

**Response to the Five-Year Data Analysis of EDWorks Early College Sites
Provided by the Massachusetts Department of Elementary and Secondary Education**

The analysis of student performance data in EDWorks Early College High Schools provided by the Massachusetts Department of Elementary and Secondary Education expands upon and reaffirms the power of EDWorks Early College High Schools to accelerate student performance for low income students.

The school-by-school data provided by the Massachusetts Department of Elementary and Secondary Education is in alignment with the average annual information detailed in EDWorks' Proven Provider Application, with one exception. The MA DESE correctly reported the 10th grade 2013 statewide reading score as 87.6%. As a result of a data entry error when transferring numbers from an Excel worksheet, the table in the EDWorks Proven Provider Application incorrectly listed the average for 2012-13 as 82.6%.

While the graduation rates provided by EDWorks were drawn from the report cards for 2011-12, 2012-13 and 2013-14, respectively, there should have been a note on the chart stating the graduation rate appearing on the state report card for that year actually represented data from the previous graduating class (i.e., the graduation rate listed in the 2013-14 report card actually represented performance for the class of 2013).

Massachusetts DESE was able to go beyond the information provided in state report cards (the source for information in the Proven Provider Application) to expand information on attendance and insert details about discipline and out-of-school suspensions. In all cases, EDWorks Early College sites performed better than their district or state counterparts, particularly in out-of-school suspensions and other discipline types.

Data provided by DESE notes that only one of EDWorks' Early College High Schools had enough students with disabilities to meet the required threshold for reporting in two of the five years. It is important to note that all 8th grade students in the Akron, Toledo and Youngstown school districts are invited to apply to attend their Early College High Schools. Preference in these districts is given to students who are low income, minority and the first in their families to attend college. Students and their parents must also sign a contract stating they agree to attend tutoring and study sessions outside of the regular school day and on Saturdays, if needed, to accelerate learning. Dayton, the only non-district charter Early College High School, accepts all students who apply. In all cases, when there are more applicants than open slots, the incoming 9th grade class is filled through lottery.