



Massachusetts Board of Elementary and Secondary Education

FY09 Annual Report
December 2009

Massachusetts Department of Elementary and Secondary Education
75 Pleasant Street, Malden, MA 02148-4906
Phone 781-338-3000 TTY: N.E.T. Relay 800-439-2370
www.doe.mass.edu



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



Mitchell D. Chester
Commissioner of Elementary and Secondary Education
Massachusetts Department of Elementary and Secondary Education
75 Pleasant Street
Malden, MA 02148

Dear Board Members,

As I begin my second full year as Commissioner of the Massachusetts public schools, I remain struck by the outstanding reputation our schools and educators have around the nation. No matter where I travel, I am frequently stopped and congratulated on our academic achievements, comprehensive standards and top-notch assessment system.

Yet, despite the well-deserved accolades, our work is far from complete. While we have bested most other states on national assessments, a persistent achievement gap remains between white and non-white, poor and affluent students, special education and regular education students and limited English proficient students with native English speakers. Too many of our students are still dropping out, dealing with issues at home that keep them from performing well, and leaving our schools without the skills they need to succeed in college or in the workplace. Even where the gap is beginning to narrow, the difference between these groups remains sobering.

As a Department, our role is to build capacity for districts to address these issues, provide the support students need and improve their teaching and learning. Through a combination of Race to the Top funds and state support we will be poised to provide districts with technical assistance, professional development opportunities, and multiple ways to share best practices and resources, and to highlight exemplar districts, schools, and programs across the Commonwealth.

Going forward our work will be judged based on how our graduates fare in college, the workplace and in life after high school. This is no small task, and cannot be done without the collective effort of state, district, and school leaders, students, parents, and members of the community.

I look forward to continuing to work closely with Governor Patrick, members of the legislature, Secretary Reville and members of the Board. Working together we continue to move forward to ensure that every student is prepared to not just succeed, but to excel in the 21st century.

Mitchell D. Chester, Ed.D.
Commissioner of Elementary and Secondary Education
December 2009

Chairwoman's Comments



**Maura O. Banta, Chair
IBM Corporation
404 Wyman Street
Waltham, MA 02454**

Dear Board members,

We have had an extraordinary year with several significant accomplishments. I feel that we have matured as a Board and gained a deeper understanding of our common values. We have become more efficient, and have plans in place to make even better use of our time going forward.

During the 2008-2009 school year we took major votes that helped drive the state forward into the next phase of Education Reform. We established new accountability and assistance regulations, made some major decisions tied to charter schools and provided guidance to the Department around teacher effectiveness. In addition, Gerald Chertavian's Task Force on 21st Century Skills delivered a set of thoughtful recommendations to the Board on ways in which these critical skills can and should be integrated into our public schools.

The Commonwealth's fiscal situation has forced us to be very careful about how best to spend our limited resources. While new initiatives are tempting we must focus on investments that will build our capacity and ensure that all students graduate from our schools prepared for success in college, career and in life.

Over the next year we will focus on educator licensure and preparation, Race to the Top and continued work getting our accountability and assistance regulations right. In addition I expect a set of recommendations from Jeff Howard's Proficiency Gap Task Force in early 2010. Mid-year, as agreed at our August retreat, we will assess our progress and make adjustments as needed.

I am eager to continue to work closely with the Governor, the legislature, the Executive Office of Education, Board members, Department staff, community leaders, parents, teachers, students, and other stakeholders as we move forward. It is an honor to serve as Chair of this Board and to work with all of you. I value and respect the commitment that each of you have put into this critically important work. The Commonwealth's students deserve nothing less.

Maura O. Banta
Chair, Board of Elementary and Secondary Education
December 2009

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 FY09. Each year the Board is required to submit a full report to inform the public and the Legislature about decisions that have been made and work that is taking place to support and improve public education across the Commonwealth.

The 2008-2009 school year was one of continuous transition. The state's fiscal picture deteriorated quickly, prompting Gov. Patrick to exercise his 9C authority twice mid-year, cutting into the budget. As the fiscal year ended, economists predicted that it would take several years for the state's economic future to improve.

In addition to grappling with budget difficulties, during his first full school year in Massachusetts Education Commissioner Mitchell Chester oversaw numerous initiatives, worked with districts crippled by a massive December ice storm and those hardest hit by the first wave of the H1N1 influenza pandemic, visited dozens of schools, met with policy makers, legislators and stakeholders from across the Commonwealth, and worked closely with the newly-established Executive Office of Education.

Throughout all of these transitions, the Department has maintained its focus on and dedication to improving the state's public schools and providing all students with the skills needed to succeed in college, career and life in the 21st century. To that end, the bulk of the work of the Department and the Board centered on issues tied to the Goals and Priorities adopted by the Board in September 2008:

- ***Educator Effectiveness***

Work in partnership with key stakeholders to establish an effective educator workforce development system, including recruitment, preparation, licensure, license renewal, induction, mentoring, supervision, evaluation, and career enhancement.

- ***Curriculum and Instruction***

Work in partnership with key stakeholders to build capacity of schools and districts to provide high quality curriculum and instruction for all students and prepare them for college and careers.

- ***Accountability Redesign***

Work in partnership with stakeholders to develop processes for district and school review and assistance to produce an efficient, integrated, transparent, fair, and effective system for building the capacity of districts and schools to ensure high level teaching & learning.

- ***Supports for Students and Families***

Work in partnership with stakeholders to provide students and families with access to the school- and community-based social, health, nutrition, and other supports they need to benefit from educational opportunity.

- ***State Leadership and Operations***

Organize and build capacity within the Department of Elementary and Secondary Education to assist schools and districts.

This report identifies accomplishments that were made under each of these categories, and summarizes Board action taken during the 2008-2009 school year. The report concludes with an appendix that includes reports and legislation and litigation and statistics on education in Massachusetts.

Progress Report: 2008-2010 Goals and Priorities

1. Educator Effectiveness

- Established a new Center for Educator Policy, Preparation, Licensure and Leadership Development to place the Department's work in supporting the educator continuum under one division. Associate Commissioner David Haselkorn was hired to oversee the new center.
- Implemented new math MTEL requirements for elementary and special education teachers to ensure that all educators have a solid understanding of math skills.
- Took steps to continue to develop school and district leaders: Proposed policy standards for administrators that were approved by the Board in June 2009; continued development of performance indicators for principals; initiated development of performance indicators for superintendents.
- Launched partnership with WGBH/WGBY to develop a Massachusetts version of Teacher's Domain, their online multi-media classroom resource for educators, and link it to MassONE. The Department will also work with WGBH on "High School Quiz Show," an academic quiz show for schools in Eastern Massachusetts.
- Developed the Working Group for Educator Excellence to strengthen agency efforts along the educator workforce development continuum.
- Renewed 45,000 educator licenses in FY09 (the five-year "bubble year" for license renewal) and issued more than 25,000 new licenses.
- Gathered all educator collective bargaining contracts statewide to develop a free, searchable, online database that will make them publicly available.
- Redirected the work of the Education Personnel Advisory Committee to develop a report on the status of the Massachusetts educator workforce in 2009-2010.
- Developed new protocols for joint approval/accreditation reviews with the Teacher Education Accreditation Council and pilot-tested an outcomes-based teacher preparation program approval process with five organizations in the spring.

2. Curriculum, Instruction & Assessment

- Created a Center for Curriculum and Instruction within the Department to focus on supporting school and district efforts to improve curriculum and instruction.
- Held the Department's first-ever Curriculum and Instruction summit last fall; so many people turned out that some had to be turned away. Developed plan to hold a second summit over two days in November 2009 to meet the increasing demand statewide for focused curriculum and instruction support and guidance.
- Signed a new 5-year, \$146 million contract with Measured Progress to continue developing the MCAS exam. The new contract includes reduced testing time and a requirement that results returned to schools prior to the end of the school year.
- Developed and piloted a growth model to measure individual student progress over time on MCAS. Data was publicly released in October 2009.
- Launched revisions of mathematics, English language arts, and science, technology, and engineering frameworks. All of this work will be coordinated with and tied to the development of the national Common Core Standards.
- Implemented the Educational Proficiency Plan (EPP) requirement by developing an MCAS/EPP assessment, creating a web-based resource center of requirements and sample documents, and holding regional trainings for districts.
- Provided more than 45 free professional development institutes for the Commonwealth's teachers during the summer of 2009 on topics ranging from Assessing English Language Learners with Disabilities to the Massachusetts Intel Mathematics Initiative.
- Provided professional development on issues related to English language learners for elementary and secondary teachers and administrators.
- Designed and implemented a new training module for elementary teachers in collaboration with Boston College.
- Collaborated with the Center for School Assistance to design and develop professional development offerings for the newly created District and School Assistance Centers.
- Awarded John and Abigail Scholarships to nearly 18,000 students in the Class of 2010 whose performance was in the top quartile of their graduating class and who attained a minimum score of *Advanced* on either the ELA or Math MCAS exam, and at least of *Proficient* on the other test.
- Implemented a new MCAS appeals process for the MCAS high school competency determination in Science and Technology/Engineering.

- Collaborated with 14 other states to create a new Algebra II test as part of Achieve's American Diploma Project Algebra consortium. The Algebra II exam was administered online in 2009 to nearly 600 high school students statewide.
- Facilitated the training of nearly 5000 teachers to administer the speaking and listening portion of the Massachusetts English Proficiency Assessment (MEPA) to students who are limited English proficient.

3. Accountability Redesign

- Absorbed the work of the former Office of Educational Quality & Accountability (EQA) into the Department and launched an initial district evaluation in Fall River. Completed the 15 reviews mandated for 2008-2009.
- Developed, in conjunction with stakeholders, a refined accountability and assistance model that uses districts-not schools-as the Department's key point of entry.
- Planned development of six regional District and School Assistance Centers to better serve the state's smaller school districts.
- Coordinated accountability and compliance reviews to meet our statutory obligation to conduct no more than one major review in any nine-month period.
- Continued our evaluation of the Expanded Learning Time program and conducted additional analyses of school and district resource allocation
- Developed self-assessment tools for districts around observing instruction and the use of common planning time, among others

4. Supports for Students and Families

- Commissioner Chester chaired the Children's Behavioral Health Task Force.
- Facilitated the development of a framework and self-assessment tool for schools to review and document strategies that address students' behavioral health needs, to be piloted this fall in 10 to 15 schools
- Launched multiple initiatives to reduce dropouts, including the Dropout Prevention and Recovery Work Group, the first ESE website on dropout reduction, a pilot test of an on-time graduation early warning system, and numerous engagements with stakeholders
- Collaborated with other agencies to ensure a coordinated school and public health response to the H1N1 flu epidemic.
- Developed a College & Career web portal in coordination with the Massachusetts Educational Financing Authority and Department of Higher Education. Launched on a pilot basis to 20 schools statewide in Fall 2009.

- Worked with Department of Children and Families, Department of Youth Services, and special education directors to better coordinate services for students, including those with disabilities, in the custody of the Commonwealth.
- Launched the Health Hints webpage, a collection of short grade-appropriate messages on different health topics from asthma to violence prevention.
- Worked with school districts and collaborated with state and local agencies to ensure the educational rights of over 12,000 homeless children and youth.
- Awarded Academic Support grants providing MCAS support programs to 18,400 students and 21st Century Community Learning Center grants providing academic enrichment to more than 19,300 students statewide.

5. State Leadership and Operations

- Reorganized the Department of Elementary and Secondary Education staff so that the Department is better poised to implement the Board's goals and priorities.
- Relocated the Department's more than 550 employees, who were working in 3 separate work locations in Malden, into a single building at 75 Pleasant Street.
- Held 11 regional meetings throughout the state on the ARRA federal stimulus funding for education, including 2 customized for charter schools.
- Held four summer seminars for ESE staff on major areas of agency policy development and implementation.

Board of Elementary and Secondary Education Summary, 2008–2009

September 2008

- Chair Maura Banta of Melrose and Beverly Holmes of Springfield were welcomed as new members of the Board.
- This meeting was the annual meeting of the Board, at which Harneen Chernow was elected vice-chairperson.
- Chair Banta appointed members Tom Fortmann, Gerald Chertavian, and Jeff Howard to the budget committee.
- 21st Century Skills Task Force Chair Gerald Chertavian provided an update on the work of the task force.
- During public comment, one individual addressed the Board on school libraries.
- Commissioner Chester and Secretary Reville reviewed the process and timelines for the FY2010 budget.
- The Board voted to amend the MCAS Performance Appeals Regulations, [603 CMR 30.05](#), to make available a performance appeal for eligible students with respect to the high school Science and Technology/Engineering (STE) MCAS tests.
- Commissioner Chester presented a list of proposed appointments and reappointments to the Board's Advisory Councils.
- The Board voted to approve a charter amendment request from Phoenix Charter Academy (region served and location of facility), an extended loan term requested by Pioneer Valley Chinese Immersion Charter School, and an extended loan term and amendment related to management contract requested by SABIS International Charter School.
- Commissioner Chester welcomed Karla Brooks Baehr as Deputy Commissioner and provided an overview of recently signed legislation to move the functions of the Office of Educational Quality and Accountability (EQA) and its board, the Educational Management (EMAC) to the Department. Deputy Commissioner Baehr noted the creation of a 15-member advisory council on school and district accountability and assistance.
- The Board voted to adopt its mission statement, which reads: "The mission of the Massachusetts Board of Elementary and Secondary Education is to strengthen the Commonwealth's public education system so that every student is prepared to succeed in postsecondary education, compete in the global economy, and understand the rights and responsibilities of American citizens."
- Commissioner Chester presented the Department's working goals and priorities and reviewed his reorganization of the Department.
- Student Board member AJ Fajnzylber presented a report on the State Student Advisory Council's summer leadership conference.
- Commissioner Chester presented information to Board members on the 272 grants he approved totaling \$19,736,062 under 30 different state and federal competitive grants between the June 2008 meeting and September 2008 meeting. The Board also voted to authorize the commissioner to approve grants between the September 10, 2008 regular meeting and the October 21, 2008 regular meeting.

October 2008

- The Board held a special meeting on the Department's state system of accountability and assistance in Holyoke, and held its regular meeting at Holyoke High School.
- During public comment, five individuals addressed the Board on the Horace Mann League, MCAS, and the Pioneer Valley Chinese Immersion Charter School.
- Commissioner Chester provided an overview of the 2008 MCAS and AYP results, which were released in September.
- The Board discussed the Educational Proficiency Plan (EPP), and the Department's work with principals, guidance counselors, and teachers in implanting the EPP. The EPP was adopted by the Board in 2006 to ensure that students who score below the Proficiency standard on the grade 10 MCAS tests receive additional rigorous coursework and academic help in grades 11 and 12 to prepare them for college and a career.
- The Department reviewed the statutory changes to the budget process that resulted from Governor Patrick's reorganization plan. The chair said the Board would develop a maintenance budget and an expansion budget for FY10.
- The Board voted to approve appointments and reappointments to its 16 existing advisory councils and made appointments to the newly established advisory council on school and districts accountability and assistance.
- Commissioner Chester and Department staff provided an update on statewide initiatives to strengthen school and district leadership, including the state's ongoing work to clarify the professional standards for administrators.
- The Board voted to approve charter amendment requests to increase maximum enrollment for Four Rivers Charter Public School, Global Learning Charter Public School, and Hilltown Cooperative Charter Public School.
- The Board voted to approve an extended loan term request by Martin Luther King, Jr. Charter School of Excellence. The Board also voted to authorize the commissioner to act on behalf of the Board henceforth in approving loan terms exceeding the duration of a school's charter.
- The Board voted to approve a motion by Board member Ruth Kaplan to state its opposition to state ballot initiative #1.
- Commissioner Chester reported on grants approved between the September and October meetings. The Board voted to delegate any grant approvals to the commissioner indefinitely. The commissioner will report to the Board on all grants he approves.

November 2008

- The Board held its regular meeting at Somerville High School.
- Commissioner Chester provided an overview of the November 3, 2008 convening of the Board's Advisory Councils. During the meeting, the commissioner gave the councils their charge for the year, which centered on closing the achievement gap while addressing the expectations gap by raising the quality of education so all students are ready to succeed after high school in postsecondary education and the workforce.
- Secretary Reville and Board member and Task Force Chair Gerald Chertavian presented the findings of the Board's Task Force on 21st Century Skills. Mr. Chertavian said the task force's recommendations call for changes to educator licensure, assessment, accountability and standards. Chair Banta said the Board would discuss the task force's report in greater detail at its December meeting.

- The Board recognized and presented a citation to David B. Mitchell, a history teacher at Masconomet Regional High School, for being named the 2008 Preserve America History Teacher of the Year.
- During public comment, seven individuals addressed the Board on 21st century skills, charter school accountability, the FY10 budget, MCAS, and the Rising Tide Charter School.
- Chair Banta presented the Board's budget proposal for FY2010. The Board voted in favor of the budget proposal and authorized the commissioner to forward its recommendations to the secretary of education.
- The Board voted to adopt amendments to [603 CMR 30.05](#) (Performance Appeals in Science) as final regulations. The Board had solicited public comment and received only one comment, which had been addressed.
- The Department presented an overview of the charter school review and renewal process.
- The Board voted to approve an amendment for Rising Tide Charter School in Plymouth to add a high school to the current middle school program and to increase the school's maximum enrollment from 320 students in grades 5 through 8, to a total of 700 students in grades 5 through 12.
- Commissioner Chester reported on the progress of the Boston Renaissance Charter Public School in meeting the conditions placed on its 2005 renewal and the new conditions imposed when the Board placed the school on probation in February 2007. The Board voted to approve the commissioner's recommendations to modify the conditions related to changing location, reducing enrollment, and extending the school's probation.
- The Board voted to solicit public comment on proposed amendments to revise sections of the Vocational Technical Education Regulations, [603 CMR 4.00](#), that relate to licensure of vocational technical educators. The proposed amendments would add one new vocational technical license and align the licensure provisions more closely in several areas with the Educator Licensure and Preparation Program Approval Regulations, [603 CMR 7.00](#), and the Recertification Regulations, [603 CMR 44.00](#).

December 2008

- The Board held a special meeting to discuss the recommendations of the Task Force on 21st Century Skills.
- During public comment, nine individuals addressed the Board on regional school districts, 21st century skills, school libraries, student voter registration, and charter schools.
- Commissioner Chester presented an overview of the results of the 2007 Trends in International Mathematics and Science Study (TIMSS). The results showed that Massachusetts ranked third behind Hong Kong SAR and Singapore in grade 4 math; and second behind Singapore in grade 4 science. At grade 8, Massachusetts ranked sixth in math and tied for first in science. Commissioner Chester said there are areas for improvement, including eliminating gender gaps and moving a greater percentage of our students in the top two benchmark categories.
- Commissioner Chester proposed that he would come back to the Board with a plan on how to move the agenda on 21st century skills forward and provide an update to the Board on related activities that are already underway at the Department around 21st century skills.

- Five charter school renewals were presented to the Board for initial discussion: Berkshire Arts and Technology (probationary), Conservatory Lab (conditional), Hill View, KIPP, and Robert M. Hughes (conditional). The Board will vote in January on the five renewals.
- Commissioner Chester recommended that the Board vote to revoke the charter for Uphams Corner Charter School in Boston. The Board will vote on the commissioner's recommendation at its January 27, 2009 regular meeting.
- Board member AJ Fajnzylber, who chairs the State Student Advisory Council, presented the council's trimester report. Mr. Fajnzylber asked the Board to support the On-Campus Student Voter bill, which would expand voter registration to high school and college campuses. The Board voted to support the bill.

January 2009

- The Board held its regular meeting in Malden at the Department's new facility.
- Chair Banta announced that she had appointed Board member Jeff Howard to chair a committee on the proficiency gap.
- During public comment, 11 people addressed the Board on charter schools and school libraries.
- Commissioner Chester presented six charter school renewals for initial discussion: Barnstable Horace Mann Charter School, Marstons Mills East Horace Mann Charter Public School, Boston Preparatory Charter Public School, River Valley Charter School, Roxbury Preparatory Charter School, and Salem Academy Charter School (conditional).
- The Board voted to renew the charters for Hill View Montessori Charter School and KIPP Academy Lynn Charter School, to renew with conditions the charters for Conservatory Lab Charter School and Robert M. Hughes Academy Charter Public School, and to grant a probationary renewal of the charter for Berkshire Arts and Technology Charter Public School.
- The Board voted 6-2 to revoke the charter for Uphams Corner Charter School effective June 30, 2009.
- The Board voted to waive the requirement in [603 CMR 1.04\(3\)\(b\)](#) with respect to attendance by a member of the Board at the December 11, 2008 public hearing in Gloucester.
- The Board voted to solicit public comment on proposed amendments relating to regional school budgets and formation of regional school districts. The proposed amendments will be brought back to the Board for a final vote in April 2009.
- The Board voted to amend the Vocational Technical Education Regulations, [603 CMR 4.00](#), to add one new vocational technical teacher license and align the licensure provisions more closely in several areas with the Educator Licensure and Preparation Program Approval Regulations, [603 CMR 7.00](#), and the Recertification Regulations, [603 CMR 44.00](#).
- The Board deferred its discussion on the redesign of the accountability and assistance framework until its February 24, 2009 meeting.
- Commissioner Chester said he may recommend that the Board grant charters for new charter applicants at the February 24, 2009 meeting. The Board received information on three charter applications: Spirit of Knowledge Academy Charter School (SOKA), Gloucester Community Arts Charter School, and Rediscovery Academy Charter School.

- The commissioner said he is planning to have a general policy discussion with the Board on charter schools in March.
- The Board received an update on the review and revision of the *English Language Arts Curriculum Framework*.

February 2009

- Chair Banta announced that she had appointed Board members Harneen Chernow, Gerald Chertavian, Beverly Holmes, and Dana Mohler-Faria to the Proficiency Gap Committee, which is chaired by Board member Jeff Howard.
- Nicholas Martinelli from the Executive Office of Education served as Secretary of Education Paul Reville's designee. Secretary Reville and Governor Patrick were meeting with U.S. Secretary of Education Arne Duncan in Washington, D.C., to advocate for increased education funding.
- During public comment, 14 people addressed the Board on charter schools and the MCAS history and social science assessment.
- The Board voted 6-4 to approve a new charter for Gloucester Community Arts Charter School. The opening of the school in 2010 will be explicitly conditioned upon Commissioner Chester's determination that the fiscal year 2010 state budget provides sufficient Chapter 70 aid to Gloucester Public Schools to maintain foundation-level spending.
- Eric Hirsch from the New Teacher Center at the University of California at Santa Cruz and Beverly Miyares from the Massachusetts Teachers Association led a presentation on the results of the Massachusetts Teaching, Learning and Leading Survey (Mass TeLLS). More than 40,000 teachers and administrators participated in the survey. The survey and final report are located online at <http://www.masstells.org/>.
- Mr. Martinelli said that Governor Patrick has appointed Jeff Simon to oversee implementation of the federal economic stimulus package, the American Recovery and Reinvestment Act (ARRA), in Massachusetts. Commissioner Chester presented an update on the FY 2010 budget.
- The Board voted to waive the history and social science Competency Determination requirement of [603 CMR 30.3\(4\)](#) for the classes of 2012 and 2013, in light of significant budget challenges. The Board will establish a timeline to reinstate the history and social science requirement for the Competency Determination as soon as possible.
- Deputy Commissioner Karla Baehr presented an overview of the Department's redesign of the state framework for school and district accountability and assistance.
- The Board voted to renew the charters for Barnstable Horace Mann Charter School, Marstons Mills East Horace Mann Charter Public School, Boston Preparatory Charter Public School, River Valley Charter School, and Roxbury Preparatory Charter School, and to renew with conditions the charter for Salem Academy Charter School.
- The Board voted to place Benjamin Banneker Charter Public School on probation with specific conditions. The Board had renewed the school's charter with three conditions in January 2006.
- The Board voted to extend the fourth condition for North Central Charter Essential School. The Board renewed the school's charter with four conditions in February 2007.
- For use in 2009 AYP determinations, Commissioner Chester recommended that the Board establish a four-year graduation rate of 65 percent for the class of 2008 or a two

percentage point increase in the four-year graduation rate from the class of 2007 to the class of 2008.

March 2009

- The Board held a special meeting on charter schools.
- During public comment, two individuals addressed the Board on technology enhancement, the use of stimulus funds, and regional transportation.
- Commissioner Chester and Secretary Reville provided an update to the Board on the state education budget and federal stimulus funding for education.
- Commissioner Chester provided an overview of the development of a growth model to measure individual students' progress through the system over time.
- The Board held a brief discussion to recap the previous night's special meeting on charter school policy.
- Deputy Commissioner Jeff Nellhaus presented a report on progress in updating the 2000 Mathematics Curriculum Framework. He said the two most significant changes identified are: (1) the reorganization of the current standards in grades K-8 to prepare students for full-year Algebra by grade 8; and (2) to suggest that the framework outline a body of standards at the high school level to create a bridge course before Algebra II as well as a set of standards for students who complete Algebra II and are not on a calculus track but wish to continue their coursework in their senior year. The Department will now invite and review suggestions and modify the framework accordingly.
- Commissioner Chester discussed his recommendation of the graduation rate standards to be used in the 2009 Adequate Yearly Progress (AYP) determination and noted that the proposal was refined based on the Board's discussion in February. The Board voted to approve the following standard:
 - o a four-year graduation rate of 65 percent applied to the 2008 graduation cohort, or
 - o a five-year graduation rate of 70 percent applied to the 2007 graduation cohort, or
 - o a two percentage point increase in the four-year graduation rate from the 2007 cohort to 2008 cohort.
- The Board voted to approve an amendment request from MATCH Charter Public School in Boston to increase its maximum enrollment by 40 additional seats.

April 2009

- The Board held its regular meeting at Chelmsford High School.
- Chelmsford Superintendent Don Yeoman and Assistant Superintendent Karen Mazza made a presentation to the Board on 21st century skills.
- Board member Jeff Howard provided an update on the work of the Performance Gap Committee.
- Chair Banta said that May 19th is Commissioner Chester's one-year anniversary, and she will appoint a subcommittee for the commissioner's evaluation.
- The chair announced that the Board will hold its annual retreat on August 13th.
- During public comment, seven people addressed the Board on METCO, school libraries and 21st century skills, accountability, and regional transportation reimbursement.
- Commissioner Chester provided an update on the FY09 state budget, which he said may be as much as \$500 million short of revenue projections, and the House budget proposal for FY2010.

- Deputy Commissioner Karla Baehr introduced Joe Esposito, who chairs the Board's 15-member Advisory Council on School and District Accountability and Assistance. Mr. Esposito provided an update on the work of the advisory council, which has met five times in the past six months.
- Deputy Commissioner Baehr provided an update on accountability around the district review process, the connection between accountability and assistance, the integration of school and district accountability, and interventions at levels 4 and 5. Deputy Commissioner Baehr presented Board members with the latest version of the Framework for District Accountability and Assistance.
- The Board voted to approve amendment requests from Barnstable Horace Mann Charter and Marstons Mills East Horace Mann Charter Public Schools to reflect changes in their grade spans.
- Commissioner Chester provided an overview of the latest dropout report. Stafford Peat from the Department talked about a number of important dropout prevention and recovery initiatives underway. Jenny Caldwell Curtin from the Department talked about the work of the Dropout Prevention and Recovery Working Group and the strengthening of alternative education.

May 2009

- The Board held its regular meeting at Brookline High School in honor of AJ Fajnzylber, a senior at the high school who in June will conclude his elected term as chair of the State Student Advisory Council and as a member of the Board.
- Brookline Superintendent William Lupini and Brookline High School Principal Robert Weintraub welcomed the Board and congratulated Mr. Fajnzylber for his year of service and for his commitment and energy. Chair Banta read a citation from State Senator Cynthia Creem and presented a citation from the Board.
- Chair Banta announced that she named Board members Harneen Chernow, Ruth Kaplan, Beverly Holmes, and Tom Fortmann to the Commissioner's Evaluation Committee.
- Board member Jeff Howard provided an update on the work of the Proficiency Gap Committee.
- Commissioner Chester said he expects to submit a report to the U.S. Department of Education soon in response to a directive to change the current organizational structure of the Bureau of Special Education Appeals (BSEA) to bring it into full compliance with federal law.
- Commissioner Chester said the Legislature and the Joint Committee on Education would hold a hearing in Gloucester sometime in June to focus on the process that led to the Board's decision to grant a charter to the Gloucester Community Arts Charter School.
- J.D. LaRock from the Executive Office of Education made a presentation on the Readiness Schools Initiative.
- During public comment, six individuals addressed the Board on educator preparation and licensure, regional schools, computer-based education programs, and English language learners.
- Commissioner Chester provided an update on the state education budget and federal stimulus funding for education. The commissioner said the Governor has proposed using a combination of rainy day funds and federal stabilization funds to offset a reduction in Chapter 70 funds. The commissioner said the Department has continued to encourage districts to make strategic use of their stimulus funds to increase their capacity moving

forward. Chair Banta said she would write to Governor Patrick, Senate President Murray, and Speaker DeLeo to reflect the Board's appreciation for their continued support of public education, voice concern about the lasting impact of budget cuts on school improvement, and to urge their continued efforts to seek additional sources of revenue for the Commonwealth.

- Commissioner Chester presented options for revising the Board's charter school review and renewal process, to limit the amount of Board time spent on charter school issues:
 - o Establish a Board subcommittee to review the commissioner's recommendations and engage in detailed discussions and then report back to the full Board.
 - o Delegate some decisions to the commissioner while retaining others.
 - o Create a separate charter authorizing body. This option would require legislative action, and is not supported by the Commissioner.
- The Board voted to approve the commissioner's recommendation to establish a three-year transition phase (until June 30, 2012) for implementing the Mathematics subtest portion of the General Curriculum test for educator licensure. During the transition phase, candidates who score between 227-239 will be deemed to have passed the Mathematics subtest for the purpose of their first stage of licensure. These teachers will be required to retake the Mathematics subtest and score 240 or above in order to be eligible for the next stage of licensure or to renew their initial license.
- Associate Commissioner David Haselkorn provided an update on the Department's efforts to develop a new architecture for the licensure of school and district leaders, and for recruitment, induction and ongoing professional development.
- Commissioner Chester provided an update on regional collaboration efforts. Associate Commissioner Lynda Foisy updated the Board on an initiative to provide a regional system of support to districts.
- The Board voted to approve amendments to the regulations governing regional school districts around three issues: a transition period following the creation of new regional school districts, procedures for member towns to determine the method of assessing regional district costs, and procedures to be followed if a town fails to hold a town meeting to reconsider a previously rejected regional district budget.
- Deputy Commissioner Jeff Nellhaus provided an update to the Board on the Department's work on revising the English Language Arts and Mathematics Curriculum Frameworks.

June 2009

- The Board held a special meeting on the redesign of the state system for school and district accountability and assistance. Secretary Reville and Executive Office of Education policy director J.D. LaRock made a presentation on the draft Readiness Schools bill. Deputy Commissioner Karla Baehr made a presentation to the Board on Levels 1-5 of the new accountability system. Commissioner Chester said the Department will proceed with development of the new system, and said he expected to present proposed regulatory amendments to the Board in the fall.
- Chair Banta and Commissioner Chester reported on their testimony before the Joint Committee on Education oversight hearing in Gloucester.
- Commissioner Chester welcomed the newly elected student representative to the Board, Michael D'Ortenzio Jr. from Wellesley High School, and thanked AJ Fajnzylber for his service during his term, which expires on June 30th.

- During public comment, eight individuals addressed the Board on parent engagement, the Lexington Public Schools, English language learners, Reading Recovery, the achievement gap, and the Gloucester charter school hearing.
- Commissioner Chester provided an update on the state education budget and federal stimulus funding for education. The commissioner said the budget represents for the Department an \$87 million reduction from the Governor's recommended revised budget, and a \$200 million decrease from the current year's appropriation after the 9C cuts. He commended the Governor and Legislature for protecting education funding as much as they did at a time of declining state revenues.
- Joe Esposito, chair of the Board's Accountability and Assistance Advisory Council, presented the council's findings and recommendations to the Board.
- Commissioner Chester asked the Board to approve a set of policy standards for educational leadership that will become the foundation for drafting amendments to the licensure regulations, performance indicators, performance assessments for educational leaders, and guidelines for preparation programs. Board member Sandra Stotsky offered a friendly amendment to the motion to incorporate the Board's mission statement and language reflecting the equity standard in the current regulation. The Board voted to approve the motion as amended. The commissioner said he expects to present draft regulatory amendments to the Board in the early winter.
- Chair Banta thanked Board members Harneen Chernow, Beverly Holmes, Ruth Kaplan, and Tom Fortmann for serving on the evaluation committee. The Board voted to approve the commissioner's performance rating of "Meritorious." The commissioner thanked the Board and the staff of the Department. He said it is a great privilege to serve this Board and the children of the Commonwealth.
- By statute, towns that do not operate their own public schools must request and receive approval annually from the Board to tuition their students to public schools in other towns. The Board voted to approve these tuition arrangements for 20 school districts for the 2009-2010 school year. The Board also voted to delegate to the commissioner the authority to approve non-operating school districts in future years.
- The Board voted to approve the 2009-2010 schedule of regular meetings as presented by the commissioner. The schedule will be posted at: <http://www.doe.mass.edu/boe/boedate.html>.
- Margaret O'Hare, chair of the Board's Parent and Community Education and Involvement Advisory Council, and council members Abby Weiss, executive director of Full-service Schools Roundtable, and Kim Hunt, president of the Massachusetts PTA, presented draft guidelines on parent and community involvement.
- Board member AJ Fajnzyblber presented the 2008-2009 end-of-year report from the State Student Advisory Council, which included a review of activities of the council's workgroups.

Appendix I:

Members of the Board of Elementary and Secondary Education, July 2008-June 2009



Maura O. Banta, Chair
IBM Corporation
404 Wyman Street
Waltham, MA 02454

Maura O. Banta is IBM's East Coast Regional Manager for Corporate Citizenship and Corporate Affairs. She joined IBM in 1973 as a marketing representative and held positions in Sales, Insurance Industry Consulting and Marketing Management before joining the External Programs Department in 1989. Maura was promoted to manager of the department in 1993, and became corporate community relations manager in 1996. In 2006, Maura was named Eastern Regional Manager, for IBM's corporate philanthropy, government relations and community relations.

Ms. Banta is a board member of United Ways of New England, Mass Taxpayers Foundation, and Boston Plan for Excellence, Ronnie Center for Education Research and Policy, and the Carroll School of Management at Boston College. Maura is the immediate past chair of the board of the Mass Business Alliance for Education. She served for six years on The Massachusetts Educational Management and Audit Council a position she first held under Governor Jane Swift.

Ms. Banta Also served on former Governor Cellucci's Economic Development Task Force. She earned a B.A. in economics from Marymount College.



Harneen Chernow, Vice Chair
1199 SEIU TUF
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.

Harneen is the recipient of the AFT-Massachusetts Hero in Education Award, Massachusetts AFL-CIO Outstanding Service Award, the UMass Dartmouth Labor Education Center Fonera Memorial Award and the UMass Boston Labor Resource Center Foster-Kenney Award. Ms. Chernow 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 18-24 with a unique combination of technical and professional skills, college credits, an educational stipend and corporate apprenticeship. Gerald 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 1993-1998, Conduit ranked as one of England's fastest growing companies.

Gerald 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.



Andrew "AJ" Fajnzylber, Chair, State Student Advisory Council
c/o Massachusetts Department of Elementary and Secondary Education
75 Pleasant Street
Malden, MA 02148

AJ Fajnzylber was the 2008-2009 Chair of the State Student Advisor Council, elected by fellow students in June 2008. AJ has been a member of the council for the past year, having served on Executive Council, and Co-Chair of the Student Rights workgroup (Greater Boston Regional Student Advisory Council). AJ is about to enter his senior year at Brookline High School. In addition to SSAC, AJ has participated in various additional leadership activities which have included serving three terms on Student Council (two of which as Student Council Co-President), School Advisory Council Vice-Representative, two terms on Brookline High School Legislature, two terms on BHS Judiciary and Greater Boston Regional Student Advisory Council Representative. AJ will continue leadership as well on Sundays during the 2008-2009 year as a teacher assistant at Prozdor Hebrew College where he graduated in the spring of 2008. AJ enjoys traveling around the United States, photography, creating videos, spending time with friends, and any student leadership opportunities he has access to. AJ is a proponent of student rights and equality and has made it his prerogative to fight injustice to students' rights in his school.



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.



Beverly A. Holmes
c/o Massachusetts Department of Elementary
and Secondary Education
75 Pleasant Street
Malden, MA 02148

Beverly Holmes is a business leader, strategist, author and activist. She recently completed 25 years of service with MassMutual Financial Group, a fortune 100 financial services company. She was honored with her company's prestigious President's Leadership Award in 2000 after she successfully created, developed and grew a business designed to provide 401(k) retirement plans to small and medium size businesses. Under her leadership the new retirement business produced and added new distribution

channels and grew to \$4 billion of assets under management. Over 2600 new customers were added to the company's customer base. Today the business continues as a profitable, growth business for the company. Beverly is the first African American woman to reach the position of Senior Vice President, Executive Officer at MassMutual Financial Group.

Beverly is focused on providing 21st century education skills for the children of the Commonwealth of Massachusetts as a member of the Massachusetts Board of Elementary and Secondary Education. She also has a passion for and interest in advancing the financial security, economic growth and leadership opportunities for women and has traveled nationally and internationally speaking and advising on the positive impact of access to capital for business growth and expansion. She is Chair of the Board for the Center for Women's Business Research, a board member of WISER (Women's Institute for a Secure Retirement), a member of Office Depot Women's Advisory Board and one of the first inductees into Bay Path College's 21st Century Women Business Leaders Hall of Fame by. In 2008 she was appointed by Massachusetts Governor Duval Patrick to the Massachusetts Board of Elementary and Secondary Education. She is the founder and president of B.A. Holmes & Associates, a business and leadership development consulting firm.

Beverly holds a Bachelors degree in Human Services and a Masters degree in Education from Cambridge College and Southern New Hampshire University respectively.



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, Jeff 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
Combined Jewish Philanthropies
126 High Street
Boston, MA 02110

Ruth Kaplan is currently employed by the Combined Jewish Philanthropies as the Director of the Boston-Haifa Connection, a multi-faceted partnership between the sister cities of Boston and Haifa. 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 Members. 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 which 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.



Paul Reville
Secretary of Education
Executive Office of Education
One Ashburton Place
Room 1403
Boston, MA 02108

In March 2008, Governor Deval Patrick announced his appointment of Paul Reville as the Commonwealth's new Secretary of Education, effective July 1, 2008, to oversee the recently created Executive Office of Education. Paul Reville is the former president of the Rennie Center for Education Research & Policy, and formerly served 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.



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 PreK-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.



Mitchell D. Chester

Commissioner of Elementary and Secondary Education
Massachusetts Department of Elementary and Secondary Education
75 Pleasant 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, where he oversaw 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.

Appendix II

Education-Related Laws Enacted 2008-2009

Twins in Schools

[Chapter 335](#) of the Acts of 2008, approved by the Governor on September 17, 2008 allows a parent or guardian to request that twins or higher order multiples who are the same grade in the same classroom be placed in separate classrooms or the same classroom. The school may provide recommendations and educational recommendations to make the best decision.

Access to Information for Parents of a Child with Special Education Needs

[Chapter 363](#) of the Acts of 2008, approved by the Governor on October 10, 2008, requires a school committees, upon request by a parent, to grant timely and sufficient access by parents and parent-designated independent evaluators and educational consultants to a child's current and proposed special education program so that the parent and named designees can observe the child in the current program and any proposed program. The law known as "The Observation law," limits the restrictions or conditions that schools may impose on these observations. The purpose of the law is to ensure that parents can participate fully and effectively in determining the child's appropriate educational program.

School Campus Air Quality

[Chapter 386](#) of the Acts of 2008, approved by the Governor on December 16, 2008 restricts operators of school buses and personal motor vehicles, including students, faculty, staff and visitors from idling vehicles on school grounds pursuant to regulations.

School Bus Drivers

[Chapter 397](#) of the Acts of 2008, approved by the Governor on December 17, 2008 requires a basic course in first aid, including training in the administration of an epinephrine auto injector, as approved by the registrar of motor vehicles to apply for a school bus driver's license.

Financial Stability of the City of Springfield

[Chapter 468](#) of the Acts of 2008, approved by the Governor on January 9, 2009 requires the City of Springfield to have a department of administration and finance to be responsible for the overall budgetary and financial administration of the city . Included in the law are the responsibilities and limitations of the department and the school committee regarding financial matters.

Charter of the Town of Greenfield

[Chapter 487](#) of the Acts of 2008, approved by the Governor on January 10, 2009 specifies the term of office for the election six school committee members and the initial staggering of terms of office.

School Custodian in the Town of South Hadley

[Chapter 510](#) of the Acts of 2008, approved by the Governor on January 14, 2009 exempts the school custodian position from the civil service requirements in the town of South Hadley.

To Improve, Promote and Protect Oral Health

[Chapter 530](#) of the Acts of 2008, approved by the Governor on January 15, 2009, is a comprehensive bill amending primarily Public Health and Division and Boards of Registration laws. It establishes a public health dental director within the Department of Public Health and an office of oral health. One of the responsibilities of the office of oral health is to foster the development, expansion and evaluation of oral health services for residents of the Commonwealth in collaboration with key partners, including the schools.

School Deferred Compensation

[Chapter 532](#) of the Acts of 2008, approved by the Governor on January 15, 2009 deems that compensation paid to public and non-public school teachers is fully earned at the end of the school year, and proportionately earned during the school year. The law allows payment to be deferred to the extent that equal payments may be established for a 12 month period including amounts payable in July and August subsequent to the end of the school year.

Governor's Authority to Address Deficiencies

[Chapter 1](#) of the Acts of 2009 approved by the Governor on January 22, 2009 addresses allotment of any reductions to local aid, chapter 70 and lottery aid. Any reduction shall not be greater than 1/3 of the total reductions made by the Governor in the 2009 fiscal year.

Fiscal Year 2009 Supplemental Budget

[Chapter 26](#) of the Acts of 2009, approved by the Governor on June 29, 2009 included, among several provisions, technical changes to the FY09 budget in adult basic education and educator recruitment and retention; reduced chapter 70 aid by \$412 million if \$412 million of federal funds has been obligated.

Fiscal Year 2010 Budget

[Chapter 27](#) of the Acts of 2009, approved (in part) by the Governor on June 29, 2009 included funding for public education in the amount of..... The bill consolidates three literacy line items into a consolidated line-item to provide more efficient and effective literacy supports to students throughout the Commonwealth. For details see:

<http://www.doe.mass.edu/boe/docs/0809/item1.xls>

Regionalization Advisory Commission

[Chapter 60](#) of the Acts of 2009, approved by the Governor on August 6, 2009 establishes a 19 member regionalization advisory commission to review all aspects of regionalization including possible benefits, opportunities and challenges to regionalizing all services in the Commonwealth including education.

Fiscal Year 10 Supplemental Budget

[Chapter 65](#) of the Acts of 2009, approved (in part) by the Governor on August 7, 2009, among several action, an additional appropriation to the full day kindergarten line-item and an appropriation for Mass Service Alliance.

Disability History Month

[Chapter 71](#) of the Acts of 2009, approved by the Governor on August 26, 2009 requires the Governor to issue a proclamation declaring October as Disability History Month to increase awareness and understanding of the contributions may by persons with disabilities. The law

requires public schools and other public entities to establish programs designed to educate and promote these objectives.

Appendix III:

Significant Litigation in 2008-2009

Following is a summary of some significant litigation involving the Board, Department and Commissioner of Elementary and Secondary Education in FY 2009 (July 1, 2008 – June 30, 2009).

1. *Comfort v. Lynn School Committee*, 418 F. 3d 1 (1st Cir. 2009). In March 2009, the U.S. Court of Appeals for the First Circuit upheld in full the 2008 ruling of the U.S. District Court (Judge Nancy Gertner) that the plaintiffs do not have grounds to reopen the Lynn racial imbalance case. 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 required 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 First Circuit affirmed the decision in 2005, and the Supreme Court declined to review it. In 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. In her 2008 decision, Judge Gertner agreed with the Commonwealth's position, ruling that the plaintiffs had no grounds to reopen the case, and noting that they could file a new complaint if they should choose to do so. The U.S. Court of Appeals has now affirmed the District Court's 2008 ruling.

2. *Griswold at al. v. Driscoll et al.*, 625 F.Supp.2d 49 (D.Mass. 2009). In June 2009, the U.S. District Court (Judge Mark Wolf) issued a decision granting the motion to dismiss filed by the Department of Elementary and Secondary Education in *Griswold v. Driscoll*. This lawsuit, which challenged the content of the *Massachusetts Guide to Choosing and Using Curriculum Materials on Genocide and Human Rights Issues* ("Guide"), was filed in 2005.

State legislation that was enacted in 1998 (Chapter 276 of the Acts of 1998) directed the Department to produce the Guide, which is an advisory document. The Department published the final Guide in 1999; it is posted at:

<http://www.doe.mass.edu/frameworks/news/1999/hrltr699.html>. The final version of the Guide includes materials on the Armenian Genocide, as required by the legislation, but does not include materials supporting the "contra-genocide" theory – the viewpoint that what happened to the Armenians in the mid-1890's and 1915 was not a genocide.

The plaintiffs – two teachers, three students, and the Assembly of Turkish American Associations – alleged that their First Amendment rights were violated by the Department's decision to remove from the curriculum guide references to contra-genocide websites. They alleged that the decision on what to include in the Guide was motivated by political rather than educational reasons, and was therefore unlawful. The Attorney General represents the state defendants.

In allowing the Department's motion to dismiss, Judge Wolf upheld the long-standing principle that, except in limited circumstances (not present here), "decisions concerning what should be taught must be made by state and local school boards rather than by federal judges." He noted that "public officials are generally entitled to change their minds about what is recommended or required to be taught in public school classrooms." With respect to the allegations of political motivation, Judge Wolf stated:

Politics is not a pejorative term in our nation. Properly understood, politics is the essence of democracy. It is the way that a free and vigorous people make and then change public policy. With regard to what will be taught in public school classrooms, we rely on the power of the people to elect and, if they wish, change their representatives as the means to hold them accountable for decisions concerning the content of the curriculum. Except in limited circumstances not at issue here, this is not a role to be performed by United States judges in our federal form of government.

The plaintiffs have appealed the dismissal of the case to the U.S. Court of Appeals for the First Circuit.

3. *Mancuso v. MIAA*, 453 Mass. 116 (2009). In January 2009, the Massachusetts Supreme Judicial Court held that although a public school may not exclude a student from the educational process without due process of law, the right to a public education does not include the right to participate in interscholastic athletics or other extracurricular activities. Consequently, the court rejected the claim brought by the plaintiff student, who sought to challenge on constitutional and statutory grounds the decision of the Massachusetts Interscholastic Athletic Association (MIAA) denying her a fifth year of eligibility as an interscholastic swimmer. The Attorney General, at the request of the Commissioner of Elementary and Secondary Education, filed an *amicus* brief on behalf of the Commonwealth in support of the MIAA on the due process issue. The court agreed with the Attorney General and determined that the plaintiff did not have a property interest in participating in interscholastic athletics under either Massachusetts law or the MIAA rules themselves, and thus no due process rights in these circumstances.

The court considered whether the Massachusetts Constitution's guarantee of the right to a free public education includes the right to participate in extracurricular activities. The court determined that it does not, and characterized interscholastic athletics and other extracurricular activities as a privilege that is distinct from the right to a free public education. The court reasoned as follows:

[T]he right to a public education, even one with a mandatory physical education component, is not synonymous with the right to participate in extracurricular activities, such as interscholastic athletics. Although such activities may serve as a beneficial

supplement to required physical education, they are by their nature separate from that curriculum. ...

Like many other courts that have considered this question, we do not expand the contours of a student's property interest in public education to include within it every extracurricular activity that might enrich the educational experience, however meaningful those activities might be to individual students. ... 'The myriad activities which combine to form that educational process cannot be dissected to create hundreds of separate property rights, each cognizable under the Constitution. Otherwise, removal from a particular class, dismissal from an athletic team, a club or any extracurricular activity, would each require ultimate satisfaction of procedural due process.' [Citation omitted.]

The Court also rejected the plaintiff's argument that the MIAA rules created a property interest. The rules permit students to participate in interscholastic sports for no more than four consecutive years. Under the MIAA's interpretation of this rule, the plaintiff's period of eligibility began to run in 1999, when she entered her freshman year at a private school, even though she chose not to participate in the private school's swim team before she transferred to a public high school. Because she had the opportunity to participate for four years, the Court ruled that the plaintiff received the full benefit of the MIAA rules and had no legitimate claim of entitlement under them.

Rhoda E. Schneider, General Counsel
September 2009

Appendix IV:

Education Statistics

1. Summary Data

Districts and schools, 2008-09

<i>Districts</i>	<i>391</i>
Municipal K-12	177
Regional K-12	31
Elementary district	72
Regional secondary district	19
Regional voc-tech/agricultural	30
Charters/independent	62
Schools	1,846
Elementary	1,154
Middle/junior high	327
High school	350
Other	15
Educational collaboratives	32

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

Enrollment trends in Massachusetts public schools

	1999		2004		2009	
	N	%	N	%	N	%
Total public school enrollment	963,761		980,818		958,910	
Grade						
Pre-kindergarten	18,884	2.0%	22,533	2.3%	26,796	2.8%
Kindergarten	71,390	7.4%	69,704	7.1%	68,540	7.1%
Grades 1-5	390,413	40.5%	366,441	37.4%	354,341	37.1%
Grades 6-8	219,380	22.8%	233,452	23.8%	216,138	22.5%
Grades 9-12	257,693	26.7%	288,329	29.4%	292,372	30.5%
Other	6,001	0.6%	359	0.0%	723	0.1%
Race/ethnicity						
African American	82,670	8.6%	86,652	8.8%	78,353	8.2%
Asian	40,139	4.2%	46,299	4.7%	49,203	5.1%
Hispanic or Latino	95,958	10.0%	113,101	11.5%	137,548	14.3%
Multi-race, non-Hispanic	0	0.0%	0	0.0%	19,623	2.0%
Native American	2,192	0.2%	3,169	0.3%	2,622	0.3%
Native Hawaiian or Pacific Islander	0	0.0%	0	0.0%	1,132	0.1%
White	742,802	77.1%	731,597	74.6%	670,429	69.9%

Sex

Female	468,092	48.6%	476,073	48.5%	466,105	48.6%
Male	495,669	51.4%	504,745	51.5%	492,805	51.4%
Special populations						
Limited English proficiency	45,287	4.7%	49,297	5.0%	57,002	5.9%
Low-income	246,157	25.5%	266,294	27.2%	294,692	30.7%
Special education	164,925	17.1%	154,391	15.6%	166,037	17.1%

Source: http://profiles.doe.mass.edu/state_report/enrollmentbygrade.aspx

Enrollment trends in Massachusetts adult education programs

	2001		2004		2008	
	N	%	N	%	N	%
Enrollment by program type						
Adult Basic Education	6,920	29%	7,471	35%	4,917	23%
Adult Secondary Education	3,518	15%	2,219	10%	3,525	16%
English for Speakers of Other Languages*	13,615	57%	11,888	55%	13,264	61%
Wait list by program type						
Adult Basic Education	627		5,309		4,731	
Adult Secondary Education	178		985		819	
English for Speakers of Other Languages	4,760		16,517		15,757	
Race/ethnicity						
African American	4,358	18%	4,418	20%	4,592	21%
Asian	2,862	12%	2,495	12%	2,720	13%
Hispanic or Latino	7,621	32%	7,261	34%	7,672	35%
Native American	122	1%	87	<1%	93	<1%
Native Hawaiian or Pacific Islander	25	<1%	29	<1%	31	<1%
White	9,065	38%	7,288	34%	6,598	30%
Sex						
Female	14,435	60%	13,231	61%	13,270	61%
Male	9,618	40%	8,347	39%	8,436	39%
Age						
16 to 18	1,638	7%	1,425	7%	1,005	5%
19 to 24	4,443	18%	4,293	20%	3,580	16%
25 to 44	13,034	54%	11,627	54%	11,387	52%
45 to 59	3,908	16%	3,460	16%	4,564	21%
60 and older	1,030	4%	773	4%	1,170	5%
Special populations						
Employed	11,738	49%	11,156	52%	11,436	53%
Unemployed	4,306	18%	4,666	22%	4,608	21%
Not in labor force ***	5,336	22%	5,762	27%	5,662	26%
On public assistance	2,804	12%	4,728	22%	5,665	26%
In correctional facilities	1,203	5%	1,373	6%	1,426	7%
Parents of children under age 18	7,860	33%	7,992	37%	7,976	37%
Non-native speakers in Adult Basic Education classes (as % of all ABE students)	4,009	17%	3,680	17%	3,715	17%

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: 2001, 2004, 2008.

2. Student data: Assessment

Student performance, 2009 MCAS, percent of achievement levels by grade and subject

<i>Grade</i>	<i>Subject</i>	<i>Advanced</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Warning/ Failing</i>
3	Reading	12	45	33	10
	Mathematics	20	40	25	15
4	English language arts	11	42	35	11
	Mathematics	16	32	41	11
5	English language arts	15	48	29	8
	Mathematics	22	32	29	18
	Science and technology	17	32	39	12
6	English language arts	16	50	24	9
	Mathematics	24	33	27	16
7	English language arts	14	56	23	7
	Mathematics	16	33	30	21
8	English language arts	15	63	15	6
	Mathematics	20	28	28	23
	Science and technology	4	35	40	21
10	English language arts	29	52	15	4
	Mathematics	47	28	18	8
	Science and tech/eng	16	45	29	9

Source: Massachusetts State Profile—Assessment <http://profiles.doe.mass.edu/>.

Composite performance index (CPI), 2009 MCAS: by subgroups

	<i>English language arts</i>	<i>Mathematics</i>
Overall	86.5	78.5
Race/ethnicity		
African American	76.3	62.7
Asian	89.3	87.3
Hispanic or Latino	72.6	61.4
Native American	81.7	70.1
White	90.2	83.0
Special populations		
Limited English proficiency	64.8	59.2
Low income	75.5	64.5
Special education	67.8	56.9

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 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. It is available only for subgroups included in the state accountability system.

Source: *Massachusetts State Profile—Assessment* <http://profiles.doe.mass.edu/>.

Competency Determination results, class of 2009

	<i>Total enrollment</i>	<i>N earning CD</i>	<i>% earning CD</i>
Overall	70,471	67,822	96%
Race/ethnicity			
African American	6,127	5,602	91%
Asian	3,360	3,281	98%
Hispanic or Latino	8,140	7,433	91%
Native American	177	172	97%
Native Hawaiian or Pacific Islander	69	59	86%
Multi-race, non-Hispanic	950	922	97%
White	51,648	50,353	97%
Sex			
Female	34,832	33,712	97%
Male	35,639	34,110	96%
Special populations			
Limited English proficiency	1,994	1,564	78%
Low income	17,287	16,145	93%

Special education

10,677

8,776

82%

Massachusetts results, National Assessment of Educational Progress (NAEP)

	2007 Reading*		2009 Mathematics	
	grade 4	grade 8	grade 4	grade 8
Percent proficient and above				
Overall	49%	43%	57%	52%
Race/ethnicity	0%	0%	0%	0%
African American	19%	17%	30%	23%
Asian and Pacific Islander	58%	54%	70%	66%
Hispanic or Latino	18%	15%	25%	21%
White	56%	49%	67%	59%
Sex	0%	0%	0%	0%
Female	52%	50%	55%	50%
Male	46%	37%	59%	53%
Special populations	0%	0%	0%	0%
Limited English proficiency	23%	13%	32%	21%
Low income	15%	4%	15%	8%
Special education	22%	20%	31%	29%

State comparison, National Assessment of Educational Progress (NAEP)

		Grade 4	% proficient and above	Grade 8	% proficient and above
Reading 2007*	Massachusetts	49%	Massachusetts	43%	
	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%	
	Nation's Public	32%	Nation's Public	29%	
	Mathematics 2009	Massachusetts	57%	Massachusetts	52%
New Hampshire		56%	Minnesota	47%	
Minnesota		54%	Montana	44%	
Vermont		51%	New Jersey	44%	
New Jersey		49%	Vermont	43%	
Kansas		46%	New Hampshire	43%	
North Dakota		45%	North Dakota	43%	
Nation's Public		38%	Nation's Public	33%	

* 2009 reading scores will be available in Winter, 2010.

Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2007 Reading and 2009 Mathematics Assessment.

SAT participation and performance, Massachusetts public school students, 2008-09

	<i>Number of test-takers</i>	<i>Mean critical reading score</i>	<i>Mean mathematics score</i>	<i>Mean writing score</i>
Overall	44,328	508	522	504
Race/ethnicity				
African American	3,216	416	422	411
Asian and Pacific Islander	2,830	519	584	521
Hispanic or Latino*	3,296	433	440	427
Native American	165	480	492	473
Other	1,187	483	488	479
White	31,846	526	538	522
Sex				
Female	23,562	506	507	511
Male	20,766	510	538	496

* The College Board tracks Mexican American, Puerto Rican and other Hispanics separately. The scores here are weighted averages of those reported for the three Hispanic subgroups.

Source: College Board State Reports 2009: Massachusetts – Public Schools Overview 2008-2009.

AP participation and performance, Massachusetts public school students, 2008-09

	<i>Test-takers</i>	<i>Exams</i>	<i>Number scoring 3 or higher</i>	<i>Percent scoring 3 or higher</i>
Overall	30,026	51,080	35,822	70.1%
Race/ethnicity				
African American	1,278	1,938	588	30.3%
Asian and Pacific Islander	3,221	6,557	4,869	74.3%
Hispanic or Latino*	1,800	2,711	1,174	43.3%
Native American	51	75	48	64.0%
Other	913	1,615	1,046	64.8%
White	21,675	36,322	26,896	74.0%
Sex				
Female	17,197	28,603	19,145	66.9%
Male	12,829	22,477	16,677	74.2%

Source: College Board State Reports 2009: Massachusetts – Public Schools Overview 2008-2009.

3. Student data: Dropout and graduation rates

Annual dropout data for selected demographics, 2007-08

	<i>Total HS enrollment</i>	<i>Number of dropouts</i>	<i>Annual dropout rate</i>	<i>Percent of all dropouts</i>
Total	295,937	9,959	3.4%	n/a
Grade				
9	79,558	2,402	3.0%	24.1%
10	75,371	2,663	3.5%	26.7%
11	72,278	2,374	3.3%	23.8%
12	68,730	2,520	3.7%	25.3%
Race/ethnicity				
African American	26,257	1,527	5.8%	15.3%
Asian	13,564	274	2.0%	2.8%
Hispanic or Latino	38,198	3,171	8.3%	31.8%
Native American	851	62	7.3%	0.6%
Native Hawaiian or Pacific Islander	326	22	6.7%	0.2%
Multi-race, non-Hispanic	4,092	145	3.5%	1.5%
White	212,649	4,758	2.2%	47.8%
Sex				
Female	145,529	4,290	2.9%	43.1%
Male	150,408	5,669	3.8%	56.9%
Special populations				
Limited English proficiency	10,802	953	8.8%	9.6%
Low income	78,802	4,369	5.5%	43.9%
Special education	44,448	2,429	5.5%	24.4%

Source: <http://www.doe.mass.edu/infoservices/reports/dropout/0708/default.html>

Dropout rates by Competency Determination status, 2007-08

	<i>CD status</i>	<i>Number of enrolled students</i>	<i>Number of dropouts</i>	<i>Dropout rate</i>	<i>Percent of dropouts</i>
Grade 11	With CD	67,996	1,230	1.8%	51.8%
	Without CD	4,282	1,144	26.7%	48.1%
Grade 12	With CD	66,594	1,782	2.7%	70.7%
	Without CD	2,136	738	34.6%	29.2%
Total	With CD	134,590	3,012	2.2%	61.5%
	Without CD	6,418	1,882	29.3%	38.5%

Source: <http://www.doe.mass.edu/infoservices/reports/dropout/0708/default.html>

Annual dropout rates for selected demographics, 2003-04 to 2007-08

		<i>2003-04</i>	<i>2004-05</i>	<i>2005-06</i>	<i>2006-07</i>	<i>2007-08</i>
Total		3.7%	3.8%	3.3%	3.8%	3.4%
Grade						
	9	2.6%	3.0%	3.0%	3.9%	3.0%
	10	3.7%	3.7%	3.3%	3.7%	3.5%
	11	4.0%	4.1%	3.3%	3.6%	3.3%
	12	4.8%	4.7%	3.9%	4.1%	3.7%
Race/ethnicity						
	African American	6.3%	6.3%	6.8%	6.4%	5.8%
	Asian	2.7%	2.6%	2.2%	2.6%	2.0%
	Hispanic or Latino	8.2%	9.1%	7.9%	9.1%	8.3%
	Native American	6.4%	5.4%	5.4%	4.9%	7.3%
	Native Hawaiian or Pacific Islander	-	-	7.0%	4.2%	6.7%
	Multi-race, non-Hispanic	-	-	2.8%	4.2%	3.5%
	White	2.8%	2.8%	2.3%	2.7%	2.2%
Sex						
	Female	3.1%	3.2%	2.8%	3.3%	2.9%
	Male	4.3%	4.4%	3.8%	4.4%	3.8%
Special populations						
	Limited English proficiency	7.6%	9.3%	9.5%	10.4%	8.8%
	Low income	5.7%	6.4%	5.5%	5.8%	5.5%

Special education	5.4%	5.6%	5.1%	5.8%	5.5%
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Source: <http://www.doe.mass.edu/infoservices/reports/dropout/0708/default.html>

Four-year cohort graduation rates, class of 2008

	Graduates		Non-high school graduates				
	N in cohort	4-year grad rate	Still in school	Non-grad completer	GED	Dropped out	Expelled
Overall	77,383	81.2%	6.0%	0.7%	2.0%	9.9%	0.2%
Race/ethnicity							
African American	6,877	68.4%	12.5%	1.7%	1.8%	15.3%	0.4%
Asian	3,349	86.7%	4.7%	0.8%	1.2%	6.4%	0.1%
Hispanic or Latino	9,871	58.3%	12.7%	1.7%	2.3%	24.6%	0.3%
Multi-race, non-Hispanic	942	80.5%	6.3%	1.0%	2.9%	9.3%	0.1%
Native American	225	66.7%	8.0%	1.3%	3.6%	20.4%	0.0%
Native Hawaiian or Pacific Islander	91	70.3%	11.0%	1.1%	4.4%	13.2%	0.0%
White	56,028	86.6%	4.1%	0.4%	1.9%	6.8%	0.1%
Sex							
Female	37,761	84.7%	4.5%	0.7%	1.8%	8.3%	0.1%
Male	39,622	78.0%	7.5%	0.8%	2.2%	11.4%	0.2%
Special populations							
Limited English proficiency	4,511	55.8%	14.0%	4.0%	0.7%	25.4%	0.1%
Low income	25,311	64.8%	10.8%	1.2%	3.1%	19.7%	0.3%
Special education	14,629	64.1%	15.1%	1.8%	1.8%	17.0%	0.2%

Source: http://www.doe.mass.edu/infoservices/reports/gradrates/08_4yr.html

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

Plans of high school graduates

Class of 2008	
4-year private college	30.3%
4-year public college	27.0%
2-year private college	1.6%
2-year public college	20.7%
Other postsecondary	2.4%
Work	9.3%

Military	1.6%
Other	1.0%
Unknown	6.0%
Total count	65,197

Source: http://profiles.doe.mass.edu/state_report/plansofhsgrads.aspx

4. Educator data

Teachers in Massachusetts, 2008-09

Total number of teachers	70,396
Percent of teachers licensed in teaching assignment	96.6%
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	\$64,166

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

Educator licenses, renewals, and waivers

License	Description	2008	2009
Educator licenses issued *		17,169	18,798
Preliminary	First license for people who have not completed an approved educator preparation program; valid for five years	3,862	3,924
Initial	First license for people who have completed an educator preparation program; valid for five years	9,831	10,122
Professional	Second license for people who have been employed for at least three years under an initial license; must be renewed every five years	3,197	4,233
Temporary	Temporary license for experienced teachers from another state; valid for one year	260	239
Vocational	Licenses issued for educators in vocational schools (may be Preliminary, Initial, Professional, or Temporary)	211	280
Renewals and waivers issued **			
Renewals	Renewals of professional licenses for experienced educators***	7,289	75,602
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	3,258	2,579

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 2009 includes data through September, 2009.

** Data are for fiscal years.

*** The licensure renewal cycle requires educators that hold a professional license to renew every five years. 2009 was the third major renewal cycle since the implementation of license renewal.

Source: Educator Licensure Office. District and school data.

5. District data

Chapter 70 aid, FY09

	State total
Foundation enrollment*	944,224
Foundation budget*	\$8,811,314,229
Required minimum local contribution	\$5,121,234,561
Chapter 70 aid**	\$3,536,496,064
Required net school spending**	\$8,657,730,625
Actual net school spending	\$10,065,962,799

* For further explanation of this terminology, see School Finance: Chapter 70 program.

http://finance1.doe.mass.edu/chapter70/chapter_09_white.html

** In FY09, Chapter 70 aid and required net school spending were reduced by state budget cuts. However, federal stabilization funds replaced the entire amount of the Chapter 70 reduction of \$412 million.

Source: FY09 Chapter 70 Aid and Net School Spending Requirements.

<http://finance1.doe.mass.edu/schfin/Chapter70/profile.aspx>

Per pupil expenditures, FY08

Pupils

Enrolled at the district	935,065.0
Tuited out of district	54,591.7
Total pupils	989,656.7

Expenditures per pupil in the district

Administration	\$421
Instructional leadership	\$800
Classroom and specialist teachers	\$4,700
Other teaching services	\$878
Professional development	\$217
Instructional materials, equipment, and technology	\$362
Guidance, counseling, and testing	\$339
Pupil services	\$1,129
Operations and maintenance	\$1,061
Insurance, retirement, and other	\$2,069

Expenditures per pupil outside the district

Payments to other districts	\$20,498
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Total expenditures	\$12,320,019,832
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Total expenditures per pupil	\$12,449
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Source: http://finance1.doe.mass.edu/schfin/statistics/function08_detail.aspx

Massachusetts Board of Elementary and Secondary Education FY09 Annual Report

District and school improvement rating summary, 2009

		<i>ELA</i>		<i>Mathematics</i>	
		N	%	N	%
Districts	Met NCLB Goal	9	2.4%	1	0.3%
	Above Target	25	6.7%	17	4.5%
	On Target	237	63.2%	135	35.3%
	Improved Below Target	22	5.9%	37	9.7%
	No Change	85	22.7%	166	43.5%
	Declined	6	1.6%	27	7.1%
	Total number of rated schools	375	100.0%	382	100.0%
	Schools	Met NCLB Goal	91	5.4%	26
	Above Target	114	6.7%	102	6.0%
	On Target	935	55.3%	695	41.1%
	Improved Below Target	15	0.9%	26	1.5%
	No Change	433	25.6%	593	35.1%
	Declined	102	6.0%	248	14.7%
	Total number of rated schools	1690	100.0%	1,690	100.0%

Source: Office of School Improvement Grant Planning

School district technology, 2007-08

<i>Students per high-capacity computer</i>	4.0
Percent of classrooms connected to the Internet	99%
Percent of computers connected to the Internet	98%
Average technology expenditures per pupil*	\$212

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*.

<http://www.doe.mass.edu/edtech/etreport/2008.pdf#search=%22technology%22>

6. Agency information

State education funding, FY09 Total Spending

7010-0005	Department of Elementary and Secondary Education	15,831,000
7010-0012	Programs to Eliminate Racial Imbalance - METCO	19,345,000
7010-0020	Bay State Reading Institute	1,193,000
7010-0216	Teacher Quality Investment	356,000
7010-1022	Certificate of Occupational Proficiency	912,000
7027-0016	School-to-Work Programs Matching Grants	1,563,000
7027-0019	Connecting Activities	4,092,000
7027-1004	English Language Acquisition	448,000
7028-0031	School-Age Children in Institutional Schools and Houses of Correction	7,681,000
7030-1002	Kindergarten Expansion Grants	31,472,000
7030-1003	Early Literacy Grants	3,236,000
7030-1005	Targeted Tutorial Literacy Program	2,236,000
7035-0002	Adult Basic Education	29,972,000
7035-0006	Transportation of Pupils - Regional School Districts	58,358,000
7035-0007	Non-Resident Pupil Transport	1,975,000
7051-0015	Temporary Emergency Food Assistance Program	1,240,000
7052-0006	School Building Assistance - Engineering and Architectural Services	0
7053-1909	School Lunch Program	5,427,000
7053-1925	School Breakfast Program	5,686,000
7061-0008	Chapter 70 Payments to Cities and Towns	3,948,824,000
7061-0011	Education Reform Reserve	4,312,000
7061-0012	Circuit Breaker - Reimbursement for Special Education Residential Schools	215,348,000
7061-0029	Educational Quality and Accountability	1,573,000
7061-0222	Low-Class Size Grants	0
7061-9010	Charter School Reimbursement	76,537,000
7061-9200	Education Technology Program	5,247,000
7061-9400	Student and School Assessment	28,129,000
7061-9404	MCAS Low-Scoring Student Support	17,553,000
7061-9408	Targeted Intervention in Underperforming Schools	9,924,000
7061-9411	Leadership Academies	1,096,000
7061-9412	Extended Learning Time Grants	17,946,000
7061-9600	Concurrent Enrollment for Disabled Students	1,736,000
7061-9604	Teacher Preparation and Certification	1,861,000
7061-9610	Citizen Schools Matching Grants	472,000
7061-9611	After-School and Out-of-School Grants	5,610,000
7061-9612	Worcester Polytechnic Institute School of Excellence Program	1,700,000
7061-9614	Alternative Education Grants	1,181,000
7061-9621	Gifted and Talented Children	650,000
7061-9626	Youth-Build Grants	1,932,000
7061-9634	Mentoring Matching Grants	517,000
7061-9804	Teacher Content Training	852,000
	TOTAL	4,534,023,000

Federal and state grants, FY08 and FY09

Federal and state grants	FY08	FY09
Total number of grant programs	97	106
Total number of grants processed	4,587	4,556
Total dollar value of grants processed	\$720 million	\$1,155 million
Federal grant programs	\$597 million	\$1,024 million
Title I (education for the disadvantaged)	\$216 million	\$231 million
Title II-A (teacher quality)	\$48 million	\$49 million
IDEA (special education)	\$244 million	\$243 million
Perkins (vocational education)	\$18 million	\$11 million
Other entitlements & discretionary programs	\$71 million	\$490 million
State grant programs	\$122 million	\$131 million

Source: ESE Grants Management Office

Agency staffing, number and full-time equivalents (FTEs), FY09

Divisions, Centers & Units	Number	FTEs
Commissioner	21	19.74
Commissioners	10	10
Chief of Staff	2	2
Legal	9	7.74
Administration and Finance	52	50.93
A&F Office	5	5
Audit & Compliance	4	4
Business Office	11	11
Grants Management	9	7.93
Human Resource	14	14
State Budget and Finance	9	9
Division for Accountability, Partnerships and Assistance	271	266.83
Accountability, Partnerships & Assistance	7	7
Center for Educator Policy, Preparation & Licensure	44	42.22
Educator Policy, Preparation & Licensure	2	1.67
Educator Leadership	4	4
Educator Licensure	30	28.88
Educator Preparation	8	7.67
Center for School & District Accountability	5	5
School & District Accountability	1	1
School and District Review Implementation	0	0

Divisions, Centers & Units	Number	FTEs
School and District Intervention Planning & Monitoring	4	4
Center for Special Programs	122	121.8
Special Programs	6	6
Program Quality Assurance	46	45.8
Special Education Planning and Policy	14	14
Special Education in Institutional Settings	45	45
Operations	11	11
Center for Student Support, Career & Education Services	68	66.21
Student Support, Career & Education Services	5	5
Career/Vocational Technical Education	12	12
Elementary School Services	5	4.6
Nutrition, Health & Safety Programs	37	35.61
School to Career Connecting Activities	0	0
Secondary School Services	9	9
Center for Targeted Assistance	25	24.6
Targeted Assistance	5	5
Expanded Learning Time, Pilot & Readiness Schools	3	3
Regional System of Support	2	1.6
School Improvement Grant Programs	9	9
Urban & Commissioner's Districts	6	6
Division for Learning, Leadership & Information	194	189.91
Learning, Leadership & Information	3	3
Center for Curriculum & Instruction	43	41.93
Curriculum & Instruction	4	4
English Language Acquisition & Academic Achievement	4	4
Humanities, History & Social Science	7	7
Instructional Technology	3	2.53
Literacy	12	11.8
Math, Science, Technology & Engineering	13	12.6
Center for School Finance, Planning Research & Evaluation	57	55.85
School Finance, Planning Research & Evaluation	7	7
Bureau of Special Education Appeals	22	21
Charter Schools	8	7.85
Data Analysis & Reporting	7	7
School Business Services	7	7
School Finance	3	3
Strategic Planning, Research & Evaluation	3	3
Center for Technology, Assessment and Lifelong Learning	91	90.13
Technology, Assessment and Lifelong Learning	5	5
Adult & Community Learning Services	27	27
Student Assessment	25	24.33
Technology Systems	4	3.8
Data Collection	7	7
Information Technology	23	23

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