadership - Discussion**

The memo under Tab 6 provides an update on our statewide initiatives to strengthen school and district leadership, particularly our work to develop new professional standards for school administrators. I anticipate that we will have several discussions of the professional standards over the course of this school

year. The Wallace Foundation has provided important support to the school and district leadership initiative. Please note that Board members are invited to attend the Wallace Foundation forum in Boston on November 6th.

## **7. Charter Schools:**

### **1. Charter Amendments for Three Schools: Four Rivers Charter Public School, Global Learning Charter Public School, and Hilltown Cooperative Charter Public School - Discussion and Vote**

Pursuant to the charter school regulations, the Board must approve major changes in the material terms of a school's charter, including changes to a school's maximum enrollment and grades served. Each of these charter schools has requested an amendment to increase its maximum enrollment for a small, incremental expansion to accommodate additional students in existing programs. We are providing to you the requests from the charter schools as well as comments from the local school superintendents. I recommend that the Board approve the charter amendments as presented.

### **2. Approval of Extended Loan Term for Martin Luther King, Jr., Charter School of Excellence - Discussion and Vote**

Under the charter school statute, a charter school may incur temporary debt in anticipation of receipt of funds, but requires approval of the Board if it wishes to agree to repayment terms that exceed the duration of the school's charter. Martin Luther King, Jr. Charter School of Excellence requests approval to enter into financing agreements that extend beyond the term of the school's current charter. The Commonwealth has no liability for any portion of these loans. I recommend that the Board approve the extended loan term.

### **3. Authorization to Commissioner to Approve Extended Loan Terms for Charter Schools - Discussion and Vote**

Each year, the Department's Charter School Office receives about four requests for approval of extended loan terms for charter schools (such as the one under (b) above), which we review and bring to the Board for approval. Because this process is fairly routine, Chair Banta suggested that the Board consider delegating this approval function to the commissioner. The memo under Tab 7c describes the process and includes a motion. If the Board delegates this authority to me, I would report to the Board on any such approvals.

## **8. Ballot Question 1 - Discussion and Possible Vote**

At our September meeting, in response to requests from members, Chair Banta asked to have an item added to the October agenda concerning Question 1 on the November ballot, an initiative to repeal the state income tax. We have provided some background information for your discussion.

## **9. Report on Grants Approved by Commissioner; Continuing Authorization to Commissioner to Approve Grants - Vote**

Enclosed under Tab 9 is a report on the competitive grants that I approved since your September 10th meeting under the authority that the Board granted to me at that meeting. Also, per the Board's request, I am recommending that the Board vote to delegate grant approvals to the commissioner indefinitely. As the

memo explains, this will allow us to make decisions and inform grant applicants on a timely basis. We will continue to conduct a thorough and well documented grant review process, and I will report to the Board on any grants that I approve. The motion is enclosed.

## Other Items for Information

### 10. **Education-Related News Clippings**

Enclosed are several recent articles about education.

### 11. **Massachusetts Changes to Improve Math Preparation of Elementary Teachers**

Enclosed is the one-page summary on this topic that Associate Commissioner Bob Bickerton and Board member Tom Fortmann presented at a National Mathematics Panel event on October 6-7.

### 12. **MBAE Report, *Educating a 21st Century Workforce***

Enclosed is the report recently released by the Massachusetts Business Alliance for Education, *Educating a 21st Century Workforce*. The Board might wish to discuss the report at a future meeting.

### 13. **Board/Department Annual Report for FY 2008**

The annual report for FY 2008 includes key data and chronicles the major decisions and actions of the Board from July 2007-June 2008. It is an impressive record of some of our accomplishments in service to the students of Massachusetts. We plan to distribute copies to the Governor and the Legislature and post the report on our website.

### 14. **Directions to the Meeting**

If you have questions about any agenda items, please call me. I look forward to seeing you in Holyoke on October 20th and 21st.

last updated: October 14, 2008

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## The Massachusetts Board of Education

### Update on 2008 MCAS Performance and Adequate Yearly Progress Results

To: Members of the Board of Elementary and Secondary Education

From: Mitchell D. Chester, Ed.D., Commissioner

Date: October 21, 2008

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Over the past six weeks the Department has made several major announcements detailing statewide, school and district performance on the 2008 Massachusetts Comprehensive Assessment System exams and this year's Adequate Yearly Progress results, as required under No Child Left Behind. This memo serves to summarize those results for the Board.

When I came to Massachusetts this past May, I already knew that the state's public school students were among the highest performing in the nation. We ranked or tied for first on all four reading and math exams on the 2007 National Assessment of Educational Progress (NAEP), our SAT scores rose in 2008 at a time when results nationally were relatively flat, and our annual MCAS results showed continued overall progress.

The evidence has convinced me that the Commonwealth's investment in education and commitment to a reform agenda focused on standards and results has yielded major dividends for all students.

#### 2008 MCAS Results

No statistic better reflects this outcome than the 2008 grade 10 MCAS results. In 2002, the average score for white students and those from middle and upper income families was barely in the Proficient range, while the average score for students of color and students from low income families was 15 to 20 points below Proficient.

Scores have risen steadily since then: In 2008 the average score for white and middle income students is 15 to 20 points above Proficient; the average score for minority or low income students is at or close to Proficient.

Overall this year's results reflect both progress and areas where we need to sharpen our focus. Math results in every grade tested reached the highest levels we have seen in the history of the state's assessment program, but English language arts (ELA) results in the elementary grades declined slightly and were flat in middle school.

Statewide 80 percent of students in the class of 2010 have passed the ELA, Math and Science exams required for a high school diploma. In all, 93 percent passed the ELA exam, 88 percent passed the Math exam, and 83 percent passed the exam in Science and Technology/Engineering (STE). Of those who passed all three exams, about 60 percent scored Proficient or above on the ELA and math exams. The remaining students will be required to complete an Educational Proficiency Plan prior to graduation.

Other results include:

- The percentage of students who scored Proficient or higher in ELA declined in grades 3, 4 and 5, and remained flat in grades 6, 7 and 8. At grade 3 the percent of students scoring Proficient or higher declined two to three points across all racial/ethnic subgroups; at grade 4 the decline across racial/ethnic subgroups ranged from 5-7 points.
- On the grade 10 ELA exam, significant gains were made, particularly among subgroups: The percent of Black students who scored Proficient and higher rose 9 percentage points; the percent of Hispanic/Latino students who scored Proficient and higher rose 7 percentage points.
- STE results showed significant gains in grade 8, with the percentage of students scoring Proficient and higher up 6 points between 2007 and 2008.
- Despite continued improvement in Math, less than half of middle school students scored at or above Proficient.

## **Adequate Yearly Progress**

Under the federal accountability system established under No Child Left Behind, the state is required to assess schools annually based on their progress toward moving all students to proficient by 2014. Each school is required to meet an annual performance target in the aggregate and for all subgroups in both ELA and Math.

Districts and schools that fail to meet their targets in ELA and/or mathematics in the aggregate or for any of their subgroups for two or more consecutive years receive an accountability status and are required to take steps to focus efforts on improving student performance. Districts and schools face consequences that grow in intensity each year they remain on the list.

This year's results show that 50 percent of all Massachusetts public schools have been identified for improvement, corrective action, or restructuring under the federal accountability system.

It is important to note that we do not take the accountability status of any school or district lightly. That said, we do not consider them to be failures. Across the Commonwealth are examples of districts and schools that have not met their federal targets but are still clearly making progress and are moving in the right direction.

According to the preliminary 2008 results, 88 districts (23 percent) and 828 schools (50 percent) are on the state's 2008 list of districts and schools in need of improvement because they did not make AYP for two or more

consecutive years. The 828 schools are spread across 243 districts. In 2007, 82 districts (21 percent) and 672 schools (approximately 37 percent) received an accountability status by not meeting performance or improvement targets.

According to the district results:

- Seven school districts exited their accountability status in 2008, including 5 which exited from improvement status and 2 which exited from corrective action.
- 16 districts were identified for the first time in 2008.
- Of the 88 districts with an accountability status in 2008: seven are identified for improvement in the aggregate, 28 are identified for improvement for subgroups; eight are in corrective action in the aggregate, 38 are in corrective action for subgroups; three are identified for restructuring in the aggregate, and four are identified for restructuring for subgroups.

School findings include:

- 28 schools exited their accountability status in 2008 by making AYP in the identified subject area(s) for two consecutive years.
- 46 schools (6%) with an accountability status made AYP for all groups in 2008, meaning they will be removed from their accountability status if all groups in the identified subject area(s) make AYP again in 2009.
- Nearly half of all the schools identified (394; 48%) were identified for performance in ELA. 36 percent (296 schools) were identified in mathematics; 17 percent were identified in both subjects.
- 214 schools are newly identified for improvement in 2008.

Enclosures:

[September 16, 2008 press release on statewide 2008 MCAS results](#)

[September 19, 2008 press release on 2008 AYP results](#)

[September 24, 2008 press release on school and district MCAS results](#)

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## The Massachusetts Board of Education

### Educational Proficiency Plans

To: Members of the Board of Elementary and Secondary Education

From: Mitchell D. Chester, Ed.D., Commissioner

Date: October 21, 2008

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After the release of the 2008 MCAS results, the media took an interest in the requirement for students who did not score at least 240 (Proficient) to complete an Educational Proficiency Plan (EPP) in order to meet the Competency Determination standard for high school graduation. Some of the articles were inaccurate or misleading, prompting questions from many of you about the policy. This memo and the attached Q&A document are intended to clear up any questions about the policies surrounding the EPP regulation.

The Board of Elementary and Secondary Education voted in October 2006 to amend the Competency Determination standard, requiring all students to either reach proficiency on the grade 10 English language arts (ELA) and math standards or take additional steps to strengthen their knowledge and skills in those areas before graduation.

According to the regulation adopted by the Board, beginning with the class of 2010, students who score below Proficient on either the grade 10 ELA or math exams will be required to complete an EPP in each content area in which they did not score at least a 240. Each EPP must include:

- A review of the student's strengths and weaknesses;
- The courses the student will be required to take and successfully complete in grades 11 and 12 in the relevant content area; and
- A description of the assessments the school will administer to the student annually to determine whether he or she is making progress toward proficiency.

Based on the 2008 MCAS results we released last month, 80 percent of students in the class of 2010 scored at least at the Needs Improvement level in ELA, mathematics and science & technology/engineering. That said, 60 percent of students in the class scored Proficient or higher in both ELA and Math, leaving 20 percent (about 16,500 in ELA and 15,000 in math) who will require an EPP (the EPP requirement does not pertain to science & technology/









engineering).

The EPP was established to ensure that students who score below the proficient level receive the additional rigorous coursework and academic help they need in grades 11 and 12 that will prepare them for college and a career. Graduation requirements differ from district to district in Massachusetts, and this policy requires students to continue to study English and/or math until they demonstrate proficiency on our tenth grade standards or graduate. This aligns with our goal to provide all students with the skills they need to succeed after high school.

As a practical matter, the EPP requirement means that schools must provide additional curriculum and instruction for students who score below Proficient, and assess their progress as a condition of graduation. It is important to remember that there are no high stakes tied to this additional assessment; they are required to be assessed in the content area to track their progress toward proficiency, nothing more.

Deputy Commissioner Jeffrey Nellhaus and Stafford Peat will both be present at the Board meeting to respond to any further questions.

**Enclosure:**

-   Educational Proficiency Plan Regulations
-   Q&A on Educational Proficiency Plans
-   Achievement Gap Charts

last updated: October 16, 2008

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## The Massachusetts Board of Education

### Advisory Council Membership: Reappointments and New Appointments

To: Members of the Board of Elementary and Secondary Education

From: Mitchell D. Chester, Ed.D., Commissioner

Date: October 21, 2008

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Massachusetts General Laws Chapter 15, Section 1G directs the Board to establish advisory councils in a number of different areas. In the 2008-2009 school year there will be 17 advisory councils to the Board of Elementary and Secondary Education, including the newly established advisory council on school and district accountability and assistance. The continuing councils are: adult basic education, arts education, community service learning, educational personnel, educational technology, English language learners/bilingual education, gifted and talented education, global education, interdisciplinary health education and human services, life management skills, mathematics and science education, parent and community education and involvement, racial imbalance, special education, technology/engineering education, and vocational technical education.

The purpose of the advisory councils is to advise the Commissioner and the Board on matters pertinent to the implementation of Education Reform in the Commonwealth and to provide programmatic recommendations, as councils deem necessary, to accomplish the goals and priorities established by the Board and the Department or to meet federal or state requirements. The councils have a minimum of 10 and a maximum of 25 members with the number determined by the Department, unless specified in law. Members are appointed for a term of three years and may be appointed for a second consecutive three-year term. The members serving on councils may be school committee members, school superintendents, professional educators, parents or students. The statute calls for councils to have a reasonable balance of members representing business, labor, civic, educational, parental and professional groups, striving for diversity and geographic balance. The Commissioner appoints the chairperson or co-chairs for each council.

A Department administrator and liaison work with each council chairperson in scheduling the council meetings, generally four to ten per year, depending on the needs and business of the council. The meetings are open to the public and are posted on the Department's advisory council website. Each council submits an annual report to the Commissioner on current issues that are relevant to the goals and objectives of the Board and Department. You

received the compilation of the 2007-2008 Advisory Councils Annual Reports with your September packet. The reports are available at: <http://www.doe.mass.edu/boe/news/2007-2008advisoryreport.pdf> and <http://www.doe.mass.edu/boe/news/2007-2008advisoryreport.doc>.

Invitations to apply for appointment to a 2008-2009 advisory council were posted in the Commissioner's update and disseminated by Department administrators and advisory council liaisons through council activities. Applications were encouraged from educators, parents, students, community members, school committee members, higher education personnel, and business leaders who have demonstrated interest in and commitment to educational improvement as well as the knowledge, skills, and experience in the subject matter of the advisory council of interest. The Department received more than 100 applications by the July 31st deadline. All applications have been reviewed by advisory council administrators and liaisons and senior staff.

I am submitting the attached list of recommendations for your consideration. I recommend that the Board vote to appoint or reappoint the nominees as indicated. The categories represent the stage of membership:

- "Maintains" - members who are in years 1 to 3 of either their first or second term or are designated members by statute - provided for informational purposes
- "Reappoints" - applicants recommended to serve a second three year term
- "Recommends" - applicants nominated to serve their first three year term

In addition to the recommendations presented to you at the September Board meeting, I am recommending student appointments to the Educational Technology Advisory Council and the Vocational Technical Advisory Council, a director of special education to the Special Education Advisory Council, legislatively designated agency representatives to the Interdisciplinary Health Education and Human Services Advisory Council, a council chair or co-chairs for each council, and under a separate memo 15 members to the newly established School and District Accountability and Assistance Advisory Council.

Following the vote of the Board, I have scheduled an All Advisory Councils meeting on Monday, November 3, 2008 at the Hogan Campus Center at Holy Cross College in Worcester. Board chair Maura Banta and I will meet with advisory council chairs and co-chairs, provide a new member orientation, give the charge to the councils for the 2008-2009 school year, and recognize council members who have completed their service. There will be time for individual advisory councils to meet following the appreciation luncheon. Board members are welcome to attend. Please RSVP to Marie Sheehan (781) 338-3201 if you would like to do so. The main welcome and address begins at 10:00 a.m.

**Enclosure:**



2008-2009 Candidates for Appointment to the Massachusetts Board of Education Advisory Councils

last updated: October 16, 2008



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## The Massachusetts Board of Education

### Advisory Council on School and District Accountability and Assistance

To: Members of the Board of Elementary and Secondary Education

From: Mitchell D. Chester, Ed.D., Commissioner

Date: October 21, 2008

As reported to the Board at its September meeting, the Department is assuming responsibility for district and school accountability under legislation signed by Governor Patrick in August. The structures outlined in the new law replace the former Office of Educational Quality and Accountability and its board, the Educational Management Audit Council. One requirement of the new law is the formation of an Advisory Council on School and District Accountability and Assistance. This memo outlines the responsibilities of that Council and presents my recommendations for membership of the Council for Board action at its October meeting.

#### Responsibilities of the Advisory Council

The legislation requires creation of a 15-member advisory council that will:

- Review and advise the Department and Board on the policies and practices of the office of school and district accountability.
- Develop and administer through the Department a post-audit survey of audited school districts and an annual survey to any schools and districts receiving technical assistance.
- Present its findings and recommendations to the Board at least two times annually.
- Review and comment on all regulations relative to the accountability and assistance program areas before Board approval.

The Board appoints members of the advisory council and its chair upon recommendation of the Commissioner. The Commissioner must recommend:

- 6 members selected from among three nominees offered by identified stakeholder groups:
  - Massachusetts Association of School Superintendents

- Massachusetts Teachers Association and the American Federation of Teachers of Massachusetts
- Massachusetts Secondary School Administrators Association
- Massachusetts Elementary Principals Association
- Massachusetts Association of School Committees, and
- Massachusetts Charter Public School Association
- 1 representative of business/industry "with a demonstrated commitment to education"
- 8 at large members each with a "demonstrated record of achievement or academic expertise" in areas related to accountability and assistance.

The council is expected to meet at least four times annually. Its first meeting will be on November 3, 2008.

### **Recommendations for Membership**

42 individuals were nominated for membership on the Advisory Council, three each from the named associations, and 24 others for at large seats on the Council. Some were nominated by others; most nominated themselves.

I am pleased to be able to recommend for membership a strong, balanced group of committed volunteers representing an appropriate range of backgrounds, experiences and roles within and outside of public education (see attached). I am also pleased to nominate Joseph Esposito to serve as Chair of the Advisory Council. Mr. Esposito is a respected businessman and former school committee member who served ably as a member of the EMAC board from 2006 to 2008. His experience in that role combined with his deep interest in school district accountability and assistance will enable him to lead this newest Advisory Council with distinction. The resumes of all recommended nominees are attached for your review.

#### **Enclosure:**

  2008-2009 Candidates for Appointment to the Massachusetts Board of Education Advisory Councils, School and District Accountability and Assistance

last updated: October 16, 2008

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## The Massachusetts Board of Education

### Update on Educational Leadership Development

To: Members of the Board of Elementary and Secondary Education

From: Mitchell D. Chester, Ed.D., Commissioner

Date: October 21, 2008

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The materials for our September meeting included highlights of the Department's work in educational leadership development. I am writing to provide you with a more in-depth update of our statewide initiatives in this area, particularly our work to develop new professional standards for school administrators.

This initiative is an integral component of my "Working Goals and Priorities," #1 *Educator Development*. Through our research, recent training initiatives such as NISL (National Institute for School Leadership) and outreach to administrators, their associations and other school leaders, we have concluded that the current Professional Standards for Administrators have gaps, are not adequately measurable, and do not sufficiently support the development of high-quality, high-impact school leadership. Given the importance of effective leadership to improved student performance, I will bring draft amendments to the Professional Standards for Administrators to the Board for discussion and ultimately for your vote this spring. Your questions and comments at this month's meeting will assist us as we draft the amendments.

#### Background

Since 2000, Massachusetts and most other states have seen a growing gap between the supply of and demand for well-prepared, experienced school leaders. Of particular concern are the small and diminishing numbers of educators who aspire to the role of principal and/or superintendent. Incumbent school leaders report difficult working conditions, accelerating demands to deliver results at a time of diminished resources, and a widening compensation gap with private sector roles of comparable responsibility. Too many of our educational leaders find their training inadequate for carrying out their work to close achievement gaps and drive higher levels of student achievement.

The Department's foundational work earlier this decade on leadership standards and development was supported by

funding from the Dewitt Wallace Foundation. This funding allowed the Department to collaborate with the Massachusetts Association of School Superintendents (MASS), the Massachusetts Secondary Schools Administrators Association (MSSAA), the Massachusetts Elementary School Principals Association (MESPA), the Massachusetts Association of School Committees (MASC), and the Springfield Public Schools' Project LEAD initiative as we focused on defining and addressing the educational leadership challenges confronting our state.

Key achievements that resulted from the early Wallace-funded work include:

- launch and approval of eight district-based licensure programs for administrators;
- engagement with stakeholder groups on needed changes to the regulations for administrator licenses; and
- aspiring leader meetings to recruit prospective administrator candidates.

## **Professional Standards for Administrators**

The current Massachusetts Professional Standards for Administrators were adopted by the Board as part of a major overhaul of educator preparation and licensure regulations in 2001. A growing body of national and international research on effective school leadership over the past ten years documents the importance of clear and measurable professional standards in the development of effective instructional leadership. Standards that sufficed at the beginning of this decade are now falling short. Superintendents and principals have found the current standards an inadequate measure of preparedness to deliver improved instruction, curricula and district/school management. Preparation programs find the current standards inadequate to drive needed changes to their curricula and practicum experiences.

The Department and the University of Massachusetts Center for Educational Policy have been working in partnership with the field to draft professional standards that will support leaders prepared for the challenges and opportunities of 21st century schools and districts. Lessons learned from the difficulties of changing professional practice, input from principals and districts, as well as other state's experiences since 1996 have helped shape two principles for developing the standards:

1. The process must include input from as many stakeholders as possible during the development stage in order to benefit from the considerable knowledge and experience of practitioners, to build consensus, and to sustain momentum for change.
2. The product should be a set of policy standards that are teachable, actionable, and measurable. This is essential in order to drive the changes in leadership practice needed to close achievement gaps and increase student achievement.

Thus far in the process, four overarching standards have emerged:

### **Standard I: *Leadership for Learning and Instruction***

The principal promotes the success of all students by cultivating a shared vision that prioritizes the core technology of schooling: teaching and learning.



## **Standard II: *Organizational Management & Operations***

The principal promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

## **Standard III: *Community Partnerships***

The principal promotes the success of all students by developing partnerships with families and community members that support the mission of the school.

## **Standard IV: *Reflective Leadership***

The principal promotes the success of all students by providing appropriate, skilled and reflective leadership.

"Key practices" that demonstrate each standard have also been drafted with the objective that they are teachable, actionable, and measurable (i.e., lend themselves directly to the development of candidate performance assessments). Preliminary drafts of the professional standards and key practices for administrators have been vetted by the Department with the Educational Personnel Advisory Council (EPAC), MESPA, MSSAA, and the MA Association of School Personnel Administrators (MASPA). In addition, 110 administrators completed a web-based survey, and a series of focus groups were convened with principals, administrators, and other stakeholders around the state during fall 2007 and winter 2008.

Last year the Department received a new three-year grant from the Wallace Foundation to work with the Boston and Springfield Public Schools to incorporate elements of the draft standards into their district-based administrator preparation programs. Findings from these district-based pilots will enable us to refine the standards based upon "on the ground" practice prior to presenting them to the Board for consideration in 2009. Once adopted, these new standards will serve as the cornerstone of the preparation, licensure, hiring, evaluation and ongoing professional development of school administrators.

## **National Institute for School Leadership (NISL) Executive Training for Principals**

We know that pre-service training and licensure are just the first step in growing effective leadership. The National Institute for School Leadership (NISL) in-service training model promotes ongoing development of individual leaders as well as the conditions under which strong leadership is fostered and enabled.

In 2005, the Department launched an ambitious plan to provide executive leadership training to all principals in the state through NISL. This intensive two-year training is designed for principals during their first years of service. The program focuses on instructional leadership and uses a standards-based system to drive increased student achievement. The Massachusetts NISL initiative originally focused on the nine urban districts with the largest number of schools under NCLB "corrective action" or "restructuring" status. It has expanded over time with almost 900 principals from 26 districts benefiting from the program. With district/school teams often participating together, the impact of these trainings extends beyond individuals to entire schools and districts.

## **Additional Leadership Development Initiatives:**

Two additional leadership development initiatives are worth mentioning:

- *Leadership Alliance*: A coalition of the Department and professional organizations (MESPA, MASS, MASC, MSSA) to provide training and support for leaders at all levels, from aspiring principals to superintendents to school committees.
- *ExEL Team*: Brings together administrators and staff from the Department and four urban districts (Springfield, Boston, Chelsea, and Worcester) in collective study and problem solving for issues in MA education. The Team's first project is to build up a systems approach to serving our increasingly diverse student population of second language learners.

### **A More Cohesive Leadership System: Remaining Challenges**

The professional standards for administrators will form the foundation for a coordinated system of leadership development that is designed to ensure that school and district leaders promote continuous improvement of student learning. The standards will undergird:

- Redesigned training at 35 approved campus and district-based administrator preparation programs;
- Licensing, hiring, induction and ongoing leadership development structured to provide support for rigorous practice; and
- Performance evaluations for accountability and for formative professional self-reflection.

### **The Wallace Foundation's "Measuring What Matters: Standards, Assessments and Leader Performance" Forum - November 6 and 7**

As I announced previously, the Wallace Foundation is hosting this forum in Boston on November 6-7. The conference will bring together over 75 Wallace-funded researchers with state and district leaders to learn about work underway nationally on using formative assessments to strengthen leaders' performance.

**You have been invited to attend the Town Hall Meeting and dinner at the Westin Copley Place in Boston on November 6** at which time the New York Times will conduct a panel discussion with Massachusetts education leaders on the question, "What kind of leaders do our schools deserve?" The Wallace Foundation selected Boston as the site for the forum in order to highlight the progress being made in Massachusetts on Wallace-funded initiatives to strengthen education leadership for learning and improvement in high-need schools and districts. The forum will provide a national perspective on our accomplishments to date, as well as context for our upcoming discussions and decisions pertaining to leadership standards, preparation, and assessment.

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## The Massachusetts Board of Education

### Charter Schools - Approval of Charter Amendment Requests for Four Rivers Charter Public School, Global Learning Charter Public School, and Hilltown Cooperative Charter Public School

To: Members of the Board of Elementary and Secondary Education

From: Mitchell D. Chester, Ed.D., Commissioner

Date: October 21, 2008

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Pursuant to the Charter School Regulations at 603 CMR 1.11(1), the Board of Elementary and Secondary Education (Board) must approve major changes in the material terms of a school's charter, including changes to maximum enrollment and grades served. Each of the following charter schools has requested an amendment to increase its maximum enrollment and/or grades served. Each of the requests is for a small, incremental expansion to accommodate additional students in existing programs. If granted, these amendments would take effect for the 2009-10 school year, with expansion occurring over a period of several years.

As required by 603 CMR 1.11(5) for these types of amendment requests, comment was solicited from the superintendents in the school districts within each charter school's district or region, as well as from superintendents in districts from which the charter school draws a substantial number of students. Superintendent comments for each request are summarized below and are also attached.

After analyzing the effect of the proposed increases in maximum enrollment on the 9% net school spending cap for sending districts, the Department has determined that there are sufficient seats available to grant each of these requests.

#### Four Rivers Charter Public School - maximum enrollment

The board of trustees of Four Rivers Charter Public School (FRCPS) requests approval for a charter amendment to increase the school's maximum enrollment by 20 students, from 192 to 212 students in grades 7 through 12. FRCPS,

located in Greenfield, opened in 2003 and is chartered to serve the districts of Greenfield, Frontier, Gill-Montague, Mohawk Trail, Pioneer Valley, and Ralph C. Mahar. The Board renewed the school's charter in 2008. The school currently has strong demand for seats and, if this amendment is granted, will implement an incremental increase in the number of students per grade, from 32 to 36 students. The school has found very strong interest and clear academic and social benefits in having 36 students per grade (working in sections of 18) and wants to continue this pattern through the upper grades.

The school currently has no accountability status in either ELA or Mathematics and has made AYP in the aggregate and for subgroups in both ELA and Mathematics in all years.

I recommend that the Board approve a maximum enrollment increase of 20 students for Four Rivers Charter Public School.

**Superintendent comment:** Comments were not received from any superintendents in the school's region.

### **Global Learning Charter Public School - maximum enrollment**

The board of trustees of Global Learning Charter Public School (GLCPS) requests approval for a charter amendment to increase the school's maximum enrollment by 50 students, from 450 students to 500 students, in grades 5 through 12. GLCPS, located in New Bedford, opened as a Commonwealth charter school in 2007 and is chartered to serve the district of New Bedford. The school previously operated as a Horace Mann charter school. GLCPS requests this amendment in order to accommodate its growing high school. As the school becomes more established, eighth graders are choosing to stay in the GLCPS high school program in larger numbers than previously anticipated.

The school currently has no accountability status in either ELA or Mathematics, and made AYP in the aggregate for ELA, but did not make AYP for subgroups in ELA or in the aggregate or for subgroups in Mathematics in 2008. The school's predecessor, New Bedford Global Learning Horace Mann Charter School made AYP in both subjects in the aggregate and for subgroup sin 2007.

I recommend that the Board approve an enrollment increase of 50 students for Global Learning Charter Public School.

**Superintendent Comment:** New Bedford Public Schools superintendent, Dr. Portia S. Bonner, submitted comment in opposition to this amendment request due to the negative educational and fiscal impact the increased charter tuition assessment would have on the New Bedford Public Schools. The letter is attached.

### **Hilltown Cooperative Charter Public School - maximum enrollment**

The board of trustees of Hilltown Cooperative Charter Public School (HCCPS) requests approval for a charter amendment to increase the school's maximum enrollment by 26 students, from 154 students to 180 students, in grades K through 8. HCCPS, located in Haydenville, opened in 1995 and is chartered to serve school districts in Franklin and Hampshire counties. The Board renewed the school's charter for the second time in 2005. The school has received approval for four prior amendment requests, increasing its enrollment from 60 to 154 students. If this amendment is granted, the school plans to spread the enrollment increase across its grade span and serve

approximately 20 students per grade, compared to approximately 17 per grade currently. HCCPS requests this amendment to further ensure fiscal strength for the school for the long term while remaining committed to the culture and traditions of a small school community. The school is in strong demand, annually receiving roughly 240 applications for 18 to 22 seats.

The school currently has no accountability status in either ELA or Mathematics and has made AYP in the aggregate and for subgroups in both ELA and Mathematics in all years.

I recommend that the Board approve an enrollment increase of 26 students for Hilltown Cooperative Charter Public School.

**Superintendent comment:** South Hadley Public Schools superintendent, Dr. Gus A. Sayer, submitted comment on behalf of the South Hadley School Committee opposing this amendment request, citing the financially punitive nature of the charter school financing mechanism in Massachusetts. The letter is attached.

### **Recommendation**

The Department has reviewed these requests and they appear reasonable and consistent with the charter school statute and regulations. I recommend that the Board approve the amendment requests as presented.

If you have any questions regarding these amendments or require additional information, please contact Jeff Wulfson, Associate Commissioner, at 781-338-6500; Mary Street, Director of Charter Schools, at 781-338-3200; or me.

### **Enclosures:**

Correspondence from Four Rivers Charter Public School  
Correspondence from Global Learning Charter Public School  
Superintendent Comment from New Bedford Public Schools  
Correspondence from Hilltown Cooperative Charter Public School  
Superintendent Comment from South Hadley Public Schools

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## The Massachusetts Board of Education

### Charter Schools - Approval of Loan beyond Charter Term for Martin Luther King, Jr., Charter School of Excellence

To: Members of the Board of Elementary and Secondary Education

From: Mitchell D. Chester, Ed.D., Commissioner

Date: October 21, 2008

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Under the charter school statute, G.L. c. 71, § 89(j)(6), a charter school may incur temporary debt in anticipation of receipt of funds, but requires approval of the Board of Elementary and Secondary Education (Board) if it wishes to agree to repayment terms that exceed the duration of the school's charter. Martin Luther King, Jr. Charter School of Excellence requests approval to enter into financing agreements that extend beyond the term of the school's current charter.

#### Proposed Loan

Martin Luther King, Jr. Charter School of Excellence (MLK) is a Commonwealth charter school beginning its third year of operation. The Friends of Martin Luther King, Jr. Charter School of Excellence, Inc. (Friends) is a 501(c)(3) Massachusetts non-profit corporation with the corporate purpose of supporting the MLK Charter School.

The board of trustees of MLK requests the Board's approval to enter into loan agreements in partnership with the Friends for approximately \$6.0 million for up to a 30-year term in order to partner to purchase, renovate, and equip an industrial building at 285 Dorset Street in Springfield for the school's will issue tax-exempt bonds and provide a loan guarantee, with preliminary approval already granted by MDFA. Federal new market tax credits may also be used.

The purchase of a facility will allow the school to consolidate its program into one site (the school currently operates out of two buildings), eliminate the insecurity of needing to secure space in a piecemeal fashion for each school year, and support the school's effort to build a strong school culture. MLK will rent the facility from the Friends for an amount that will cover the Friends' facility costs but not generate a profit. The school anticipates that the facility will be ready for use in time for the 2009-10 school year.

MLK is currently working with several lenders, including Hampden Bank and the Bank of Western Massachusetts, which expect to provide financing this project.

All parties, including both current lenders, have acknowledged in writing their understanding that the Commonwealth of Massachusetts, including but not limited to the Board and the Department of Elementary and Secondary Education, provides no representations or guarantees with respect to these loans and has no liability for any portion of the loans. They have also acknowledged in writing that specifically and without limitation, the Board's approval of the loan has no impact on any action that the Board may choose to take in the future with respect to probation, revocation, or renewal of the school's charter. The proposed motion approving this loan agreement request is explicitly conditioned upon the inclusion of this language in the loan agreements themselves. These written acknowledgements will be required of any new lenders should there be changes.

The Department has reviewed this request, and it appears reasonable and consistent with the charter school statute and regulations. With the safeguards explained above and agreed to in writing by the schools and its lenders, I recommend that the Board approve this request as presented.

If you have any questions regarding this amendment or wish to see the school's full request, please contact Mary Street, Director of Charter Schools, at 781-338-3200; Jeff Wulfson, Associate Commissioner, at 781-338-6500; or me.

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## The Massachusetts Board of Education

### Charter Schools-Authorization to Commissioner to Approve Charter School Loans Exceeding Duration of Charter

To: Members of the Board of Elementary and Secondary Education

From: Mitchell D. Chester, Ed.D., Commissioner

Date: October 21, 2008

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Under the charter school statute, G.L. c. 71, § 89(j)(6), a charter school may incur temporary debt in anticipation of receipt of funds, but requires approval of the Board of Elementary and Secondary Education (Board) if it wishes to agree to repayment terms that exceed the duration of the school's charter. Each year, the Department's Charter School Office receives approximately four requests of this nature, each of which is placed on the Board's agenda and requires a vote.

When the Board votes on these matters, it is not approving the actual terms of the loan negotiated by the school. Rather, the vote acknowledges that the school and the lender have included proper representations and limitations in their loan agreement. Specifically, this is the standard language that we require charter schools and their lenders to include in their agreements:

The [parties] explicitly acknowledge and agree that the Commonwealth, including but not limited to the Board and the Department of Elementary and Secondary Education, has no liability for any portion of the loans and provides no representations or guarantees with respect to these loans. Furthermore, the [parties] explicitly acknowledge and agree that the Board's approval has no impact on any action the Board may choose to take in the future with respect to probation, revocation, or renewal of the school's charter.

Because this is standard language and a fairly routine process, the Board discussed at its meeting on September 10, 2008, delegating this approval to the Commissioner under its new authority in G.L. c. 15, §1F, paragraph 3. That provision reads as follows:

The board may delegate its authority or any portion thereof to the commissioner whenever in its judgment such delegation may be necessary or desirable. The commissioner shall exercise such delegated powers and

duties with the full authority of the board.

I recommend that the Board delegate approval of extended loan terms for charter schools to the Commissioner. The Department would continue to review each request carefully according to the charter school statute and regulations and we would continue to require the charter school and the lender to agree in writing to the conditions set forth above. I would report to the Board any such extended terms for loans that I approve pursuant to my delegated authority. Enclosed is a motion to this effect.

If you have any questions regarding these amendments or require additional information, please contact Jeff Wulfson, Associate Commissioner, at 781-338-6500; Mary Street, Director of Charter Schools, at 781-338-3200; or me.

Enclosure:

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## The Massachusetts Board of Education

### Ballot Question 1



To: Members of the Board of Elementary and Secondary Education

From: Mitchell D. Chester, Ed.D., Commissioner

Date: October 21, 2008

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At our September meeting, in response to requests from members, Chair Banta asked to have an item added to the agenda for the October meeting concerning Question 1 on the November ballot, an initiative to repeal the state income tax. Two documents are enclosed as background information for your discussion:

1. The text of the ballot question and the official statements in support of and in opposition to the initiative, as published by the Secretary of the Commonwealth.
2. Interpretative Bulletin OCPF-IB-92-02 from the Office of Campaign and Political Finance (revised January 9, 2007) on "*Activities of Public Officials in Support of or Opposition to Ballot Questions*"  . This document explains the extent to which public officials - including the Board and Commissioner of Elementary and Secondary Education - may act or speak in support of or in opposition to a question submitted to the voters. Here are the key points:
  - In general, officials may undertake various official actions that concern ballot questions relating to matters that are within their areas of authority, such as voicing their opinions, holding or attending meetings and making information available to the public. Officials may not, however, use public resources to engage in a campaign to influence voters concerning a ballot question, for example by authorizing a publicly funded mass mailing to voters.
  - Consistent with state law, public officials may:
    1. Discuss a ballot question, including at meetings of a governmental entity or at informational meetings of private groups.
    2. Take a position on a ballot question.
    3. Analyze the impact of a ballot question.
    4. Provide copies of the agency's analysis of and/or position on a ballot question, or other public documents, to persons requesting copies or to persons attending public meetings of a

- governmental entity.
5. Hold an informational forum, participate in a forum held by a private group, and distribute a notice of the forum.
  6. Speak to the press.
  7. Post information on a government bulletin board or Web site.
  8. Allow private groups to use a public building for a meeting concerning a ballot question.
  9. Appear on cable television.

The guidance document from the Office of Campaign and Political Finance also explains that a person's status as a public official does not preclude him or her from engaging in political activity relating to a ballot question on an individual basis, on his or her own time, not using public resources.

In short, the Board may, if it so chooses, discuss and take a position on Question 1 and its potential impact on public education at the October 21st meeting.

Enclosures:

  Activities of Public Officials in Support of or Opposition to Ballot Questions

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## The Massachusetts Board of Education

### Report on Grants Approved by Commissioner; Continuing Authorization to Commissioner to Approve Grants

To: Members of the Board of Elementary and Secondary Education

From: Mitchell D. Chester, Ed.D., Commissioner

Date: October 21, 2008

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At the Board's June 25, 2008 meeting and again at our meeting on September 10, 2008, the Board authorized me to approve state and federal grants up to the date of the next regular Board meeting. I reported to you in September on the grants that I approved over the summer: 272 grants totaling \$19.7 million under 30 different state and federal competitive grant programs.

Since your September 10th authorization to me, I met with Department staff and approved funding for 67 After-School and Out-of-School Time proposals (out of 217 that we received), for a total of \$5.4 million in state funds. We notified the grantees but have not yet issued official award letters. In the past week, the Department has been asked to make 9C cuts in most of our state budget line items, including the After-School and Out-of-School Time grant program. Therefore, we are currently making adjustments to these tentative grant awards. I will provide you the list of approved grant amounts once we have made the award adjustments.

The Board asked that I bring to your October meeting a motion delegating authority to the commissioner indefinitely to approve state and federal grants on the Board's behalf and to report such approvals to the Board on a periodic basis. One key reason for granting the commissioner this authority is to allow decisions to be made and conveyed to grant applicants on a timely basis so that program activities can get underway more quickly. This allows us to be responsive to our constituents, including the students who benefit from these programs. Second, the Board's approval of competitive grants comes at the conclusion of a thorough and documented review process by Department staff, the associate commissioner who is responsible for overseeing the program, and the commissioner. Board approval for grants has been routine. Delegating the final approval to the commissioner assists the Board in clearing its agenda of routine votes in order to focus on matters of educational policy, and is consistent with state law. Third, as a practical matter, the Board's traditional authorization to the commissioner in June of each year covers the vast majority of the state and federal competitive grants that we award in the course of the year. For all of

FY08, these grants totaled \$23.8 million. As noted above, the FY09 grant awards that I approved over the summer totaled \$19.7 million.

To provide some context regarding our state and federal competitive grant funds, I thought it would be helpful to present data regarding some of the major sources of funding that the Department administers. Most of the funding that flows through the Department is entitlement or formula-based funding, not competitive grants. The following figures are from FY08:

- The Board (or the commissioner, with authorization by the Board) approved 619 competitive grants, including funding increases to previously approved grants, totaling \$23,831,402 from 47 state and federal grant programs.
- The Department distributed the following funds on a formula or continuation basis, not requiring Board approval. This is not an exhaustive list, but does highlight the major categories of state and federal funds that the Department distributes via grants, contracts, or other mechanisms.

***State (rounded)***

Chapter 70:	\$3,725,000,000
Circuit Breaker:	\$220,000,000
Charter School Tuition Reimbursement:	\$73,800,000
Regional Transportation:	\$58,300,000
School Breakfast/Lunch (state match for federal):	\$8,500,000

***Federal (rounded)***

Special Education:	\$237,000,000
Title I (academic support):	\$217,000,000
Title IIA (educator quality):	\$48,000,000
School Breakfast/Lunch:	\$153,000,000

Competitive grants are a very small portion of the state and federal funding that we administer. This is not to diminish the importance of competitive grant funding. Often, this funding allows us to support innovation, promote state education goals, and prioritize funds for high need schools and districts, although we are constrained by the state or federal budget language on how the competitive funds may be used.

For these reasons, I recommend that the Board vote this month to delegate authority to the commissioner indefinitely to approve state and federal grants on the Board's behalf and to report such approvals to the Board on a periodic basis. The Board has explicit authority to delegate such function under G.L. c. 15, § 1F ("The board may delegate its authority or any portion thereof to the commissioner whenever in its judgment such delegation may be necessary or desirable. The commissioner shall exercise such delegated powers and duties with full authority of the board.") I have enclosed a motion for your consideration.

Enclosure:

# Educating a 21<sup>st</sup> Century Workforce

A Call for Action  
on High School Reform

*October 2008*







# Educating a 21<sup>st</sup> Century Workforce

## A Call for Action on High School Reform

Preparing students to succeed in a rapidly changing society and economy has been the goal of the Massachusetts Business Alliance for Education (MBAE) since it began advocating for education reform in 1988. In response to employer concerns about the quality of public education and the skills graduates were bringing to the workforce, MBAE developed and promoted the conceptual framework that resulted in the Education Reform Act of 1993. The goal of the Act was to establish measurable standards, accountability for performance, and an equitable funding formula to improve education opportunities for all students in Massachusetts. While considerable progress has been made, many challenges remain to prepare students to succeed in a competitive globalized world. Primary among these challenges is the need for all students to graduate from high school with the academic and applied skills necessary for college and work readiness.

There is a strong and growing body of knowledge about high school re-design, and many models of excellence exist in our state and nation. However, there is little consensus on a practical plan to improve *all* of our state's schools. To hasten progress, MBAE convened employer stakeholders from across the state as members of its Commission on Educating a 21st Century Workforce with the goal of outlining a framework and proposal for action on high school reform. The Commission's purpose was to review what the education and business communities already know about high school reform, and to convert this experience into a set of recommendations for action by both education policy-makers and employers.

The report that follows is a proposed plan of action that the Commission believes is both necessary and achievable. It is the result of careful deliberations informed by existing research, policy proposals, and the varied experiences of Commissioners. The strategies and implementation tactics proposed in this report are designed to achieve results deemed critical by the business community. Our intent is to advance the current discourse on high school reform and to provide a basis for employers and educators to discuss the changes that can and should be made in our communities.

*Primary among these challenges is the need for all students to graduate from high school with the academic and applied skills necessary for college and work readiness.*

The vitality of our state's economy is inextricably tied to education. Future prosperity for our students and for our communities depends upon our schools preparing all students for college and, ultimately, for careers. The actions needed will require changes in the way we think about education, as well as new kinds of partnerships between the education and business communities. Employers can, and must, play a pivotal role in advocating for, and sustaining, reforms.



## COMMISSION MEMBERS

Neil McKittrick, Chairman, *Goulston & Storrs, A Professional Corporation*  
Tracy Callahan, *Biogen Idec*  
Barbara Chaput, *Crane & Company*  
Michael Contompasis, *City of Boston*  
Ted Coghlin, *Coghlin Electric*  
Richard Davey, *Massachusetts Bay Commuter Railroad, LLC*  
Buzzy Ernst, *Hasbro, Inc.*  
Cathleen Finn, *IBM*  
Jim Flanagan, *Public Consulting Group -and Consultant to the Partnership for 21st Century Skills*  
Stephanie Lee, *Verizon*  
Kenneth Lemanski, *State Colleges of Massachusetts Council of Presidents*  
Karen Medeiros, *Gilbane Building Company*  
Errol Stephenson, *Friendly Ice Cream Corporation*  
Mike Supranowicz, *Berkshire County Chamber of Commerce*  
Faith Weiner, *The Stop & Shop Supermarket Company*  
Erica Wotzak, *General Electric*  
Sandra Zink, *Interprint*

## EXECUTIVE SUMMARY

*There are ample indications that our current system of education is simply not meeting the challenges of the 21st century.*

Massachusetts enjoys a reputation as a national leader in education. While we celebrate our achievements, we must also recognize that the work of maintaining a relevant and exceptional education system is never truly complete. Indeed, the economic and political environments in which our children will live and work are changing dramatically. There are ample indications that our current system of education is simply not meeting the challenges of the 21<sup>st</sup> century. Many of our students graduate from high school unprepared for college and career, too few pursue the scientific and technical disciplines our knowledge-based economy demands, and an unacceptably high proportion leave high school before graduating, especially in underserved communities.

At this pivotal moment when the Governor of the Commonwealth has issued an Education Action Agenda, our state has the opportunity to serve as a national model for educational excellence. Recognizing the important role that education will play in our state's future prosperity, MBAE's Commission on Educating a 21<sup>st</sup> Century Workforce has identified three critical challenges that we have to address:

- **Increase Awareness of 21<sup>st</sup> Century Demands.** Building the resolve necessary for change is the first step toward fighting complacency and increasing understanding that a high school diploma is insufficient in today's economy.
- **Prepare ALL Students for College, Career, and Citizenship.** Regardless of their postsecondary choices, ALL students need the same basic academic and applied skills to be productive citizens in a 21<sup>st</sup> century society. Our schools must ensure that all students graduate from high school with mastery of these skills.
- **Close the Persistent Achievement Gap.** Our educational system must provide the opportunities to all children, regardless of their geographic location or socio-economic status, to be ready for college, career and citizenship. Our workforce needs, and the future of our society depend upon our ability to close this gap.

To create a system capable of meeting these challenges, several dimensions of our current system have to be restructured—from the way we think about high school, to our curriculum and system of assessments, to the role of business and community in supporting our schools and our students. Accordingly, the Commission offers a four-pronged strategic approach to achieve results:

### **STRATEGY 1:**

#### **Reform the Fundamental High School Model**

It is increasingly clear that our agrarian school schedule is inadequate to meet the needs of a knowledge-based economy. Incremental changes cannot reform a system that has become increasingly obsolete. Today's students need to learn in a supportive environment, flexible enough to meet their unique needs.

- Students are clamoring for more **career counseling and guidance support** early and throughout their educational experience so they can explore their interests and make informed choices.
- Students need **increased instructional time and flexible alternatives to a four-year schedule** so that every student has the opportunity to succeed regardless of his or her academic skill level when he or she enters high school.
- Finally, students need **increased access to dual enrollment programs** to allow them to experience the reality of college and remain constructively engaged throughout their time in high school.

### **STRATEGY 2:**

#### **Align Curriculum with the Demands of College and Career**

Regardless of their postsecondary goals, all students need a solid base of math, reading, and applied skills to succeed in today's economy. Therefore, with flexible support systems in place, standards and achievement can be raised to ensure that all students complete a rigorous academic curriculum that is also relevant to students' current interests and future pursuits.

- The first tactic recommended is to **implement the MassCore course of study statewide as the minimum requirement for a diploma.**
- These rigorous academic standards alone are not enough to ensure that students will develop the competencies they need, so it is also necessary to **include skills that are essential in the 21<sup>st</sup> century across the curriculum.**
- Employers and students alike also emphasize the value of real-world experience as part of education, so it is crucial to **provide opportunities for work-based or service learning activities.**

### **STRATEGY 3:**

#### **Ensure Assessments Measure Relevant Skills and Content Mastery**

Our knowledge of how to assess performance has improved greatly over the past fifteen years of education reform. While we maintain a steadfast commitment to requiring students to demonstrate proficiency in basic skills to earn a diploma, we must continually validate that progress is being made to bring students beyond this level.

- Ensuring that students develop the applied, 21<sup>st</sup> century skills they need requires that we develop **exit assessments that measure college and career readiness.**
- If we are to encourage students to pursue a rigorous course of study with the promise that they will be ready for college work and job training, we should ensure that the content and instruction in these courses will lead to mastery of relevant knowledge and skills through a **statewide end-of-course assessment system.**



#### **STRATEGY 4:**

### **Create a System of Partnerships to Support and Sustain Reforms**

To succeed, schools need on-going support from the communities that depend on their success. Employers have an enormous stake in the quality of our education system, and must take responsibility for supporting and sustaining these reforms.

- One approach is to **formalize regional School-Business Partnership Programs.**
- There are also many successful models that can be replicated to **establish long-term and meaningful partnerships between schools and businesses at the local level.**

The promise of public education is to provide all students with the opportunity to succeed in civic and economic life, but for too many students our system of education falls short. The future prosperity of our students and our communities is at risk, unless we guarantee a system of education in which each student who enters high school graduates with the skills necessary to succeed in college and in the workforce. Massachusetts can lead the way toward this new frontier—a true 21<sup>st</sup> century high school education system.

The Commission's full report follows. It is organized into two main sections. The first (*The Challenge*) describes the challenge facing our state and policy-makers. The second (*Meeting the Challenge*) outlines the Commission's four-pronged strategic action plan and implementation tactics for each strategy, and includes pertinent examples. Although estimating expenses and savings related to these proposals was beyond the scope of the Commission's work, funding is, of course, of great concern as education budgets strain to cover rising costs, so this issue is addressed at the report's conclusion.

*The future prosperity of our students and our communities is at risk unless we guarantee a system of education in which each student who enters high school graduates with the skills necessary to succeed in college and in the workforce.*



## THE CHALLENGE

In 2007, the Massachusetts Department of Elementary and Secondary Education (ESE) announced that 80 percent of the nearly 75,000 students who entered 9th grade in 2002 graduated four years later—ten points ahead of the national average. However, like the performance of the Commonwealth’s students on the National Assessment of Educational Progress (NAEP), where Massachusetts outscored other states despite unacceptably low raw scores, a look at the details behind the data indicates that the Commonwealth still has a problem. Graduation rates may exceed the national average but are still too low at 80 percent. Urban areas in the state lag behind suburban areas, with a graduation rate of only 64 percent, and more than 50 schools report graduation rates below 60 percent.<sup>1</sup>

Moreover, the graduation rate is only one part of the challenge of high school reform. A recent study by the Manhattan Institute for Policy Research estimates that, in 2003, only 38 percent of Massachusetts teenagers finished high school with sufficient coursework and basic reading skills to be considered college-ready.<sup>2</sup> This lack of preparation results in substantial rates of remediation in colleges, with over one in three Massachusetts high school graduates requiring remedial coursework in one or more subjects in their first year in the state’s colleges and universities.<sup>3</sup> Because remedial coursework typically cannot be applied to degree requirements, enrollment in these courses can increase the expense and length of time it will take a student to earn a degree. National studies also suggest that a substantial proportion of students requiring remediation will fail to earn a degree.<sup>4</sup>

Students who proceed directly into the workforce find themselves equally unprepared. Massachusetts is not training and retaining enough skilled workers with the talents necessary to sustain our economy and quality of life. MBAE focus groups with Massachusetts employers indicated that those who hire directly from high school were dissatisfied with new graduates’ basic written and verbal communication skills, math and computer skills, problem-solving, and overall demeanor and work ethic. These findings are consistent with a national study, which found that 40 percent of employers report that high school graduates or G.E.D. equivalents were “deficient” in their preparation for entry-level positions.<sup>5</sup> When workers do not have the skills that employers need, jobs in our communities may go unfilled and the unskilled may remain unemployed, an opportunity cost our state’s citizens and its businesses simply cannot afford in an increasingly competitive and unforgiving global economy.

The business community has been vocal and clear about the need to develop talent that will maintain and increase our state’s competitive edge in global markets. In addition to building strength in the science, technology, engineering and mathematics (STEM) fields, we must also ensure that all of our students have the skills to support the innovation and creative work that will fuel economic growth and prosperity in the future.<sup>6</sup> These skills, termed “21<sup>st</sup> century skills,” include global awareness, financial literacy, critical thinking, communication, collaboration, and an ability to engage in life-long learning as well as traditional core academic subject knowledge.<sup>7</sup>

To ensure that all students graduate prepared for college, career, and citizenship, the Commission identified three challenges to overcome:

*Massachusetts is not training and retaining enough skilled workers with the talents necessary to sustain our economy and quality of life.*

## 1. Increase Awareness of 21st Century Demands

The impact of education reforms over the past fifteen years has been significant. Student performance on the Massachusetts Comprehensive Assessment System (MCAS) tests has consistently improved, and Massachusetts students score among the highest-performing in the nation on NAEP exams. This success has led to a public perception that education reform is complete when, in fact, it has not met the goal of preparing students for college and career.

- The most recent results of the Program for International Student Assessment (PISA), which assesses the ability of 15-year-old students to *apply* knowledge and skills to real-life contexts, indicate that U.S. students test below other developed nations in mathematics and science.<sup>8</sup>
- The National Center for Public Policy and Higher Education estimates that 49 percent of our state’s young adults (aged 25 to 34) attain an associate’s degree or higher.<sup>9</sup> While this rate compares well with top countries, and is surpassed by only Japan and Canada,<sup>10</sup> college enrollment rates are increasing substantially in other advanced market economies.<sup>11</sup>



These results are unacceptable when we consider that our state and its students compete internationally.

Success today depends on the awareness, understanding and ability to navigate various customs and cultural differences, economic and political climates, work force conditions and expectations, unions and laws, customers and competition—in essence, a global mindset.<sup>12</sup>





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This “global mindset” is of growing importance, as approximately 4.5 percent of our state’s workforce is currently employed by foreign-owned enterprises. Massachusetts is ranked eleventh of all U.S. states in the value of its exports per worker, one measure of global linkages and economic activity.<sup>13</sup>

Our first task is to combat complacency about the state of our schools. As state and municipal policy-makers struggle to maintain services in the face of rising costs and declining revenues, the business community can be a powerful voice for ensuring that education receives the attention and primacy it deserves among competing state policy priorities. It is critical that a united business community advocate strongly for making the education we provide the one that our students need, even if it is vastly different from the education system we have had in the past.

## 2. Prepare ALL Students for College and Career

The economic and political environments in which we live and work are constantly changing, yet the way that education is delivered has changed very little over the last century. The result is a system-wide lack of capacity to prepare all students adequately to meet the challenges of a 21<sup>st</sup> century economy.<sup>14</sup>

The Massachusetts Department of Workforce Development estimates that 56 percent of all new jobs created in the state between 2004 and 2014 will require an associate’s degree or higher.<sup>15</sup> Further, the pace of technological change is expected to accelerate, requiring all workers, whether they proceed directly to college or not, to possess a capacity to learn new skills. A comprehensive agenda for education reform must create systems that address both college *and* career readiness. Research suggests an important convergence between the skills needed for higher education and those required in the workforce,<sup>16</sup> and for most students, the choice is not college *or* career, but college *and* career.

Therefore, all students need (1) exposure to career options to better inform and motivate their future choices as well as (2) opportunities to learn relevant career skills prior to high school graduation. Increasingly, college and workforce readiness means readiness for *future learning and training*, and all of our graduates will need to see themselves as capable lifelong learners in order to succeed in life, citizenship and employment.

## 3. Close the Persistent Achievement Gap

Education has the potential to disrupt cycles of poverty. A wide body of research has shown significant positive correlations between a person’s skill level and his or her economic benefits.<sup>17</sup> <sup>18</sup> Yet, too many economically disadvantaged students attend under-resourced schools where they do not acquire the skills and knowledge that are comparable to that of their more affluent peers or that are necessary for postsecondary success. The National Center for Public Policy and Higher Education estimates that young adults from low-income families in Massachusetts are only half as likely to attend college as those from high-income families.<sup>19</sup> The Center also notes that the state’s “gap in college participation rates between whites and non-whites is substantial,” with 39% of young white students enrolled in higher education, compared with 28% of non-white students.<sup>20</sup>

Present demographic trends make this challenge even more urgent. African American and Hispanic populations are projected to comprise an increasing share of our state’s total population and workforce over the next ten years. Unless our schools are able to substantially close the achievement gap, the education level of our state’s workforce is likely to decline, along with the standard of living of many of our state’s residents.<sup>21</sup> Our

*The business community can be a powerful voice for ensuring that education receives the attention and primacy it deserves among competing state policy priorities.*





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education system must provide to all students the opportunities that the most advantaged among us experience, so that all students, regardless of their race or ethnic origin, family income or geographic location, are well prepared for college, career and citizenship.

## MEETING THE CHALLENGE

Considerable knowledge exists about policies and practices to increase graduation rates and better prepare all students for college and career. The challenge is to use this understanding to effect change that leads to positive results.

Our proposals focus on four key strategies, as well as specific actionable tactics for each. These tactics depend upon on-going collaboration between the business community, educators, and policy-makers. This reflects the underlying reality that the economic environment in which we all live and work is changing exponentially, and our schools cannot be expected to keep pace without constant support from, and interaction with, the communities that depend on their success.

The Commission's principal charge was to investigate high school reform. However, parallel challenges exist at all levels of education. Developing higher levels of competency requires a strong foundation of skills built over successive grade levels, particularly with regard to literacy skills, which are key to success in other content areas. Supporting strategies will be necessary across all grade levels to transform all of our schools into 21<sup>st</sup> century learning communities. However, the challenge is most acute at the high school level, where students are at the intersection between traditional compulsory education and the demanding postsecondary world of college and career. Therefore, it is extremely urgent to focus our attention here.

### STRATEGY 1:

#### Reform the Fundamental High School Model

##### Adapt Programs So All Children Can Succeed

The current system of educational delivery is a “one-size fits all” model in which all students attend school for the same length of time, regardless of their background or needs. However, we know that students arrive with different levels of basic skills, and for many—especially those with limited English proficiency or from economically disadvantaged backgrounds—the traditional approach is simply not enough. For those who are achieving at high levels, four years may be too long to wait to begin college work.

Furthermore, students typically have limited opportunity to participate in the design, planning, and execution of their learning, which may prevent them from feeling fully invested in their own educational process. As one Commissioner noted, “like it or not, students are acting like consumers,” disengaging from schools when they fail to see connections between what is being taught in the classroom and their own personal goals and postsecondary plans.

The changes we urgently need require totally re-thinking how, where and from whom students learn—changes that will not result from merely tinkering with the current system. Although these changes must be made throughout our pre-K to higher education system, important gains can be realized immediately by restructuring high schools. Personalizing education, rather than delivering educational services using an industrial model, would benefit all students, especially those who otherwise might not graduate.

*The changes we urgently need require totally re-thinking how, where and from whom students learn.*



## KEY TACTIC 1:

### Strengthen career counseling and guidance support

High school students are frequently expected to make educational decisions that will influence their ability to pursue certain careers, including decisions about high school course of study, educational testing, and application to college. Yet, access to resources that can inform these decisions is sorely lacking. Students who met with Commissioners emphasized that most schools provide only limited information about college and career realities, and it often comes too late in a student's secondary career to make a material difference. An increasing number of states are addressing this need by requiring students to develop individualized learning plans, often in middle school, that will guide their course selection and preparation.<sup>22</sup> Resource constraints and substantial demands made on guidance counselors, however, have left most schools with insufficient staff to advise and counsel students. Instead, students report getting information from their parents, internet sites, and peers—often sources of incomplete or incorrect information.

Many of the state's vocational technical schools provide excellent models of career counseling, combining individualized career plans, vocational career advice, and mandatory student advisories, in which students regularly meet with faculty in small group settings to discuss academic and career issues. MBAE focus groups found that students from these programs were more knowledgeable with respect to workplace expectations,<sup>23</sup> as well as their own professional abilities. However, these schools (and their students) represent the exception rather than the rule.

All high schools can benefit from the technical school model by formalizing a career readiness component to provide guidance for their students, supported by at least one career development specialist in the building at all schools. These specialists should have industry experience as well as broad knowledge about career opportunities and corresponding skills and educational requirements. The impact of this resource should be measured statewide using relevant metrics, such as the number of work-based learning plans completed, internship placements, and job shadowing opportunities. An additional benefit is that these specialists could serve as liaisons for school-business partnerships, providing much-needed direction to local businesses and volunteers and ensuring that programs are coordinated to contribute to key strategic initiatives at each school. While it would be advantageous to expand these programs to all middle schools, those districts with themed choices for high school enrollment (e.g., Boston), **must** ensure that middle school students have exposure to career options before selecting their high school and course of study.

Guidance and support services should also be targeted to reduce the state's dropout rate, as it is well-documented that the economic and social consequences of dropping out of school are severe, both for the individual student and for society as a whole.<sup>24</sup> The Alliance for Excellent Education estimates that Massachusetts dropouts who should have graduated in 2008 alone will cost the state's economy more than \$4.3 billion in foregone income over their lifetimes.<sup>25</sup> Yet, students at risk of dropping out show warning signs as early as 4th grade, including poor attendance, failing grades, low test scores, and insufficient credit attainment. Systems that track students using these indicators, and periodically review data to identify new indicators, have helped schools identify at-risk students and target critical intervention resources more effectively.<sup>26</sup> Providing intervention services for students identified as unlikely to graduate would be an effective investment both in workforce talent and in state funds that would reduce future costs.

*All high schools can benefit from the technical school model by formalizing career readiness guidance for their students.*



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## Student Voices

Commissioners had the opportunity to meet with Boston Public Schools students representing their high school on the Boston Student Advisory Council. In a discussion about what they see as necessary to prepare for college and career, students provided the following observations:

- **Students need more information about college early in their high school careers.** Students considering college wonder “how am I going to get there, where can I go, what is the cost, and how do I pay?” They want to start learning about college, “not as seniors, [but] by sophomore year” at the latest. Information about scholarships and college access were particularly difficult for students to find and to understand.
- **Students need more support from guidance and career counselors.** Most students said that they do not get enough time and attention from guidance counselors or other adults in their schools to develop their college and career plans. Students need more help to find jobs and internships. They also favor effective advisory programs in which students meet in small groups with adults at the school. As one young person put it, “we need more than one person to rely on” for advice about college and career.
- **Businesspeople can provide practical insights into the world of work.** Students are seeking exposure to career options and want businesspeople to help them learn what specific jobs are like as well as how to get there.
- **Finally, students said that they valued meaningful, well-planned internships and work experiences.** To prevent disappointing experiences for both employers and interns, students must have realistic expectations about what they are qualified to do in the workplace, and businesses should provide mentoring support as part of any work-based learning opportunity.

### KEY TACTIC 2:

#### Incorporate flexible alternatives to a four-year schedule and increase instructional time

Across the Commonwealth, “the most commonly reported obstacle to improved student achievement was the lack of time.”<sup>27</sup> Many high performing urban schools have found ways to increase time through incremental adjustments, such as extending the school day or adding weekend and summer school programs to help bring all students to proficiency.

High schools should continue to increase instructional time for students; they should also become more active in the state’s Expanded Learning Time (ELT) initiative, which is designed to lengthen the amount of instructional time available to students across the Commonwealth (either day-by-day or by lengthening the school year). An expanded learning curriculum must include opportunities for students to apply their academic lessons in an engaging context, as well as opportunities to pursue coursework that prepares them for specific careers in which they are interested. Additional time does not necessarily need to be added onto the beginning or end of the traditional school day, but could include evening or weekend special sessions or classes.

For students who arrive in high school substantially behind or who are at-risk of dropping out, however, more dramatic changes will be necessary to ensure that they remain fully engaged. As one Commissioner noted, “spending four years in high school in four discrete units—freshman, sophomore, junior, and senior—is sacrosanct but not meaningful,” and may in fact not be realistic for all students. When students are unable to conform to this standard “high school process,” they are at an increased risk of dropping out or earning a diploma without acquiring fundamental capabilities.

An alternative approach for these students would be to identify outcomes or graduation requirements for all students, and allow at-risk students or those who are substantially behind (or ahead) to develop a personalized education plan, mapping out their own plan for achieving those objectives. These plans could be implemented in a manner similar to the individualized education plan model that has been adopted in the special education context. Activities for which students can earn credit might include independent study, directed or focused foreign travel, certain work experience, and structured internships. Creative thinking about what constitutes learning is needed, and schools should consider awarding credit for a variety of learning opportunities that captivate and engage students while teaching them essential competencies.

**KEY TACTIC 3:**

**Increase dual enrollment program opportunities**

Dual enrollment programs allow students to earn college credit or even complete an Associate’s degree while in high school. For students who need fewer than four years to achieve proficiency, these programs can keep students challenged and engaged. With five universities, six comprehensive state colleges, three specialized state colleges, and fifteen community colleges, Massachusetts has a robust public higher education system that can be leveraged to provide high school students with exposure to college-level courses and a head-start toward completing a degree. These programs have the potential to:

- Expose students to the expectations of higher education so they can apply themselves effectively and make informed decisions in high school.
- Help make college more affordable and accessible to students with limited financial resources by decreasing the time and cost necessary to earn a degree.<sup>28</sup>
- Start high school students on a path to college, especially those who do not consider themselves college eligible or who might aspire to earn a degree but are not sure how to get there.
- Provide alternative options to reengage struggling students and returning dropouts.

*Spending four years in high school in four discrete units is sacrosanct but not meaningful, and may in fact not be realistic for all students.*

Dual enrollment opportunities, which have been restricted in the past because of limited funds, should be expanded. Any new or re-designed systems must ensure that all students have equal access to these opportunities by addressing transportation, textbook costs, and related issues. In addition, high schools should partner with local community colleges to provide distance learning opportunities using technology, on-site instruction through the location of a satellite campus at the school site, or similar course options for students. These measures would ensure meaningful access for students with limited financial resources and those without home computers or the means to travel to local community colleges. Since few schools are able to invest in specialized technical equipment, this is an opportunity for local businesses to provide support through the use of their conferencing facilities.

These tactics suggest some ways to re-examine the current high school model. There must also be a commitment to review successful practices on an on-going basis and to develop innovative approaches to meeting the needs of students and the greater community.

**STRATEGY 2:**

**Align Curriculum with the Demands of College and Career**

**Ensure Consistent Rigor and Relevance for All Students**

The cornerstone of effective educational practice is a relevant curriculum that engages students as active participants in their own learning. Preparing all students for college and



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career requires providing the same opportunities and courses to everyone. Research by ACT suggests that workforce entrants require similar levels of proficiency in reading and mathematics as do first year college students if they are to achieve self-supporting wages.<sup>29</sup>

While the academic rigor of a student's high school course of study is the single best predictor of whether the student will successfully attain a college degree,<sup>30</sup> it is also critical that curriculum and instruction keep students fully engaged and motivated to succeed. In a national study, nearly half of recent high school dropouts said that a major factor in their decision was that their classes were not interesting.<sup>31</sup> Providing a rigorous and relevant high school curriculum for all students imposes demands on school systems that they may not be equipped to meet. Business can and should support this effort in innovative ways.

### Thinkfinity.org

Through Thinkfinity.org, Verizon Foundation is helping teachers improve student achievement by providing high-quality content and extensive professional development training.

Thinkfinity.org is Verizon Foundation's free, comprehensive online portal that offers teachers access to 55,000 educational resources, including standards-based, grade-specific, K-12 lesson plans and interactive tools and materials for students. In addition Thinkfinity also offers a free, robust professional development program for teachers and trainers.

Resources are available across eight academic disciplines, from science to English to mathematics. Teachers gain access to these online resources quickly and without any passwords or software downloads. Many incorporate 21st century skills and digital sources to help teachers incorporate applied learning across the curriculum.

Content for Thinkfinity is provided through a partnership between the Verizon Foundation and some of the nation's leading organizations in the fields of education and literacy: the American Association for the Advancement of Science, the International Reading Association, the John F. Kennedy Center for the Performing Arts, National Center for Family Literacy, National Council on Economic Education, National Endowment for the Humanities, National Council of Teachers of English, National Council of Teachers of Mathematics, National Geographic Society, ProLiteracy Worldwide and the Smithsonian's National Museum of American History.

#### **KEY TACTIC 1:**

##### **Make MassCore the Statewide Minimum Requirement for a Diploma**

In November 2007, the Massachusetts Board of Elementary and Secondary Education approved a recommended minimum curriculum (MassCore) that should be completed before high school graduation. MassCore is aligned with entrance requirements for the state's public colleges and universities and consists of four years of English and mathematics, three years of laboratory-based science, three years of history and social science, two years of the same foreign language, one year of an arts program, and five additional academic courses that may include business education, health, and/or technology. MassCore also includes additional learning opportunities, including Advanced Placement (AP) classes, dual enrollment, a senior project, online courses for high school or college credit, and service or work-based learning.

Because each Massachusetts school committee sets its own graduation requirements, not all communities require the same levels of rigor of their students, a factor that contributes to the overall achievement gap. A preliminary survey conducted by the Massachusetts Department

of Elementary and Secondary Education suggests that nearly 80 percent of students from suburban high schools completed coursework consistent with MassCore requirements in 2006, but fewer than 46 percent of students from urban high schools completed this coursework.<sup>32</sup>

A statewide graduation requirement would ensure that expectations and course offerings are consistent for all students regardless of which school they attend. If we are serious about closing the achievement gap, this is an essential step to ensuring that all schools and districts provide the supports needed for high achievement and that expectations are not lowered for struggling students. Only with consistent standards and equal opportunities can we ensure that ALL graduates are prepared for the demands of college and career.

## The Massachusetts State Scholars Initiative

The Massachusetts State Scholars Initiative builds school-business partnerships to promote a rigorous course of study for all students. It is part of a national program based on research indicating a strong link between the academic rigor of a student's high school courses and postsecondary degree completion.<sup>1</sup> Business volunteers deliver a focused message about their own experience and the realities of the workplace to middle and high school students, emphasizing that what students do in high school has an impact on their future options and success.

To graduate as a Massachusetts State Scholar, students must complete a course of study that includes:

- 4 years of English
- 4 years of Mathematics, including Algebra I and II, and Geometry
- 3 years of a lab science, including Biology, Chemistry, and Physics
- 3.5 years of Social Studies, chosen from U.S. History, World History, World Geography, Economics, and Government
- 2 years of the same foreign language, other than English

At the recommendation of educators and business partners who piloted the program during the 2006-2008 academic years, Massachusetts also requires:

Attendance in good standing

- Work-based or service learning experience
- Cumulative Grade Point Average (GPA) of 3.0 at graduation
- Directed by a partnership of the Massachusetts Business Alliance for Education, the Massachusetts Department of Elementary and Secondary Education, and the Massachusetts Secondary School Administrators Association, the pilot program was implemented at five schools chosen to represent technical and traditional high schools in urban and suburban districts serving both high achieving and at-risk students.

Students, teachers and business volunteers give the voluntary program high marks. Assabet Valley Regional Technical High School in Marlborough, where 44 percent of the class of 2011 has committed to this course of study, attributes higher grades and an increase in the number of students enrolling in honors courses to this program. At Chicopee High School and Chicopee Comprehensive High School, participation has expanded from 19 to 32 percent and 9 to 35 percent, respectively, as more students and parents understand the value of pursuing rigorous coursework to prepare for postsecondary success.

<sup>1</sup> Adelman, Clifford. (2006). *The toolbox revisited: paths to degree completion from high school through college*. U.S. Department of Education. Retrieved from <http://www.ed.gov/rschstat/research/pubs/toolboxrevisit/toolbox.pdf>



*Reinforce the connection between what students learn in the classroom and the real-world skills that they will need once they graduate.*

**KEY TACTIC 2:**  
**Include 21<sup>st</sup> Century Skills Across the Curriculum.**

High school is a time “when young adults begin to mix educational experiences with their growing independence in families and communities, and with their early attachment to the world of work.”<sup>33</sup> While MassCore would ensure that every student graduates with sufficient coursework to be considered college-ready, a 21<sup>st</sup> century education requires more than mastery of core subjects. In an increasingly global economic and political environment, students must also master a set of skills that spans disciplinary boundaries. These include<sup>34</sup>:

- *21<sup>st</sup> century themes:* Global awareness, financial, economic, business and entrepreneurial literacy, civic literacy, and health literacy;
- *Broader skills of learning and innovation:* Creativity and innovation, critical thinking and problem-solving, communication and collaboration.
- *Information, media, and technology skills*
- *Life and career skills:* Flexibility and adaptability, innovation and self-direction, social and cross-cultural skills, productivity and accountability, and leadership and responsibility.

These skills, outlined in greater detail in Appendix A, are essential to meaningful participation in our communities and workplaces and, therefore, must be part of a 21<sup>st</sup> century education if our students are to be competitive globally. They should not be viewed as “add-ons,” but rather should be incorporated across the curriculum in such a way that students learn and apply these skills in the course of core subject learning. This approach to academic instruction has the potential to reinforce the connection between what students learn in the classroom and the real-world skills that they will need once they graduate. A study of career academies, which combine academic instruction with career/technical education and work-based learning opportunities, found that these programs improved labor market outcomes, particularly among young men of color, without compromising postsecondary participation.<sup>35</sup> Acquiring these skills will benefit all students, whether they pursue employment or higher education immediately after high school.

**KEY TACTIC 3:**  
**Provide elective credit for work-based or service learning**

Another important way to increase students’ exposure to the world of work is through work-based or service learning activities. Boston high school students who met with Commissioners indicated that they both need and value opportunities for meaningful internships and work experience that allow them to apply their skills to real-world challenges as well as to develop new skills. Providing elective credit to students for these activities could encourage greater participation among our students.

For their part, businesses can provide meaningful opportunities and work with students to ensure that they have realistic expectations about what they are qualified to do in the workplace. The pressure to increase the number of internships and service-learning opportunities where limited mentoring support is available can lead to disappointing experiences for both business and intern. The use of “work-based learning plans” can greatly aid businesses in the process of setting expectations with interns, establishing goals, and evaluating progress.





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## Work-Based Learning Plans

The Massachusetts Work-Based Learning Plan is a customizable rubric-based diagnostic, goal-setting and assessment tool to enhance workplace and service learning activities for students. When used effectively, this tool can help students understand the connection between academic skills and applied learning, as well as develop realistic expectations about what they are qualified to do in the workplace.

Work-Based Learning Plans focus on two types of skills: foundation skills and individual skills. Foundation skills are common to all plans and consist of **work ethic and professionalism** and **communication and interpersonal skills**—precisely the skills many employers find lacking in the workforce. Individual skills are customized for each student and can include any skill related to the student's career goals, academic needs, or job requirements, as well as employer priorities. Examples include reading and writing, equipment operation, project management, research and analysis, and other relevant applied skills.

At the start of a workplace learning experience, students and their employers develop an individualized Work-Based Learning Plan. Using a five-point scale, employers rate students' skills at the beginning of the experience, and at least once more during the experience, or periodically, as appropriate, to indicate improvement and identify areas for future development.

The Massachusetts Work-Based Learning Plan (WBLP) is designed to make work experiences a success for both the employer and student. The WBLP and the conversations it opens up help to:

- Clearly communicate job expectations;
- Facilitate job productivity;
- Clarify how the job/ internship can be a learning opportunity; and
- Assess employability skill gain

***It is a good plan format that forces you to think about the progress your intern has made against specific tasks and skills and behaviors that are relevant to their work and performance.*** —Employer at IT Company

In 2007, the Massachusetts Department of Elementary and Secondary Education reported that over 12,762 students completed Work-Based Learning Plans on the job as part of its Connecting Activities school-to-career initiative. For more information, visit <http://www.doe.mass.edu/connect/>.



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### **STRATEGY 3:**

## **Ensure that Assessments Measure Relevant Skills and Mastery of Core Content**

### **Validate Progress in the Right Direction**

Establishing standards for student learning has been a key feature of education reform. The business community continues to advocate for high standards, measurement of achievement, and accountability for results. Our state's system of academic standards and assessments ensures that all students in all districts have the chance to develop and demonstrate the basic competencies required for graduation. There are currently few assessments, however, that evaluate the skills and knowledge essential for success in college and career. An exception is the Certificate of Occupational Proficiency awarded to students in vocational technical high schools. Because these assessments have "the power to dictate what gets taught in the classroom," they must be well-aligned with the demands of postsecondary education and work.<sup>36</sup>

As we raise expectations of proficiency for all students, it is important that we continually evaluate our assessment system to determine whether our standards are the right ones, assessments are reliable and valid, and that targets are ambitious, yet fair and achievable. The MCAS will continue to inform us about students' basic skills, yet readiness for college and career must be demonstrated with a higher standard of performance. The MCAS test has not yet met the needs of business and higher education communities in this regard.

### **KEY TACTIC 1:**

## **Ensure that Exit Requirements Measure College and Career Readiness**

Effective performance metrics convey information about important underlying outcomes. The MCAS test currently "provides limited information related to postsecondary readiness" with respect to writing, computation, algebra and math reasoning,<sup>37</sup> and a score of "proficient" on the MCAS only reflects mastery of eighth grade material. As a result, MCAS results are rarely considered in employment and college admissions decisions, and many students fail to see the real-world significance of the test beyond its importance as a high school exit requirement.

A more effective measurement and accountability tool is needed to directly test skills that we know relate to college and career readiness. In addition to core subject matter, 21<sup>st</sup> century skills such as critical thinking, collaboration, and adaptability are significant skills necessary for success in college and career and must be assessed to hold both schools and students accountable for teaching and learning, respectively. Behaviorally-based applied skills are increasingly important to student success in modern workplaces. These can be better assessed with rubrics-based systems than traditional standardized testing. The "work-based learning plans" described previously provide an excellent example of a rubrics-based diagnostic, goal-setting and assessment tool. Because such rubrics have yet

to be developed and brought to scale, however, educators and others too often rely on the readily available traditional tests. Rubric-based assessments would help students become more active participants in their educational experience, as well as learn the important skill of giving and accepting feedback. Students may also emerge from this process with realistic expectations about what they are qualified to do in the workplace.

*Assessments have the power to dictate what gets taught in the classroom so these must be well-aligned with the demands of postsecondary education and work.*



## **KEY TACTIC 2:**

### **Implement a Statewide System of End-of-Course Assessments**

Mastery of content in a rigorous course of studies is the single best predictor of success in college, but Massachusetts does not have a system to validate the academic rigor of course offerings. To ensure that all students have access to the same core content regardless of where they attend school will require Massachusetts to develop and distribute statewide standards for key courses and end-of-course assessments to validate student learning. For example, while the MassCore curriculum is an important requirement, completing coursework does not guarantee mastery of content. End-of-course assessments, such as the Algebra II exam that Massachusetts has worked with eight other states to develop, can assess whether students have mastered a subject, and further, whether different school systems cover the same course content equitably and rigorously.

By 2015, fourteen states expect to use end-of-course assessments, up from two in 2002.<sup>38</sup> Among the reasons given for adopting end-of-course assessments are improving overall accountability, increasing academic rigor, and aligning state standards and curriculum. Some states are also considering how to use these assessments to determine college and career readiness. Massachusetts is engaged in this process. To earn a high school diploma, students will be required to pass an end-of-course science or technology exam beginning in 2010, and an end-of-course (or end-of-series) U.S. history exam beginning in 2012.<sup>39</sup> These requirements are in addition to the 10th grade MCAS comprehensive exam. The impact of these assessments must be closely monitored to assure that the intended result—equitable and rigorous courses across school systems and validating student mastery of content—is achieved.

## **STRATEGY 4:**

### **Create a System of Education-Business Partnerships**

#### **Support and Sustain Reforms**

Our economy will suffer greatly if our education system does not prepare all students for college and career. Employers, who have a great stake in this endeavor, can and must play a pivotal role in advocating for, and sustaining, much-needed reforms. Many businesses across the state are already actively involved with local schools providing financial support, volunteers, and direct classroom services. However, in an era of limited resources and local financial pressures, leaders of most schools frequently find it difficult to develop and sustain corporate support over the long-term. New ideas and relationships are needed.

*Our economy will suffer greatly if our education system does not prepare all students for college and career.*



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## IBM School Partnerships

For over 30 years, IBM has partnered with Boston Latin Academy (BLA) to help middle and high school aged students learn about career possibilities in science, technology, engineering and mathematics (STEM). Through its partnership with BLA, one of many worldwide education programs sponsored by IBM, the company hosts a variety of career development events and enrichment activities that help students prepare for careers in STEM fields. These include:

- **An annual Mock Interview and Career Workshop with the entire junior class.** Organized with the Boston Private Industry Council, IBM volunteers work with students over the course of two mornings to experience what it's like to participate in a professional job interview. Through the interactive career workshop, students learn how to prepare for interviews and handle difficult questions. Students may also apply to participate in IBM's annual Job Shadow Day, where fifteen 11th graders spend a half-day at IBM working in small groups and interacting with an IBM employee, who explains the work he or she does and describes his or her career progression.
- **Career Explorations through EXploring Interests in Technology and Engineering (EX.I.T.E.).** EX.I.T.E. is a week-long summer program for selected 7th grade girls hosted at IBM in Cambridge. Through a series of hands-on, interactive activities, girls explore a variety of STEM careers and interact with successful women in technical careers. Following the program, each participant is matched with a female IBM mentor who corresponds with the student for an academic year through IBM's mentoring program, MentorPlace.

IBM demonstrates that corporations can play a vital role in encouraging students to pursue careers in science, technology, engineering and mathematics. Through programs such as these, IBM employees help students think about their future careers and better understand how the decisions they make, including class selection and activities choices, will influence their options later in life.

### KEY TACTIC 1:

#### Formalize Regional School-Business Partnerships

Business leaders can provide a vital connection between our schools and the dynamic global environment in which our graduates must compete. The fact that many *individual* businesses are actively involved with *individual* local schools does not substitute for a system-wide structure for business participation. The fragmentation that currently characterizes the school-business partnership landscape is further compounded by school administrators' lack of time to manage volunteers, which ultimately limits the extent to which business programs can align with either school-wide or statewide initiatives.

Bringing together employers and education leaders regionally to address specific local needs could maximize the benefit of existing business involvement as well as encourage new participation. Such initiatives would build on the success of similar efforts to unite corporate and community leaders and can focus on targeted priorities in each region to direct business involvement more effectively towards common objectives.

As part of this partnership, employers must clearly articulate the 21<sup>st</sup> century knowledge and skills that they require from the labor force to compete effectively. Similarly, schools must work with employers to identify ways that business leaders can support development of these skills in their students.

*Business leaders can provide a vital connection between our schools and the dynamic global environment in which our graduates must compete.*

Equally as important is encouraging employers to work directly with students and teachers, not only to help students understand the relevance of academic work for future career options and goals, but also to expose teachers to new and changing business realities. Incentives to encourage participation could include public recognition and/or awards for significantly high thresholds of contribution. Crediting businesses that provide high quality internships in the scoring process for state contract bids could serve as another incentive. Incentive programs should also be tailored for small businesses to encourage their involvement, especially in regions where small- to medium-sized businesses make up a large proportion of employers.

### **Berkshire Compact for Higher Education**

*“The road to success for Berkshire County travels through our educational institutions.”* —The Berkshire Compact for Higher Education

The Berkshire Compact for Higher Education is a regional strategy-development structure that can serve as a model for other regional school-business partnerships across Massachusetts. The Compact was established in 2005, under the leadership of the Massachusetts College of Liberal Arts, to ensure that residents of Berkshire County develop the skills necessary for success in the 21st century. The group—comprised of leaders from key employment sectors, K-12 public and higher education, elected officials, and community leaders—has an ambitious mission, namely that “every resident of Berkshire County should attain at least 16 years of education and training.”

Through focus groups with employers, educators, and service agencies, as well as a survey of residents, the Compact outlined a set of region-specific goals and strategies to improve education and support the growth of a knowledge-based economy in the county. The Compact has four goals:

- To raise the aspirations of residents to make 16 years of education the accepted educational norm.
- To improve access to education, training, and lifelong learning.
- To make Berkshire County residents among the most technologically educated population in New England.
- To develop a new “social contract” among employers, employees, and educational institutions that encourages and promotes learning, earning, and civic engagement.

Key strategies identified by the Compact include, but are not limited to: marketing campaigns to raise public awareness and aspirations; the implementation of the “Berkshire Passport,” a collection of activities promoting college awareness as early as 3rd grade; “Berkshire County goes to College Day,” a county-wide college visitation program for elementary grades; investments in scholarship programs and programs that serve the adult learner through centralized; and accessible course locations and accelerated academic program delivery.

For more information about the Berkshire Compact, or to view the Compact’s full report, visit <http://compact.mcla.edu/>.

#### **KEY TACTIC 2:**

#### **Establish long-term and meaningful partnerships between schools and businesses at the local level**

Businesses currently engaged in supporting local schools should continue these activities while actively working to form long-term strategic partnerships. These partnerships can take multiple forms, depending on the needs of the school and the business partner. However, to be sustainable, partnerships *must be based on mutual benefit, obligation, and trust*. For example,



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businesses can provide expertise, knowledge, and critical resources to schools. In return, schools could open doors during non-school hours to provide workforce training programs, some of which can be open to high school students. These types of programs utilize otherwise unused building capacity while generating revenue for core high school programs and contributing to regional workforce development activities.

### Worcester Technical High School and Entrustment

Worcester Technical High School (WTHS) provides a model for structuring corporate support for education. A state-of-the-art technical school, WTHS is pioneering the use of “entrustment” agreements to ensure that its students have access to leading-edge technology. Their innovative approach has garnered the attention of many regional, national, and international organizations and companies.

Unique to this school, entrustments are mutually beneficial agreements between the school and private business sponsors documented in a legally binding contract. Sponsors provide the school with new equipment, tools, and supplies through conditional or limited gifts, referred to as entrustments, and commit to updating the equipment with new technology as it becomes available. In exchange, the school allows the use of its facilities, equipment, and technology by the sponsor, at times convenient to the school, for the purposes of training, demonstration, and/or product education for customers, trainees, and others. Entrustors increase their sales by showcasing their products, equipment, and solutions to WTHS and gain a trained workforce familiar with its products. The program is administered by a 501(c)(3) organization, Skyline Technical Fund, which provides on-going technical and fundraising support to the school.

As an example of how entrustment leases can work, three international companies—Cisco, Dell, and SMART—partnered with Coghlin Network Services & Valley Communications to provide a complete installation, training and maintenance package of over 100 digital classrooms. Classrooms feature projectors, DVD recorders/players, ceiling speakers, Smartboards, fiber networking, laptops, VoIP, classroom computers and computer labs and projectors, DVD recorders/players, ceiling speakers, Smartboards, fiber networking, laptops, VoIP, classroom computers and computer labs and provide opportunities for one-on-one learning through technology. As a result, WTHS now has Cisco, Adobe, Microsoft and Autodesk certified academies and is a Smartboard training center for New England. These entrustors now bring their clients and customers to WTHS to see their products in action, run training sessions and demonstrations, and provide state-of-the-art lectures and workshops to their staff, students and WTHS personnel.

## COSTS AND CONSEQUENCES

Cost is a major obstacle to innovation in many government programs, and education is no exception. With the price of most public services exceeding revenues allocated to meet needs, the availability of funding will be a factor in implementation of the recommendations in this report.

The Commission was charged with developing a blueprint for action by employers to improve the college and career readiness of Massachusetts youth. Our purpose is to share the strategies and tactics identified here as a basis for decisions and action by all stakeholders and to accelerate progress on necessary reforms. In some cases, our recommendations will have a





significant cost attached. In others, an operational change is required that can be accomplished with little or no impact on existing budgets. In many, expenditures can be fully or partially offset by associated savings. In all cases, the opportunity costs of inaction are staggering. Researchers at the Center for Labor Market Studies at Northeastern University estimate that a single high school dropout will cost the state nearly \$145,000 in additional transfer payments and lost tax revenue over his or her lifetime when compared to a high school graduate, concluding that increasing graduation rates could improve “the fiscal position of state and local governments.”<sup>40</sup> Graduating students without the skills for success in postsecondary education or the workforce also imposes economic consequences on our state and communities. These include remediation costs at state and community colleges, foregone income and tax revenue, and transfer payments. Massachusetts cannot afford to absorb this expense, multiplied annually, and remain economically competitive.

As part of the Governor’s Education Action Agenda, a Readiness Finance Commission was appointed in June 2008 to review the Commonwealth’s spending on education and to project costs; recommend systemic savings and efficiencies; identify potential sources of new revenue; and outline options for comprehensive re-design of the state’s education finance system to support a 21<sup>st</sup> century education structure. The information developed through this process, with the involvement of MBAE Board and Advisory Council members, will be valuable in prioritizing the proposals made in this report and will guide future deliberations. To be effective, action taken to reform high schools so students can achieve and succeed must also be sustainable. If we are serious about reforming high schools, we must develop the political will to pay for these reforms.

## CONCLUSION

In today’s dynamic and unforgiving economy, *all* Massachusetts students must graduate from high school with the academic and applied skills necessary for success in college and career. Economic and political changes have rendered the current “one-size fits all” model—where education is delivered primarily in classroom settings with limited opportunities for applied learning across disciplines—inadequate to prepare *all* students for success. The results are unacceptably low graduation rates, substantial remediation rates in college, and limited opportunities for many graduates to find jobs at wages sufficient to support a family.

Massachusetts needs a multidimensional strategy that effectively replaces our current outdated approach to education with one that can sustain our knowledge-based economy.

Reforms must ensure that our education system: (1) tailors education services to the unique needs of the student, providing necessary supports for success, (2) engages our students in rigorous studies while teaching them relevant skills for postsecondary academic, economic, and civic participation, (3) monitors progress using relevant assessment tools, and (4) provides long-term, community-based support so that our schools have the direction and resources they need. Each of these reforms can help all Massachusetts students prepare for the challenges that await them after graduation.

*Massachusetts needs a multidimensional strategy that effectively replaces our current outdated approach to education with one that can sustain our knowledge-based economy.*





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**The first step will be to change the way that we think about high school.** Students learn best in supportive, flexible environments with access to focused career counseling and guidance support; increased instructional time and alternatives to a four-year schedule; and access to early college experiences. It is up to us to ensure that our educational institutions provide these supports.

**With these systems of support in place, standards can be raised to guarantee that the education we provide is the one that students need.** To succeed, students need the opportunity to learn relevant skills in engaging settings similar to those in which they will live and work. We must require the rigorous MassCore curriculum for graduation statewide; infuse 21<sup>st</sup> century skills and themes across the curriculum; and expand work-based and service learning if our students are to be adequately engaged while they are in high school and prepared for postsecondary life when they leave.

**To monitor progress, our state's assessment system must measure skills that indicate readiness for college and career.** It is no longer sufficient to exclusively rely upon state exit exams that only measure basic skills. New assessments that evaluate critical thinking and applied skills—which are increasingly important in modern workplaces—as well as those that validate the rigor of course offerings are necessary to ensure that all students have the opportunity to master the requisite skills for success.

**Finally, we must develop new and innovative ways to support and sustain our schools for the long-term.** To continually improve, schools need on-going support from the communities that depend on their excellence. Business and community groups must form long-term meaningful partnerships with schools and focus initiatives on key priorities for the region.

Failure to keep pace with a changing world places our students' futures and our state's prospects for prosperity at risk. The time has come to move beyond agreement about the *need* for change to actively transforming our schools into the 21<sup>st</sup> century learning centers that our students deserve and our communities need. In doing so, Massachusetts can once again lead the way in education reform, with a 21<sup>st</sup> century education system that will serve as a source of competitive advantage for our state, its students, and its employers. Our goal must be a high quality public education that equips all Massachusetts students with the knowledge and skills they need for successful life, citizenship and employment in a globalized world.

*The time has come to move beyond agreement about the **need** for change to actively transforming our schools into the 21<sup>st</sup> century learning centers that our students deserve and our communities need.*



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## Appendix A—21st Century Skills

The phrase “21<sup>st</sup> Century Skills” is commonly used to refer to the applied skills that are increasingly important in a global, technological society and workplace. These do not replace, but rather complement, a strong academic foundation.

In employer focus groups MBAE held across Massachusetts, employers expressed dissatisfaction with new workforce entrants’ applied skills, particularly communication skills, basic math and computer skills, problem-solving skills, and “soft skills” such as overall demeanor and work ethic.<sup>1</sup> Over 400 employers cited similar concerns about the preparation of workforce entrants in a national survey conducted by the Partnership for 21<sup>st</sup> Century Skills.<sup>2</sup> This correlation underscores the importance of 21<sup>st</sup> century skills to the business community, and the urgent need to better prepare students for postsecondary realities.

A 21<sup>st</sup> century education involves integrating these skills into curriculum and instruction in every classroom. These skills must be incorporated across disciplines through articulation in all curriculum frameworks as measurable and high standards (as is the case for the state’s Vocational Technical Education Frameworks<sup>3</sup> and Certificate of Occupational Proficiency); featured in rubric-based assessments that measure competency (such as the Connecting Activities Work-Based Learning Plan<sup>4</sup>); and evaluated by an effective accountability system.

The Partnership for 21<sup>st</sup> Century Skills has brought together business and education leaders to outline the skills and content-knowledge that today’s students should master to succeed. These “21<sup>st</sup> century outcomes” include:<sup>5</sup>

- **Core Subjects and 21<sup>st</sup> Century Themes.** Mastery of core subjects and 21<sup>st</sup> century themes is essential for students in the 21<sup>st</sup> century. Core subjects include: English, reading or language arts; world languages; arts; mathematics; economics; science; geography; history; and government and civics. In addition to these subjects, schools must move beyond a focus on basic competency in core subjects to promoting understanding of academic content at much higher levels by weaving 21<sup>st</sup> century interdisciplinary themes into core subjects. These include: global awareness; financial, economic, business and entrepreneurial literacy; civic literacy; and health and wellness awareness.
- **Learning and Innovation Skills.** Learning and innovation skills increasingly are being recognized as the skills that separate students who are prepared for increasingly complex life and work environments in the 21<sup>st</sup> century, and those who are not. A focus on creativity, critical thinking, communication and collaboration is essential to prepare students for the future.
- **Information, Media, and Technology Skills.** People in the 21<sup>st</sup> century live in a technology and media-suffused environment, marked by access to an abundance of information, rapid changes in technology tools, and the ability to collaborate and make individual contributions on an unprecedented scale. To be effective in the 21<sup>st</sup> century, citizens and workers must be able to exhibit a range of functional and critical thinking skills related to information, media and technology.
- **Life Skills.** The ability to navigate the complex life and work environments in the globally competitive information age requires students to pay rigorous attention to developing adequate life and career skills. These skills include: flexibility and adaptability; initiative and self-direction; social and cross-cultural skills; productivity and accountability; leadership and responsibility.

Massachusetts is one of nine 21<sup>st</sup> Century Skills Leadership States. For more information, visit: <http://www.21stcenturyskills.org>.

A simple question to ask is, ‘How has the world of a child changed in the last 150 years?’ And the answer is ‘It’s hard to imagine any way in which it hasn’t changed.’ Children know more about what’s going on in the world today than their teachers, often because of the media environment they grow up in. They’re immersed in a media environment that was unheard of 150 years ago, and yet if you look at school today versus 100 years ago, they are more similar than dissimilar.<sup>6</sup>

—Peter Senge, Director, Center for Organizational Learning, MIT  
In *Learning for the 21<sup>st</sup> Century*, Partnership for 21<sup>st</sup> Century Skills

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## Acknowledgements

MBAE is grateful to the members of this Commission for their participation and contributions to this project. Each Commission member provided a unique and valuable perspective from his or her professional and industry experience. Everyone shared a common concern about the prospects for young people who are not receiving the educational opportunities they need to succeed in our companies and to pursue the higher education or training that is essential for advancement in most careers. Members also conveyed their anxiety as employers about educating a qualified workforce that can lead their businesses forward in the 21<sup>st</sup> century. This motivation, and dedication to solutions, resulted in thoughtful analysis, constructive discussions and insightful conclusions. We thank them all for attending meetings and reviewing drafts, and for their expertise and support.

MBAE also thanks the Boston Student Advisory Council for welcoming us to their meeting and offering their candid and heartfelt opinions. Worcester Technical High School graciously hosted us, providing an informative tour and delicious opportunity to sample the work of their talented students. We appreciate the courtesy extended by the Massachusetts Association for Supervision and Curriculum Development (MASCD) in allowing us to attend a meeting of their High School Redesign Task Force.

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**Linda M. Noonan, Executive Director**  
**Massachusetts Business Alliance for Education**

**About the Massachusetts Business Alliance for Education** The Massachusetts Business Alliance for Education is committed to a high quality public education system that will prepare all students to engage successfully in a global economy and society. We bring together business and education leaders to promote education policies and practices based on measurable standards of achievement, accountability for performance, and equitable educational opportunities for all students. Our work is made possible by support from Abt Associates, AT&T Foundation, Braver, Citizens Bank, Comcast, The Irene E. and George A. Davis Foundation, Eastern Bank Charitable Foundation, EMC Corporation, IBM, Intel, The Nellie Mae Education Foundation, Pearson, Shields Healthcare Group, Slowey/McManus, TD Banknorth and Verizon.

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# Massachusetts Board of Elementary and Secondary Education

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FY08 Annual Report



This document was prepared by the  
Massachusetts Department of Elementary and Secondary Education  
Mitchell D. Chester, Ed.D  
Commissioner

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## Commissioner's Comments

Dear Board members,

When I came to Massachusetts as the new commissioner of elementary and secondary education in May 2008, I knew already that the state's public school students were among the highest performing in the nation. Our results on the 2008 Massachusetts Comprehensive Assessment System (MCAS) tests continue to rise overall, we ranked first or tied for first on all four reading and mathematics exams of the 2007 National Assessment of Educational Progress (NAEP), and in 2008 our SAT scores rose at a time when results nationally were relatively flat.

The evidence has convinced me that the Commonwealth's investment in education and commitment to a reform agenda that focuses on standards and results has yielded major dividends. No statistic better reflects this outcome than the 10<sup>th</sup> grade MCAS scores. In 2002, the average score for white students and students from middle and upper income families was barely in the proficient range, while the average score for students of color and students from low-income families was 15 to 20 points below proficient. The scores have risen steadily since then. In 2008, the average score for white students and middle income students is 15 to 20 points above proficient, while the average score for minority or low income students is at or close to proficient.

These results are commendable, but persistent achievement gaps continue to haunt us. We see gaps when comparing the scores of white and Asian students with black and Hispanic students, low income students with students from middle and upper income families, special education students with regular education students, and limited English proficient students with non-limited English proficient students. Even where the gap is beginning to narrow, the difference between these groups is sobering.

To enhance the Department of Elementary and Secondary Education's capacity to assist district efforts to improve teaching and learning, I have restructured the Department. My goal is to create new opportunities to provide technical assistance to districts, to offer professional development opportunities, to share best practices and resources, and to highlight exemplar districts, schools, and programs across the Commonwealth.

I am excited and humbled by the work that lies ahead. Our success in equipping all students across the Commonwealth with the knowledge and skills they need to succeed in college and in the workplace will take the collective effort of state, district, and school leaders, students, parents, and community members. I look forward to working closely with Governor Patrick and Secretary of Education Paul Reville to implement the governor's Readiness Plan. And I look forward to working with the Board, under the leadership of Chair Maura Banta,

as we strive to improve curriculum and instruction for all students in the Commonwealth and ensure that each student is prepared for success in the 21<sup>st</sup> century.

Mitchell D. Chester, Ed.D.  
Commissioner of Elementary and Secondary Education

## Chairman's Comments

Dear Board members,

These are exciting times in education in the Commonwealth. In just the past year, we have seen the hiring of a new Commissioner, welcomed a new Board chair and members and seen the formation of the Executive Office of Education. Governor Patrick and his administration have elevated education to the top priority for the state. We now have the obligation to deliver on the promise of education reform and ensure the success of all students.

I am proud to serve today as Secretary of Education and to lead the work of the Governor's Education Action Agenda as outlined in the Readiness Project. Our goal is to successfully coordinate the work of the Boards and Departments that collectively serve students from birth to college and beyond. I am proud to work with Mitchell Chester as our new commissioner of elementary and secondary education, who has already begun to make his mark in education policy, and Maura Banta who has so ably succeeded me as chair for the Board of Elementary and Secondary Education.

Under the leadership of Commissioner Chester and Chair Banta, the Board, Department and field of elementary and secondary education are poised to offer the support and guidance necessary to help schools and teachers provide the knowledge and skills students need to achieve and compete in our 21<sup>st</sup> century global economy.

The Board has already taken steps to achieve our goals for education reform. In the past year, we adopted a recommended high school course of study for college and career readiness; initiated the process of reviewing all of the state's curriculum frameworks; approved new technology literacy standards; and begun an important conversation about the next phase of our school and district accountability system to provide technical assistance to schools in their improvement planning. Finally, we are awaiting an important report from the Board's 21<sup>st</sup> Century Skills Task Force that will help inform the work to best align the curriculum and instruction in schools with the needs of the local, national, and international workforce.

I am eager to work with the governor, the legislature, Board members, Department staff, community leaders, parents, teachers, students, and other stakeholders as we move forward into the next phase of education reform. Our educational challenges are complex and will not lend themselves to simplistic solutions. The quality of our schools depends on our commitment to find and execute the right strategies to make good on our promise of a high quality public education for all of our children. We will need to be thoughtful, persistent, collaborative, and courageous in order to move ahead.

More than ever before, now is the time to act for the future of our economy, our Commonwealth, and our children.

S. Paul Reville  
Massachusetts Secretary of Education

### **Introduction**

This report of the Massachusetts Board of Elementary and Secondary Education covers activities and initiatives of both the Board and the Department of Elementary and Secondary Education for FY08. Each year the Board is required to submit a full report to inform the public and the Legislature about the work that is taking place to support and improve public education across the Commonwealth.

This was a year of transition in public education. After former Commissioner David Driscoll retired in August 2007, Deputy Commissioner Jeffrey Nellhaus filled in as Acting Commissioner until newly appointed Commissioner Mitchell Chester began his new job on May 19, 2008. In addition, Governor Patrick established the Executive Office of Education, led by newly appointed Secretary of Education Paul Reville. This office has been established to coordinate the work in all levels of education from preschool to college.

Through all of this transition the Department has maintained its focus on and dedication and commitment to improving the state's public schools and providing all students with the skills needed to succeed in college, in careers, and in life.

It was with these goals in mind that Department established its FY08 priorities around the four categories used to organize the main body of this report:

- **Support for Students** includes details on new programs and initiatives that were launched over the past year to increase academic achievement for all students.
- **Support for Educators** includes details about programs that were developed to ease the burden on teachers, provide professional development opportunities, and help them grow as educators.
- **Support for Districts** includes details about programs to support and build capacity in the state's highest need communities.
- **State Leadership** includes details about changes made within the Department and new initiatives aimed at making the agency more efficient and better poised to support and assist schools and districts.



The report concludes with an appendix that includes Board membership and meeting highlights, reports on important legislation and litigation, and statistics on education in Massachusetts.

## Section 1: SUPPORT FOR STUDENTS

**1.1 MassCore** The Board of Elementary and Secondary Education voted in November 2007 to approve MassCore as a recommended high school program of studies for students in the Commonwealth. MassCore recommends a comprehensive set of subject-area courses and units as well as other learning opportunities students should complete before graduating from high school, including: four units of English and mathematics, three units of laboratory-based science, three units of history and social science, two units of the same foreign language, one unit in the arts, and five units of additional core courses, as well as additional learning opportunities that students could take in high school to enhance their college and career readiness.

School districts were asked report in the recent SIMS spring data collection on 2008 high school graduates who have completed the courses and units in MassCore. Fifty-eight districts reported in the initial data collection, including 14,689 out of a possible 63,798 students. Of that group, 55 percent of students took the recommended program of studies. In the future all districts will be required to complete this data element. More information about MassCore is posted online here:

<http://www.doe.mass.edu/hsreform/masscore/>.

**1.2 Graduation Rate Taskforce** At its February 2007 meeting the Board voted to establish a taskforce to work with Department staff to review additional data related to the four- and five-year high school graduation rates. The taskforce was asked to use this data to consider other issues such as recommendations for Adequate Yearly Progress (AYP) improvement targets and capacity and resources needed to increase the percentage of students graduating from high school. The taskforce was comprised of representatives from business and industry, school districts, high schools, alternative education programs, teacher organizations, student organizations, private non-profits, and Department staff.

The group met three times over a six-month period and developed recommendations for the Board to consider. The main recommendation was to use the five-year graduation rate to calculate AYP determinations. The report suggests several possible ways of doing so. The taskforce also identified a number of effective programs and strategies to reduce dropouts, in addition to urging three priorities for funding. Their full report is posted here: <http://www.doe.mass.edu/boe/docs/1207/item5.html>.

**1.3 Curriculum Frameworks Reviews** In August 2007 the Board adopted a process and five-year schedule for reviewing and updating the seven

curriculum frameworks, beginning with English language arts (ELA). In November, 35 educators were selected to review the ELA framework and met monthly to consider survey data, research, and position papers in the field. The group produced two progress reports by June 2008. The panel recommended a greater emphasis on writing and research, stronger standards for literacy across the curriculum, and the addition of rigorous high school course syllabi in English. Drafts of revised standards are anticipated to be presented to the Board in fall 2008.

In February 2008, 34 other educators were selected to review the mathematics curriculum framework. This panel will continue to meet monthly through at least the winter of 2009. An online survey was posted to garner feedback from the field, and more than 200 responses were submitted. The panel carefully reviewed the survey results to help inform their recommendations for revisions, which will be presented to the Board in winter 2009. The current set of curriculum frameworks are posted online: <http://www.doe.mass.edu/frameworks/current.html>.

**1.4 Work-Based Learning and Connecting Activities** Connecting Activities is a Department-led initiative designed to drive and sustain the statewide school-to-career system. Working in partnership with the Executive Office of Labor and Workforce Development, the program establishes public-private partnerships through Massachusetts' 16 local Workforce Investment Boards to provide structured work-based learning experiences for students. Details about the 2007–2008 program include:

- Employers invested \$37,711,412 in wages to support students in structured internships.
- 14,729 students were placed in brokered internships at 5,624 employer sites.
- 10,971 students (75 percent) had a Massachusetts Work-Based Learning Plan to structure their internships.
- 11,657 students participated in job-shadowing experiences at 2,400 employer sites.
- 235 teachers participated in teacher externships.

**1.5 Perkins 5-year plan** In April the Department submitted the Massachusetts Perkins IV Five-Year State Plan to the United States Department of Education Office of Vocational and Adult Education. The plan, which addresses the major changes included in Perkins IV, was approved in July. The Commonwealth's plan aligns the use of Perkins funds with No Child Left Behind requirements, special education, and state programs and incorporates recent Board policies and regulations such as MassCore, Educational Proficiency Plans, and graduation rates. Further, the plan stresses that the Department will collaborate with key stakeholders such as organizations representing business, labor, and industry. Details on the

Department's new plan are posted here:

<http://www.doe.mass.edu/cte/techprep/consortiummanual.doc>

- 1.6 Software for CVTE teachers** The Vocational Technical Competency Tracking System (VTCTS) is a web-based tool developed in 2008 to allow vocational career technical educators to track students' progress toward attaining competency in each objective in the Massachusetts Vocational Technical Education (VTE) frameworks. The system will be enhanced with additional functions such as reporting features, the capability to include curricula and certification exam content provided by national organizations, access to SIMS data, and the ability to customize strands within the VTE frameworks.
- 1.7 College & Career Web Portal** In 2005, Massachusetts was named one of 10 "honor states" by the National Governors Association and was awarded a two-year, \$2 million grant to reform high schools and improve college readiness statewide. From that effort has stemmed a partnership between the Department of Elementary and Secondary Education, the Department of Higher Education, and the Massachusetts Education Financing Authority to build the state's first-ever college and career web portal. The Massachusetts College and Career Web Portal will provide a fully interactive, web-based platform to help students plan for, research, and be prepared for college and careers. Access would be free and available to all Massachusetts students beginning as early as middle school, as well as their families, teachers, and guidance counselors.

MEFA has committed \$1 million for the development of the site and will manage the day-to-day operations. The development will also be funded in part through a two-year, \$1.8 million College Access Challenge Grant received in August.

- 1.8 Kindergarten Learning Experiences** The Department published *Kindergarten Learning Experiences* in April 2008 to aid in kindergarten curriculum planning. The publication is aligned with the *Guidelines for Preschool Learning Experiences* (DOE 2003), also based on the curriculum frameworks. The document contains sample activities that vary in difficulty, complexity, and depth for children at varying levels of development. The activities often incorporate two or more content areas to encourage a multidisciplinary approach that builds on children's strengths. The full document is posted online: <http://www.doe.mass.edu/ess/reports/0408kle.doc>
- 1.9 Kindergarten Development Grants** This program was established in FY 2000 to expand access to and improve the quality of full-day kindergarten programs across the Commonwealth. At that time approximately 29 percent of kindergarten-aged children attended full-day programs; in FY

2008 nearly 70 percent of children in public kindergartens attended full-day programs. Of that total, 82 percent were in grant-funded classrooms.

Two grants are funded. The Transition Planning for Full-day Kindergarten grants are one-time grants to prepare half-day kindergarten programs to convert to full-day in the following school year. The Quality Full-day Kindergarten grants are ongoing grants that support quality elements including lower class sizes, paraprofessionals in the classroom, inclusion of children with disabilities, support for English language learners, professional development and consultation, accreditation by the National Association for the Education of Young Children, and classroom materials that support high quality curriculum and assessment.

**1.10 Wellness Policies** Each district has adopted a wellness policy based on an assessment of the community's needs regarding nutritional foods at school-sponsored events, classroom activities involving food, food allergies, food safety concerns, physical education and activity, and awareness that good health fosters student attendance and education. More on wellness policies can be found online:

<http://www.doe.mass.edu/boe/sac/councils/wellness.doc>.

**1.11 Surveys of Student Health & Risk Behaviors** Information on student health and risk behaviors for high schoolers is collected through our annual Youth Risk Behavior Survey, the most recent of which was published in May 2008. This report was published by both the Department of Elementary and Secondary Education and the Department of Public Health through funding from the Centers for Disease Control and Prevention. Findings included continued improvements in the use of tobacco, alcohol and drugs, violent behavior and thoughts of suicide. The full report, "Health and Risk Behaviors of Massachusetts Youth, 2007," is posted online:

<http://www.doe.mass.edu/cnp/hprograms/yrbs/2007YRBS.doc>

**1.12 After-School and Out-Of-School Time Grants** In FY08 the Department received \$2 million from the Legislature to award 48 After-School and Out-of-School Time Quality grants to public schools, non-public schools, and community-based organizations. These grantees operated after-school and out-of-school time programs during the school year, summer programs to address the summer learning loss, or both. In all, nearly 7,000 children and youth across the Commonwealth in kindergarten through grade 12 benefited from the programs, services, and quality enhancements.

**1.13 MCAS Academic Support Programs** MCAS Academic Support programs are designed for students who have not yet passed the 10th grade English language arts and mathematics MCAS tests (or retests) required to earn a

Competency Determination (CD). Since 2003, in addition to local requirements, a CD has been necessary for high school graduation. Students from the classes of 2003–2008 are eligible to participate. Funding supports one-stop career centers, programs at district/approved private special education schools and collaboratives, work and learning programs, and other partnerships.

FY08 data is not yet available, but in FY07 371 MCAS academic support programs were funded, serving approximately 13,200 of the 87,700 eligible students. Those who participated were 25 percentage points more likely to earn their CD by November 2007 than eligible students who did not participate. The 2008 legislative report on the MCAS Academic Support programs is posted online:

<http://www.doe.mass.edu/research/reports/0208mcasasprograms.doc>

**1.14 Work to Support English Language Learners** The Department published *Guidelines for Developing a Content-based ESL Curriculum* to assist districts in developing an English as a Second Language (ESL) Curriculum. It is based on the Department's *English Language Proficiency Benchmarks and Outcomes for English Language Learners* and is currently being used by teams from 15 school districts that enroll large numbers of English language learners (ELLs) and by ESL teachers from 30 school districts enrolling smaller number of ELLs.

Other services offered include professional development for ESL teachers and the Massachusetts English Language Teacher (MELT) initiative, which aims to train ESL teachers for high need districts. To date more than 3,500 classroom teachers have participated in a Sheltered English Immersion professional development program, and the MELT program has found nearly 60 licensed ESL teachers for classrooms in Boston and Worcester. More about the Department's work with English Language Learners is posted online: <http://www.doe.mass.edu/ell/>

**1.15 21<sup>st</sup> Century Community Learning Centers** The 21<sup>st</sup> Century Community Learning Centers (21<sup>st</sup> CCLC) grants are funded through Title IV-B of the 2001 No Child Left Behind Act. These grants are awarded on a competitive basis with a continuation of funding available for up to four additional years. In FY08, the Department awarded \$12,149,589 to 41 entities through new competitive and continuation grants. FY08 information is still being compiled, but in FY07 data indicated that students who participated in the 21<sup>st</sup> CCLC programs made significant gains in all of the areas measured. Highlights of FY07 21<sup>st</sup> CCLC Programs include:

- Approximately 21,800 students in grades K–12 participated in 21<sup>st</sup> CCLC program services offered in 39 districts at 187 sites across the state.
- 21<sup>st</sup> CCLC participants included nearly 14,000 students who received free or reduced price lunch, 4,100 students with disabilities, and 3,000 students with limited English proficiency.
- Participants attended an average of 145 hours of programming during the school year and/or summer.
- Student gains in math and/or English language arts were statistically significant in more than three-quarters of the districts collecting data.

**1.16 Early Reading** In addition to federal Reading First funding, Massachusetts received a Targeted Assistance grant of \$958,068 to be used by FY09. The Targeted Assistance grant is an incentive award provided to states that show improvements in K–3 reading achievement for two consecutive years. The award requires that the state show overall improvement in grades 1–3 and for all of the state’s targeted subgroups: English language learners, students with special needs, high poverty, and major ethnic and racial groups. New Bedford and Somerville both met the criteria and were awarded proportional shares of the state’s award. Throughout the grant period, these districts will serve as peer leaders in disseminating scientifically based reading instructional practices across the state.



## Section 2: SUPPORT FOR EDUCATORS

**2.1 Licensure data** The Department currently offers four types of licenses: Temporary, Preliminary, Initial, and Professional. In addition, the Department offers licensure in 43 “fields,” which cover specified grade spans and are embedded in four categories: Teacher (31), Specialist Teacher (3), Administrator (5) and Professional Support Personnel (4). One-year waivers are available in cases when a licensed and qualified candidate cannot be found to fill a position.

In FY08 the Office of Educator Licensure issued almost 19,000 licenses and conducted 55,000 evaluations. On average, the Department issues 225 temporary, 3,600 Preliminary, 9,000 Initial and 4,200 Professional licenses per year. In FY08 the Department granted more than 3,200 waivers (2,100 first-year, 1,100 additional year); of that total 37 percent were for special education positions, and 14 percent were for positions in math or science.

The Department's call center receives and responds to more than 50,000 calls each year and works directly with more than 3,000 educators who come to the unit's walk-in help desk. In FY09 the Department will continue this work along with the renewal of an estimated 50,000 educators including the first license renewal for vocational educators.

**2.2 Massachusetts Educational Leadership Alliance** The Massachusetts Educational Leadership Alliance (the Alliance) is a collaborative partnership between the Massachusetts Association of School Committees, the Massachusetts Association of School Superintendents, the Massachusetts Elementary School Principals Association, the Massachusetts Secondary School Administrators Association, Future Management Systems, DWJ Solutions, and the Department of Elementary and Secondary Education. The purpose of the Alliance is to construct a systemic approach to building successful leadership for school districts to improve student achievement. Training and support offered by the Alliance partners emphasizes on building knowledge and skills of school committees, superintendents, principals, and other school leaders in order.

In FY07 almost half of the \$1 million budget was dedicated to executive training with the National Institute for School Leaders, the core initiative to support instructional leadership and improve student achievement in Massachusetts. With the remaining state funding the Alliance continued to provide coaching services for all leaders in five districts with the addition of developing district teaming and professional learning communities. District support for changes in leadership, known as the Transition Project, was offered to six districts to help school committees and superintendents with

the change of leadership, aiding school committees with superintendent searches, and training school committee members and chairs on the roles and responsibilities of each leadership position.

**2.3 Harvard ExEL Program** In the summer of 2007, the Department and superintendents from four urban districts (Boston, Springfield, Worcester, and Chelsea) joined the Oregon Department of Education and four Oregon districts as participants in the Harvard Executive Leadership Program for Educators (ExEL). This program, funded by the Wallace Foundation, builds on and integrates several programs and approaches used by Harvard's graduate schools to help improve leadership in urban and high needs districts and state departments of education. The goal is to help district and state superintendents and their teams bring high-quality teaching and learning to scale in each state involved. The Massachusetts state and district teams have formed a State Educational Improvement Network that has identified instructional improvement goals and outcomes that it believes are central to its work and will use the ideas, tools and frameworks of the initiative to work more effectively toward those goals. The Massachusetts team has chosen English Language Learners as their area of focus.

**2.4 NISL training** In 2005 Massachusetts became the first state to implement training by the National Institute for School Leadership statewide to provide leadership training to urban school and district administrators. NISL is a heavily researched and fully field-tested program that is designed to assist school districts across the state in leadership development efforts. The intent of this initiative is to build leadership capacity through distributed leadership, increase recruitment and retention of effective leaders, and most importantly, improve student achievement. The focus of the training is on both instruction in literacy, mathematics, and science and instruction tailored to the needs of English language learners and students with disabilities. These programs highlight the state's expectation that schools will improve their services to support all students, including high-need populations, through instructional leadership that is standards-based, ethical, and distributed.

The first cohort of principals and district leaders have completed the NISL leadership team "Train the Trainer" program and have since provided instructional leadership training in their districts and/or regions. The complete NISL direct training program has also been delivered to every principal and district leader in Holyoke as part of the Department's assistance to the state's first underperforming district. Currently 27 districts and over 800 administrators are participating or have completed the NISL training. The districts participating in the training are Athol-Royalston,

Boston, Brockton, Chelsea, Chicopee, Fall River, Fitchburg, Framingham, Haverhill, Lawrence, Leominster, Lowell, Lynn, Malden, New Bedford, Pittsfield, Revere, Somerville, Springfield, Gill-Montague, Holbrook, Randolph, Southbridge, Springfield, Winchendon, Westfield, and Worcester.

**2.5 Massachusetts Cohesive Leadership System** With the help of \$2 million from the Wallace Foundation, Massachusetts is building a cohesive systemic approach to developing educational leaders, including a pathway for moving isolated, uncoordinated efforts towards working and planning collectively.

During the fiscal year 2008, ESE continued to strengthen leadership development by engaging various focus groups compiled of leaders from higher education, K-12 education, and professional organizations to review leadership standards. The goal is to develop, test, and share useful approaches for improving the preparation of education leaders, and also to create the conditions that support their ability to significantly lift student achievement across entire states and districts, especially in high-needs schools.

The Department of Elementary and Secondary Education and the Center for Education Policy at the University of Massachusetts have worked together to create proposed leadership standards that are teachable, measurable, and actionable. Wallace funding continues to support the ESE's partnership with Springfield and Boston Public Schools to develop a process to assess their leadership preparatory programs in relation to revised standards for educational leadership, including developing a useful tool and "instruction manual" on how to conduct this process and to pilot the new standards. In addition, ESE continued to provide training and coaching for school leaders of high-needs urban schools.

**2.6 Math & Science Partnerships** The Massachusetts Mathematics and Science Partnership (MMSP) Program is currently in its fifth year of funding through Title II-B of the *No Child Left Behind Act*. This funding is used to support eight professional development partnerships between high-need districts and institutions of higher education. Each partnership offers multiple courses, and teachers are encouraged to take more than one course. During FY08, approximately 45 courses were offered and educators from more than 40 mainly high-need districts participated.

Over the first 4 years of this program, 19 partnerships have been funded around math and/or science content. In all, 131 courses have been delivered, including 106 mathematics courses, 21 science, 3 technology/engineering courses, and 1 integrated mathematics and

science course. More than 1,300 teachers representing mainly high-need districts have participated.

- 2.7 Massachusetts Intel Mathematics Initiative (MIMI)** In the fall of 2006, the Department entered into a partnership with the Intel Corporation, the UMass Medical School's Regional Science Resource Center, and University of Vermont mathematician Dr. Kenneth Gross. Through this partnership the Massachusetts Intel Mathematics Initiative (MIMI) was launched in the summer of 2007, offering 150 elementary and middle school math teachers an 80-hour course focused on K–8 foundational content (e.g., arithmetical operations, proportional reasoning, linear equations). This first cohort of participants drew from high-need districts including Boston, Springfield and New Bedford. Participants finished the course in the fall of 2007 and met regularly throughout the school year in mathematical learning communities to extend their learning and improve instructional practice.

Funded by a state line item focused on professional development in math and science, an additional 175 teachers will finish the intensive 80-hour mathematics course in the fall of 2008. The course is taught by the same group of instructors (primarily higher education faculty), utilizing a carefully revised and improved curriculum based on extensive feedback provided by the evaluators, participants, and Department staff. Worcester has been added to the original districts so that the three largest urban districts in the Commonwealth are participating in the initiative. More on the MIMI Initiative is posted online:

<http://www.doe.mass.edu/omste/news07/mimi.html>

- 2.8 ALEKS Mathematics MTEL Preparation Pilot Study** The Department conducted a pilot study in FY08 to examine the potential benefits to teachers and teacher candidates of using a web-based tutorial program to prepare for the MTEL Elementary Mathematics (#53) and Middle School Mathematics (#47) tests. Approximately 200 study participants received a free three-month subscription to Assessment and Learning in Knowledge Spaces (ALEKS) software, a web-based assessment and learning system. Participants in the study agreed to use ALEKS for a minimum of 10 hours, document their experience by completing three surveys, and register and take an MTEL mathematics test (in spring or summer 2008). Depending on the results of the external evaluation conducted by the University of Massachusetts' Donahue Institute (due fall 2008), the Department may consider supporting the use of ALEKS or similar tools for prospective mathematics teachers as a means of addressing the workforce shortage in this area.



## Section 3: SUPPORT FOR SCHOOLS AND DISTRICTS

**3.1 State Review Panels** Over a five-week period from March through May 2008, the Department convened nine State Review Panels to review district Plans for School Intervention submitted by leadership teams from the nine Commissioner's Districts: Boston, Brockton, Fall River, Holyoke, Lawrence, Lowell, New Bedford, Springfield, and Worcester. These Plans set out the priority initiatives identified by district leaders in response to the identified needs of their Commonwealth Priority Schools (formerly known as underperforming schools). In total, 54 Commonwealth Priority Schools are addressed in the nine Plans.

In all nine cases, the State Review Panels recommended Board approval of the districts' Plans for School Intervention. State Review Panels determined that the improvement initiatives and strategies set out by each district leadership team in their written plans and in their presentations to panelists demonstrated appropriate consideration of the needs in their Commonwealth Priority Schools. At its June 25, 2008 meeting, the Board voted to accept the plans from the nine districts. Details about these Review Panels and the reports for each district are posted online: <http://www.doe.mass.edu/boe/docs/0508/item2.html>

**3.2 Commonwealth Priority School Status Changes** Prior to this year, four schools had exited underperforming or Commonwealth Priority School status: Roosevelt Middle School in New Bedford, Mt. Pleasant Elementary School in New Bedford, Maurice Donahue Elementary in Holyoke, and the E.J. Harrington Elementary School in Lynn.

In November 2007, the Board reviewed the progress of 14 schools listed as underperforming. They voted to release four from underperforming status, based on the levels of significant and sustained improvement each had gained. Those included: Washington Elementary in Springfield, Liberty Elementary in Springfield, Arlington Elementary in Lawrence and Laurel Lake Elementary in Fall River.

The Board also determined that four other schools identified as underperforming in the period of 2000–2004 should remain in this status. These schools showed some improvement in student performance, but each school's AYP status still met the state definition of a Commonwealth Priority School. Those schools include: Lucy Stone Elementary in Boston, Elihu Greenwood Elementary in Boston, Michael Perkins Elementary in Boston, and the James Sullivan Middle School in Lowell.

The Board did not take formal action on the remaining six schools, where improvement in student performance was not satisfactory. Instead Board members decided to hold on further action pending review and possible restructuring of the state school accountability system. Those six schools include Homer Street Elementary in Springfield, M. Marcus Kiley Middle School in Springfield, White Street Elementary in Springfield, Gerena Elementary in Springfield, Arlington Middle School in Lawrence, and the John Lynch Middle School in Holyoke. More details about the 14 schools discussed is posted online:

<http://www.doe.mass.edu/boe/docs/1107/item7.html>

- 3.3 Underperforming District Status Change: Winchendon** At its March 2008 meeting, the Board received information about the Winchendon Public Schools, including a District Progress Report submitted by Superintendent Peter Azar; a report from the Educational Development Center (EDC), the state-appointed turnaround partner for the district; and a packet of longitudinal student performance data and AYP progress measures.

Board members agreed that with the Department's support, the district has made progress in aligning its curricula to state standards, put strong leadership in place for curricular and instructional improvement, and implemented systematic processes for collecting and using data to inform instructional decision-making.

At the April 24 Board meeting, the Board voted to release the Winchendon Public Schools from underperforming status. Department officials pledged to continue supporting the collaborative work of Winchendon and its neighboring districts as they pursue regional opportunities to realize fiscal efficiencies and share successful improvement strategies. Details on Winchendon's progress are posted online:

<http://www.doe.mass.edu/boe/docs/0408/item2.html>

- 3.4 Underperforming District Status Change: Randolph** In November 2007, the Board voted to designate the Randolph Public School District as an underperforming district. The Board further directed the Department to conduct a review of current leadership within the school community to determine whether the district had the capacity to address identified problems and improve the quality of educational services to Randolph students. To that end, a team of three educational consultants appointed by the commissioner visited the district in December, where they reviewed data and documents provided by the Department and by the district and conducted a series of interviews with individuals and groups across the community.



The team prepared a District Leadership Evaluation Report, which was presented to the Board in February. As a result, the Board voted to defer action on chronic underperformance and state receivership for the district for 120 days to allow district leaders, school committee members, and the Board of Selectmen to prepare a focused Turnaround Plan to guide next steps. The commissioner appointed a District Support Team (DST) to assist the parties in their efforts to define priority actions to be taken during the next 24 months and to foster the community-wide, consensus-building effort necessary to create the conditions for positive change and collaboration.

The Board reviewed the Turnaround Plan in June and approved it in July 2008. The Department has since reconvened the DST, which is now charged with providing support, guidance, and oversight for the district's efforts over the next year. The DST will provide the commissioner and Board with periodic updates to track progress in the district. More on the Randolph turnaround plan and Board vote is posted online:

<http://www.doe.mass.edu/boe/docs/0608/item6.html>.

- 3.5 School Redesign: Expanded Learning Time** The FY08 state budget included a \$13 million appropriation for Expanded Learning Time (ELT), which was used to support the expansion of the school day and/or year in 18 schools in 9 districts. Four of the five districts that participated in the initiative in its first year expanded the number of redesigned schools participating in year two, and three districts were added to the ELT initiative. In addition the Board awarded \$230,000 in new planning grants to 28 districts to explore the potential redesign of 67 schools and provided \$19,500 in continuation planning grants to 10 districts to further develop redesign options for 21 additional schools.

Between January and April 2008, the Department received plans from 18 districts proposing redesigned schedules for 37 schools seeking support for ELT implementation during the 2008–2009 school year. Of that group, eight new Expanded Learning Time schools located in five districts were selected for funding. More details on the latest Expanded Learning Time schools are posted online: <http://www.doe.mass.edu/news/news.asp?id=4144>

In addition, the Department continued its contract with Abt Associates for a comprehensive external evaluation. The Department's Office of Strategic Planning, Research, and Evaluation applied for and received a grant from the Institute of Education Sciences at the U.S. Department of Education to support four more years of the evaluation. The evaluation of the program's first year is posted online:

<http://www.doe.mass.edu/research/reports/0208elt.html>.

**3.6 School Redesign: Commonwealth Priority Schools** In March 2007, the Board voted to allow four schools that would otherwise have been designated as underperforming to become the state's first Commonwealth Priority Schools. These schools—Academy Middle School in Fitchburg, English High School in Boston, and Putnam Vocational Technical High School and John J. Duggan Middle School in Springfield—were afforded increased autonomy and increased accountability in their efforts to improve their students' performance.

An evaluation of the first year of the program conducted by the Donahue Institute at the University of Massachusetts suggested that the schools made immediate changes in staffing and student enrollment, time on learning, time for collaboration and professional development for teachers, and governance. Changes to curriculum and instruction were incremental. Staff in the schools perceived improvements in capacity and practice and most felt that the initiative was moving their school in the right direction, though results varied widely by school. The evaluation of the program's first year is posted online:

[http://www.doe.mass.edu/research/reports/Comm\\_Pilot\\_report3.pdf](http://www.doe.mass.edu/research/reports/Comm_Pilot_report3.pdf).

**3.7 Massachusetts English Proficiency Assessment (MEPA) Program** The MEPA program assesses limited English proficient (LEP) students on their English language proficiency and the progress they are making in learning English. The Commonwealth's 51,000 LEP students participate annually in tests in reading, writing, listening, and speaking. The MEPA program responds to testing requirements under Title III of the No Child Left Behind Law and to Chapter 386 of the Massachusetts Acts of 2002 (known as "Question 2"), which requires annual assessment of all English language learners in the state.

After an extensive competitive bid process, a contract for the MEPA program was awarded in January 2008 to Measured Progress of Dover, New Hampshire, for the development and implementation of the MEPA program from 2008 until 2012. MEPA reading and writing tests are being developed for LEP students in grades 3-12, and for the first time, for students in grades K-2. These tests are based on the Massachusetts *English Language Proficiency Benchmarks and Outcomes for English Language Learners*.

A field test will be administered to LEP students in grades 1-12 in fall 2008, with new operational tests in spring 2009. In addition, online testing will be piloted in spring 2009 for up to 20 percent of LEP students. More information on MEPA is posted online at: <http://www.doe.mass.edu/mcas/mepa/>.

**3.8 Algebra II End-of-Course Exam** The Department has entered into a partnership with the American Diploma Project (ADP) and 13 other states to develop an Algebra II End-of-Course Exam, to offer Massachusetts schools the opportunity to measure readiness for post-secondary success. In Massachusetts the ADP Algebra II exam will be offered online in two 60-minute (untimed) sessions on a voluntary basis to public high school students. The online exam will be available twice annually: late spring and mid-winter, beginning with a split testing window for the winter in December 2008 and January 2009.

The ADP Algebra II exam is currently being developed by Pearson, Inc. under the direction of Achieve, Inc. and 14 partnering states: Arizona, Arkansas, Hawaii, Indiana, Kentucky, Maryland, Massachusetts, Minnesota, New Jersey, North Carolina, Ohio, Pennsylvania, Rhode Island, and the state of Washington. During this past school year, several schools in Massachusetts voluntarily participated in the two Algebra II field tests. The first one was offered October 1–5, 2007, with 1,000 students participating, and the second was offered February 11–15, 2008, with 5,000 students participating.

**3.8 School-to-College Database** The Department has continued its collaboration with the Department of Higher Education to build a database of Massachusetts public high school graduates who enroll in Massachusetts public postsecondary institutions. This year the Department produced the first reports out of this School-to-College Database: a statewide report in February showing college enrollment trends for the high school class of 2005 and individual reports for every high school sending 10 or more graduates on to public higher education in Massachusetts.

The reports showed that 33 percent of the public high school graduating class enrolls in a Massachusetts public higher education institution in the fall after high school graduation. Of these, 30 percent enroll at a University of Massachusetts campus, 25 percent at a state college, and 45 percent at a community college. In all, 37 percent of public high school graduates enroll in at least one remedial course, most commonly mathematics, in their first semester at a Massachusetts public college. Among those who enrolled as full-time degree-seeking students, more than 80 percent returned for a second year of college in fall 2006. The statewide and high school reports are available online: <http://www.doe.mass.edu/research/reports/s2c.html>.

**3.9 Education Data Warehouse** The Education Data Warehouse is a collaborative effort between the Department and local school districts to centralize K–12 educational performance data into one coordinated state data repository. The long-term goal is to provide every district and school

with the ability to easily query and analyze their organization's state-maintained data and to provide districts with the option to load and analyze their own data.

In FY08, the Warehouse was in its second year of implementation, with 70 public school districts and charter schools participating statewide. These districts and schools can use predefined reports—for example, MCAS item analysis or performance distributions—or develop their own special reports to answer particular policy or educational questions. They also have access to a tool that allows them to do quick, on-the-fly queries for simple requests. This year, new enrollment and indicators reports were added to help districts analyze their student populations. On-the-fly subgroup analysis by achievement level or demographic can now drill down to individual student reports, and districts now have the ability to upload other assessment results besides MCAS. In addition, ESE is working with Public Consulting Group to create a district-focused data warehouse training curriculum to be available to all districts in the fall.

The purpose is to help district staff understand how to use the data warehouse for data-driven decision-making at the district and school level to improve instruction. Current plans are to continue to expand usership statewide. More information on the Education Data Warehouse is available online at <http://www.doe.mass.edu/infoservices/dw/>.

## Section 4: STATE LEADERSHIP

**4.1 Transition for the Department of Elementary and Secondary Education FY08** represented a period of significant leadership transition for the Department, beginning with the retirement of Commissioner David Driscoll in August 2007. Deputy Commissioner Jeffrey Nellhaus stepped in as acting commissioner from September 1 through May 19, the first official day on the job for newly appointed commissioner Mitchell Chester. Details about his selection are posted here:  
<http://www.doe.mass.edu/news/news.asp?id=3861>.

In addition, early in 2008 Governor Patrick selected Paul Reville to be Secretary of Education and to lead the newly established Executive Office of Education. This Secretariat is responsible for coordinating the work of the Department of Early Education and Care, the Department of Elementary and Secondary Education, the Department of Higher Education, and the University of Massachusetts, in an effort to create a more seamless system of public education for the Commonwealth. Details about the Executive Office of Education are posted online: <http://www.mass.gov/education/>.

**4.2 Prioritized Agency Budget** In an effort to focus the work of the Department around the agency's priorities, the FY08 budget proposal was organized into four sections: support for students, support for educators, support for schools and districts, and state leadership. Budget constraints prompted a late decision to provide both a maintenance budget and one that expanded funding around priority areas. The two versions and details about the spending plans are posted online:  
<http://www.doe.mass.edu/boe/docs/1107/item6.html>.

**4.3 Move to New Building** Much of 2008 was spent planning for the Department's coming move to a new location in January of 2009. The Department, now housed in three locations, will move into a brand-new, 117,000 square foot, custom-designed building on Pleasant Street in Malden. Most units will begin moving in late December, and the entire agency is expected to be located in the new building by mid-January 2009.

**4.4 Research and Evaluation Reports** The Department created the Office of Strategic Planning, Research, and Evaluation in FY07 to increase integration of research and evidence into policymaking and strategic planning. In 2008 this unit expanded to four full-time staff and issued multiple reports on important topics. Major research projects coordinated and released by this office in 2008 included:

- Preliminary Report on Current Fiscal Conditions in Massachusetts Public School Districts
- Evaluation of the Expanded Learning Time Initiative, Year One
- Commonwealth Pilot School Initiative: Interim Report and Year One Report
- Massachusetts School-to-College Reports
- Education Research Brief: Current Trends in School Finance
- Education Research Brief: Supply and Demand of STEM Workers in Massachusetts
- Education Research Brief: Connecting Activities: Making the Workplace a Learning Place

Copies of these and other reports and additional information on this group's work are available at <http://www.doe.mass.edu/research/>.

**4.7 Education Roundtables** During the fall of 2007, the Department launched a series of agency-wide roundtable discussions to provide staff with the opportunity to discuss important initiatives and issues related to the agency work. There were four roundtable discussions during 2007–2008. The first was held in April and focused on accountability efforts from across the agency, including NCLB accountability, charter schools, Program Quality Assurance, and research and evaluation. The second event in February focused on programs for English language learners, both students and adults. In April, the discussion centered around the Commonwealth Pilot School and Expanded Learning Time initiatives. In June the Department held showings of the documentary *Two Million Minutes* and hosted a follow-up discussion about the film. Each event has relied on the expertise of staff from across the agency and prompted fruitful discussions. Between 40 and 50 staff typically attend the roundtables.

## Appendix

### I. Members of the Board of Elementary and Secondary Education, July 2007 to June 2008



**Paul Reville, Chair (August 2007 to June 2008)**

Rennie Center for Education Research  
& Policy  
131 Mt. Auburn Street, 1<sup>st</sup> Floor  
Cambridge, MA 02138

Paul Reville was named Secretary of Education in March 2008 and stepped into the new position on July 1, 2008. Previously he served as president of the Rennie Center for Education Research & Policy and serves as the Director of the Education Policy and Management Program and a lecturer at the Harvard Graduate School of Education. Paul is the former executive director of the Pew Forum on Standards-Based Reform and was the founding executive director of the Massachusetts Business Alliance for Education. He also served on the Massachusetts State Board of Education from 1991–96 and chaired the Massachusetts Commission on Time and Learning, as well as the Massachusetts Education Reform Review Commission. He recently served on Governor Patrick's Transition Team and as chair of the Governor's Pre-K–12 Task Force on Governance. He is a former teacher and principal in urban, alternative schools. Paul is a trustee of Wheelock College and the Nativity School of Worcester and serves on numerous other boards and advisory committees. Last year, he edited the book, *A Decade of Urban School Reform: Persistence and Progress in the Boston Public Schools*. He is a graduate of Colorado College and holds a master's degree from Stanford University.



**Ann J. Reale, Vice-Chair (August 2007 to February 2008)**

Commissioner, Department of Early Education and Care  
51 Sleeper Street, 4<sup>th</sup> Floor  
Boston, MA 02210

Ann J. Reale is the first Commissioner of the Department of Early Education and Care, which will build a new, coordinated, comprehensive system of early education and care in Massachusetts.



Commissioner Reale served as Senior Policy Advisor to Governor Romney from 2003–2005 and held a number of positions in the Executive Office for Administration and Finance from 1996–2003, including Undersecretary and Acting Chief Financial Officer (2002–2003) and State Budget Director and Assistant Secretary (1999–2002).

Commissioner Reale holds a master's degree in public administration from Syracuse University and a B.A. in economics from the University of Massachusetts, Amherst.

*\* As part of Governor Patrick's education reorganization plan, Chapter 27 of the Acts of 2008, the Chancellor of Higher Education and the Commissioner of Early Education and Care no longer serve on the Board of Elementary and Secondary Education. The February 2008 regular meeting was Commissioner Reale's final meeting as a member of the Board.*



**Christopher Anderson (January 2006-June 2008)**

Massachusetts High Technology Council,  
Inc.  
1601 Trapelo Road  
Waltham, MA 02451

Christopher R. Anderson is president of the Massachusetts High Technology Council, Inc. Before becoming president in January 2001, he served as the Council's vice president and general counsel. He joined the Council in 1984 and has helped shape state policies that have improved the business climate for the Massachusetts high technology industry. In June 2001, he was appointed to serve as a member of the Massachusetts Renewable Energy Trust Advisory Committee. In March 2001, he was appointed to serve as a member of the State Advisory Council to the Department of Employment and Training. Mr. Anderson graduated from Lexington High School in Lexington, MA. He holds a bachelor of arts degree from the University of Notre Dame and a law degree from Suffolk University School of Law. He served as the Chair of the Board of Education from November 2006 to July 2007.



**Harneen Chernow**  
1199SEIU Training and Upgrading  
Fund  
150 Mt. Vernon Street Suite 324  
Boston, MA 02125

Harneen Chernow directs the Massachusetts Division of the 1199SEIU Training and Upgrading Fund. A partnership between 1199SEIU and healthcare employers, this fund provides incumbent healthcare workers with a wide range of training and career ladder opportunities.

Previously, Ms. Chernow served as the Director of Education and Training for the Massachusetts AFL-CIO and engaged in public policy and advocacy efforts to promote a workforce development system focused on low-wage and lesser-skilled workers.

Ms. Chernow has over 20 years of experience designing and implementing labor/management workforce partnerships that create career ladders and opportunities leading to worker advancement. She also participates in numerous advocacy efforts to build a strong workforce system accountable to multiple stakeholders. She serves on a number of boards and commissions overseeing workforce development initiatives, including the Massachusetts Workforce Board Association, Boston PIC Workforce Development Committee, the Robert Wood Johnson Jobs to Career Initiative, and the Extended Care Career Ladder Initiative.

Ms. Chernow is the recipient of the AFT-Massachusetts Hero in Education Award, Massachusetts AFL-CIO Outstanding Service Award, the UMass Dartmouth Labor Education Center Fontera Memorial Award, and the UMass Boston Labor Resource Center Foster-Kenney Award. She received her B.A. from Wellesley College and M.A. from University of California, Berkeley.



**Gerald Chertavian**  
Year Up  
93 Summer Street  
Boston, MA 02110

Gerald Chertavian is founder and CEO of Year Up, a one-year, intensive training program that provides urban young adults age 18–24 with a unique combination of technical and professional skills, college credits, an educational stipend, and a corporate apprenticeship. Mr. Chertavian began his career on Wall Street as an officer of the Chemical Baking Corporation and then became the head of marketing at Transnational Financial Services in London. He co-founded Conduit Communications in 1993. Between 1993 and 1998, Conduit ranked as one of England's fastest growing companies.

Mr. Chertavian earned a B.A. in economics from Bowdoin College and an M.B.A. from Harvard Business School. He currently serves as a trustee of Cambridge College, Bowdoin College, and The Boston Foundation and is on the Board of Advisors for the Harvard Business School Social Enterprise Club and New Sector Alliance.



**Thomas E. Fortmann**  
Mathematics Consultant  
5 Harrington Road  
Lexington, MA 02421

Thomas E. Fortmann began his career teaching at Newcastle University in Australia and then spent 24 years as a high-tech engineer and executive at BBN Technologies in Cambridge. After retiring in 1997 he taught mathematics and science as a volunteer at two high schools in Boston. In 2003, in collaboration with EMC Corporation and Mass Insight Education, he founded the Massachusetts Mathematics Institute, an intensive professional development program in mathematics content for K–6 teachers.

Dr. Fortmann holds a B.S. in physics from Stanford University, a Ph.D. in electrical engineering from M.I.T., and the rank of Fellow in the Institute of Electrical and Electronics Engineers (IEEE). He is the author of two textbooks as well as numerous journal articles and policy briefs.



**Jeff Howard**

The Efficacy Institute, Inc.  
182 Felton Street  
Waltham, MA 02453-4134

Jeff Howard is founder and president of The Efficacy Institute, Inc., a national, not-for-profit agency of education reform. The Efficacy Institute is committed to the mission of developing all young people to high standards, particularly children of color and the economically disadvantaged. The work of The Efficacy Institute is based on a model of learning developed by Dr. Howard based on the idea that intelligence can be built through Effective Effort. The Efficacy Institute aims to help adults operate from a simple belief: *all* young people can learn at very high levels if the process of education is effectively organized.

For five years, Dr. Howard served as a governor's appointee to the Education Management Audit Council, the agency that evaluated the operations of districts across the state. Dr. Howard holds an A.B. from Harvard College and a Ph.D. in social psychology from Harvard University. He is also the founder of J. Howard and Associates, a corporate training and consulting firm that is now part of the Novations Group, Inc.



**Ruth Kaplan**

24 Spooner Road  
Brookline, MA 02467

Prior to her appointment to the Board of Elementary and Secondary Education, Ruth Kaplan served for four years as an elected member of the Brookline School Committee, chairing the subcommittees on Policy Review and Government Relations. She was also a board member of the Massachusetts Association of School Committees and a member of its Advocacy and Resolutions committees. Prior to her school committee service, Ms. Kaplan co-chaired the Brookline Special Education Parent Advisory Council.

Ms. Kaplan is a member of the Massachusetts Parent Teacher Association and is the first parent representative appointed to the Board of Elementary and

Secondary Education. She is a founder of the Alliance for the Education of the Whole Child, a coalition of more than 45 education and civil rights organizations that organized to critique the over-reliance on standardized testing in the public schools and advocate for an assessment system consisting of multiple measures.

Ms. Kaplan is a member of the Massachusetts bar and was associated with the firms of Widett, Slater & Goldman and Peabody & Brown. She practiced in the areas of bankruptcy and business reorganization as well as labor and employment law. Her state service consisted of a position as senior researcher to the Senate Judiciary Committee and work with the Department of Youth Services as a caseworker and program evaluator. She also assisted in the establishment of the adolescent day treatment program at Danvers State Hospital.

A resident of Brookline, Ms. Kaplan is a graduate of Brookline High School and has two daughters, one of whom attends the high school and the other of whom is a 2007 graduate. Ms. Kaplan holds a J.D. from Boston College Law School, as well as an M.Ed. from Boston University and an M.A. from Brandeis University. She holds a B.A. degree in history from Barnard College and a Bachelor of Hebrew Letters degree from the Seminary College of the Jewish Theological Seminary. Ms. Kaplan also attended Wellesley College and the Hebrew University in Jerusalem.



**Dana Mohler-Faria**  
Office of the President  
Boyden Hall, 131 Summer Street  
Bridgewater State College  
Bridgewater, MA 02325

Dana Mohler-Faria is the president of Bridgewater State College and was the first member of his family to go to college. President Mohler-Faria is the first person of color to lead Bridgewater State College and, at the time of his inauguration in 2002, was only the second Cape Verdean in the United States to be elected the president of a higher education institution.

Shortly after becoming president, Dr. Mohler-Faria undertook an aggressive plan to expand the number of full-time, tenure-track faculty at the college. He also founded Connect, a southeastern Massachusetts partnership dedicated to advancing the regional mission of public higher education. He also presided over an extensive review of the undergraduate curriculum, modernized the college's general education requirements, initiated an institution-wide

assessment of diversity opportunities and programming, established the highly prestigious Presidential Fellowship to promote faculty scholarly and creative work, and channeled significant college resources into faculty and student scholarship endeavors. Under his leadership, the college endowment has grown to more than \$17 million—the largest for any state college in the Commonwealth.

Prior to becoming president, Dr. Mohler-Faria served for 11 years as the college's vice president for administration and finance, during which time he oversaw the largest construction and renovation program in college history. He has also held numerous senior administrative positions at Mount Wachusett Community College, Bristol Community College, and Cape Cod Community College. Dr. Mohler-Faria holds a doctorate in higher education administration from the University of Massachusetts at Amherst, master's and bachelor's degrees in history from Boston University, and an associate's degree from Cape Cod Community College. He has participated in the Oxford Roundtable, the Millennium Leadership Institute, the New England Resource Center for Higher Education, and Harvard University's Institute for Education Management and Senior Executives Program.

In addition to his work as president, Dr. Mohler-Faria served as Governor Deval Patrick's special advisor for education and was instrumental in leading the Commonwealth's Readiness Project and establishing the Executive Office of Education.



**Patricia F. Plummer\* (September 2006-February 2008)**

Chancellor, Board of Higher Education

One Ashburton Place, Room 1401  
Boston, MA 02108

Appointed in September 2006, Dr. Patricia F. Plummer serves as Chancellor and Chief Executive Officer of the Massachusetts Board of Higher Education. As chancellor, she is responsible for setting the state's public higher education agenda and coordinating the development and implementation of public policy for the 15 community college, 9 state college, and 5 university campuses.

Dr. Patricia F. Plummer is a recognized leader in the public higher education system, having served as a deputy chancellor, tenured professor and



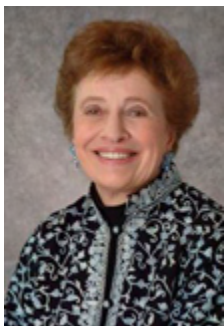
researcher, department chair, academic officer, and a contributor to various regional and national initiatives during her more than 20 years in the industry.

From 2001 to 2006, Dr. Plummer served as Deputy Chancellor for Policy and Planning at the Board of Higher Education. In this role, she oversaw academic policy, research and planning, the Office of Student Financial Assistance, P-16 education coordination, teacher preparation initiatives, and the BHE's STEM (science, technology, engineering, and mathematics) Pipeline Fund. She co-chairs the National Governors Association/Bill & Melinda Gates Foundation grant to prepare all Massachusetts students for college and careers.

Dr. Plummer also serves as a member of the Massachusetts Board of Education, the Board of Early Education and Care, and the New England Board of Higher Education.

Dr. Plummer earned her undergraduate degree from Framingham State College and her graduate degrees from Tufts University and Boston College. Originally a tenured professor at Framingham State College, she worked at the College for nearly 20 years, most recently as Associate Vice President for Academic Affairs. She has also taught and lectured in food and nutrition at Simmons College, Newton-Wellesley Hospital and Tufts New England Medical Center. She is a native of Watertown and resides in Needham, Massachusetts.

*\* As part of Governor Deval Patrick's education reorganization plan, Chapter 27 of the Acts of 2008, the Chancellor of Higher Education and the Commissioner of Early Education and Care no longer serve on the Board of Elementary and Secondary Education. The February 2008 regular meeting was Dr. Plummer's last meeting as a member of the Board.*



**Sandra L. Stotsky**  
246 Clark Road  
Brookline, MA 02445

Dr. Sandra Stotsky is an independent scholar, consultant, and researcher in education. She also directs a one-week summer institute on the Constitution and Bill of Rights, titled *We the People: the Citizen and the Constitution*, co-sponsored by the Lincoln and Therese Filene Foundation and the Center for Civic Education in California.



From 2004 to 2006, Dr. Stotsky was a Research Scholar in the School of Education at Northeastern University. From 1999 to 2003, she was Senior Associate Commissioner at the Massachusetts Department of Elementary and Secondary Education. During that period, she directed revisions of the state's licensing regulations for teachers, administrators, and teacher training schools, the state's tests for teacher licensure, and the state's Pre-K–12 standards for mathematics, history and social science, English language arts and reading, science and technology/engineering, early childhood, and instructional technology.

From 1984 to 2000, Dr. Stotsky was a research associate at the Harvard Graduate School of Education affiliated with the Philosophy of Education Research Center (PERC). She has taught elementary school, French and German at the high school level, and undergraduate and graduate courses in reading, children's literature, and writing pedagogy. She is editor of *What's at Stake in the K–12 Standards Wars: A Primer for Educational Policy Makers* (Peter Lang, 2000) and author of *Losing Our Language* (Free Press, 1999, reprinted by Encounter Books, 2002) and appraisals of state English language arts and reading standards for the Thomas B. Fordham Institute in 1997, 2000, and 2005. Dr. Stotsky has published many research reports, essays, and reviews in many areas and disciplines in education, including mathematics, history, literature, composition, and reading.

In May 2006, she was appointed to the President's National Mathematics Advisory Panel, which will advise the President and the Secretary of Education on matters relating to mathematics education. She currently serves as Chair of the Sadlier-Oxford Mathematics Advisory Board and as a member of the Advisory Board for the Center for School Reform at the Pioneer Institute, Boston, and for the Carus Publishing Company. She is also on the ERIC Steering Committee for the U.S. Department of Education Institute of Education Sciences. She served on the Steering Committee for the National Assessment of Educational Progress (NAEP) reading assessment framework for 2009. Dr. Stotsky received her B.A. degree with distinction from the University of Michigan and a doctorate in reading research and reading education with distinction from the Harvard Graduate School of Education.



**Zachary S. Tsetsos**  
Chair, State Student Advisory  
Council

Zachary Tsetsos was the 2007–2008 Chair of the State Student Advisory Council (SSAC), elected by fellow students in June 2007. Mr. Tsetsos has been a member of the council for the past two years, having served as Council Secretary his first year and co-chair of the Enriched Curriculum group during his second year. A senior at Oxford High School, Mr. Tsetsos participates in various extra curricular leadership activities beyond SSAC which include serving as Student Council Representative, Class President, Massachusetts Youth Leadership member, National Honor Society President, Environmental Club member, Cultural Enrichment Club member, School Advisory Council Representative, Community Tutor, and Central Mass. Regional Student Advisory Council Representative. Mr. Tsetsos also plays varsity soccer, serves as a youth soccer referee, church youth group/altar server, and religious educator. He spent the summer of 2007 as an intern for Senator Richard T. Moore. He enjoys playing the piano, composing his own music, and traveling internationally.



**Mitchell D. Chester\***

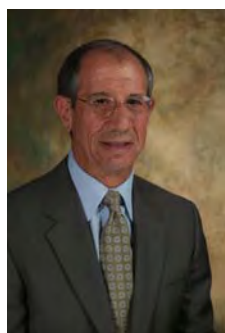
Commissioner of Elementary and Secondary  
Education  
Massachusetts Department of Elementary and  
Secondary Education  
350 Main Street  
Malden, MA 02148

Mitchell Chester began serving as Commissioner of the Massachusetts public schools in May 2008 after being unanimously selected by the Board of Elementary and Secondary Education in January.

Dr. Chester began his career as an elementary school teacher in Connecticut and later served as a middle school assistant principal and district curriculum coordinator. From there he moved to the Connecticut State Department of Education where he oversaw curriculum and instructional programs. In 1997 he was named the Executive Director for Accountability and Assessment for Philadelphia, where he headed the offices of Assessment, Research and Evaluation, Student and School Progress, and Pupil Information Services. In 2001 he moved to Ohio, where he served as the Senior Associate Superintendent for Policy and Accountability for the Ohio Department of Education, overseeing standards, assessments, accountability, policy development, and strategic planning.

Dr. Chester has presented nationally on accountability, assessment, and teacher induction and retention. He has served as a consultant to states and school districts regarding curriculum and instruction, teacher evaluation, student achievement, and assessment and accountability. Dr. Chester holds a doctorate in administration, planning, and social policy from Harvard University, as well as advanced degrees from the University of Connecticut and the University of Hartford. He and his wife Angela live with their son Nicholas in Winchester.

*\* Commissioner Chester was sworn into office by Governor Patrick on May 19, 2008.*



**Jeffrey Nellhaus\***

Deputy Commissioner of Education  
Massachusetts Department of  
Elementary and Secondary  
Education  
350 Main Street  
Malden, MA 02148

Jeffrey Nellhaus began at the Department of Elementary and Secondary Education in 1986, and has served in a number of roles, including Associate Commissioner for Curriculum, Assessment, and Instructional Technology; Deputy Commissioner; and Acting Commissioner.

As associate commissioner, Mr. Nellhaus oversaw the development and implementation of the Massachusetts Comprehensive Assessment System (MCAS) and the refinement of the Massachusetts Curriculum Frameworks. For his work on MCAS he was awarded the Manuel Carballo Governor's Award for Excellence in Public Service and the Friend of Education Award from the Massachusetts Association of Secondary School Administrators. As deputy commissioner, Mr. Nellhaus serves as the Department's Chief Operating Officer and is responsible for strategic planning, operational planning, and oversight of the Department's major organizational units.

Prior to joining the Department of Elementary and Secondary Education, Mr. Nellhaus traveled extensively. Immediately after earning his B.S. in chemistry from the University of Massachusetts he joined the Peace Corps, where he spent two years as a teacher trainer in India. After that he returned briefly to the United States before going abroad again to work as an educational coordinator for a Southeast Asian refugee settlement program in Thailand.

In between his work overseas, Mr. Nellhaus worked briefly at the Fernald School in Waltham, taught high school chemistry and math, and managed the Common Ground restaurant in Brattleboro, VT.

He and his wife Betsy Bedell live in Jamaica Plain. In his free time he enjoys running, playing tennis, cooking, and birding.

*\* Mr. Nellhaus served as acting commissioner from September 1, 2007 to May 19, 2008.*



**David P. Driscoll\***

Commissioner of Education  
Massachusetts Department of Education  
350 Main Street  
Malden, MA 02148

Commissioner Driscoll has had a 43-year career in public education and educational leadership. He received a bachelor of arts in mathematics from Boston College, a master's degree in educational administration from Salem State College, and a doctorate in educational administration from Boston College. A former mathematics teacher at the junior high school level in Somerville and at the senior high school in Melrose, he became assistant superintendent in Melrose in 1972 and superintendent of schools in Melrose in 1984. He served as the Melrose superintendent for nine years until his appointment in 1993 as deputy commissioner of education in Massachusetts. In July 1998, he was named Interim Commissioner of Education, and on March 10, 1999, he was appointed by the Board as Massachusetts' 22nd commissioner of education. Commissioner Driscoll has four children, all graduates of Melrose High School.

*\*Commissioner Driscoll retired on August 31, 2007.*

## II. Commissioner Mitchell Chester's Inaugural Speech, May 19, 2008

### *Looking Back to the Future:* **Reflections on the Start of My Tenure as Massachusetts Commissioner of Elementary and Secondary Education**



Governor Patrick, thank you for your generous words of welcome. Thank you, Senator Antonioni and Representative Haddad, for your kind sentiments and the educational leadership that you provide. And thank you, State Board of Education Chair and future Secretary of Education Reville, for your continued encouragement and support. I am grateful for the willingness of

Boston Superintendent Carol Johnson and Principal Marjorie Soto to open the doors of the Joseph J. Hurley School for this occasion. And, I appreciate the suggestions that the students have provided me. I will take your advice quite seriously.

You have my assurance that I will serve the Bay State, its children and its adults, with zeal and humility. I have a keen sense of the centrality of the health of our public schools to the welfare of the Commonwealth and its citizens. I have great respect for the history of the state and the aspirations of its citizens for their education system. I have a sense of urgency about the need to realize these ambitions.

My remarks today are intended to look back to the history of the Commonwealth as a porthole to the future. I am going to make the case that this history includes the recurring theme of the transformative role of education and that the pursuit of this outcome has been one of partial success. We have much to be proud of regarding our education legacy, and our citizens are the beneficiaries of the Bay State's investment in education. The successes of our schools are not equally distributed, however, and the onset of globalization means that people with the most sophisticated levels of knowledge and skill will be the ones who will prosper. Our job is to continue to push with deliberate speed toward a system that delivers an education that prepares each and every student in the Commonwealth for the successful pursuit of opportunities in this evolving world.

The Commonwealth has a rich and long history of public education. The Massachusetts School Law of 1642, vested community leaders with the authority to ensure that children learn to “read and understand the principles of religion and the capital laws”.<sup>1</sup> The Massachusetts School Law of 1647 reached further, requiring each township with at least 50 households to appoint and support someone to teach children to read and write.<sup>2</sup>

Arguably, the greatest gift that Massachusetts has given the world is the concept of the “common school.” Fast-forward from the 17<sup>th</sup> to the 19<sup>th</sup> century when Horace Mann, legislator and the Commonwealth’s first commissioner of education, proposed a system of universal schooling, wherein all children, both those of the “common people” as well as those of community’s leaders, would be educated according to a similar curriculum. The nation’s founding fathers had postulated that the strength of our democracy relied on the will of the people, which in turn is dependent on an informed citizenry. Mann put forward a means by which this principle would be actualized.

Horace Mann believed that a publicly supported system of “common” schools is essential to society’s salvation. He argued that a public system of schools, and not the various private schools of the day that were driven by assorted ideologies and economic interests, should become the standard for the nation. Horace Mann viewed the common school as a transformative force. In his 12<sup>th</sup> Annual Report to the Massachusetts Board of Education in 1848, he stated, “beyond all other devices...[education] is the great equalizer of the conditions of men—the balance-wheel of the social machinery.” Mann suggested that education “gives each man the independence and the means, by which he can resist the selfishness of other men...”<sup>3</sup>.

The extent to which our education system has, in fact, been a transformative force has been debated. Many argue that schools reify class distinctions. Others aver that our system of common schools has been largely responsive to the evolving charge placed upon it by society. I believe that our public schools have done yeoman’s work. That having been said, we are far from realizing the potential of our system of schooling.

In the early 20<sup>th</sup> century, for example, public education was asked to assimilate a population that rapidly was expanding. My own family circumstances reflect this period, as my ancestors emigrated from Russia at start of the 20<sup>th</sup> century

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<sup>1</sup> Modernized version of the original found in *Records of the Governor and Company of Massachusetts Bay in New England*, printed by order of the legislature, ed. Nathaniel B. Shurtleff (Boston: William White, Printer to the Commonwealth, 1853), pp. 6-7 of Volume II.

<sup>2</sup> Modernized version of the original found in *Records of the Governor and Company of Massachusetts Bay in New England*, printed by order of the legislature, ed. Nathaniel B. Shurtleff (Boston: William White, Printer to the Commonwealth, 1853), pp. 203 of Volume II.

<sup>3</sup> From the *12<sup>th</sup> Annual Report to the Massachusetts Board of Education*, 1948.

and were assimilated in part through the public school system. This period was not equally attentive to all citizens, however, as racial and religious bigotry and economic stratification dictated the opportunities that were available.

Here, another great citizen of Massachusetts provided a moral compass. W. E. B. Du Bois, who was born in Great Barrington, Massachusetts, shortly after the conclusion of our nation's Civil War, understood that education is essential to opportunity and equated lack of access to schooling with disenfranchisement. In 1907, with immigration increasingly leaving its imprint on the fabric of our nation, Du Bois predicted that access to schooling and voting would determine the future of the races. Lack of access would doom black men to second-class status, while access to education and the ballot would allow competition and opportunity. Du Bois stated, "...the black man certainly has a right to ask, when he starts into this race, that he be allowed to start with hands untied and brain unclouded."<sup>4</sup>

In the post-World War II period the charge to schools was to provide access and equality of opportunity. My own father, who was a school superintendent in the town of Bloomfield, Connecticut, and my mother, instilled in me the value of ensuring that all citizens have high quality educational opportunities. My father's tenure represented a front-line battle for integration in this community contiguous to Hartford. My father understood, however, that desegregation is a hollow prize if the schooling that is won is second-rate: hence, my own early schooling in the interdependence of equity and excellence.

Over the past couple of decades the nation's charge to our schools continues to evolve to a focus on achievement. The Commonwealth responded forcefully to this charge with the implementation of the reforms of 1993, and this response has yielded strong dividends for the Bay State and its citizens. Today, with increasing awareness of the impact of globalization, our schools are being called on to educate students for cross-cultural competence and economic competitiveness. This is the challenge that our nation, our state, and the times have placed on us.

I am deeply aware of the historical context in which I serve. Horace Mann laid the foundation and the Commissioners who came before me, including my immediate predecessors, David Driscoll and Bob Antonucci, built the framework for the Bay State's system. The system largely has been responsive to the demands placed on it by the Commonwealth. Yet none of these pioneers has been content with the outcomes achieved. Each was impatient with the status quo and recognized that there is yet much work to do.

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<sup>4</sup> From *The Negro in the South*, by Booker T. Washington and W. E. B. Du Bois, the William Levi Bull Lectures for 1907 (Philadelphia: George W. Jacobs & Company, 1907), pp. 119-121.



My pledge to you is that—working with the educators, elected officials, business community, and citizens of the Bay State—we will ensure that our schools prepare our youngest citizens for opportunities in the 21<sup>st</sup> century. As well, we will work to ensure that this education is experienced by all of our youth, regardless of their ZIP code, economic background, race, or gender. Our responsibility is to be vigilant in identifying and redressing our system shortcomings, wherever they exist. The echoes of W. E. B. Du Bois remind us that quality schooling denied is opportunity denied. Opportunity denied can haunt an individual for a lifetime and will weaken the foundation of the Commonwealth.

I am optimistic about the prognosis for this mission. I have great hope for the efficacy of our system of public education—the system that was conceived by Horace Mann. I am energized by the vitality and ingenuity of the educators and citizens I have met. I am encouraged by the commitment and savvy of the leadership in the Assembly – leadership that honors the past while looking to the future. I am inspired by the faith and courage of our governor: his faith in the institutions of government and his courage to call for bold action at a time when fiscal and political uncertainty might favor incremental approaches. And I am bolstered by the support and guidance of many, not least of whom are my Board chair, Paul Reville, Dana Mohler-Faria, the governor’s education advisor and a member of the State Board, and the other members of the State Board of Education, including Ruth Kaplan and Tom Fortmann who are here today.

In closing, I offer a personal note. All of us are products of our past. My ancestors speak to me daily—to remind me that relationships, education, and service define a life, and lack thereof restrict a future. As educators, we are a profession that must be content with “paying forward,” since it is not often that we are “paid back” in the sense of understanding the outcome of our efforts. Our work sometimes impacts future generations, often out of view from us. We have to take on faith that our efforts have made a difference. Therefore, it is particularly meaningful to me that I am able to share this event with the “teachers” who have had the greatest impact on my development and who continue to challenge and nurture me—my mother, Zelda; my wife, Angela; three of our five children, Sarah, Mikhail, and Nicholas; and my aunt and uncle, Lee and Ted.

### **III. Board of Elementary and Secondary Education Summary, 2007–2008**

#### **August 2007**

- First meeting chaired by Paul Reville and the last meeting for former commissioner David Driscoll.
- Reviewed the FY08 education budget and discussed priorities for FY09.
- Approved the FY07 annual report.

#### **September 2007**

- Meeting was held at the John J. Duggan School in Springfield.
- Discussed progress at the state's first four Commonwealth Pilot Schools.
- Approved charter amendments to expand enrollments and/or grade spans for three schools and had an initial discussion on renewal applications for four schools.
- Heard a presentation on 2007 MCAS results and preliminary findings from the School-to-College Database.
- Endorsed process to review and update the curriculum frameworks, beginning with English language arts.

#### **October 2007**

- Held meeting at Randolph High School to call attention to the district's fiscal difficulties.
- Heard from Gov. Patrick's education advisory, Dana Mohler-Faria.
- Heard a presentation by Harvard lecturer Rick Weissbourd on non-academic barriers to learning.
- Discussed MassCore, a recommended high school course of study aimed at increasing college readiness by graduation.
- Held a preliminary discussion on its FY09 budget proposal.
- Reviewed recommendations on 15 schools designated as "underperforming" between 2000 and 2004 that remain in that status. Of that group, the acting commissioner recommended that six move into Priority I status.
- Approved amendments to the Regional School District Regulations to allow the Commissioner to assume operation of a regional district whose member towns have not adopted a budget by Dec. 1.
- Approved charter renewals for Abby Kelley Foster Charter Public School, Foxborough Regional Charter School, Mystic Valley Regional Charter School, and Sturgis Charter Public School.
- Appointed members to 15 advisory councils.

#### **November 2007**

- Held meeting at the Ferryway School in Malden, which is in its second year of implementing Expanded Learning Time. Heard an update on the initiative.

- Heard a presentation from Massachusetts Parent Teacher Association President Michele Tremont on the work of the PTA.
- Discussed EQA report on Randolph.
- Voted to approve MassCore.
- Voted to remove four schools from Commonwealth Priority status and deferred action on six schools recommended to be moved into Priority I status.

### **December 2007**

- Heard a presentation on After-School and Out-of-School Time programs from state Senator Thomas McGee and state Representative Marie St. Fleur, co-chairs of the Special Commission on After-School and Out-of-School Time.
- Heard recommendations and presentations on 10 underperforming schools. Voted to retain four schools as Commonwealth Priority Schools and requested additional information on the six schools recommended to be moved into Priority I status.
- Voted to approve Guidelines for the Mathematical Preparation of Elementary Teachers.

### **January 2008**

- Announced that the Board had unanimously voted to appoint Mitchell Dan Chester as the next Commissioner of Education.
- Heard a presentation by Dr. Mary Walsh of Boston College on Boston Connects, an innovative school-community-university partnership that supports healthy learning for all students.
- Discussed proposed changes to the state's accountability system in relation to the graduation rate standard. Voted to adopt the following standard as the 2008 AYP graduation target: a four-year graduation rate of 60 percent or a five-year graduation rate of 65 percent or a two percentage point increase in the four-year graduation rate compared to the previous year.
- Discussed new report on current fiscal conditions in Massachusetts school districts.
- Voted to renew charters at the Boston Collegiate Charter School, Boston Day and Evening Academy Charter School, Excel Academy Charter School, Four Rivers Charter Public School, Health Careers Academy Charter School, Rising Tide Charter Public School, and Smith Leadership Academy Charter Public School.

### **February 2008**

- Meeting was held at the Lilla G. Frederick Pilot School in Dorchester.
- Voted to set the salary for incoming Commissioner Mitchell Chester at an annual rate of \$206,000, effective May 19, 2008.

- Voted to accept the recommended actions and benchmarks for the Randolph Public Schools, based on the findings of the District Leadership Evaluation Report. Deferred taking action on chronic underperformance and state receivership for Randolph for 120 days.
- Heard an overview of key issues in the educator licensure system.
- Voted to approve three new charter schools: Silver Hill Horace Mann Charter School, Dorchester Collegiate Academy Charter School, and Hampden Charter School of Science. Voted to renew with conditions the charter for New Leadership Charter School.

### **March 2008**

- Welcomed new Board members Dana Mohler-Faria, Jeff Howard, and Gerald Chertavian. Discussed Governor Patrick's decision to appoint Paul Reville as Secretary of Education, beginning July 1.
- Discussed the current dropout report and heard a presentation on effective dropout prevention programs in Quincy and Boston.
- Discussed the current status of the Winchendon Public Schools, which has been designated an underperforming district since November 2003.
- Discussed District Leadership Evaluation Report of Gill-Montague.
- Voted to approve requests from two charter schools to extend loan terms beyond the duration of the schools' charters.

### **April 2008**

- Held a special meeting on the evening of April 28 to discuss the state's accountability system and discuss ways to strengthen support and technical assistance to the field.
- Held the regular meeting the next morning at Worcester Technical High School.
- Voted to remove Winchendon from underperforming district status.
- Voted to accept Gill-Montague's revised turnaround plan, which includes specific steps they will take to address identified concerns.
- Voted to approve updated technology literacy standards and expectations.
- Heard a presentation by Harvard's Professor Wilfried Schmid on the final report of the National Mathematics Advisory Panel.
- Heard a presentation on the English Language Arts curriculum frameworks review panel.
- Discussed report on MTEL passing rate and implications of Senate Bill 271.

### **May 2008**

- Meeting was held at Oxford High School in honor of out-going student board member Zachary Tsetsos. This was Mitchell Chester's first meeting as Commissioner.
- Discussed the development of a task force on 21<sup>st</sup> century skills.
- Heard an update on the progress of the Randolph Public Schools.

- Discussed the state's Review Panel Process and heard reports on the nine Commissioner's Districts with Commonwealth Priority Schools.

### **June 2008**

- Meeting was held at the Massachusetts Archives immediately after Governor Patrick's release of his Readiness Project recommendations.
- Welcomed new Board members Maura Banta, who will serve as chair, Beverly Holmes and Andrew "AJ" Fajnzylber, the newly elected chair of the Student Advisory Council.
- Recognized the service of Christopher Anderson, whose term expired on June 30.
- Reviewed supplementary material on the nine Commissioner's Districts and voted to approve the recommendations of the State Review Panels for the 54 Commonwealth Priority Schools within those districts.
- Discussed the recommendations within the Governor's Readiness Project Action Plan.
- Voted to approve the Randolph Public Schools proposed Turnaround Plan.

#### **IV. Massachusetts Education-Related Laws Enacted 2007–2008**

*Unless otherwise specified, laws became effective 90 days following passage.*

##### **Regional School Budget Process**

[Chapter 91](#) of the Acts of 2007, signed into law on August 14, 2007, amends section 21C of chapter 59 of the General Laws. This bill corrects a long-standing problem with Prop. 2-1/2. Under the current law, municipalities can use capital outlay exclusion under 2-1/2 to finance a capital project in a municipal school system, but they cannot use a capital outlay exclusion to finance their share of a capital project in a regional district. This bill allows them to do so.

##### **Reorganizing Education Agencies in the Commonwealth**

[Chapter 27](#) of the Acts of 2008, signed into law on February 7, 2008, is Governor Deval Patrick's reorganization plan as submitted pursuant Article LXXXVII of the Amendments to the constitution. The plan creates an executive office of education, under the leadership of a Secretary of Education, to improve policy coordination across all sectors: early education and care, K–12, and higher education. The governor stated: "The objective is to facilitate increased cooperation and cohesion in the creation of a comprehensive educational system that guides students seamlessly from one step to the next through every level of their education and into the workforce."

##### **Allowing Town Meetings in June**

[Chapter 85](#) of the Acts of 2008, signed by the governor on April 15, 2008, amends sections 9 and 9A of chapter 39 of the General Laws. It allows town meetings to be conducted in June as well as May.

##### **Life Sciences Industry**

[Chapter 130](#) of the Acts of 2008, approved by the governor on June 16, 2008, is a comprehensive economic and workforce development bill. Within it is The Massachusetts Life Sciences Fund, which authorizes grants to vocational and technical schools for purchasing or leasing necessary equipment to train students in life sciences technology and research. This law became effective upon passage.

##### **Green Communities**

[Chapter 169](#) of the Acts of 2008, approved by the governor on July 2, 2008, is a comprehensive bill for renewable and alternative energy and energy efficiency in the commonwealth. Schools are included in the definition of local governmental body. Within the bill is a requirement for each new educational facility, including a municipal educational facility financed through the school building assistance program, with projected demand for hot water exceeding 1,000 gallons per day or which operates a heated swimming pool, to be constructed, whenever economically and physically feasible, with a solar or other renewable energy system as the primary energy source for the domestic

hot water system or swimming pool of the facility. This law became effective upon passage.

### **Inter-municipal Agreements**

[Chapter 188](#) of the Acts of 2008, approved by the governor on July 18, 2008, amends section 4A of chapter 40 of the General Laws. When an inter-municipal contract agreement involves the expenditure of funds for establishing supplementary education centers and innovative educational programs, the agreement and its termination shall be authorized by the school committee.

### **Special Education Age Requirements**

[Chapter 285](#) of the Acts of 2008, approved by the Governor, August 6, 2008, amends section 2 of chapter 71B of the General Laws. Beginning at age 14, or sooner if determined appropriate by an individualized education program team, school-age children with disabilities shall be entitled to transition services and measurable postsecondary goals, as provided under the federal Individual Disabilities with Education Act.

### **Capital Bond**

[Chapter 304](#) of the Acts of 2008, approved (in part) by the governor on August 10, 2008, is a comprehensive bond bill for capital facility repairs and improvements for the Commonwealth. Included in the bond bill provisions is informational technology infrastructure. This law became effective upon passage.

### **Green Jobs**

[Chapter 307](#) of the Acts of 2008, approved by the governor on August 12, 2008, is a comprehensive bill to promote job creation and clean energy technology. The law establishes a Massachusetts clean energy center which shall promote and advance the commonwealth's public interests including promoting research and workforce training in clean energy technology at vocational technical schools. The green jobs initiative provides grants to the commonwealth's vocational technical schools to facilitate workforce development efforts and train and retain students in clean energy industries and for the development of small-scale renewable energy generating sources, including, but not limited to: photovoltaic installations; wind energy; ocean thermal, wave or tidal energy; fuel cells; landfill gas; natural flowing water and hydroelectric; low-emission advanced biomass power conversion technologies using such biomass fuels as wood, agricultural or food wastes; biogas, biodiesel or organic refuse-derived fuel; and geothermal energy. This law became effective upon passage.

### **School and District Accountability**

[Chapter 311](#) of the Acts of 2008, approved by the governor on August 14, 2008, amended chapter 15 of the General Laws. In section 1G, a new 15-member



advisory council on school and district accountability and assistance is established to review and advise the department and board on the policies and practices of the office of school and district accountability and the targeted assistance and intervention efforts of the department, to develop and administer a post-audit survey to audited school districts and an annual survey to any schools and districts receiving technical assistance, to present its findings and recommendations to the board, and to have the opportunity to review and comment on all regulations relative to the accountability and assistance program areas. The amended language in section 55A establishes within the Department an office of school and district accountability to review and report on the efforts of schools, charter schools and school districts, including regional school districts, to improve the academic achievement of their students and to inform and assist the board and department in fulfilling their broader responsibilities to promote high levels of achievement in the schools and districts of the commonwealth. The office shall be under the direction and supervision of an individual appointed by the commissioner who is also responsible for the direction and supervision of the targeted assistance and intervention efforts of the Department. The auditing and assistance functions of the Department are aligned to promote collaboration and communication across the auditing and assistance functions. This law became effective upon passage.

### **School Principal Contracts**

[Chapter 314](#) of the Acts of 2008, approved by the governor on August 14, 2008, amends section 41 of chapter 71. This law requires school principals to enter into individual employment contracts with their employing districts concerning the terms and conditions of employment. The initial contract shall be for one to three years; the second and subsequent contracts shall be for three to five years unless the contract is a one-year contract based on the failure of the superintendent to notify the principal of the proposed nonrenewal of his contract pursuant to law or both parties agree to a shorter term of employment.

### **Dropout Prevention and Graduation Rates**

[Chapter 315](#) of the Acts of 2008, approved by the governor on August 14, 2008, requires the Department to provide public school districts with a standardized format for the accurate reporting of high school graduation and dropout data including a 4-year graduation rate, 5-year graduation rate and adjusted graduation rates. The law also creates a 28-member graduation and dropout prevention and recovery commission to survey dropout prevention and recovery best practices and programs nationwide and to evaluate dropout prevention and recovery programs currently in use. Reporting deadline is May 15, 2009.

### **Children's Mental Health**

[Chapter 321](#) of the Acts of 2008, approved by the governor on August 20, 2008, created, among other provisions to assist children with behavioral health

matters, a task force on behavioral health and public schools. The purpose is to build a framework to promote collaborative services and supportive school environments for children, to develop and pilot an assessment tool based on the framework to measure schools' capacity to address children's behavioral health needs, to make recommendations for using the tool to carry out a statewide assessment of schools' capacity, and to make recommendations for improving the capacity of schools to implement the framework. The task force, chaired by the commissioner of elementary and secondary education, consists of 10 ex officio members and 16 members appointed by the commissioner as designated. The task force shall convene by December 31, 2008, is required to submit an interim report by December 31, 2009, and a final report by June 30, 2011. The provision on the task force is repealed July 1, 2011.

## V. Significant Litigation in FY08

Following is a summary of some significant litigation involving the Board, Department, and Commissioner of Elementary and Secondary Education in FY08 (July 1, 2007 to June 30, 2008).

### 1. *Comfort v. Lynn School Committee*, 541 F.Supp. 2d 429 (D. Mass. 2008)

On March 31, 2008, the U.S. District Court (Judge Nancy Gertner) denied the motion filed by the plaintiffs to reopen the Lynn Public Schools racial imbalance case, *Comfort v. Lynn School Committee*. The Commonwealth is a defendant-intervenor in the case and is represented by the Attorney General. The court's decision tracks the arguments made by the Attorney General's office on behalf of the Commonwealth and Lynn that the plaintiffs have not shown the exceptional circumstances necessary under the Federal Rules of Civil Procedure to reopen a final court judgment.

The U.S. District Court decided the *Comfort* case in 2003, upholding the constitutionality of Lynn's voluntary plan. The U.S. Court of Appeals for the 1st Circuit affirmed the decision in 2005, and the Supreme Court declined to review it.

In July 2007, attorneys for the Lynn plaintiffs asked the U.S. District Court to reopen the case, on grounds that the Supreme Court's decision in June 2007 in *Parents Involved in Community Schools* (the Seattle/Louisville case) changed the constitutional standard for voluntary school integration plans. At the hearing in U.S. District Court on Dec. 12, 2007, the Commonwealth argued that the judgment in the Lynn case is final and is still good law even after the Supreme Court's decision in *Parents Involved*, and the plaintiffs have no legal or factual basis to justify the extraordinary remedy of reopening a final judgment of the court.

Judge Gertner's decision rests on procedural grounds and expresses no view as to whether the *Parents Involved* decision would require a finding that the Lynn plan is unconstitutional. She states further that "the appropriate way to litigate these issues is to file a new and related complaint, challenging the Lynn school assignment plan as it now exists...with new plaintiffs who are now attending the Lynn schools, and apply the recent Supreme Court law to it." The plaintiffs have not indicated whether they plan to file a new lawsuit but they have appealed the U.S. District Court's procedural decision to the U.S. Court of Appeals for the 1st Circuit.

### 2. *Nordberg v. Mass. Dept. of Education, et al.*, Worcester Super. Ct. # WOCV2007-01712 (2008)

The Superior Court dismissed an action filed by a licensed school business manager against the Department and Commissioner of Education, alleging that he was wrongfully denied employment because the commissioner had granted waivers to several school districts allowing them to employ an unlicensed school business manager. The statute and regulations on educator licensure (certification) authorize the commissioner to grant a waiver to a school district allowing it to employ an unlicensed educator, if the superintendent demonstrates that the district has made a good-faith effort to hire a licensed and qualified educator and has been unable to do so. In granting the motion to dismiss, the Superior Court judge ruled that the Department and commissioner are immune from the plaintiff's claims since the commissioner was acting within the scope of his authority when he granted the waivers. The judge stated that "this is the quintessential example of a statutory grant of discretionary authority to a state official which is not actionable because it involves policy and planning functions."

## VI. Education Statistics

### Summary data

#### Operating schools and districts, 2007–2008 school year

	Number
<b>Districts</b>	
Operating school districts	391
Charter schools	61
Educational collaboratives	32
<b>Schools</b>	1,870
Elementary	1,176
Middle/junior high	328
High school	352
Other	14

Source: Massachusetts State Profile. <http://profiles.doe.mass.edu/state.asp>

#### Enrollment trends in Massachusetts public schools

	1998		2003		2008	
	Number	%	Number	%	Number	%
<b>Total public school enrollment</b>	950,405	100.0%	983,313	100.0%	962,766	100.0%
<b>Grade</b>						
Pre-kindergarten	18,266	1.9%	22,803	2.3%	25,853	2.7%
Kindergarten	73,125	7.7%	69,324	7.1%	67,900	7.1%
Grades 1–5	386,451	40.7%	373,655	38.0%	354,507	36.8%
Grades 6–8	213,871	22.5%	235,268	23.9%	217,984	22.6%
Grades 9–12	252,519	26.6%	281,939	28.7%	295,937	30.7%
Other	6,213	0.0%	324	0.0%	625	0.1%
<b>Race/ethnicity</b>						
African American	80,618	8.5%	86,069	8.8%	78,449	8.1%
Asian	38,754	4.1%	45,549	4.6%	47,403	4.9%
Hispanic or Latino	92,306	9.7%	110,256	11.2%	133,441	13.9%
Multi-race, non-Hispanic	n/a	n/a	n/a	n/a	17,847	1.9%
Native American	2,008	0.2%	3,136	0.3%	2,644	0.3%
Native Hawaiian or Pacific Islander	n/a	n/a	n/a	n/a	1,171	0.1%
White	736,719	77.5%	738,303	75.1%	681,851	70.8%
<b>Sex</b>						
Female	461,431	48.6%	477,418	48.6%	467,796	48.6%
Male	488,974	51.4%	505,895	51.4%	494,970	51.4%
<b>Special populations</b>						
Limited English proficiency	45,412	4.8%	51,622	5.2%	55,730	5.8%
Low income	240,753	25.3%	257,368	26.2%	283,827	29.5%

Special education	159,042	16.7%	150,551	15.2%	164,298	16.9%
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Source: Massachusetts State Profile. <http://profiles.doe.mass.edu/state.asp>

## Enrollment trends in Massachusetts adult education programs

	2000		2003		2007	
	Number	%	Number	%	Number	%
<b>Enrollment by program type</b>						
Adult Basic Education	7,194	29%	6,917	32%	5,517	23%
Adult Secondary Education	3,724	15%	2,147	10%	3,333	14%
English for Speakers of Other Languages*	13,643	56%	12,273	58%	15,107	63%
<b>Wait list by program type</b>						
Adult Basic Education	** n/a		4,972		4,644	
Adult Secondary Education	** n/a		1,683		657	
English for Speakers of Other Languages	** n/a		15,628		15,930	
<b>Race/ethnicity</b>						
African American	4,474	18%	4,084	19%	4,871	20%
Asian	3,014	12%	2,642	12%	2,967	12%
Hispanic or Latino	7,431	30%	6,913	32%	8,503	36%
Native American	96	<1%	82	<1%	102	<1%
Native Hawaiian or Pacific Islander	--	--	23	<1%	33	<1%
White	9,546	39%	7,593	36%	7,481	31%
<b>Sex</b>						
Female	14,696	60%	12,961	61%	14,814	62%
Male	9,865	40%	8,376	39%	9,143	38%
<b>Age</b>						
16 to 18	743	3%	1,337	6%	1,605	7%
19 to 24	4,219	17%	4,000	19%	4,341	18%
25 to 44	13,535	55%	11,513	54%	12,681	53%
45 to 59	4,652	19%	3,528	17%	4,340	18%
60 and older	1,412	6%	959	4%	990	4%
<b>Special populations</b>						
Employed	13,268	54%	10,825	51%	12,457	52%
Unemployed	5,167	21%	4,617	22%	5,136	21%
Not in labor force ***	6,126	25%	5,895	27%	6,364	27%
On public assistance	3,149	13%	3,135	15%	5,983	25%
In correctional facilities	1,317	5%	1,171	5%	1,464	6%
Parents of children under age 18	7,401	30%	7,775	36%	9,105	38%
Non-native speakers in Adult Basic Education classes (as % of all ABE students)	2,801	26%	3,222	36%	3,635	41%

Notes:

\* Does not include non-native speakers in ABE classes.

\*\* Accurate state waitlist data is not available for 2000.



\*\*\* *Not in labor force* includes those unemployed and not looking for work, retired and not looking for work, or homemakers.

Source: Massachusetts National Reporting System Federal Report: 2000, 2003, 2007.

## Student data: Assessment

### Student performance by performance level, 2008 MCAS test administration

Grade	Subject	Percent Advanced	Percent Proficient	Percent Needs Improvement	Percent Warning/Failing
3	Reading	15	41	33	11
	Mathematics	25	36	25	14
4	English language arts	8	41	39	13
	Mathematics	20	29	38	13
5	English language arts	13	48	30	9
	Mathematics	22	30	30	17
	Science and technology	17	33	38	12
6	English language arts	15	52	24	8
	Mathematics	23	33	26	18
7	English language arts	12	57	23	8
	Mathematics	15	32	29	24
8	English language arts	12	63	18	7
	Mathematics	19	30	27	24
	Science and technology	3	36	39	22
10	English language arts	24	51	21	4
	Mathematics	43	29	19	9
HS	Science and tech/eng	14	43	31	12

Source: *Spring 2008 MCAS Tests: Summary of State Results.*

<http://www.doe.mass.edu/mcas/2008/results/summary.pdf>

### Composite performance index by subgroups, 2008 MCAS test administration

	CPI: English language arts	CPI: Mathematics
<b>Overall</b>	85.2	77.7
<b>Race/ethnicity</b>		
African American	74.2	61.4
Asian	88.1	87.1
Hispanic or Latino	70.2	60.1
Native American	79.8	69.7
White	89.1	82.2
<b>Special populations</b>		
Special education	65.9	55.3
Limited English proficiency	54.1	51.9
Low income	73.2	63.1

Note: The CPI is a 100-point index that assigns 100, 75, 50, 25, or 0 points to students based on their performance on the MCAS or MCAS-Alt. The total points assigned to each student are added together for all students in a group and the sum is divided by the total number of students assessed, resulting in a number between 0 and 100 that measures the group's progress toward proficiency.

Source: *State Totals – 2008 Adequate Yearly Progress (AYP) Data*.

<http://profiles.doe.mass.edu/staterc/part3.asp>

## Competency Determination results, class of 2008

	Total enrollment	N earning CD	% earning CD
<b>Overall</b>	70,227	66,241	94%
<b>Race/ethnicity</b>			
African American	5,852	5,014	86%
Asian	3,211	3,060	95%
Hispanic or Latino	7,495	6,386	85%
Native American	183	171	93%
Native Hawaiian or Pacific Islander	75	64	95%
Multi-race, non-Hispanic	845	804	95%
White	52,566	50,742	97%
<b>Sex</b>			
Female	34,868	33,123	95%
Male	35,359	33,118	94%
<b>Special populations</b>			
Special education	10,615	8,171	77%
Limited English proficiency	2,805	2,011	72%
Low income	15,181	13,485	89%

Source: *Progress Report on Students Attaining the Competency Determination (CD) Statewide and by School and District: Classes of 2008 and 2009.*

<http://www.doe.mass.edu/mcas/2008/results/CD.pdf>

## Massachusetts National Assessment of Educational Progress (NAEP) results, 2007

Percent proficient and above	Grade 4		Grade 8	
	Reading	Mathematics	Reading	Mathematics
<b>Overall</b>	49%	58%	43%	51%
<b>Race/ethnicity</b>				
African American	19%	26%	17%	13%
Asian and Pacific Islander	58%	66%	54%	74%
Hispanic or Latino	18%	23%	15%	19%
White	56%	65%	49%	58%
<b>Sex</b>				
Female	52%	55%	50%	48%
Male	46%	60%	37%	53%
<b>Special populations</b>				
Special education	23%	33%	13%	18%
Limited English proficiency	15%	24%	4%	16%
Low income	22%	32%	20%	25%

Source: *2007 NAEP Tests: Summary of Results for Massachusetts.*

[http://www.doe.mass.edu/mcas/naep/results/07read\\_math.pdf](http://www.doe.mass.edu/mcas/naep/results/07read_math.pdf)

## Massachusetts NAEP results compared to other top-performing states, 2007

	Grade 4		Grade 8	
	State	% proficient and above	State	% proficient and above
<b>Reading</b>	<b>Massachusetts</b>	<b>49%</b>	<b>Massachusetts</b>	<b>43%</b>
	New Jersey	43%	Vermont	42%
	Connecticut	41%	New Jersey	39%
	New Hampshire	41%	Montana	39%
	Vermont	41%	New Hampshire	37%
	Pennsylvania	40%	Connecticut	37%
	Montana	39%	Maine	37%
	<i>Nation</i>	<i>32%</i>	<i>Nation</i>	<i>29%</i>
<b>Mathematics</b>	<b>Massachusetts</b>	<b>58%</b>	<b>Massachusetts</b>	<b>51%</b>
	New Jersey	52%	Minnesota	43%
	New Hampshire	52%	Vermont	41%
	Kansas	51%	North Dakota	41%
	Minnesota	51%	New Jersey	40%
	Vermont	49%	Kansas	40%
	Pennsylvania	47%	South Dakota	39%
	<i>Nation</i>	<i>39%</i>	<i>Nation</i>	<i>31%</i>

Note: The grey shaded cells indicate the states that are statistically identical to Massachusetts in terms of the percent of students performing at or above *Proficient* on the test for that subject and grade. For instance, in grade 8 reading, Vermont, New Jersey, and Montana tied with Massachusetts for the highest percentage of students scoring at or above *Proficient*. On the tests for all other subjects and grades, Massachusetts stands alone in first place.

Source: 2007 NAEP Tests: Summary of Results for Massachusetts.

[http://www.doe.mass.edu/mcas/naep/results/07read\\_math.pdf](http://www.doe.mass.edu/mcas/naep/results/07read_math.pdf)

## SAT reasoning test results, Massachusetts public school students, 2006–2007

	Number of test-takers	Mean critical reading score	Mean mathematics score	Mean writing score
<b>Overall</b>	49,605	505	516	501
<b>Race/ethnicity</b>				
African American	2,939	419	419	414
Asian and Pacific Islander	2,796	505	564	500
Hispanic or Latino	3,010	434	442	427
Native American	308	466	477	460
White	35,244	520	530	517
<b>Sex</b>				
Female	26,575	503	501	506
Male	22,879	508	535	496

Source: College Board State Integrated Summary 2006–2007: Massachusetts – Public Schools.



**AP participation and performance, Massachusetts public school students, 2006–2007**

	Number of test-takers	Number of exams taken	Number scoring 3 or higher	Percent scoring 3 or higher
<b>Overall</b>	26,498	44,832	32,146	71.7%
<b>Race/ethnicity</b>				
African American	885	1,272	491	38.6%
Asian and Pacific Islander	2,605	5,254	3,918	74.5%
Hispanic or Latino	1,211	1,759	906	51.5%
Native American	58	91	57	62.6%
White	20,111	33,659	24,833	73.8%
<b>Sex</b>				
Female	15,092	25,044	17,309	69.1%
Male	11,406	19,788	14,837	75.0%

Note: Students who score 3 or higher on an AP examination are often eligible for college credit in that subject.

Source: *College Board State Integrated Summary 2006–2007: Massachusetts – Public Schools.*



## Student data: Dropout and graduation rates

### Annual dropout data for selected demographics, 2006–2007

	Total HS enrollment	Number of dropouts	Annual dropout rate	Percent of all dropouts
<b>Total</b>	298,033	11,436	3.8%	n/a
<b>Grade</b>				
9	82,320	3,229	3.9%	28.2%
10	75,421	2,827	3.7%	24.7%
11	72,673	2,599	3.6%	22.7%
12	67,619	2,781	4.1%	24.3%
<b>Race/ethnicity</b>				
African American	25,974	1,653	6.4%	14.5%
Asian	13,468	347	2.6%	3.0%
Hispanic or Latino	37,190	3,372	9.1%	29.5%
Native American	822	40	4.9%	0.3%
Native Hawaiian or Pacific Islander	495	21	4.2%	0.2%
Multi-race, non-Hispanic	3,644	152	4.2%	1.3%
White	216,440	5,851	2.7%	51.2%
<b>Sex</b>				
Female	146,763	4,822	3.3%	42.2%
Male	151,270	6,614	4.4%	57.8%
<b>Special populations</b>				
Special education	44,257	2,550	5.8%	22.3%
Limited English proficiency	10,997	1,139	10.4%	10.0%
Low income	76,780	4,449	5.8%	38.9%

Source: *High School Dropouts 2006–2007: Massachusetts Public Schools.*

<http://www.doe.mass.edu/infoservices/reports/dropout/0607/summary.pdf>

### Dropout rates by Competency Determination status, 2006–2007

Grade	CD status	Number of		Dropout rate	Percent of dropouts
		enrolled students	dropouts		
11	With CD	67,365	1,283	1.9%	49.4%
	Without CD	5,308	1,316	24.8%	50.6%
12	With CD	65,234	1,988	3.0%	71.5%
	Without CD	2,385	793	33.2%	28.5%
Total	With CD	132,599	3,271	2.5%	60.8%
	Without CD	7,693	2,109	27.4%	39.2%

Source: *High School Dropouts 2006–2007: Massachusetts Public Schools.*

<http://www.doe.mass.edu/infoservices/reports/dropout/0607/summary.pdf>

## Annual dropout rates for selected demographics, 2002–2003 through 2006–2007

	2002–03	2003–04	2004–05	2005–06	2006–07
<b>Overall</b>	3.3%	3.7%	3.8%	3.3%	3.8%
<b>Grade</b>					
9	2.6%	2.6%	3.0%	3.0%	3.9%
10	3.6%	3.7%	3.7%	3.3%	3.7%
11	3.7%	4.0%	4.1%	3.3%	3.6%
12	3.5%	4.8%	4.7%	3.9%	4.1%
<b>Race/ethnicity</b>					
African American	5.7%	6.3%	6.3%	6.8%	6.4%
Asian	2.5%	2.7%	2.6%	2.2%	2.6%
Hispanic or Latino	7.4%	8.2%	9.1%	7.9%	9.1%
Multi-race, non-Hispanic	n/a	n/a	n/a	2.8%	4.2%
Native American	4.8%	6.4%	5.4%	5.4%	4.9%
Native Hawaiian or Pacific Islander	n/a	n/a	n/a	7.0%	4.2%
White	2.6%	2.8%	2.8%	2.3%	2.7%
<b>Sex</b>					
Female	2.8%	3.1%	3.2%	2.8%	3.3%
Male	3.9%	4.3%	4.4%	3.8%	4.4%
<b>Special populations</b>					
Special education	4.6%	5.4%	5.6%	5.1%	5.8%
Limited English proficiency	6.1%	7.6%	9.3%	9.5%	10.4%
Low income	5.1%	5.7%	6.4%	5.5%	5.8%

Source: *High School Dropouts 2006–2007: Massachusetts Public Schools*.

<http://www.doe.mass.edu/infoservices/reports/dropout/0607/summary.pdf>

## Four-year cohort graduation rates, class of 2007

	Graduates		Non-high school graduates				
	N in cohort	4-year grad rate	Still in school	Non-grad complet er	GED	Droppe d out	Expelled
<b>Overall</b>	75,912	80.9%	6.6%	0.9%	2.0%	9.4%	0.2%
<b>Race/ethnicity</b>							
African American	6,519	65.2%	14.3%	2.5%	1.7%	15.8%	0.5%
Asian	3,419	83.7%	7.0%	1.0%	1.3%	6.8%	0.3%
Hispanic or Latino	9,156	58.5%	13.6%	2.5%	2.2%	22.8%	0.4%
Multi-race, non-Hispanic	789	79.6%	8.2%	2.0%	1.3%	8.7%	0.1%
Native American	193	68.4%	10.9%	2.1%	2.6%	16.1%	0.0%
Native Hawaiian or Pacific Islander	132	63.6%	13.6%	1.5%	6.1%	15.2%	0.0%
White	55,704	86.4%	4.5%	0.4%	2.0%	6.6%	0.1%
<b>Sex</b>							
Male	38,571	77.8%	8.0%	0.9%	2.1%	10.8%	0.3%
Female	37,341	84.1%	5.2%	0.9%	1.8%	7.9%	0.1%
<b>Special populations</b>							
Limited English proficiency	3,981	53.3%	15.9%	5.4%	0.6%	24.6%	0.2%
Low income	24,495	65.2%	12.3%	1.9%	2.6%	17.8%	0.3%
Special education	13,594	62.8%	16.6%	2.4%	1.9%	16.1%	0.2%

Note: The cohort four-year graduation rate measures the percentage of first-time ninth graders who graduate within four years.

Source: *Cohort 2007 4-Year Graduation Rates: State Results*.

[http://www.doe.mass.edu/info/services/reports/gradrates/07\\_4yr.html](http://www.doe.mass.edu/info/services/reports/gradrates/07_4yr.html)

## Student data: Other indicators

### Selected health and wellness indicators for high school students, 2001 through 2007

	2001	2003	2005	2007
<b>Alcohol, tobacco, and drug use</b>				
Percent who have had at least one drink of alcohol in their lifetime	81%	75%	76%	73%
Percent who have used tobacco at least once in their lifetime	62%	53%	51%	46%
Percent who have used marijuana at least once in their lifetime	50%	47%	45%	41%
<b>Diet and weight</b>				
Percent who ate 5 or more fruits/vegetables per day	16%	14%	12%	15%
Percent who are overweight or at risk for overweight	25%	24%	27%	26%
Percent who view themselves as overweight	33%	31%	31%	29%
<b>Mental health</b>				
Percent delighted, pleased, or mostly satisfied with life	74%	72%	71%	79%
Percent who have seriously considered suicide	20%	16%	13%	13%
<b>Other health behaviors &amp; issues</b>				
Percent who rode with an intoxicated driver in the previous 30 days	31%	28%	27%	26%
Percent who have had intercourse at least once in their lifetime	44%	41%	45%	44%
Percent who have been told by a health care professional that they have asthma	24%	24%	22%	21%
<b>School environment</b>				
Percent bullied at school in the past year	n/a	23%	24%	22%
Percent involved in a physical fight at school in the past year	12%	10%	10%	9%
Percent offered, sold, or given drugs at school	34%	32%	30%	27%
Percent who report having at least one adult in their school that they could talk to	65%	64%	67%	69%

Source: *Health and Risk Behaviors of Massachusetts Youth, 2007*.  
<http://www.doe.mass.edu/cnp/hprograms/yrbs/2007YRBS.pdf>

### Plans of high school graduates, class of 2007

	2007
4-year private college	30.8%
4-year public college	26.9%
2-year private college	1.8%
2-year public college	19.9%
Other postsecondary	2.8%
Work	9.6%
Military	1.4%
Other	0.9%

Unknown	5.9%
Total count	63,643

Source: School and District Profiles, Plans of high school graduates data.  
<http://profiles.doe.mass.edu/>

## Massachusetts public postsecondary enrollment of public high school graduates, class of 2005

	Overall	State university	State college	Community college
<b>Total</b>				
Number of MA public high school graduates, class of 2005	59,632	--	--	--
Number enrolled in a MA public postsecondary institution, fall 2005	19,478	5,873	4,935	8,670
Share of total enrollment in a MA public postsecondary institution, fall 2005	100%	30%	25%	45%
<b>Race/ethnicity</b>				
African American	1,322	24%	18%	58%
American Indian or Alaskan Native	39	--	--	--
Asian or Pacific Islander	920	51%	11%	38%
Hispanic or Latino	1,382	16%	16%	68%
White	15,815	31%	27%	42%
<b>Sex</b>				
Male	9,217	32%	22%	46%
Female	10,261	28%	29%	43%
<b>Special populations</b>				
Limited English proficiency	1,029	25%	13%	62%
Low income	3,364	23%	16%	61%
Special education	2,483	11%	17%	72%

Note: These data pertain to Massachusetts public high school graduates in the class of 2005 who enrolled in a Massachusetts public institution of higher education in fall 2005. They do not include information on students who enrolled in private higher education in Massachusetts or in out-of-state institutions.

Source: *Massachusetts School-to-College Report, High School Class of 2005*.  
<http://www.doe.mass.edu/research/reports/s2c.html>

**Developmental course-taking in postsecondary education among Massachusetts public high school graduates, class of 2005**

	Percent
<b>Total</b>	
Percent enrolled in at least one developmental (remedial) course in their first semester	37%
Percent enrolled in one subject area	22%
Percent enrolled in more than one subject	15%
<b>Higher education segment</b> (% enrolled in at least one)	
State university	8%
State college	22%
Community college	65%
<b>Race/ethnicity</b> (% enrolled in at least one)	
African American	59%
Asian or Pacific Islander	33%
Hispanic or Latino	58%
White	34%
<b>Special populations</b> (% enrolled in at least one)	
Limited English proficiency	50%
Low income	52%
Special education	63%

Note: These data pertain to Massachusetts public high school graduates in the class of 2005 who enrolled in a Massachusetts public institution of higher education in fall 2005. They do not include information on students who enrolled in private higher education in Massachusetts or in out-of-state institutions.

Source: *Massachusetts School-to-College Report, High School Class of 2005*.  
<http://www.doe.mass.edu/research/reports/s2c.html>

## Educator data

### Teachers in Massachusetts, 2007–2008 school year

Total number of teachers	70,718
Percent of teachers licensed in teaching assignment	95.8%
Percent of classes in core academic areas taught by teachers identified as highly qualified	95.7%
Student to teacher ratio	13.6 to 1
Average teacher salary	\$58,257

Source: Massachusetts State Profile. <http://profiles.doe.mass.edu/state.asp>

### Licenses, renewals, and waivers issued

Description		2007	2008
<b>Educator licenses issued *</b>		<b>21,327</b>	<b>17,169</b>
Preliminary	First license for people who have not completed an approved educator preparation program; valid for five years	4,838	3,862
Initial	First license for people who have completed an educator preparation program; valid for five years	11,631	9,831
Professional	Second license for people who have been employed for at least three years under an initial license; must be renewed every five years	4,295	3,197
Temporary	Temporary license for experienced teachers from another state; valid for one year	291	260
Vocational	Licenses issued for educators in vocational schools (may be Preliminary, Initial, Professional, or Temporary)	236	211
<b>Renewals and waivers issued **</b>			
Renewals	Renewals of professional licenses for experienced educators	5,239	7,289
Waivers	Waivers of licensure requirements for districts that have made a good-faith effort to hire a licensed or certified educator for a particular position but have been unable to find one	3,607	3,258

Notes: The descriptions of the licenses are in general terms and are not meant to fully detail all the pathways to each license.

\* Data are for calendar years. Calendar year 2008 includes data through September 23, 2008.

\*\* Data are for fiscal years.

Source: Educator Licensure Office.



## School and district data

### Chapter 70 foundation aid, statewide totals, FY08

	State total
Foundation enrollment	949,580
Foundation budget	\$8,406,096,436
Required minimum local contribution	\$4,997,705,374
Chapter 70 aid	\$3,725,343,327
Net school spending	\$8,723,048,701

Note: For further explanation of this terminology, see *School Finance: Chapter 70 program*.  
[http://finance1.doe.mass.edu/chapter70/chapter\\_08\\_white.html](http://finance1.doe.mass.edu/chapter70/chapter_08_white.html)

Source: *FY08 Chapter 70 Aid and Net School Spending Requirements*.  
[http://finance1.doe.mass.edu/chapter70/chapter\\_08.html](http://finance1.doe.mass.edu/chapter70/chapter_08.html)

### District enrollment and average expenditures per pupil by function, FY07

<b>Pupils</b>	
Enrolled at the district	940,680.1
Tuitioned out of district	53,398.5
Total pupils	994,078.6
<b>Expenditures per pupil in the district</b>	
Administration	\$401.31
Instructional leadership	\$770.08
Classroom and specialist teachers	\$4,513.45
Other teaching services	\$818.86
Professional development	\$222.46
Instructional materials, equipment, and technology	\$355.85
Guidance, counseling, and testing	\$328.15
Pupil services	\$1,080.73
Operations and maintenance	\$1,014.23
Insurance, retirement, and other	\$1,928.63
<b>Expenditures per pupil outside the district</b>	
Payments to other districts	\$19,346.57
<b>Total expenditures</b>	<b>\$11,788,574,228.00</b>
<b>Total expenditures per pupil</b>	<b>\$11,858.79</b>

Source: *FY07 Expenditures Per Pupil, All Funds*.  
[http://finance1.doe.mass.edu/statistics/function07\\_note.html](http://finance1.doe.mass.edu/statistics/function07_note.html)

## District and school improvement rating summary, 2008

		ELA		Mathematics	
		N	%	N	%
Districts	Met NCLB goal	4	1.0	2	0.5
	Improved	101	26.5	179	47.0
	No change	174	45.7	170	44.6
	Declined	102	26.8	30	7.9
	Total number of rated districts	381	100.0	381	100.0
Schools	Met NCLB goal	52	3.0	20	1.2
	Improved	554	32.3	936	54.5
	No change	623	36.3	535	31.2
	Declined	487	28.4	225	13.1
	Total number of rated schools	1,716	100.0	1,716	100.0

Note: Improvement ratings correspond to the amount of aggregate CPI gain a school or district achieved in 2008 as compared to 2007. The improvement that a school or district is expected to make from one year to the next is expressed not as a single numeric target but as a target range including an "error band" around the target number. The improvement categories reported here are: *Met NCLB goal* (all students scored Proficient or Advanced); *Improved* (performance improved above the error band); *No Change* (gain was equivalent to the baseline plus or minus the error band); and *Declined* (gain was below the baseline and below the error band).

Source: Office of NCLB Accountability.

## School district technology, 2006–2007 school year

Students per high-capacity computer	3.6 to 1
Percent of classrooms connected to the Internet	99%
Percent of computers connected to the Internet	97%
Percent of schools with at least one laptop	62%
Average technology expenditures per pupil	\$294

Note: A high-capacity computer is one capable of running most software except for the latest video and graphics programs, with a minimum of 128 Mb of RAM and a Pentium 3 or Macintosh G3 processor (or equivalent).

Source: *Technology in Massachusetts Schools*.

## Agency information

### State education funding, FY07 and FY08

Account	Account Description	FY07	FY08
<b>1 – Support for students</b>			
7010-0012	METCO	19,615,313	20,615,313
7027-0016	Work-Based Learning	2,329,566	2,804,566
7027-0019	School to Work Connecting Activities	4,129,687	4,129,687
7030-1002	Kindergarten Development Grants	27,000,000	33,802,216
7030-1005	Early Intervention Tutorial Literacy	2,900,000	2,900,000
7035-0002	Adult Learning Centers	29,522,628	30,101,384
7051-0015	Supplemental Food Assistance	1,247,000	1,247,000
7053-1909	School Lunch Mandated State Match	5,426,986	5,426,985
7053-1925	School Breakfast Program	2,266,575	4,277,645
7053-1927	School Breakfast Pilot	2,011,060	n/a
7061-9404	Supports to Close the Achievement Gap	10,332,793	13,215,863
7061-9600	Pilot Concurrent Enrollment Program	2,000,000	1,575,000
7061-9610	Matching Grants to Citizen Schools	300,000	475,000
7061-9611	After School Program	1,000,000	2,000,000
7061-9614	Alternative Education	1,250,000	1,195,840
7061-9621	Gifted & Talented Programs	750,000	765,000
7061-9626	YouthBuild Programs	2,050,000	2,270,500
7061-9634	Massachusetts Service Alliance Grants	712,000	712,000
	<b>Total – Support for students</b>	<b>114,843,608</b>	<b>127,513,954</b>
<b>2 – Support for educators</b>			
7010-0216	Educator Workforce Development	664,797	845,881
7027-1004	PD for English Language Acquisition	500,000	470,987
7030-1003	John Silber Early Literacy Program	3,672,990	3,540,000
7061-9411	PD for Leadership	1,000,000	1,000,000
7061-9604	Educator Certification Program	1,806,679	1,820,065
7061-9804	PD for Mathematics	2,000,000	895,367
	<b>Total – Support for educators</b>	<b>9,644,466</b>	<b>8,572,300</b>
<b>3 – Support for schools and districts</b>			
7035-0006	Regional School Transportation	55,500,000	58,300,000
7035-0007	Transportation of Non-Resident Students	2,000,000	1,950,000
7052-0006	Regional School Planning Grants	19,076	19,076
7061-0008	Chapter 70 Foundation School Aid	3,505,520,040	3,725,671,328
7061-0011	Foundation Reserve	4,500,000	5,500,000
7061-0012	Special Education Circuit Breaker	207,700,000	220,000,000
7061-9010	Charter School Reimbursements	73,790,525	73,790,525

Account	Account Description	FY07	FY08
	<b>Subtotal: Support for S&amp;D – Local aid</b>	<b>3,849,029,641</b>	<b>4,085,230,929</b>
7010-1002	Certificate of Occupational Proficiency	1,300,000	1,300,000
7028-0031	Special Education in Institutional Settings	7,567,383	7,645,700
7061-0029	Office of Educational Quality and Accountability	3,430,618	2,974,554
7061-9300	Development of Curriculum	5,200,000	0
7061-9400	Student Assessment (MCAS)	27,800,000	27,749,039
7061-9408	Targeted Assistance to Schools and Districts	4,977,344	9,100,434
7061-9412	Expanded Learning Time Grants	6,500,000	13,000,000
7061-9612	W.P.I. School of Excellence	1,525,231	2,025,231
7061-9619	Franklin Institute	300,001	1
	<b>Subtotal: Support for S&amp;D – Other</b>	<b>58,600,577</b>	<b>63,894,958</b>
	<b>Total – Support for schools and districts</b>	<b>3,907,630,218</b>	<b>4,149,125,887</b>
<b>4 – State leadership</b>			
7010-0005	ESE Administration	11,052,905	13,612,790
7061-9200	ESE Information Technology	768,866	5,515,000
	<b>Total – State leadership</b>	<b>11,821,771</b>	<b>19,127,790</b>
<b>GRAND TOTAL</b>		<b>4,040,509,445</b>	<b>4,301,265,423</b>

Source: FY2009 Budget Summary, Historical Budget Levels.  
[http://www.mass.gov/bb/gaa/fy2009/app\\_09/dpt\\_09/hhdoe.htm](http://www.mass.gov/bb/gaa/fy2009/app_09/dpt_09/hhdoe.htm)

### State and federal grants, FY08

Total number of grant programs	97
Total number of grants processed	4,587
Total dollar value of grants processed	\$720 million
Federal grant programs	\$597 million
Title I (education for the disadvantaged)	\$216 million
Title II-A (teacher quality)	\$48 million
IDEA (special education)	\$244 million
Perkins (vocational education)	\$18 million
Other entitlements & discretionary programs	\$71 million
State grant programs	\$122 million

Source: Grants Office.



## Agency staffing

Centers & Units	N of staff	Full-time equivalents
<b>Office of the Commissioner</b>	<b>30</b>	<b>27.65</b>
Commissioner's office	9	8.4
Deputy Commissioner	6	6
Legal Office	9	7.75
Chief of Staff	2	2
Office of Strategic Planning, Research, and Evaluation	4	3.5
<b>Accountability and Targeted Assistance</b>	<b>67</b>	<b>66.5</b>
ATA office	14	14
Curriculum Standards	4	4
Language Acquisition and Academic Achievement	3	3
Mathematics, Science, and Technology	7	7
NCLB Accountability	9	9
Reading and Literacy	13	13
School and District Intervention	11	11
School Performance Evaluation/Education Leadership	6	5.5
<b>Administration and Finance</b>	<b>59</b>	<b>58.4</b>
A&F office	5	5
Audit and Compliance	3	3
Business Office	12	11.4
Human Resources	18	18
Plant and Operations	12	12
Procurement	2	2
State Budget and Finance	7	7
<b>Lifelong Learning, Assessment, Educator Quality, and Technology</b>	<b>157</b>	<b>152.65</b>
LLAEQT office	5	4.65
Adult and Community Learning Services	30	30
Educator Licensure	33	30.25
Educator Preparation and Quality	9	8.65
Information Services	17	17
Instructional Technology	2	2
Student Assessment	35	34.1
Technical Services	26	26
<b>School Finance, Charter Schools, and Bureau of Special Education Appeals</b>	<b>47</b>	<b>46.85</b>
SF, CS, BSEA office	5	5
Charter Schools	9	8.85
School Business Services	7	7
School Finance	3	3
Special Education Appeals	23	23
<b>State and Federal Programs</b>	<b>183</b>	<b>180.6</b>
State and Federal Programs office	10	4.8
Career/Vocational and Technical Education *	11	11

Centers & Units	N of staff	Full-time equivalents
Elementary School Services	5	4.8
Grants Management	9	8.7
Nutrition, Health, and Safety Services *	36	34.8
Program Quality Assurance	44	43.8
Secondary Education Services *	10	10
Special Education Planning and Policy	14	14
Special Education Services in Institutional Settings	38	37.5
Student Support, Career, and Education Services *	6	6
<b>Total</b>	<b>543</b>	<b>532.65</b>

Note: The directors of the career/vocational and technical education; nutrition, health, and safety services; and secondary education services units report to the director of student support, career, and education services, who then reports to the director of state and federal programs.

Source: Office of Human Resources. Staffing as of July 19, 2008.



## EVENTS CALENDAR

June 2009						
S	M	T	W	T	F	S
31	<a href="#">1</a>	<a href="#">2</a>	<a href="#">3</a>	<a href="#">4</a>	<a href="#">5</a>	6
7	<a href="#">8</a>	<a href="#">9</a>	<a href="#">10</a>	<a href="#">11</a>	<a href="#">12</a>	13
14	<a href="#">15</a>	<a href="#">16</a>	<a href="#">17</a>	<a href="#">18</a>	<a href="#">19</a>	20
21	<a href="#">22</a>	<a href="#">23</a>	<a href="#">24</a>	<a href="#">25</a>	26	27
28	<a href="#">29</a>	<a href="#">30</a>	1	2	3	4
5	6	7	8	9	10	11



## Conference Directions

### HOLYOKE - Delaney House

Delaney House  
3 Country Club Road (Route 5)  
Holyoke 01040

#### From Points East

Take the Mass. Pike West to Exit 4 (I-91 North).  
Follow the signs for I-91 North.  
Take Exit 17A and bear right off the exit.  
Take the first left at the traffic light.  
The Delaney House is 4.8 miles down on the left hand side of Route 5.  
You will see the sign for Delaney House / Country Inn & Suites at the entrance.  
The meeting will take place in Grand Salon North.

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## EVENTS CALENDAR

June 2009						
S	M	T	W	T	F	S
31	<a href="#">1</a>	<a href="#">2</a>	<a href="#">3</a>	<a href="#">4</a>	<a href="#">5</a>	6
7	<a href="#">8</a>	<a href="#">9</a>	<a href="#">10</a>	<a href="#">11</a>	<a href="#">12</a>	13
14	<a href="#">15</a>	<a href="#">16</a>	<a href="#">17</a>	<a href="#">18</a>	<a href="#">19</a>	20
21	<a href="#">22</a>	<a href="#">23</a>	<a href="#">24</a>	<a href="#">25</a>	26	27
28	<a href="#">29</a>	<a href="#">30</a>	1	2	3	4
5	6	7	8	9	10	11



## Conference Directions

### HOLYOKE - Holyoke High School

500 Beech Street  
Holyoke, MA 01040

**From Rt. 91 N** merge onto 391N.  
Take Exit 12 toward Holyoke Center.  
Exit straight off 391N onto Resnic Blvd. Resnic Blvd. becomes Franklin Street.  
Turn left at Beech Street/US -202.  
Holyoke High School will be on your left.

**From Rt. 91S** take exit 16/US 202.  
Take a left off the exit ramp to US-202/Cherry Street.  
Cherry Street becomes Beech Street.  
Holyoke High School will be on your right.

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