

Appendix C: Independent Reports and Documents

2013

DATA BOOK

state trends in child well-being



**KIDS
COUNT**

2013

DATA BOOK

state trends in child well-being



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COUNT**

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Permission to copy, disseminate or otherwise use information from this *Data Book* is granted as long as appropriate acknowledgment is given.

Outreach Partners

The Annie E. Casey Foundation wishes to thank our Outreach Partners for their support and assistance in promoting and disseminating the 2013 *KIDS COUNT Data Book*. With the help of our partners, data on the status and well-being of kids and families are shared with policymakers, advocates, practitioners and citizens to help enrich local, state and national discussions on ways to improve outcomes for America's most vulnerable children.

The 2013 *KIDS COUNT Data Book* can be viewed, downloaded or ordered on the Internet at:

www.kidscount.org

To learn more about the Annie E. Casey Foundation's 2013 KIDS COUNT Outreach Partners, please visit:

www.aecf.org/MajorInitiatives/KIDSCOUNT/OutreachPartners.aspx

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FOREWORD



2013 KIDS COUNT DATA BOOK

After many years of calamitous economic trends, this year's *KIDS COUNT Data Book* reveals some modest but hopeful signs of recovery and improvement for America's children and families. While the nation certainly has not fully recovered from the recession, we are doing the hard work of digging out and moving ahead.

With the national economy now out of crisis, we have an opportunity to refocus our attention on improving outcomes for the next generation. Today's children literally represent our future — as tomorrow's leaders, citizens, workers and the next generation of parents — and it is imperative that we attend to their well-being in the present. Research shows that smart investments in the early years of childhood can increase the odds of success for all children, especially our nation's most disadvantaged. In this year's *Data Book*, we highlight indicators on the well-being of our youngest children to help further the conversation about opportunities for and the benefits of early intervention.

The Annie E. Casey Foundation has published the *Data Book* for each of the past 24 years, tracking the well-being of America's children nationally and by state. As you read the 2013 *Data Book*, we want to remind you of an important change

made last year. To take advantage of the tremendous growth in research and data on child development, we improved how we measure child well-being and rank states. The KIDS COUNT index now includes 16 child-level indicators across four domains: (1) Economic Well-Being, (2) Education, (3) Health and (4) Family and Community. This multifaceted index provides a more complex picture of child well-being in each state, especially in cases where a state excels in one or two areas but lags behind in others.

Gains for Children Overall, With Critical Exceptions

Examining national changes in child well-being over the past five or six years, we observe modest gains in the Education and Health domains, some of which build on longer-term, incremental improvements. But when we turn to the Economic



Well-Being and Family and Community domains, three troubling trends emerge. First, we see lingering effects of the recession and continued high unemployment. Second, disparities among children by income and family structure continue to grow. (In contrast, while some disparities by race and ethnicity have increased, others have narrowed.) Third, our nation's youngest children are disproportionately affected by these negative trends.

Here are some of the specifics behind the overall findings from this year's *Data Book*. We often hear that our public education system is failing, but the reality is more complex. Overall, national math and reading scores have steadily improved over time for students of all races and income levels,¹ and the testing gap between African-American and white students has declined.² The charge that American students are falling behind comes from international comparisons, which typically rank the United States in the top third or half, depending on the age of students and subject matter being tested. But when researchers disaggregate the data, it becomes clear that our nation's overall achievement levels are limited by the performance of our lowest-income students.

Controlling for poverty, American students rank much higher.³ In 2009, students at U.S. schools with fewer than 10 percent of students in poverty ranked number one in reading.⁴ Thus, our education problem is twofold. First, at 23 percent in 2011, the U.S. child poverty rate was much higher than that

in countries with the highest overall academic achievement levels. Second, the gap in standardized test scores between affluent and low-income students in the United States has grown about 40 percent since the 1960s, even as the racial gap has narrowed.⁵

Comprehensive early childhood programs and high-quality preschool can help improve school readiness among low-income children, but nationally, fewer than half (46 percent) of 3- and 4-year-olds attended preschool. Only a small percentage of poor children participated in programs of sufficient quality and intensity to overcome the developmental deficits associated with chronic economic hardship and low levels of parental education. Clearly, we are far from ensuring that all children have the opportunity to enter kindergarten ready to succeed.

Many child health and safety indicators have steadily improved over the past couple of decades, with additional gains in recent years. Despite declines in employer-sponsored health insurance coverage, the overall rate of insured children has increased because of expanding public health coverage for kids. Mortality rates for children of all ages continue to fall as a result of medical advances and increased safety measures, such as more widespread use of seat belts, car seats and bike helmets. One growing health problem is childhood obesity. Rates of childhood obesity have skyrocketed in recent decades, especially among low-income and minority children. Given that obesity in childhood is associated with

The child poverty rate increased to 23 percent in 2011, two years after the recession had ended. Even more disturbing is the fact that the poverty rate for very young children — those under 3 years old — was 26 percent.

short- and long-term health problems, this area is ripe for early intervention.⁶

Perhaps the most troubling finding in this year's report is in the area of Economic Well-Being. The child poverty rate increased to 23 percent in 2011, two years after the recession had ended. Even more disturbing is the fact that the poverty rate for very young children — those under 3 years old — was 26 percent. These statistics are based on a very conservative measure of hardship, meaning the percentage of children living in economically fragile homes is considerably higher. The official poverty line in 2011 was \$22,811 for a family of two adults and two children, while researchers estimate that families typically need twice that amount to meet their basic needs.⁷

A lingering concern post-recession is the impact of unemployment on children. Although the overall unemployment rate continues to decline, five years after the crisis, unemployment remains high, at 7.5 percent, with almost 12 million Americans out of work.⁸ Furthermore, long-term unemployment is increasingly a problem: A total of 4.5 million workers were unemployed for more than six months, and more than 3 million were without work for a year or more.⁹ Adults with the lowest levels of education are most likely to suffer long-term unemployment, which then creates hardship for their children.

As employment figures slowly returned to near pre-recession levels, more children lived in concentrated poverty. About 12 percent of children lived in neighborhoods where 30 percent or more of households

have incomes below the poverty line, putting those children at higher risk of experiencing crime, violence and physical and mental health problems.¹⁰

Meanwhile, the percentage of children living in single-parent families continues to climb. In 2011, more than one-third (35 percent) of all children lived in a single-parent household, as did 37 percent of infants and toddlers. Such children are at higher risk of negative outcomes later in life because they typically have fewer economic and emotional resources than children growing up in two-parent families. The one bright spot among the Family and Community indicators is a record low level of births to teens.

In sum, there are some positive developments in child well-being to celebrate. But the number of low-income children continues to increase, and the gap between their well-being and that of their middle-class and affluent peers continues to widen. In part, that's because children in low-income households often experience multiple risks — for example, living in poverty, having a single parent and lacking access to quality early care and education programs and well-resourced public schools.

The Advantages of Starting Early

In a recent study of 29 economically advanced countries, the United States ranked 26th in overall child well-being. Only Lithuania, Latvia and Romania ranked below us.¹¹ Now that the worst of the economic crisis is behind us, we must take this opportunity to think strategically

Although the early years are critically important, we must continue to identify other key developmental moments when intervention pays off in the long term.

about the future. We know that vibrant and prosperous communities require strong families, who, together with all of society, have a commitment to the care, health and education of our youngest children. The early years of a child's life are critically important, and when the community partners with parents to promote healthy early childhood development, we all benefit. Our nation's children become healthy and productive adults; our economy becomes stronger because businesses can find the skilled workers they need; and our democracy can thrive as a new generation of informed Americans continues to enrich civil society.

Why the early years matter. Early relationships and experiences help shape the architecture and wiring of the brain, creating either a sturdy or fragile foundation for a young child's cognitive, emotional and behavioral development. Nurturing relationships with parents and other caregivers, as well as stimulating and educationally rich environments, help young children thrive. But the experience of poverty and related risk factors — such as poor parenting, inadequate nutrition, frequent moves and changes in non-parental caregivers, insufficient cognitive stimulation and unsafe environments — can actually suppress brain development and have lasting effects.

From even the youngest age, there are measurable differences in how children from lower-income families and their middle-class peers develop and learn. These differences persist after children

enter school, where a lack of high-quality early childhood experiences is linked to failure to read at grade level by the end of third grade — a strong predictor of becoming a high school dropout.¹² The effects of poverty and inadequate early care extend beyond the school years. Children who are persistently poor are more likely to live in poverty between ages 25 and 30, become teen and/or unmarried parents and have spotty employment records.¹³

The benefits of early intervention. A child's earliest relationships and experiences matter. Early intervention can prevent, or at least reduce, some of the negative effects associated with living in poverty. Parents are their child's first and primary teachers and caregivers, but some low-income, new and expecting parents need support to succeed in these roles. Although we still have a lot to learn in this area, research suggests that high-quality early childhood programs can help reduce the stresses of poverty by providing better, more sensitive care and by teaching parents how to interact more positively with their young children. Evidence also suggests that highly targeted income supports can help reduce the effects of poverty and improve children's outcomes, particularly academic performance.

All children benefit from high-quality early care and education, but research indicates that the quality of care is most important for children at highest risk of poor developmental outcomes. According to Nobel Prize-winning economist James Heckman, early childhood

interventions are some of the best investments we can make as a nation, with a return on investment at 7 to 10 percent annually by reducing crime, improving academic achievement and building a skilled workforce.¹⁴

The importance of two-generation strategies.

Too often, low-income parents struggle to gain and retain employment. Many experience violence and trauma, battle substance abuse, and have physical and mental health problems. Given the enormous influence that parents have on their children, especially when those children are infants and toddlers, we need to find better ways to support parents of young children. Early childhood strategies alone will not successfully reduce disparities among children; we must also assist their parents.

The Need for Smart Investments

Given the consensus on the need to reduce the country's long-term debt, simply adding more public dollars to existing strategies is neither wise nor feasible. Although we will need to invest more in early childhood, we should focus our resources on strategies with evidence of high returns in child well-being and healthy development. For example, we should weave together existing programs that support new parents — such as home visiting programs and programs that help parents fulfill their roles as their children's first and most important teachers — with high-quality early childhood and prekindergarten programs, to

ensure that every child enters school ready to learn. These strategies should, in turn, be integrated into the curricula and learning supports of the early elementary years, thus increasing the odds that all of our children are reading proficiently by the end of third grade.

Compared to the drivers of the national debt, the additional resources required to improve opportunities for our nation's youngest children are relatively modest. If we invest those resources wisely, along with refocusing existing resources on approaches with strong evidence of success, the return on investment will far outweigh the costs. The same is true of investments in older children: Smarter spending on programs and services that we know increase children's long-term chances for success is essential. Although the early years are critically important, we must continue to identify other key developmental moments when intervention pays off in the long term.

The following pages illustrate some of the progress we have made as a nation in improving child well-being, while identifying areas where our efforts are falling short. As we celebrate long-term gains in Health and Education, we must find effective ways to halt — and reverse — the widening disparities among children's access to economic resources and ensure that they grow up in strong, stable families and communities. That's the challenge ahead.

Patrick T. McCarthy
President and CEO
The Annie E. Casey Foundation



KIDS COUNT DATA CENTER

Access Data on Child Well-Being Through
the Improved KIDS COUNT Data Center

The Annie E. Casey Foundation's updated KIDS COUNT Data Center makes it easier to access hundreds of child well-being indicators related to education, employment and income, health, poverty and youth risk factors. Data are available for the nation and for states, as well as for cities, counties and congressional districts. New site features include improved search options; more attractive and easier to create tables, maps and graphs; and better ways to share information through social media on how children are faring.

datacenter.kidscount.org

Mobile Site

All indicators currently found on the KIDS COUNT Data Center can be accessed quickly and easily anytime, anywhere on your mobile device at: mobile.kidscount.org

KIDS COUNT Data Center

datacenter.kidscount.org

Enter any location, topic and/or keyword in the comprehensive new search function.

Learn how children are faring where you live by using the new interactive map.

Search by topic to find the data you need.

Use the quick links to access widely used information.

TRENDS



STATUS OF CHILDREN

Since 1990, KIDS COUNT has ranked states annually on overall child well-being using an index of key indicators. Last year's *Data Book* included an updated index to take advantage of advances in knowledge about child development and the availability of new state-level data to create a more robust tool to better track trends in child well-being.

The KIDS COUNT index now consists of four domains that capture what children need most to thrive: (1) Economic Well-Being, (2) Education, (3) Health and (4) Family and Community. Each domain comprises four indicators, for a total of 16. (For a more thorough description of the KIDS COUNT index review and revision process, visit datacenter.kidscount.org/databook/2013.)

This year's *Data Book* presents recent trends, generally comparing data from 2005 with data from 2011, which are often the most recent available. The national trend data allow us to compare how the country's children were faring mid-decade, prior to the economic crisis, with how they are doing in its aftermath. State rankings focus only on the most recent data.

National Trends in Child Well-Being

Comparing data from before and after the recession reveals positive and negative developments in child well-being nationally (see Figure 1). Broadly speaking, children experienced gains in the Education and Health domains, but setbacks in the Economic Well-Being and Family and Community domains.

Three of the four Economic Well-Being indicators got substantially worse, which is not surprising, given the depth and severity of the economic crisis. Although still not on par with their pre-recession rates, there is a glimmer of hope in this year's economic data, with several indicators improving slightly since 2010. Note that in 2011, the year of our most recent

Profile Pages Online

National and state profiles providing current and trend data for all 16 indicators are available at datacenter.kidscount.org/databook/2013/profiles.

National and state data are also available in Appendix 2, on page 42.

FIGURE 1

National Trends in 16 Key Indicators of Child Well-Being by Domain



ECONOMIC WELL-BEING

Children in poverty

2011

23%

16,387,000 CHILDREN

WORSENERD

2005 **19%**

Children whose parents lack secure employment

2011

32%

23,777,000 CHILDREN

WORSENERD

2008 **27%**

Children living in households with a high housing cost burden

2011

40%

29,486,000 CHILDREN

WORSENERD

2005 **37%**

Teens not in school and not working

2011

8%

1,497,000 TEENS

UNCHANGED

2008 **8%**



EDUCATION

Children not attending preschool

2009-II

54%

4,325,000 CHILDREN

IMPROVED

2005-07 **56%**

Fourth graders not proficient in reading

2011

68%

N.A.

IMPROVED

2005 **70%**

Eighth graders not proficient in math

2011

66%

N.A.

IMPROVED

2005 **72%**

High school students not graduating on time

2009/10

22%

870,542 STUDENTS

IMPROVED

2005/06 **27%**



HEALTH

Low-birthweight babies

2010

8.1%

325,563 BABIES

IMPROVED

2005 **8.2%**

Children without health insurance

2011

7%

5,528,000 CHILDREN

IMPROVED

2008 **10%**

Child and teen deaths per 100,000

2010

26

20,482 DEATHS

IMPROVED

2005 **32**

Teens who abuse alcohol or drugs

2010-II

7%

1,752,000 TEENS

IMPROVED

2005-06 **8%**



FAMILY AND COMMUNITY

Children in single-parent families

2011

35%

24,718,000 CHILDREN

WORSENERD

2005 **32%**

Children in families where the household head lacks a high school diploma

2011

15%

11,131,000 CHILDREN

IMPROVED

2005 **16%**

Children living in high-poverty areas

2007-II

12%

8,591,000 CHILDREN

WORSENERD

2000 **9%**

Teen births per 1,000

2010

34

367,678 BIRTHS

IMPROVED

2005 **40**

N.A. Data not available.

FIGURE 2

National Key Indicators by Race and Hispanic Origin

	National Average	African American	American Indian	Asian and Pacific Islander	Hispanic	Non-Hispanic White	Two or More Races
ECONOMIC WELL-BEING							
Children in poverty: 2011	23%	39%	37%	14%	34%	14%	24%
Children whose parents lack secure employment: 2011	32%	49%	51%	22%	39%	25%	37%
Children living in households with a high housing cost burden: 2011	40%	53%	36%	40%	52%	31%	43%
Teens not in school and not working: 2011	8%	13%	15%	4%	11%	7%	9%
EDUCATION							
Children not attending preschool: 2009–11	54%	51%	58%	48%	63%	50%	53%
Fourth graders not proficient in reading: 2011	68%	84%*	81%*	51%*	82%	58%	63%*
Eighth graders not proficient in math: 2011	66%	87%*	83%*	45%*	80%	57%	63%*
High school students not graduating on time: 2009/10†	22%	34%*	31%*	6%*	29%	17%	N.A.
HEALTH							
Low-birthweight babies: 2010	8.1%	13.2%	7.6%	8.5%	7.0%	7.1%	N.A.
Children without health insurance: 2011	7%	6%	17%	8%	13%	5%	6%
Child and teen deaths per 100,000: 2010	26	36	30	14	21	25	N.A.
Teens who abuse alcohol or drugs: 2011^	7%	6%*	13%*	3%**	7%	7%	9%
FAMILY AND COMMUNITY							
Children in single-parent families: 2011	35%	67%	53%	17%	42%	25%	42%
Children in families where the household head lacks a high school diploma: 2011	15%	14%	20%	12%	37%	6%	11%
Children living in high-poverty areas: 2007–11	12%	28%	27%	7%	21%	4%	10%
Teen births per 1,000: 2010	34	51	39	11	56	23	N.A.

* Data are for non-Hispanics only in each respective group. All other rates for these racial groups include both Hispanics and non-Hispanics.

† Provisional data.

^ These are single-year race data for 2011. Data in index are 2010–11 multiyear data.

+ Data results do not include Native Hawaiians/Pacific Islanders.

N.A. Data not available.

data, the national unemployment rate was nearly 9 percent, but has since come down to 7.5 percent, so next year's data should reflect more improvement in this domain.

In contrast, all four Education indicators — which cover preschool to high school graduation — showed some improvement in recent years. Child health continued to improve, with gains in children's health insurance coverage and reductions in child and teen mortality and teen substance abuse. The percentage of low-birthweight babies improved slightly.

Trends in the Family and Community domain were mixed. There was a substantial drop in the teen birth rate and a small decline in the percentage of children living with parents without a high school diploma. However, the percentage of children living in high-poverty neighborhoods increased, as did that of children in single-parent families.

Overall, developments in child well-being during the past five or six years demonstrate important progress in some areas, while highlighting the substantial work that remains to improve the prospects for the next generation.

Perhaps the most striking finding is that despite tremendous gains during recent decades for children of all races and income levels, inequities among children remain deep and stubbornly persistent (see Figure 2). The recession exacerbated some socioeconomic inequities that were already on the rise, with potential negative consequences for the future.

Overall Rank

- 1 New Hampshire
- 2 Vermont
- 3 Massachusetts
- 4 Minnesota
- 5 New Jersey
- 6 North Dakota
- 7 Iowa
- 8 Nebraska
- 9 Connecticut
- 10 Maryland
- 11 Virginia
- 12 Wisconsin
- 13 Maine
- 14 Utah
- 15 Wyoming
- 16 Kansas
- 17 Pennsylvania
- 18 South Dakota
- 19 Washington
- 20 Idaho
- 21 Colorado
- 22 Delaware
- 23 Illinois
- 24 Ohio
- 25 Hawaii
- 26 Rhode Island
- 27 Missouri
- 28 Montana
- 29 New York
- 30 Indiana
- 31 Michigan
- 32 Oregon
- 33 Alaska
- 34 Kentucky
- 35 North Carolina
- 36 Oklahoma
- 37 West Virginia
- 38 Florida
- 39 Tennessee
- 40 Arkansas
- 41 California
- 42 Texas
- 43 Georgia
- 44 Alabama
- 45 South Carolina
- 46 Louisiana
- 47 Arizona
- 48 Nevada
- 49 Mississippi
- 50 New Mexico

OVERALL CHILD WELL-BEING

National data mask a great deal of state-by-state and regional variations in child well-being. A state-level examination of the data reveals a hard truth: A child's chances of thriving depend not just on individual, familial and community characteristics, but also on the state in which she or he is born and raised. States vary considerably in their amount of wealth and other resources. State policy choices also strongly influence children's chances for success.

We derive a composite index of overall child well-being for each state by combining data across the four domains: (1) Economic Well-Being, (2) Education, (3) Health and (4) Family and Community. These composite scores are then translated into a single state ranking for child well-being. The three highest-ranked states are New Hampshire, Vermont and Massachusetts; the three lowest ranked are Nevada, Mississippi and New Mexico.

As is apparent in Figure 3, distinct regional patterns emerge from the state rankings. All of the northeastern states rank in the top 15 in terms of overall child well-being, except for Pennsylvania, Rhode Island and New York, which fall in the middle. Most of the states in the industrial Midwest rank in the middle on overall child well-being, while some of the

states farther west — Minnesota, North Dakota, Iowa and Nebraska — are in the top 10.

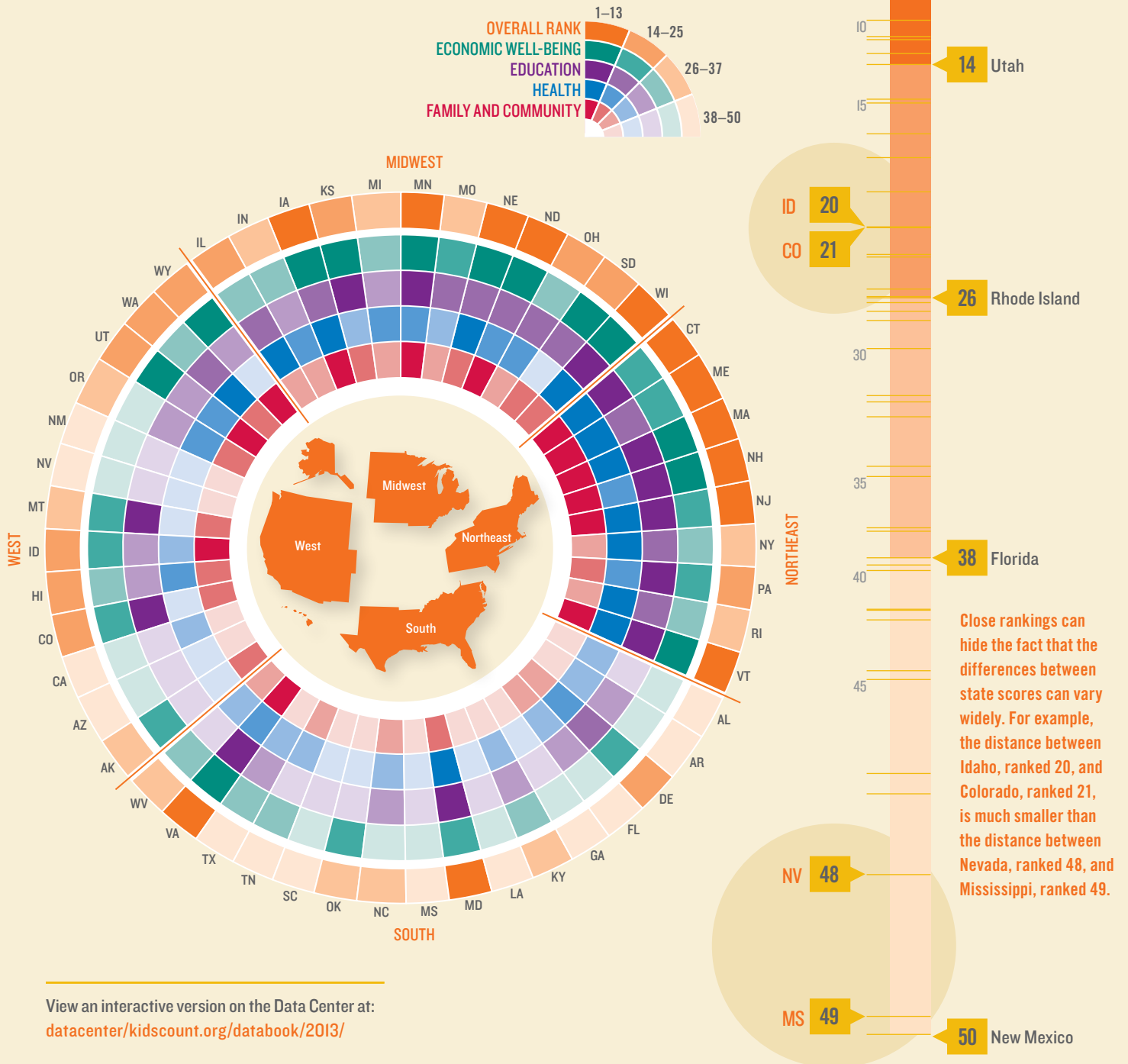
States in the Southeast, Southwest and Appalachia — where the poorest states are located — populate the bottom of the overall rankings. In fact, with the exception of California, the 17 lowest-ranked states are located in these regions. For the first time, New Mexico ranked worst among states for overall child well-being in this year's *KIDS COUNT Data Book*. Along with Nevada and Arizona, states in the Southwest now occupy three of the five lowest rankings for child well-being.

However, as is obvious in Figure 3, the overall rankings obscure some important variations within states. The graphic highlights states that rank best overall and in each domain (represented by concentric circles) in dark colors and those ranking worst in light colors. Although most states' rankings did not vary dramatically across domains, there were a few exceptions. For example, Rhode Island ranked among the top five states in the Health domain, but was among the bottom 20 states in terms of the Economic Well-Being of its children. Conversely, Wyoming ranked second for Economic Well-Being, but was among the worst 12 states for Health. For all states, the index identifies bright spots and room for improvement.

FIGURE 3

Overall Child Well-Being by State

We derive a composite index of overall child well-being for each state by combining data across the four domains: (1) Economic Well-Being, (2) Education, (3) Health and (4) Family and Community. To see how each state ranked overall and by domain, see Appendix I.



Close rankings can hide the fact that the differences between state scores can vary widely. For example, the distance between Idaho, ranked 20, and Colorado, ranked 21, is much smaller than the distance between Nevada, ranked 48, and Mississippi, ranked 49.

View an interactive version on the Data Center at: datacenter/kidscount.org/databook/2013/

Economic Well-Being Domain Rank

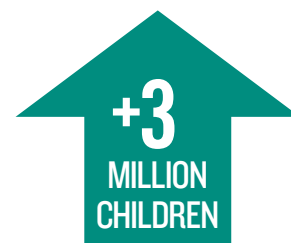
- 1 North Dakota
- 2 Wyoming
- 3 South Dakota
- 4 Nebraska
- 5 Iowa
- 6 Minnesota
- 7 New Hampshire
- 8 Kansas
- 9 Vermont
- 10 Virginia
- 11 Utah
- 12 Wisconsin
- 13 Massachusetts
- 14 Maryland
- 15 Montana
- 16 Connecticut
- 17 Pennsylvania
- 18 New Jersey
- 19 Colorado
- 20 Maine
- 21 Delaware
- 22 Missouri
- 23 Idaho
- 24 Alaska
- 25 Oklahoma
- 26 Indiana
- 27 Ohio
- 28 Washington
- 29 Illinois
- 30 Texas
- 31 Rhode Island
- 32 Kentucky
- 33 West Virginia
- 34 Hawaii
- 35 New York
- 36 Michigan
- 37 Tennessee
- 38 North Carolina
- 39 Arkansas
- 40 Alabama
- 41 Oregon
- 42 Louisiana
- 43 Georgia
- 44 South Carolina
- 45 Florida
- 46 California
- 47 Arizona
- 48 Nevada
- 49 New Mexico
- 50 Mississippi



ECONOMIC WELL-BEING

To help children grow into successful, productive adults, their parents need well-paying jobs, affordable housing and the ability to invest in their children’s future. When parents are unemployed or their incomes are low, they may struggle to meet their children’s most basic needs for food, safe housing, medical care and quality child care. They may be unable to provide books, toys and activities that are developmentally enriching. Inadequate family income and economic uncertainty also increase parental stress, which, in turn, can cause depression and anxiety and increase the risk of substance abuse and domestic violence — all of which can compromise parenting.¹⁵ While the negative effects of poverty on children are troubling in their own right, they also increase the chances of poor outcomes for youth and young adults, such as teen pregnancy, failure to graduate from high school, poor health and lack of secure employment.¹⁶

Children in Poverty



From 2005 to 2011, the child poverty rate rose from 19 to 23 percent, representing an increase of 3 million children.



1 IN 4
YOUNG CHILDREN

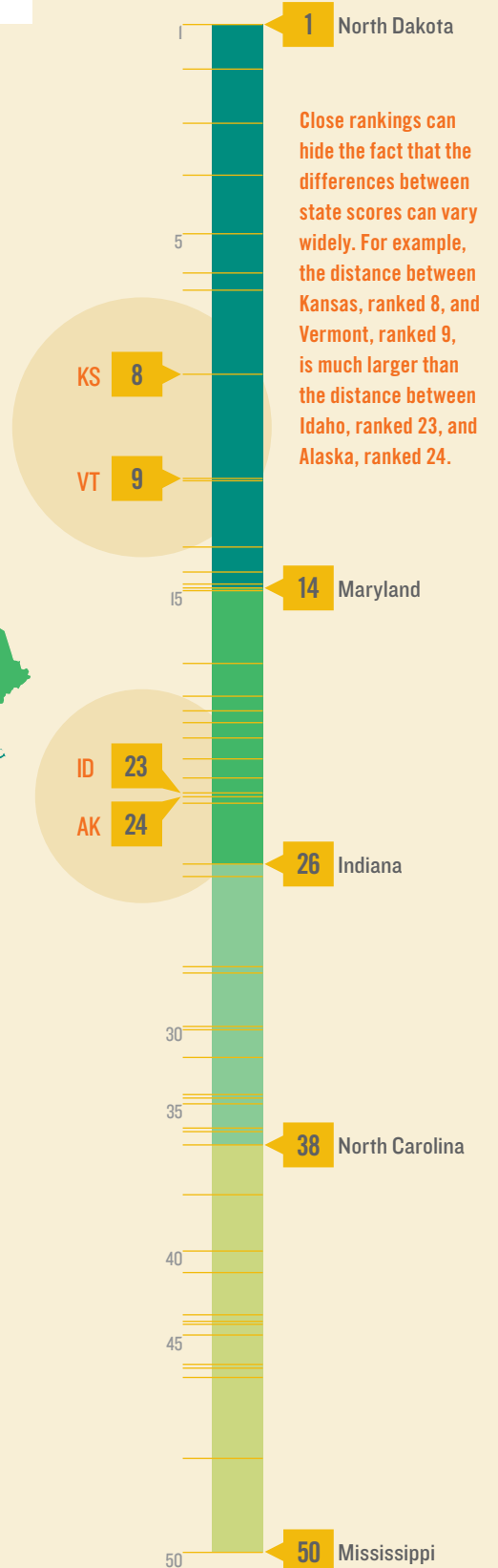
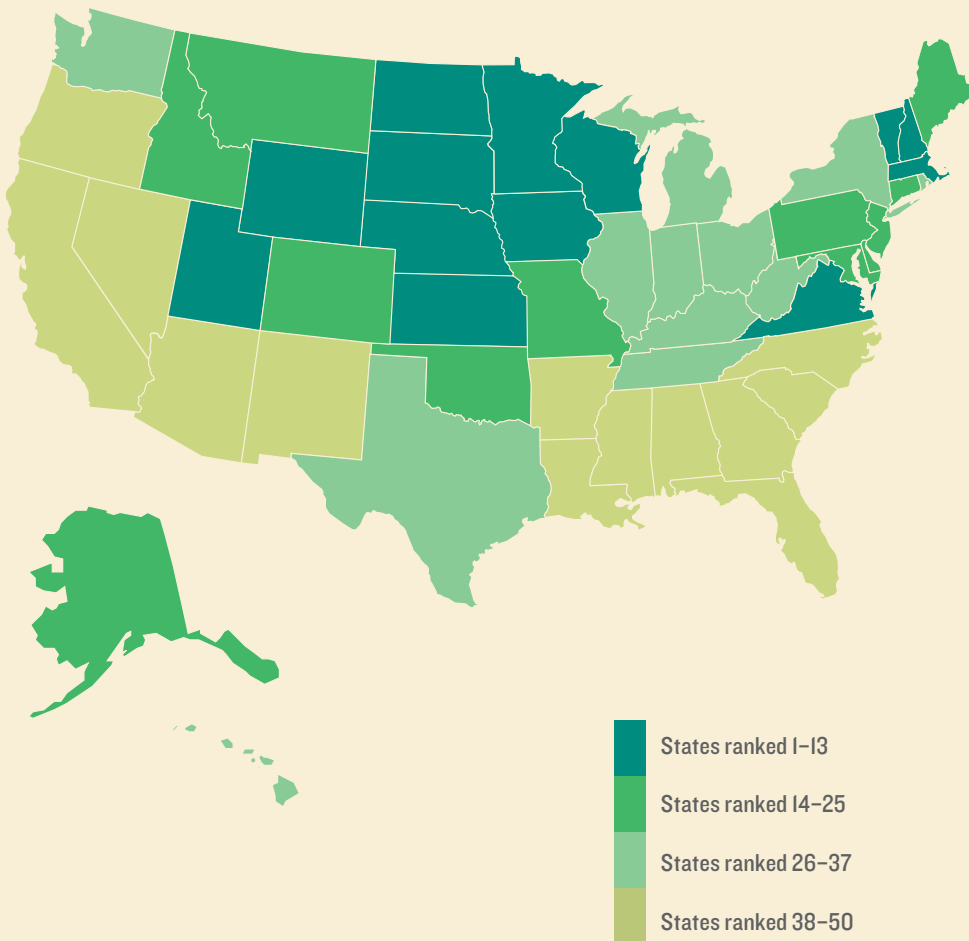
Poverty rates for children age 5 and under are even higher than overall rates, at 26 percent.

SOURCE U.S. Census Bureau, 2011 American Community Survey.

SCORES AND RANKINGS

A State-to-State Comparison of Economic Well-Being

The map below illustrates how states ranked on the Economic Well-Being domain. The bar on the right displays the scores behind the rankings and the relative distance between state scores, demonstrating that not all ranks are created equal.

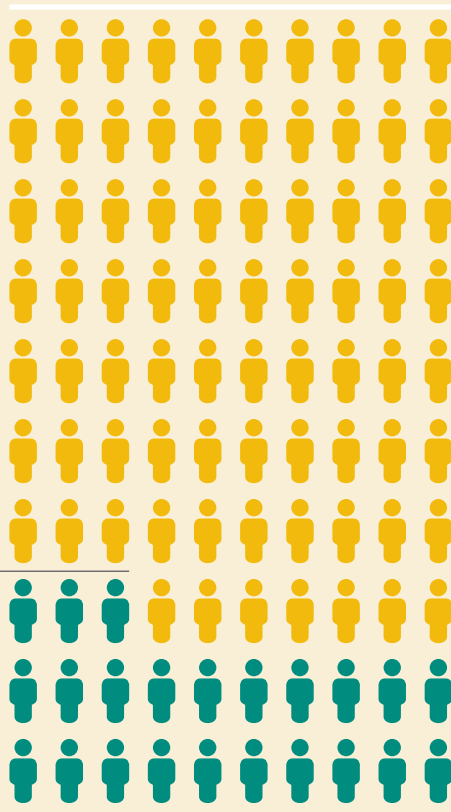




Children in poverty

Nationally, 23 percent of children (16.4 million) lived in poverty in 2011, up from 22 percent in 2010 (15.7 million).

PERCENTAGE OF CHILDREN WHO LIVED IN POVERTY: 2011



The number of poor children continued to climb even as the national unemployment rate was gradually declining.

23%
OR
16.4
MILLION CHILDREN

SOURCE U.S. Census Bureau, 2011 American Community Survey.

Growing up in poverty is one of the greatest threats to healthy child development. Poverty and financial stress can impede children's cognitive development and their ability to learn. It can contribute to behavioral, social and emotional problems and poor health. The risks posed by economic hardship are greatest among children who experience poverty when they are young and among children who experience persistent and deep poverty.¹⁷ Already high compared with other developed nations, the child poverty rate in the United States increased dramatically as a result of the economic crisis. The official poverty line in 2011 was \$22,811 for a family of two adults and two children.

- Nationally, 23 percent of children (16.4 million) lived in poor families in 2011, up from 22 percent in 2010 (15.7 million). This means that the number of poor children continued to climb even as the national unemployment rate was gradually declining. From 2005 to 2011, the child poverty rate rose from 19 to 23 percent, representing an increase of 3 million children.
- The rate of child poverty for 2011 ranged from a low of 12 percent in New Hampshire, to a high of 32 percent in Mississippi.
- The child poverty rate among African Americans (39 percent) was almost three times the rate for non-Hispanic whites (14 percent) in 2011.

A Better Measure of Poverty and the Role of the Social Safety Net

The *KIDS COUNT Data Book* uses the official federal poverty measure for state child poverty rates. However, this statistic measures only the cash income available to families, without accounting for many supports that a family might receive, such as federal tax credits, child care and housing assistance and food aid through the Supplemental Nutrition Assistance Program (formerly food stamps).

The official measure also fails to adequately reflect the ways in which costs — such as housing and child care — vary by region and have changed dramatically over the past half century.

Researchers have quantified basic living expenses in specific localities and found that, on average, families need an income of roughly twice the federal poverty level to cover basic expenses for housing, food, transportation, health care and child care.¹⁸ In 2011, 45 percent (32.7 million) of U.S. children lived in families with incomes

below 200 percent of the federal poverty level (\$45,622 for a family of four).

To better understand how families are faring, the U.S. Census Bureau created a Supplemental Poverty Measure (SPM), which measures the impact of social programs and accounts for rising costs, among other changes. While the Census Bureau does not yet have sufficient data (or funding) to calculate the SPM at the state level, this new national measure is an important advance in understanding child poverty and the effects of safety net programs and tax policies on the economic well-being of families.

For example, revised poverty measures demonstrate that our existing social safety net lifts millions of Americans out of poverty every year. According to the Center on Budget and Policy Priorities, when key safety net programs were included in a poverty measure, some 40 million people in 2011 rose above the poverty line.¹⁹

In 2011, 45 percent (32.7 million) of U.S. children lived in families with incomes below 200 percent of the federal poverty level (\$45,622 for a family of four).

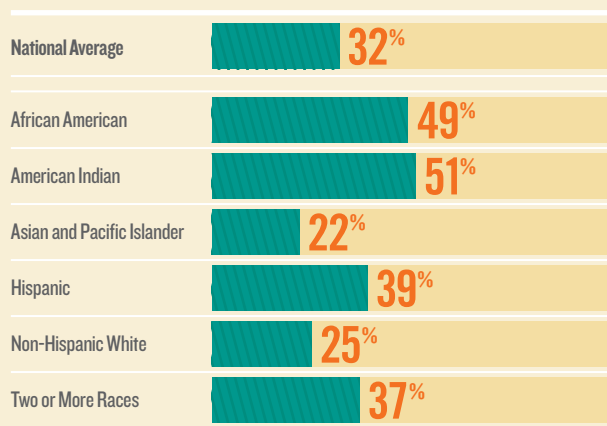


Children whose parents lack secure employment

In 2011, one in three children in the United States (23.8 million) lived in families where no parent had full-time, year-round employment. Roughly half of African-American and American Indian children and 39 percent of Latino children lacked secure parental employment.



PERCENTAGE OF CHILDREN WHOSE PARENTS LACK SECURE EMPLOYMENT BY RACE AND HISPANIC ORIGIN: 2011



SOURCE: U.S. Census Bureau, 2011 American Community Survey.

Children living in families lacking secure parental employment, defined as those families where no parent works full time, year round, are particularly vulnerable. Without at least one parent employed full time, children are more likely to fall into poverty. Yet too many parents who want full-time work are forced to piece together part-time or temporary jobs that do not provide sufficient or stable income; some lack the education and skills needed to secure a good job. The recession exacerbated both unemployment and underemployment. Even a full-time job at low wages does not necessarily lift a family out of poverty. Without access to benefits and tax credits, one adult in a two-parent family with two children would need to earn about \$11.41 per hour — \$4.16 more than the federal minimum wage — working 40 hours per week for 50 weeks per year just to reach the poverty line.

■ In 2011, nearly one-third of all children in the United States (23.8 million) lived in families where no parent had full-time, year-round employment. Since 2008, the number of such children climbed by 3.6 million.

■ North Dakota had the lowest percentage of children in families without secure parental employment in 2011 (22 percent), followed by New Hampshire, at 23 percent. Mississippi had the highest rate, at 38 percent.

■ Roughly half of all American Indian children (51 percent) and African-American children (49 percent) had no parent with full-time, year-round employment in 2011, compared with 25 percent of white children and 39 percent of Latino children.

ECONOMIC WELL-BEING

Children living in households with a high housing cost burden

Family income is only one factor of financial security; the cost of basic expenses also matters. Housing is typically one of the largest expenses that families face. This measure identifies the proportion of children living in households that spend more than 30 percent of their pretax income on housing, whether they are renters or homeowners. Low-income families, in particular, are unlikely to be able to meet all of their basic needs if housing consumes nearly one-third or more of their income.

► Across the nation, 40 percent of children (29.5 million) lived in households with a high housing cost burden in 2011, compared with 37 percent in 2005 (27.4 million). The 2011 figure represents a slight improvement from the prior year, when 41 percent of children lived in families facing disproportionately high housing costs.

► In 2011, California had the highest percentage of children — a startling 52 percent — living in households that spent more than 30 percent of income for housing. North Dakota had the lowest, at 21 percent.

► More than half of African-American children (53 percent) and Hispanic children (52 percent) lived in households with a high housing cost burden in 2011, compared with 31 percent of non-Hispanic white children.

ECONOMIC WELL-BEING

Teens not in school and not working

Teens who leave school and do not become part of the workforce are at high risk of experiencing negative outcomes as they transition to adulthood. The percentage of teens not in school and not working (sometimes referred to as “disconnected youth” or “idle teens”) includes young people ages 16 to 19 who are not engaged in school or the workforce. While those who have dropped out of school are clearly vulnerable, many young people who have finished school but are not working are also at a disadvantage in terms of achieving economic success in adulthood.

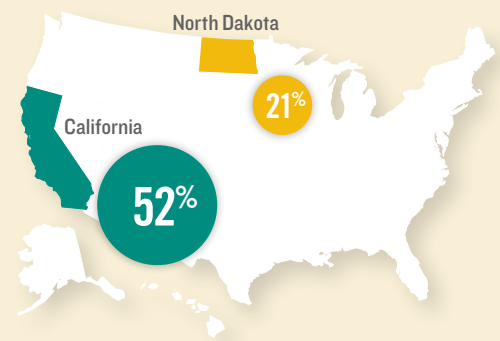
► Nationally, 8 percent of youth were disconnected from both work and school in 2011. About 1.5 million teens between the ages of 16 and 19 were neither enrolled in school nor working, up from 1.4 million in 2008, but down from 1.6 million in 2010.

► At 4 percent, Wyoming had the lowest rate of teens not in school and not working in 2011. Massachusetts, Minnesota, Nebraska and South Dakota were close behind, at 5 percent. In contrast, Nevada had the highest rate, at 13 percent.

► American Indian, African-American and Latino teens had considerably higher rates of being neither in school nor working than their white and Asian and Pacific Islander counterparts.

In 2011, California had the highest percentage of children — a startling 52 percent — living in households spending more than 30 percent of income for housing, whereas North Dakota had the lowest, 21 percent.

PERCENTAGE OF CHILDREN LIVING IN HOUSEHOLDS WITH A HIGH HOUSING COST BURDEN: 2011



SOURCE: U.S. Census Bureau, 2011 American Community Survey.

Education Domain Rank

- 1 Massachusetts
- 2 New Jersey
- 3 Vermont
- 4 New Hampshire
- 5 Maryland
- 6 Connecticut
- 7 Minnesota
- 8 Pennsylvania
- 9 Colorado
- 10 Virginia
- 11 Kansas
- 12 Wisconsin
- 13 Montana
- 14 Illinois
- 15 Iowa
- 16 North Dakota
- 17 Nebraska
- 18 Ohio
- 19 New York
- 20 Maine
- 21 Missouri
- 22 South Dakota
- 23 Delaware
- 24 Rhode Island
- 25 Washington
- 26 Wyoming
- 27 North Carolina
- 28 Kentucky
- 29 Idaho
- 30 Utah
- 31 Texas
- 32 Michigan
- 33 Hawaii
- 34 Indiana
- 35 Florida
- 36 Arkansas
- 37 Oregon
- 38 Georgia
- 39 California
- 40 Oklahoma
- 41 South Carolina
- 42 Tennessee
- 43 Alaska
- 44 Alabama
- 45 Louisiana
- 46 Arizona
- 47 West Virginia
- 48 Mississippi
- 49 New Mexico
- 50 Nevada



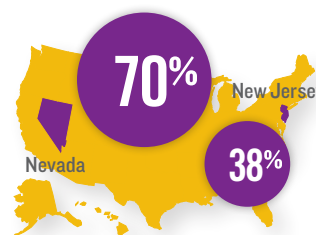
EDUCATION

Establishing the conditions that promote successful educational achievement for children begins with quality prenatal care and continues into the early elementary school years. With a strong and healthy beginning, children can more easily stay on track to remain in school and graduate, pursue postsecondary education and training and successfully transition to adulthood. Yet the United States continues to have significant gaps in educational achievement by race and income. Although the achievement gap between black and white students has narrowed considerably over the past four decades, the gap by income has steadily increased.²⁰ Addressing this gap will be key to ensuring our future workforce can compete on a global scale, given that most of the new jobs that will be created over the next decade will require some postsecondary education, training or certification.

Children Not Attending Preschool



From 2009 to 2011, more than half of 3- and 4-year-olds were not enrolled in preschool, representing 4.3 million children.



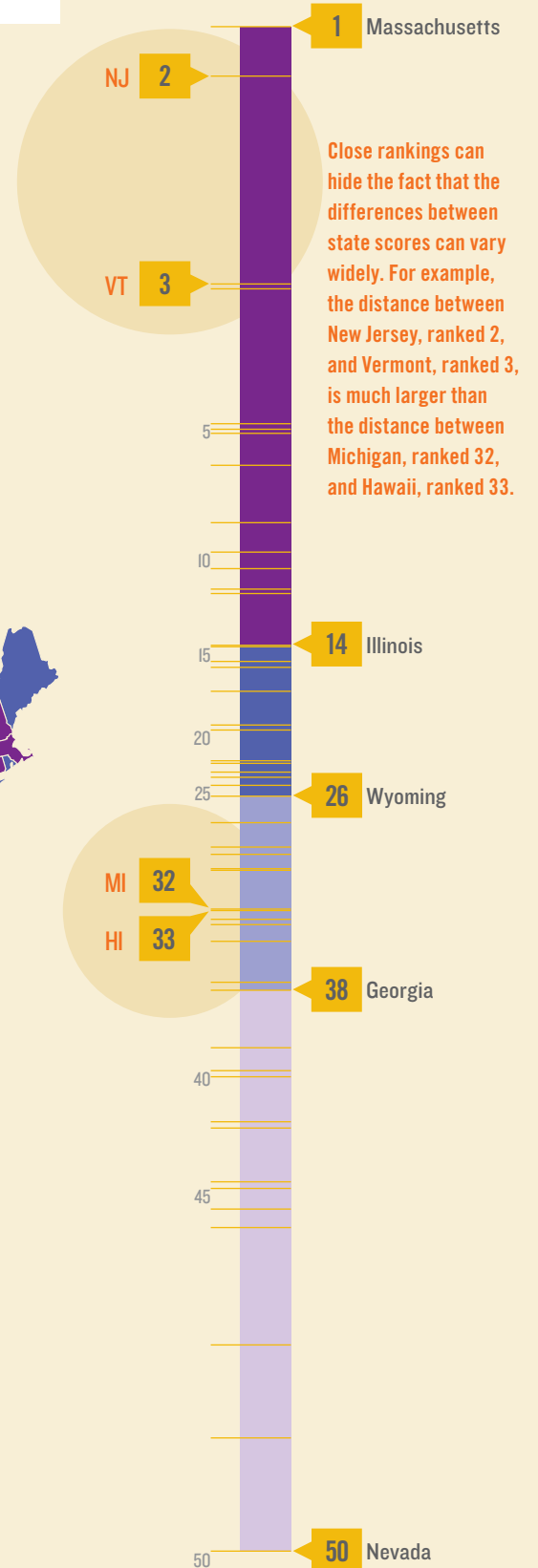
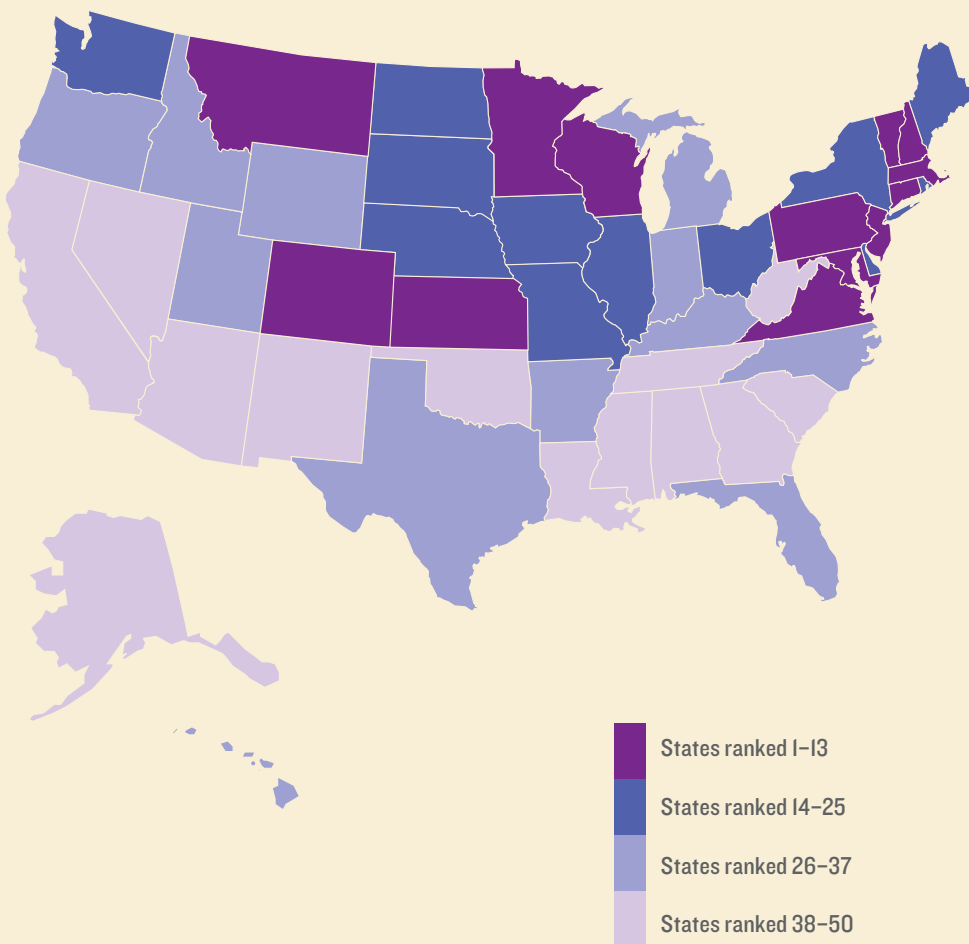
In 2011, New Jersey, at 38 percent, had the lowest percentage of 3- and 4-year-olds not enrolled in preschool. The highest was Nevada, at 70 percent.

SOURCE U.S. Census Bureau, 2011 American Community Survey.

SCORES AND RANKINGS

A State-to-State Comparison of Education

The map below illustrates how states ranked on the Education domain. The bar on the right displays the scores behind the rankings and the relative distance between state scores, demonstrating that not all ranks are created equal.





EDUCATION

Children not attending preschool

High-quality prekindergarten programs for 3- and 4-year-olds can improve school readiness, with the greatest gains accruing to the highest-risk children. Head Start and the expansion of state-funded programs since the 1990s have greatly increased access to preschool.²¹ But many children, especially 3-year-olds, continue to be left out, exacerbating socioeconomic differences in educational achievement. Because of small sample sizes in some states, we combined data collected over a three-year period for this measure.

- From 2009 to 2011, more than 4.3 million 3- and 4-year-olds were not enrolled in preschool, representing more than half (54 percent) of all children in that age group. This is a slight improvement over 2005–07, when nearly 4.7 million children (56 percent) did not participate in a pre-K program.

- In 2009–11, New Jersey and Connecticut, at 38 and 39 percent, respectively, had the lowest percentages of 3- and 4-year-olds not enrolled in preschool. The states with the highest percentages of children not enrolled in 2009–11 were Nevada (70 percent) and Arizona (67 percent).

- Half of African-American and white 3- and 4-year-olds were not in pre-K programs; the percentage was nearly the same for Asian and Pacific Islander children (48 percent). The rates were noticeably higher for Latinos (63 percent) and American Indians (58 percent).

EDUCATION

Fourth graders not proficient in reading

Proficiency in reading by the end of third grade is a crucial marker in a child's educational development. In the early years, learning to read is a critical component of education. But beginning in fourth grade, children use reading to learn other subjects, and therefore, mastery of reading becomes a critical component in their ability to keep up academically. Children who reach fourth grade without being able to read proficiently are more likely to drop out of high school, reducing their earning potential and chances for success.²²

- A stunning 68 percent of fourth graders in public school were reading below proficient levels in 2011, a slight improvement from 2005, when the figure was 70 percent.

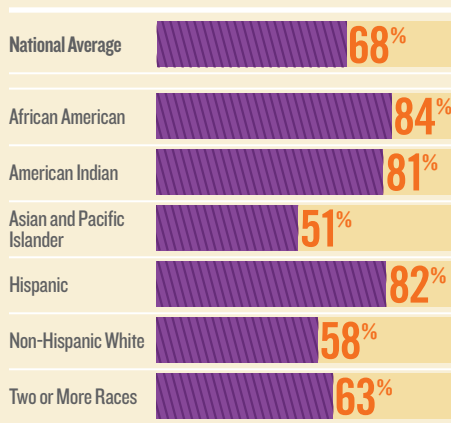
- State differences in fourth-grade reading levels among public school students were wide. In 2011, Massachusetts had the lowest percentage of public school fourth graders not proficient in reading, 50 percent, compared with a high of 79 percent in New Mexico.

- More than 80 percent of African-American, American Indian and Latino fourth graders were not proficient in reading, compared with 58 percent of non-Hispanic whites. Although these figures are deeply troubling, fourth-grade reading levels have improved by 3 to 4 percentage points since 2005 for three of these four groups; reading proficiency stayed the same for American Indian fourth graders.

- Among low-income fourth graders, 82 percent were not proficient in reading in 2011, compared with 52 percent of their higher-income peers.²³

Children who reach fourth grade without being able to read proficiently are more likely to drop out of high school, reducing their earning potential and chances for success.

PERCENTAGE OF FOURTH GRADERS NOT PROFICIENT IN READING BY RACE AND HISPANIC ORIGIN: 2011



SOURCE U.S. Department of Education, National Center for Education Statistics, 2011 National Assessment of Educational Progress.

EDUCATION

Eighth graders not proficient in math

Competence in mathematics is essential for success in the workplace, which increasingly requires higher-level technical skills. The influence of high school students' math proficiency on later earnings has grown steadily over time. Students who take advanced math and science courses that require a strong mastery of math fundamentals are more likely to attend and complete college.²⁴ But even for young people who do not attend college, basic math skills improve employability.

- Among public school students, math proficiency levels in eighth grade and reading proficiency levels in fourth grade were quite similar in 2011, but there was greater improvement in eighth-grade math achievement. Nationwide, two-thirds (66 percent) of public school eighth graders scored below proficient math levels in 2011, compared with 72 percent in 2005.

- At 49 percent, Massachusetts had the lowest percentage of public school eighth graders not proficient in math in 2011. Mississippi had the highest rate, at 81 percent.

- In 2011, 57 percent of non-Hispanic white eighth graders were below the proficient level, compared with 80 percent of Latinos, 83 percent of American Indians and 87 percent of African Americans. But eighth-grade math achievement improved for all racial and ethnic groups from 2005 to 2011, including a 7 percentage point improvement for Latinos.

- Income disparities were similarly wide. In 2011, 81 percent of low-income eighth graders were not proficient in math, compared with 53 percent of higher-income eighth graders.²⁵

EDUCATION

High school students not graduating on time

Students who graduate from high school on time are more likely to continue to postsecondary education and training; they are more employable and have higher incomes than students who fail to graduate.²⁶ In 2011, median annual earnings for someone without a high school diploma (\$18,800) were 70 percent of those of a high school graduate (\$26,700) and 39 percent of the median earnings of someone with a bachelor's degree (\$48,300).²⁷ High school graduates have better health outcomes, make healthier choices and are less likely to engage in risky behavior.²⁸

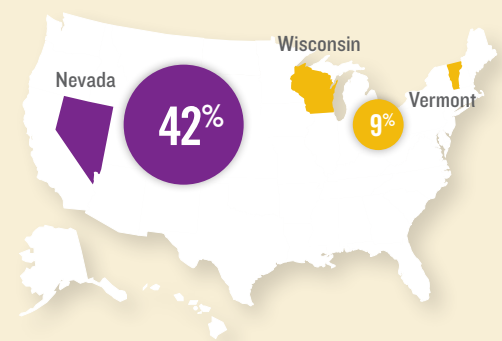
- Nationally, for the 2009/10 school year, roughly 871,000 high school students (22 percent) did not graduate on time. However, this is an improvement from 2005/06, when 27 percent did not graduate in four years.

- Among the states, the percentage of high school students not graduating from high school in four years ranged from a low of 9 percent in Vermont and Wisconsin, to a high of 42 percent in Nevada for 2009/10.

- In 2009/10, 17 percent of non-Hispanic white students did not graduate from high school on time. The rate for African Americans was twice as high.

Among the states, the percentage of students not graduating from high school in four years ranged from a low of 9 percent in Vermont and Wisconsin, to a high of 42 percent in Nevada for 2009/10.

PERCENTAGE OF HIGH SCHOOL STUDENTS WHO DON'T GRADUATE ON TIME: 2009/10



SOURCE U.S. Department of Education, National Center for Education Statistics, 2009/10 Common Core of Data.

Health Domain Rank

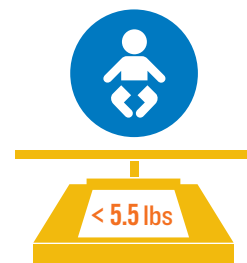
- 1 Maine
- 2 Connecticut
- 3 Wisconsin
- 4 Vermont
- 5 Rhode Island
- 6 Washington
- 7 Iowa
- 8 Maryland
- 9 New York
- 10 Nebraska
- 11 Massachusetts
- 12 Illinois
- 13 New Jersey
- 14 Utah
- 15 Minnesota
- 16 New Hampshire
- 17 Oregon
- 18 Hawaii
- 19 Delaware
- 20 Virginia
- 21 Indiana
- 22 Pennsylvania
- 23 Michigan
- 24 Ohio
- 25 North Dakota
- 26 Kansas
- 27 West Virginia
- 28 Idaho
- 29 California
- 30 Arkansas
- 31 Kentucky
- 32 Missouri
- 33 Tennessee
- 34 North Carolina
- 35 Alabama
- 36 Texas
- 37 Florida
- 38 South Dakota
- 39 Wyoming
- 40 Georgia
- 41 Louisiana
- 42 Colorado
- 43 Oklahoma
- 44 South Carolina
- 45 Arizona
- 46 Alaska
- 47 Nevada
- 48 Mississippi
- 49 New Mexico
- 50 Montana



HEALTH

Children’s health is the foundation of their overall development, and ensuring that they are born healthy is the first step toward increasing the life chances of disadvantaged children. Poverty, poor nutrition, lack of preventive health care, substance abuse, maternal depression and family violence put children’s health at risk. Poor health in childhood impacts other critical aspects of a child’s life, such as school readiness and attendance, and can have lasting consequences on his or her future health and well-being.

Low-birthweight babies



Nationally, low-birthweight babies represented 8.1 percent of all live births in 2010, virtually unchanged from 2005.



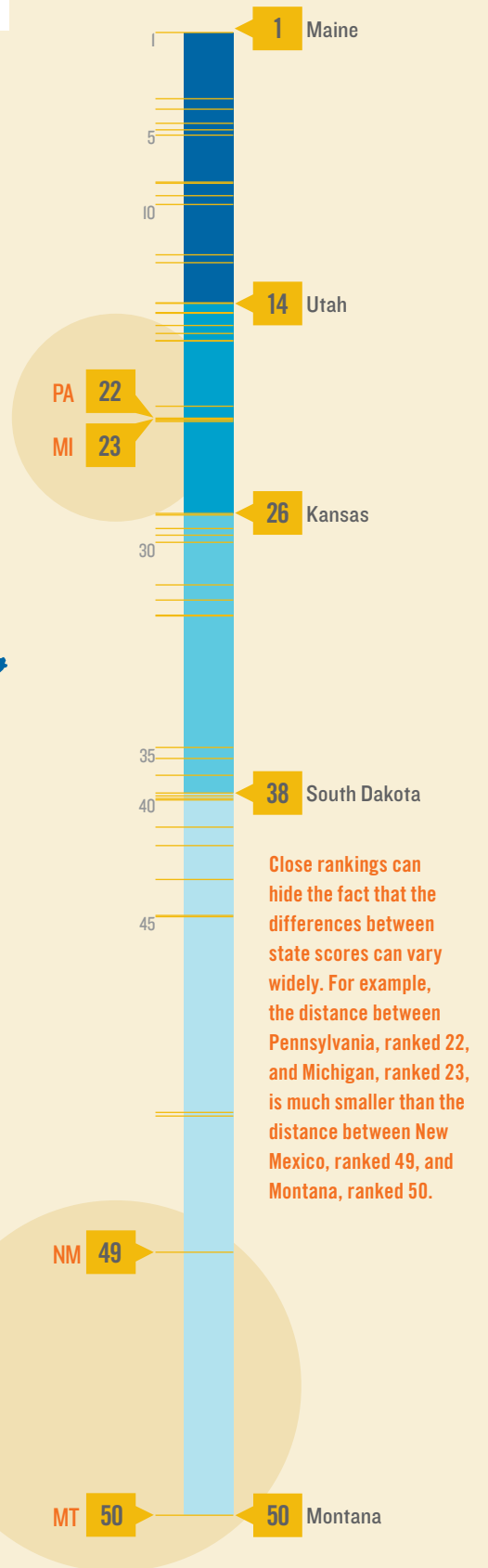
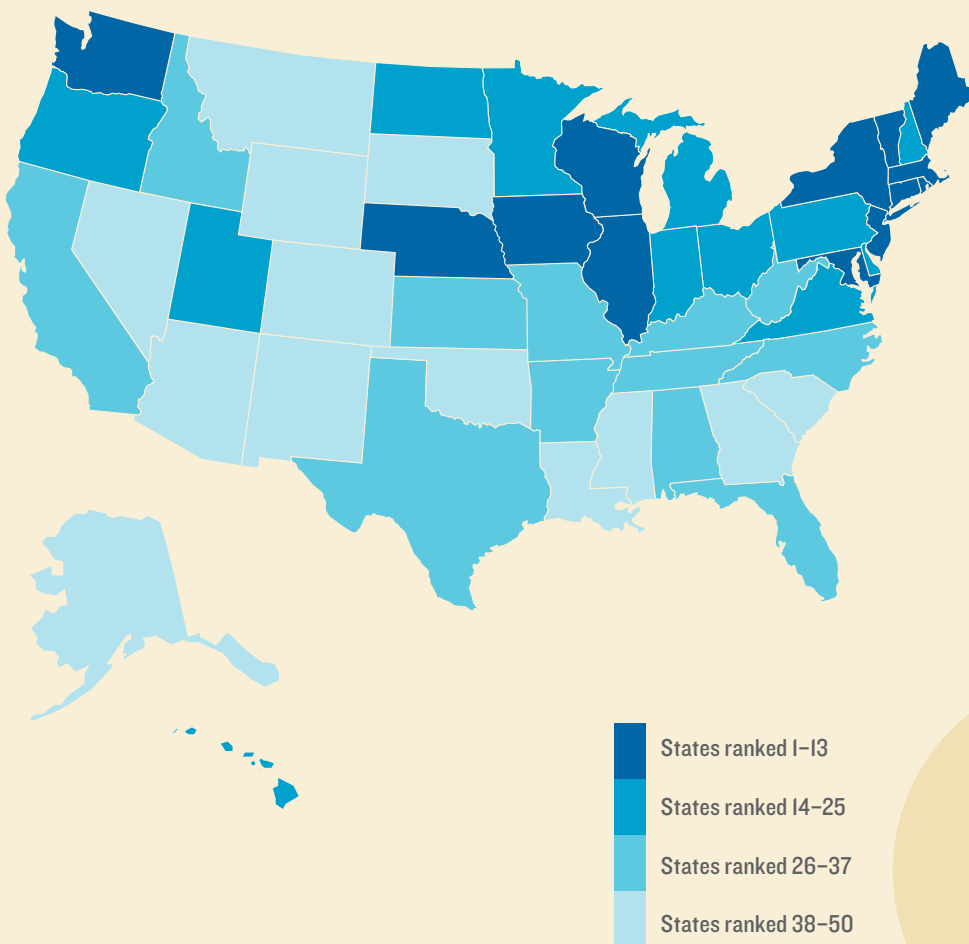
African-American babies are most likely to be born with a low birth-weight, at a rate of 13.2 percent in 2010.

SOURCE Centers for Disease Control and Prevention, National Center for Health Statistics, 2010 Vital Statistics.

SCORES AND RANKINGS

A State-to-State Comparison of Health

The map below illustrates how states ranked on the Health domain. The bar on the right displays the scores behind the rankings and the relative distance between state scores, demonstrating that not all ranks are created equal.





HEALTH

Low-birthweight babies

The birth of a baby reminds us of the potential that exists in every new generation. Yet, the odds against thriving are higher for some newborns than for others. Babies born with a low birthweight (less than about 5.5 pounds) have a high probability of experiencing developmental problems and short- and long-term disabilities and are at greater risk of dying within the first year of life. Although recent increases in multiple births have strongly influenced the rise in rates of low-birthweight babies, rates have also been higher among single births. Smoking, poor nutrition, poverty, stress, infections and violence can increase the risk of a baby being born with a low birthweight.²⁹

- Nationally, low-birthweight babies represented 8.1 percent of all live births in 2010, virtually unchanged from 2005. After gradually increasing over time, the percentage of low-birthweight babies has remained relatively stable for the past several years, slightly below the three-decade high of 8.3 percent reached in 2006.³⁰

- Alaska had the lowest percentage of low-birthweight babies in 2010 — 5.7 percent of live births — while Mississippi had the highest, 12.1 percent.

- Among racial and ethnic groups, African-American babies were most likely to be born with a low birthweight, at a rate of 13.2 percent of live births in 2010. Although this represents a slight decline from a high of 13.6 percent in 2007, it is still close to twice the low-birthweight rate for Latinos and non-Hispanic whites.

HEALTH

Children without health insurance

Children without health insurance coverage are less likely than insured children to have a regular health care provider and to receive care when they need it. They are also more likely to receive treatment after their condition has worsened, putting them at greater risk of hospitalization. Having health insurance can protect families from financial devastation when a child experiences a serious or chronic illness. Although the provision of employer-sponsored health insurance is declining, and most low-wage and part-time workers lack employer coverage, public health insurance has resulted in increased coverage among children during the past decade.

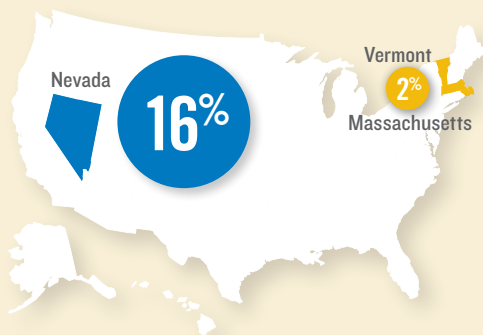
- Across the nation, 7 percent of children (5.5 million) lacked health insurance in 2011. That's a 30 percent improvement from 2008, when 10 percent of children were uninsured.

- In 18 states, the percentage of children lacking health coverage was 5 percent or less in 2011. Massachusetts and Vermont had the lowest rate, 2 percent, compared with a high of 16 percent in Nevada. The rate was 13 percent in Arizona and Texas.

- American Indian (17 percent) and Latino children (13 percent) were far more likely to be uninsured than non-Hispanic white (5 percent), African-American (6 percent) and Asian and Pacific Islander (8 percent) children.

In 18 states, the percentage of children lacking health coverage was 5 percent or less in 2011. Massachusetts and Vermont had the lowest rate, 2 percent, compared to a high of 16 percent in Nevada.

PERCENTAGE OF CHILDREN WITHOUT HEALTH INSURANCE: 2011



SOURCE U.S. Census Bureau, 2011 American Community Survey.

HEALTH

Child and teen deaths

The child and teen death rate (deaths per 100,000 children ages 1 to 19) reflects a broad array of factors: physical and mental health; access to health care; community factors (such as violence and environmental toxins); use of safety practices and, especially for younger children, the level of adult supervision. Accidents, primarily those involving motor vehicles, were the leading cause of death for children and youth, accounting for 32 percent of all deaths among children ages 1 to 14.³¹ As children move into their mid- and late-teenage years, they encounter new risks that can be deadly. In 2010, accidents, homicides and suicides accounted for 73 percent of deaths to teens ages 15 to 19.³²

- Nearly 20,500 children and youth ages 1 to 19 died in the United States in 2010, which translates into a mortality rate of 26 per 100,000 children and teens. The rate declined from 2005, when it was 32 per 100,000, resulting in roughly 4,600 fewer child and teen deaths in 2010.
- Connecticut, Massachusetts and Rhode Island had the lowest rates, 17 deaths per 100,000 children and youth in 2010. Montana fell at the other end of the spectrum, with a child and teen death rate of 45 per 100,000.
- The 2010 mortality rates for African-American and American Indian children and teens (36 and 30 per 100,000, respectively) were considerably higher than death rates for children and youth of other racial and ethnic groups.

HEALTH

Teens who abuse alcohol or drugs

Teen alcohol and drug abuse are associated with a variety of potentially harmful behaviors, such as engaging in risky sexual activity, driving under the influence of drugs or alcohol, abusing multiple substances and committing crimes. Alcohol and drug abuse among adolescents can cause both short- and long-term physical and mental health problems and exacerbate existing conditions. Teen substance abuse is also associated with poor academic performance and increased risk of dropping out of school. The negative consequences of teen alcohol and drug abuse can carry over into adulthood. Overall, alcohol and drug use by adolescents has declined over the past decade, although patterns vary by substance.

- In 2010–11, 7 percent of teens ages 12 to 17 had abused or were dependent on alcohol or drugs during the past year, declining from 8 percent in 2005–06.
- Rates of substance abuse among teens varied from a low of 6 percent in 16 states for 2010–11, to a high of 10 percent in Montana.
- Among racial and ethnic groups, Asian and Pacific Islander and African-American teens were least likely (3 and 6 percent, respectively) to abuse or be dependent on alcohol or drugs.

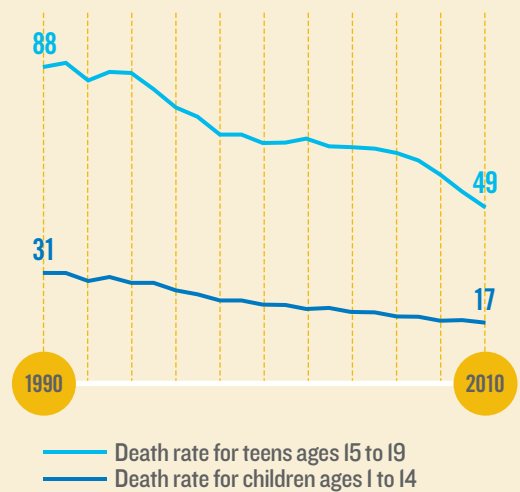
Death rates for children of all age groups have declined considerably in recent decades.

INFANT MORTALITY PER 1,000 BIRTHS: 2010

6.1 PER 1,000 LIVE BIRTHS

Infant mortality rate

CHILD AND TEEN DEATHS PER 100,000: 1990–2010



SOURCE Centers for Disease Control and Prevention, National Center for Health Statistics, 1990–2010 Vital Statistics.

Family and Community Domain Rank

- 1 New Hampshire
- 2 Utah
- 3 Vermont
- 4 North Dakota
- 5 Minnesota
- 6 Maine
- 7 Massachusetts
- 8 Iowa
- 9 New Jersey
- 10 Idaho
- 11 Connecticut
- 12 Wyoming
- 13 Virginia
- 14 Montana
- 15 Nebraska
- 16 Hawaii
- 17 Washington
- 18 Wisconsin
- 19 Alaska
- 20 Maryland
- 21 Colorado
- 22 Oregon
- 23 Kansas
- 24 South Dakota
- 25 Pennsylvania
- 26 Missouri
- 27 Michigan
- 28 Delaware
- 29 Illinois
- 30 Indiana
- 31 Ohio
- 32 Rhode Island
- 33 New York
- 34 West Virginia
- 35 Florida
- 36 North Carolina
- 37 Tennessee
- 38 Kentucky
- 39 Oklahoma
- 40 Georgia
- 41 Nevada
- 42 California
- 43 South Carolina
- 44 Alabama
- 45 Arkansas
- 46 Arizona
- 47 Louisiana
- 48 Texas
- 49 New Mexico
- 50 Mississippi



FAMILY AND COMMUNITY

When children are nurtured and well cared for, especially during their early years, they have better social-emotional, language and learning outcomes. These, in turn, lead to more positive behavior and academic achievement in later years. But single parents, especially those struggling with financial hardship, are more prone to stress, anxiety and depression, which can interfere with effective parenting. These findings underscore the importance of two-generation strategies that strengthen families by mitigating their underlying economic distress and addressing the well-being of both parents and children. Families exist in and are affected by neighborhoods and communities. When communities have strong social and cultural institutions; good role models for children; and the resources to provide safety, good schools and quality support services, families and their children are more likely to thrive.

Children in Single-Parent Families



+3 MILLION

35 percent of all children lived in single-parent families in 2011, representing an increase of more than 3 million children since 2005.



NEARLY
2 OF 5
YOUNG CHILDREN

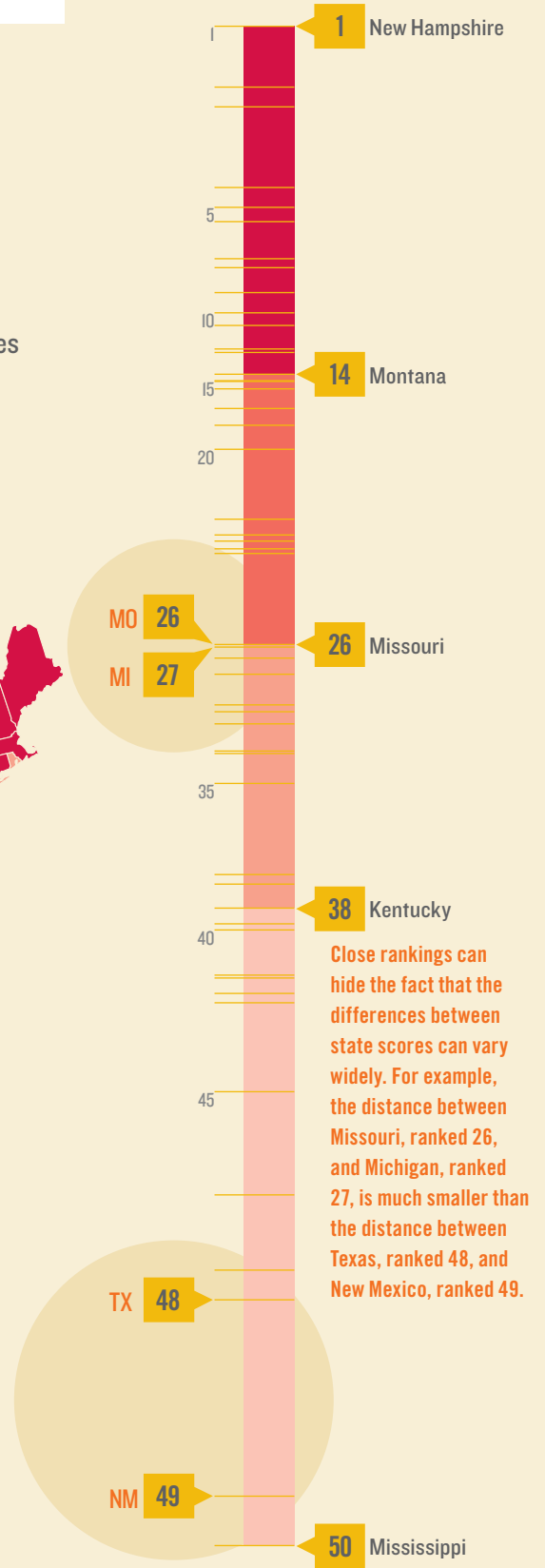
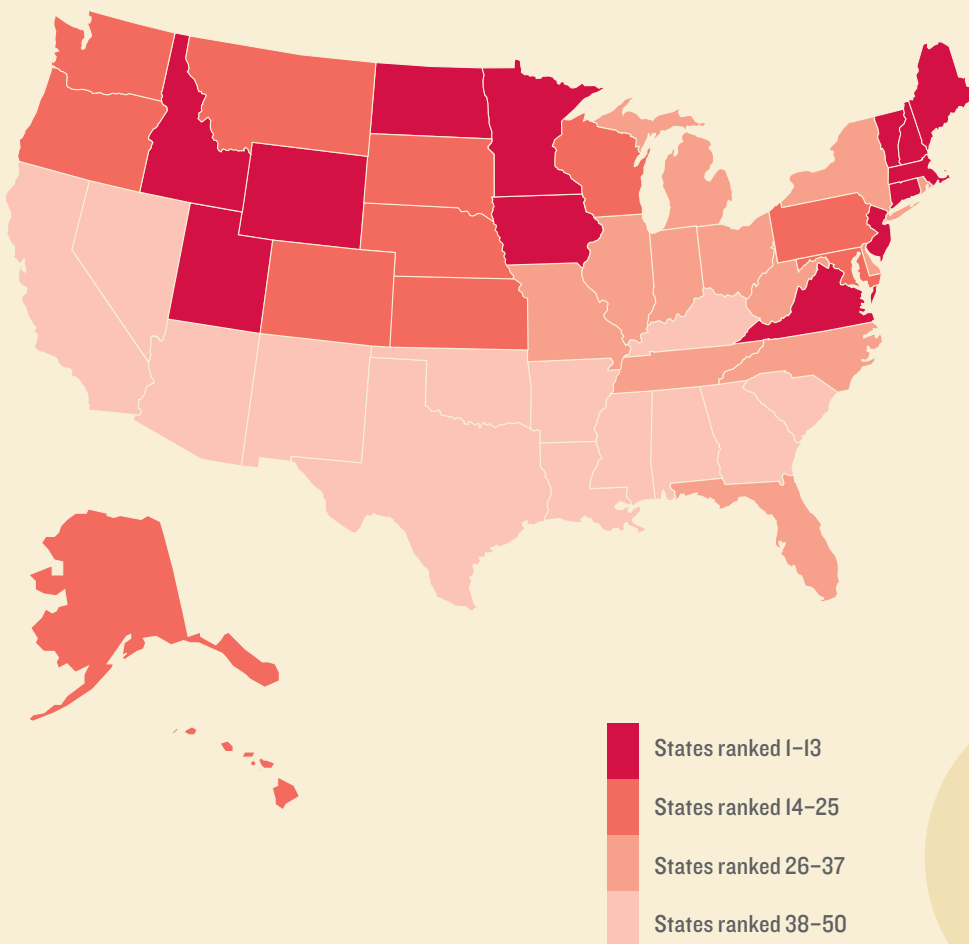
Young children were more likely to live in a single-parent family. 37 percent of children under age 6 lived with a single parent.

SOURCE U.S. Census Bureau, 2011 American Community Survey.

SCORES AND RANKINGS

A State-to-State Comparison of Family and Community

The map below illustrates how states ranked on the Family and Community domain. The bar on the right displays the scores behind the rankings and the relative distance between state scores, demonstrating that not all ranks are created equal.



Close rankings can hide the fact that the differences between state scores can vary widely. For example, the distance between Missouri, ranked 26, and Michigan, ranked 27, is much smaller than the distance between Texas, ranked 48, and New Mexico, ranked 49.



FAMILY AND COMMUNITY

Children in single-parent families

FAMILY AND COMMUNITY

Children in families where the household head lacks a high school diploma

In 2011, 15 percent of children lived in households headed by an adult without a high school diploma. This represents 11.1 million children, compared with 12 million in 2005.

CHILDREN IN FAMILIES WHERE THE HOUSEHOLD HEAD LACKS A HIGH SCHOOL DIPLOMA: 2011



SOURCE U.S. Census Bureau, 2011 American Community Survey.

Children growing up in single-parent families typically do not have the same economic or human resources available as those growing up in two-parent families. In 2011, 37 percent of single-parent families had incomes below the poverty line, compared with 9 percent of married couples with children. Only 30 percent of female-headed families reported receiving any child support payments in 2010.³³ Compared with children in married-couple families, children raised in female-headed households are more likely to drop out of school, to have or cause a teen pregnancy and to experience a divorce in adulthood.³⁴ The U.S. Census Bureau defines single-parent families as those headed by an unmarried adult. A child living with cohabiting parents is counted as living in a single-parent family.

- The percentage of children living in single-parent families rose from 32 percent in 2005 to 35 percent in 2011, representing an increase of more than 3 million children. After holding steady for several years, the percentage of children in single-parent homes has been rising since 2009.
- At the state level, the percentage of children living in single-parent families in 2011 ranged from a low of 21 percent in Utah, to a high of 47 percent in Mississippi.
- Two-thirds (67 percent) of African-American children lived in single-parent families in 2011, compared with 53 percent of American Indian children and 42 percent of Latino children. By comparison, 25 percent of non-Hispanic white and 17 percent of Asian and Pacific Islander children lived in single-parent households.

Higher levels of parental education are strongly associated with better outcomes for children. Children whose parents have not graduated from high school are at greater risk of being born with a low birth-weight and having health problems, and they are more likely to smoke and binge drink when they are older. Their school readiness and educational achievement are also at risk.³⁵ More highly educated parents are better able to provide their children with economic stability and security, which, in turn, enhances child development. Over the past several decades, parental education levels have steadily increased.

- In 2011, 15 percent of children lived in households headed by an adult without a high school diploma. This represents 11.1 million children, compared with 12 million in 2005.
- In North Dakota, only 5 percent of children lived in families not headed by a high school graduate in 2011, the lowest percentage in the country. At 25 percent, California had the highest rate of children living without a high-school-educated head of household.
- More than one-third (37 percent) of Latino children lived in households headed by someone without a high school diploma. That's more than two and a half times the rate for African-American children (14 percent) and more than six times the rate for non-Hispanic white children (6 percent).

FAMILY AND COMMUNITY

Children living in high-poverty areas

Concentrated poverty puts whole neighborhoods, and the people living in them, at risk. High-poverty neighborhoods are much more likely than others to have high rates of crime and violence, physical and mental health issues, unemployment and other problems. Concentrated neighborhood poverty negatively affects poor children, as well as those who are better off.³⁶ High-poverty areas are defined here as census tracts where the poverty rates of the total population are 30 percent or more.

- During the period from 2007 through 2011, 12 percent of children lived in high-poverty areas nationwide, a total of 8.6 million. This represents an increase of 2.3 million children since 2000, when the rate was 9 percent.
- Variation among the states was wide: Only a fraction of a percent of children in Wyoming lived in areas of concentrated poverty from 2007 through 2011, whereas 24 percent of Mississippi's children lived in high-poverty areas.
- African-American, American Indian and Latino children were much more likely to live in high-poverty areas than were children from other racial and ethnic groups. The rates were 28 percent, 27 percent and 21 percent, respectively.

FAMILY AND COMMUNITY

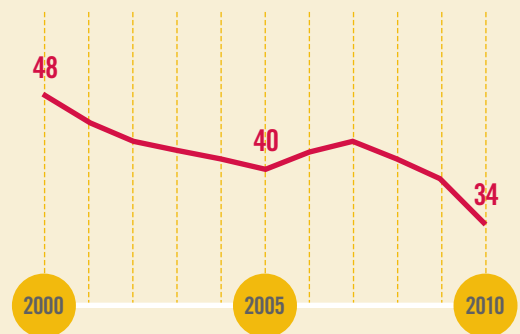
Teen births

Teenage childbearing can have long-term negative effects for both the mother and newborn. Teens are at higher risk of bearing low-birthweight and preterm babies. And, their babies are far more likely to be born into families with limited educational and economic resources, which function as barriers to future success.³⁷ In 2006, the United States saw the first increase in the teen birth rate in more than a decade, a rise that continued through 2007. But since the two-year increase, the teen birth rate has declined to a historic low.

- In 2010, there were nearly 368,000 babies born to females ages 15 to 19. That translates into a birth rate of 34 births per 1,000 teens, which represents a substantial decrease from 2000, when the rate was 48 births per 1,000 teens.
- Among the states, the teen birth rate for 2010 ranged from a low of 16 births per 1,000 teens ages 15 to 19 in New Hampshire, to a high of 55 per 1,000 in Mississippi.
- At 56 births per 1,000 teenage girls, the teen birth rate for Latinos was the highest across major racial and ethnic groups. Although it remained high, the 2010 rate for births to Latino teens was the lowest rate on record.³⁸

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TEEN BIRTHS PER 1,000 FEMALES: 2000–2010



SOURCE Centers for Disease Control and Prevention, National Center for Health Statistics, 2000–2010 Vital Statistics.



CONCLUSION

This year's *KIDS COUNT Data Book* provides some hopeful signs. The latest data show continued incremental improvement in educational achievement and child health and safety, as well as a record low level of teen births. At the same time, children and families are still coping with the effects of the recession and continued high unemployment. Child poverty continued to climb in 2011, two years after the recession ended; hopefully, the data for 2012 will show a decline.

Nonetheless, to improve outcomes for the next generation, serious challenges remain. The gulf continues to widen between children growing up in strong, economically secure families who are embedded in thriving communities and children who are not. And, while African-American and Latino children continue to fall disproportionately into the latter group, greater numbers of children of all racial and ethnic groups are facing conditions that can impede long-term success.

Improving outcomes for all children is essential for our nation to remain strong,

stable and globally competitive. Research clearly indicates that one of the most cost-effective strategies is to reach the highest-risk kids in their earliest years. Smart investments in programs and services with a proven record — such as those that help low-income parents develop stronger, more nurturing relationships with their infants and toddlers and high-quality early care and education programs that provide stimulating environments and activities for developing young minds — can expand the opportunity for children to reach their full potential, benefiting us all.



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APPENDICES



APPENDIX I

Child Well-Being Rankings

	Overall Rank	Economic Well-Being Rank	Education Rank	Health Rank	Family and Community Rank
State					
Alabama	44	40	44	35	44
Alaska	33	24	43	46	19
Arizona	47	47	46	45	46
Arkansas	40	39	36	30	45
California	41	46	39	29	42
Colorado	21	19	9	42	21
Connecticut	9	16	6	2	11
Delaware	22	21	23	19	28
District of Columbia	N.R.	N.R.	N.R.	N.R.	N.R.
Florida	38	45	35	37	35
Georgia	43	43	38	40	40
Hawaii	25	34	33	18	16
Idaho	20	23	29	28	10
Illinois	23	29	14	12	29
Indiana	30	26	34	21	30
Iowa	7	5	15	7	8
Kansas	16	8	11	26	23
Kentucky	34	32	28	31	38
Louisiana	46	42	45	41	47
Maine	13	20	20	1	6
Maryland	10	14	5	8	20
Massachusetts	3	13	1	11	7
Michigan	31	36	32	23	27
Minnesota	4	6	7	15	5
Mississippi	49	50	48	48	50
Missouri	27	22	21	32	26
Montana	28	15	13	50	14
Nebraska	8	4	17	10	15
Nevada	48	48	50	47	41
New Hampshire	1	7	4	16	1
New Jersey	5	18	2	13	9
New Mexico	50	49	49	49	49
New York	29	35	19	9	33
North Carolina	35	38	27	34	36
North Dakota	6	1	16	25	4
Ohio	24	27	18	24	31
Oklahoma	36	25	40	43	39
Oregon	32	41	37	17	22
Pennsylvania	17	17	8	22	25
Puerto Rico	N.R.	N.R.	N.R.	N.R.	N.R.
Rhode Island	26	31	24	5	32
South Carolina	45	44	41	44	43
South Dakota	18	3	22	38	24
Tennessee	39	37	42	33	37
Texas	42	30	31	36	48
Utah	14	11	30	14	2
Vermont	2	9	3	4	3
Virginia	11	10	10	20	13
Washington	19	28	25	6	17
West Virginia	37	33	47	27	34
Wisconsin	12	12	12	3	18
Wyoming	15	2	26	39	12

N.R. Not Ranked.



APPENDIX 2: DATA FOR 16 INDICATORS OF CHILD WELL-BEING

ECONOMIC WELL-BEING INDICATORS

State	Children in poverty: 2011		Children whose parents lack secure employment: 2011		Children living in households with a high housing cost burden: 2011		Teens not in school and not working: 2011	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
United States	16,387,000	23	23,777,000	32	29,486,000	40	1,497,000	8
Alabama	307,000	28	399,000	35	394,000	35	28,000	10
Alaska	27,000	15	62,000	33	61,000	32	4,000	10
Arizona	435,000	27	560,000	35	664,000	41	41,000	11
Arkansas	197,000	28	253,000	36	225,000	32	16,000	10
California	2,085,000	23	3,314,000	36	4,820,000	52	193,000	9
Colorado	217,000	18	362,000	29	461,000	38	21,000	8
Connecticut	119,000	15	221,000	28	351,000	44	14,000	7
Delaware	35,000	17	61,000	30	78,000	38	4,000	8
District of Columbia	32,000	30	47,000	44	47,000	44	4,000	12
Florida	980,000	25	1,364,000	34	1,922,000	48	93,000	9
Georgia	647,000	26	866,000	35	1,004,000	40	63,000	11
Hawaii	51,000	17	96,000	32	141,000	46	7,000	11
Idaho	85,000	20	132,000	31	143,000	34	8,000	9
Illinois	658,000	22	975,000	31	1,285,000	42	61,000	8
Indiana	361,000	23	527,000	33	487,000	31	33,000	9
Iowa	123,000	17	176,000	24	185,000	26	11,000	6
Kansas	134,000	19	181,000	25	215,000	30	10,000	6
Kentucky	275,000	27	378,000	37	324,000	32	18,000	8
Louisiana	317,000	29	396,000	35	374,000	33	31,000	12
Maine	50,000	19	88,000	33	104,000	38	4,000	6
Maryland	179,000	14	367,000	27	546,000	41	25,000	8
Massachusetts	212,000	15	421,000	30	570,000	41	21,000	5
Michigan	560,000	25	813,000	35	843,000	37	52,000	9
Minnesota	194,000	15	330,000	26	412,000	32	14,000	5
Mississippi	236,000	32	285,000	38	280,000	37	22,000	12
Missouri	306,000	22	446,000	32	444,000	31	27,000	8
Montana	43,000	20	67,000	30	70,000	32	3,000	7
Nebraska	82,000	18	111,000	24	122,000	26	5,000	5
Nevada	144,000	22	224,000	34	294,000	44	18,000	13
New Hampshire	33,000	12	65,000	23	110,000	39	4,000	6
New Jersey	296,000	15	556,000	27	990,000	48	31,000	7
New Mexico	157,000	31	192,000	37	188,000	36	13,000	11
New York	951,000	23	1,361,000	32	1,985,000	46	89,000	8
North Carolina	580,000	26	782,000	34	841,000	37	52,000	10
North Dakota	22,000	15	33,000	22	31,000	21	3,000	7
Ohio	641,000	24	889,000	33	939,000	35	44,000	7
Oklahoma	216,000	23	282,000	30	282,000	30	19,000	9
Oregon	199,000	24	315,000	37	387,000	45	18,000	9
Pennsylvania	532,000	20	854,000	31	968,000	35	50,000	7
Puerto Rico	499,000	57	479,000	55	291,000	33	36,000	16
Rhode Island	47,000	22	77,000	35	94,000	43	4,000	7
South Carolina	297,000	28	381,000	35	395,000	36	30,000	11
South Dakota	36,000	18	48,000	24	50,000	25	2,000	5
Tennessee	386,000	26	513,000	34	529,000	35	32,000	9
Texas	1,829,000	27	2,112,000	30	2,525,000	36	139,000	9
Utah	138,000	16	219,000	25	323,000	37	15,000	8
Vermont	18,000	15	36,000	29	46,000	36	2,000	6
Virginia	280,000	15	472,000	25	683,000	37	32,000	7
Washington	283,000	18	517,000	33	649,000	41	33,000	9
West Virginia	98,000	26	137,000	35	102,000	26	11,000	11
Wisconsin	237,000	18	378,000	29	464,000	35	21,000	6
Wyoming	21,000	16	33,000	24	37,000	27	1,000	4



APPENDIX 2: DATA FOR 16 INDICATORS OF CHILD WELL-BEING

EDUCATION INDICATORS

State	Children not attending preschool: 2009-II		Fourth graders not proficient in reading: 2011		Eighth graders not proficient in math: 2011		High school students not graduating on time: 2009/10	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
United States	4,325,000	54	N.A.	68	N.A.	66	870,542	22
Alabama	72,000	58	N.A.	69	N.A.	80	16,914	28
Alaska	13,000	66	N.A.	74	N.A.	65	2,678	25
Arizona	124,000	67	N.A.	74	N.A.	69	20,678	25
Arkansas	42,000	52	N.A.	70	N.A.	71	9,440	25
California	532,000	53	N.A.	75	N.A.	75	112,994	22
Colorado	72,000	51	N.A.	61	N.A.	57	12,474	20
Connecticut	33,000	39	N.A.	58	N.A.	62	11,433	25
Delaware	12,000	51	N.A.	64	N.A.	68	2,635	24
District of Columbia	4,000	34	N.A.	81	N.A.	83	2,407	40
Florida	221,000	51	N.A.	65	N.A.	72	64,478	29
Georgia	139,000	52	N.A.	68	N.A.	72	39,444	30
Hawaii	16,000	48	N.A.	73	N.A.	70	3,593	25
Idaho	32,000	65	N.A.	67	N.A.	63	3,384	16
Illinois	155,000	46	N.A.	67	N.A.	67	30,647	18
Indiana	108,000	60	N.A.	67	N.A.	66	19,046	23
Iowa	43,000	53	N.A.	67	N.A.	66	4,730	12
Kansas	44,000	54	N.A.	64	N.A.	59	5,786	15
Kentucky	66,000	58	N.A.	65	N.A.	69	10,714	20
Louisiana	60,000	48	N.A.	77	N.A.	78	16,604	31
Maine	16,000	57	N.A.	68	N.A.	61	2,914	17
Maryland	72,000	49	N.A.	57	N.A.	60	12,831	18
Massachusetts	60,000	41	N.A.	50	N.A.	49	13,551	17
Michigan	128,000	54	N.A.	69	N.A.	69	35,126	24
Minnesota	78,000	54	N.A.	65	N.A.	52	7,952	12
Mississippi	40,000	50	N.A.	78	N.A.	81	14,476	36
Missouri	88,000	55	N.A.	66	N.A.	68	12,463	16
Montana	14,000	57	N.A.	64	N.A.	54	2,229	18
Nebraska	27,000	53	N.A.	64	N.A.	67	3,748	16
Nevada	53,000	70	N.A.	75	N.A.	71	15,289	42
New Hampshire	14,000	48	N.A.	57	N.A.	56	2,396	14
New Jersey	83,000	38	N.A.	56	N.A.	53	14,180	13
New Mexico	35,000	62	N.A.	79	N.A.	76	9,019	33
New York	197,000	45	N.A.	65	N.A.	70	58,158	24
North Carolina	145,000	57	N.A.	66	N.A.	63	26,670	23
North Dakota	11,000	66	N.A.	64	N.A.	57	942	12
Ohio	162,000	55	N.A.	66	N.A.	61	28,237	19
Oklahoma	61,000	59	N.A.	73	N.A.	73	10,529	21
Oregon	57,000	60	N.A.	70	N.A.	67	10,754	24
Pennsylvania	151,000	51	N.A.	59	N.A.	61	24,831	16
Puerto Rico	41,000	47	N.A.	N.A.	N.A.	N.A.	16,896	40
Rhode Island	13,000	53	N.A.	65	N.A.	66	3,058	24
South Carolina	63,000	55	N.A.	72	N.A.	68	18,891	32
South Dakota	14,000	60	N.A.	69	N.A.	58	1,813	18
Tennessee	98,000	60	N.A.	74	N.A.	76	15,202	20
Texas	459,000	59	N.A.	72	N.A.	60	74,924	21
Utah	63,000	60	N.A.	67	N.A.	65	8,554	21
Vermont	7,000	53	N.A.	59	N.A.	54	675	9
Virginia	105,000	52	N.A.	61	N.A.	60	18,911	19
Washington	103,000	59	N.A.	66	N.A.	60	19,508	23
West Virginia	27,000	64	N.A.	73	N.A.	79	4,904	22
Wisconsin	82,000	60	N.A.	66	N.A.	59	6,331	9
Wyoming	10,000	60	N.A.	66	N.A.	63	1,397	20

N.A. Not Available.



APPENDIX 2: DATA FOR 16 INDICATORS OF CHILD WELL-BEING

HEALTH INDICATORS

State	Low-birthweight babies: 2010		Children without health insurance: 2011		Child and teen deaths per 100,000: 2010		Teens who abuse alcohol or drugs: 2010-11	
	Number	Percent	Number	Percent	Number	Rate	Number	Percent
United States	325,563	8.1	5,528,000	7	20,482	26	1,752,000	7
Alabama	6,165	10.3	59,000	5	445	37	23,000	6
Alaska	651	5.7	22,000	12	84	43	5,000	8
Arizona	6,190	7.1	208,000	13	477	28	46,000	9
Arkansas	3,391	8.8	40,000	6	259	34	14,000	6
California	34,641	6.8	745,000	8	2,129	21	275,000	9
Colorado	5,811	8.8	116,000	9	322	25	32,000	8
Connecticut	3,011	8.0	23,000	3	149	17	21,000	7
Delaware	1,016	8.9	9,000	5	52	23	4,000	7
District of Columbia	934	10.2	4,000	4	48	41	2,000	7
Florida	18,681	8.7	475,000	12	1,166	27	90,000	7
Georgia	12,912	9.7	237,000	10	792	30	52,000	6
Hawaii	1,584	8.3	11,000	4	67	21	7,000	8
Idaho	1,573	6.8	39,000	9	127	28	10,000	7
Illinois	13,666	8.3	113,000	4	887	27	68,000	6
Indiana	6,732	8.0	129,000	8	485	28	31,000	6
Iowa	2,700	7.0	32,000	4	184	24	17,000	7
Kansas	2,881	7.1	46,000	6	253	33	17,000	7
Kentucky	5,044	9.0	62,000	6	354	32	21,000	6
Louisiana	6,700	10.7	65,000	6	444	37	21,000	6
Maine	814	6.3	14,000	5	80	27	6,000	6
Maryland	6,474	8.8	61,000	5	342	24	26,000	6
Massachusetts	5,634	7.7	24,000	2	258	17	44,000	9
Michigan	9,610	8.4	94,000	4	687	27	58,000	7
Minnesota	4,415	6.4	80,000	6	342	25	32,000	8
Mississippi	4,852	12.1	61,000	8	306	38	14,000	6
Missouri	6,286	8.2	95,000	7	474	31	33,000	7
Montana	901	7.5	26,000	12	108	45	7,000	10
Nebraska	1,839	7.1	27,000	6	130	27	9,000	6
Nevada	2,965	8.3	107,000	16	189	27	17,000	8
New Hampshire	881	6.9	10,000	4	63	20	9,000	9
New Jersey	8,814	8.2	105,000	5	394	18	53,000	8
New Mexico	2,427	8.7	47,000	9	200	36	15,000	9
New York	20,049	8.2	181,000	4	959	21	101,000	7
North Carolina	11,109	9.1	175,000	8	666	27	49,000	7
North Dakota	607	6.7	10,000	6	55	34	3,000	7
Ohio	11,899	8.6	157,000	6	741	25	62,000	7
Oklahoma	4,458	8.4	99,000	11	352	36	19,000	6
Oregon	2,865	6.3	63,000	7	199	21	23,000	8
Pennsylvania	11,941	8.3	149,000	5	774	25	67,000	7
Puerto Rico	5,304	12.6	34,000	4	247	25	N.A.	N.A.
Rhode Island	862	7.7	9,000	4	43	17	6,000	7
South Carolina	5,781	9.9	91,000	8	368	32	24,000	7
South Dakota	806	6.8	12,000	6	84	39	5,000	8
Tennessee	7,179	9.0	85,000	6	490	31	34,000	7
Texas	32,486	8.4	917,000	13	1,881	26	142,000	6
Utah	3,655	7.0	97,000	11	218	24	15,000	6
Vermont	382	6.1	3,000	2	26	18	4,000	9
Virginia	8,448	8.2	108,000	6	438	22	42,000	7
Washington	5,464	6.3	97,000	6	355	21	37,000	7
West Virginia	1,880	9.2	17,000	4	139	33	8,000	6
Wisconsin	4,818	7.0	58,000	4	351	24	29,000	6
Wyoming	679	9.0	12,000	9	46	32	3,000	7

N.A. Not Available.



APPENDIX 2: DATA FOR 16 INDICATORS OF CHILD WELL-BEING

FAMILY AND COMMUNITY INDICATORS

State	Children in single-parent families: 2011		Children in families where the household head lacks a high school diploma: 2011		Children living in high-poverty areas: 2007-11		Teen births per 1,000: 2010	
	Number	Percent	Number	Percent	Number	Percent	Number	Rate
United States	24,718,000	35	11,131,000	15	8,591,000	12	367,678	34
Alabama	417,000	39	169,000	15	154,000	14	7,343	44
Alaska	63,000	35	15,000	8	2,000	1	956	38
Arizona	614,000	40	299,000	18	315,000	19	9,389	42
Arkansas	254,000	38	103,000	14	108,000	15	5,229	52
California	3,041,000	34	2,271,000	25	1,176,000	13	43,149	32
Colorado	347,000	29	163,000	13	97,000	8	5,474	33
Connecticut	247,000	32	76,000	9	68,000	8	2,274	19
Delaware	78,000	41	25,000	12	12,000	6	974	31
District of Columbia	63,000	64	16,000	15	30,000	29	951	45
Florida	1,493,000	39	543,000	14	427,000	11	19,127	32
Georgia	901,000	38	365,000	15	313,000	13	14,378	41
Hawaii	89,000	31	28,000	9	15,000	5	1,347	33
Idaho	106,000	26	47,000	11	18,000	4	1,863	33
Illinois	1,008,000	34	438,000	14	310,000	10	14,798	33
Indiana	534,000	35	202,000	13	151,000	9	8,665	37
Iowa	208,000	30	60,000	8	27,000	4	3,017	29
Kansas	213,000	31	80,000	11	51,000	7	3,865	39
Kentucky	340,000	36	131,000	13	144,000	14	6,684	46
Louisiana	471,000	45	180,000	16	193,000	17	7,689	48
Maine	88,000	34	16,000	6	9,000	3	917	21
Maryland	468,000	37	137,000	10	52,000	4	5,396	27
Massachusetts	424,000	31	127,000	9	98,000	7	3,909	17
Michigan	758,000	35	225,000	10	350,000	15	10,835	30
Minnesota	350,000	28	104,000	8	74,000	6	4,035	23
Mississippi	332,000	47	122,000	16	183,000	24	6,077	55
Missouri	465,000	35	161,000	11	124,000	9	7,669	37
Montana	64,000	30	14,000	6	17,000	7	1,128	35
Nebraska	129,000	29	48,000	10	28,000	6	1,958	31
Nevada	227,000	36	153,000	23	59,000	9	3,421	39
New Hampshire	78,000	29	20,000	7	4,000	1	722	16
New Jersey	604,000	31	201,000	10	142,000	7	5,793	20
New Mexico	208,000	43	115,000	22	108,000	21	3,872	53
New York	1,457,000	36	651,000	15	704,000	16	15,126	23
North Carolina	857,000	39	331,000	14	248,000	11	12,309	38
North Dakota	38,000	26	7,000	5	12,000	8	659	29
Ohio	944,000	37	276,000	10	352,000	13	13,752	34
Oklahoma	316,000	36	126,000	13	109,000	12	6,496	50
Oregon	261,000	32	132,000	15	57,000	7	3,496	28
Pennsylvania	912,000	34	298,000	11	300,000	11	11,959	27
Puerto Rico	479,000	57	170,000	19	776,000	84	7,170	51
Rhode Island	79,000	38	31,000	14	31,000	14	891	22
South Carolina	428,000	42	142,000	13	144,000	13	6,849	43
South Dakota	62,000	32	17,000	9	23,000	11	975	35
Tennessee	516,000	37	188,000	13	204,000	14	9,254	43
Texas	2,363,000	36	1,613,000	23	1,209,000	18	47,751	52
Utah	181,000	21	84,000	9	26,000	3	3,049	28
Vermont	39,000	32	7,000	6	2,000	2	401	18
Virginia	559,000	31	187,000	10	87,000	5	7,374	27
Washington	453,000	30	195,000	12	87,000	6	6,002	27
West Virginia	130,000	36	49,000	13	29,000	7	2,608	45
Wisconsin	403,000	32	130,000	10	108,000	8	5,100	26
Wyoming	39,000	30	13,000	9	1,000	<0.5	723	39

About the Index

The KIDS COUNT index reflects child health and education outcomes as well as risk and protective factors, such as economic well-being, family structure and community context. The index incorporates a developmental perspective on childhood and includes experiences across life stages, from birth through early adulthood. The indicators are consistently and regularly measured, which allows for legitimate comparisons across states and over time.

Organizing the index into domains provides a more nuanced assessment of child well-being in each state that can inform policy solutions by helping policymakers and advocates better identify areas of strength and weakness. For example, a state may rank well above average in overall child well-being, while showing the need for improvement in education. Domain-specific data can strengthen decision-making efforts by providing multiple data points relevant to specific policy areas.

The 16 indicators of child well-being are derived from federal government statistical agencies and reflect the best available state and national data for tracking yearly changes. For a complete description of the definitions and data sources for each indicator, see page 47. Many of the indicators are derived from samples, and like all sample data, they contain some random error. Other measures (such as the child and teen death rate) are based on relatively small numbers of events

in some states and may exhibit some random fluctuation from year to year.

We urge readers to focus on relatively large differences across states, as small differences may simply reflect insignificant fluctuations, rather than real changes in the well-being of children. Assessing trends by looking at changes over a longer period of time is more reliable. State data for past years are available at the KIDS COUNT Data Center (datacenter.kidscount.org).

The *KIDS COUNT Data Book* utilizes rates and percentages because that is the best way to compare states to one another and to assess changes over time within a state. However, our focus on rates and percentages may mask the magnitude of some of the problems examined in this report. Therefore, data on the actual number of children or events are provided in Appendix 2 and at the KIDS COUNT Data Center.

We include data for the District of Columbia and some data for Puerto Rico in the appendices of the *Data Book*, but not in our state rankings. Because they are significantly different from any state, the comparisons are not instructive. It is more useful to look at changes for these geographies over time or to compare the District with other large cities. Data for many child well-being indicators for the 50 largest cities (including the District of Columbia) are available at the Data Center, which also contains some data for children and families in the U.S. Virgin Islands.

Definitions and Data Sources

Domain Rank for each state was obtained in the following manner. First, we converted the state numerical values for the most recent year for each of the four key indicators within each domain into standard scores. We summed those standard scores in each domain to get a total standard score for each state. Finally, we ranked the states on the basis of their total standard score by domain in sequential order from highest/best (1) to lowest/worst (50). Standard scores were derived by subtracting the mean score from the observed score and dividing the amount by the standard deviation for that distribution of scores. All measures were given the same weight in calculating the domain standard score.

Overall Rank for each state was obtained in the following manner. First, we converted the state numerical values for the most recent year for each of the 16 key indicators into standard scores. We summed those standard scores within their domains to create a domain standard score for each of the 50 states. We then summed the four domain standard scores to get a total standard score for each state. Finally, we ranked the states on the basis of their total standard score in sequential order from highest/best (1) to lowest/worst (50). Standard scores were derived by subtracting the mean score from the observed score and dividing the amount by the standard deviation for that distribution of scores. All measures were given the same weight in calculating the total standard score.

Percent Change Over Time Analysis was computed by comparing the most recent year's data for 16 key indicators with the data for the base year. To calculate percent change, we subtracted the rate for the most recent year from the rate

for the base year and then divided that quantity by the rate for the base year. The results are multiplied by 100 for readability. The percent change was calculated on rounded data, and the "percent change" figure has been rounded to the nearest whole number.

Economic Well-Being Indicators

Children in poverty is the percentage of children under age 18 who live in families with incomes below 100 percent of the U.S. poverty threshold, as issued each year by the U.S. Census Bureau. The federal poverty definition consists of a series of thresholds based on family size and composition and is updated every year to account for inflation. In calendar year 2011, a family of two adults and two children fell in the "poverty" category if their annual income fell below \$22,811. Poverty status is not determined for people living in group quarters, such as military barracks, prisons and other institutional quarters, or for unrelated individuals under age 15 (such as foster children). The data are based on income received in the 12 months prior to the survey. **SOURCE:** U.S. Census Bureau, American Community Survey.

Children whose parents lack secure employment is the share of all children under age 18 living in families where no parent has regular, full-time, year-round employment. For children living in single-parent families, this means that the resident parent did not work at least 35 hours per week, at least 50 weeks in the 12 months prior to the survey. For children living in married-couple families, this means that neither parent worked at least 35 hours per week, at least 50 weeks in the 12 months prior to the survey. Children living with neither parent are also listed as not having secure

Definitions and Data Sources

parental employment because those children are likely to be economically vulnerable. The 2011 estimate for this measure should not be compared to estimates prior to 2008 because of substantial changes made to the 2008 American Community Survey questions on labor force participation and number of weeks worked. **SOURCE:** U.S. Census Bureau, American Community Survey.

Children living in households with a high housing cost burden is the percentage of children under age 18 who live in households where more than 30 percent of monthly household pretax income is spent on housing-related expenses, including rent, mortgage payments, taxes and insurance. **SOURCE:** U.S. Census Bureau, American Community Survey.

Teens not in school and not working is the percentage of teenagers between ages 16 and 19 who are not enrolled in school (full or part time) and not employed (full or part time). This measure is sometimes referred to as “idle teens” or “disconnected youth.” The 2011 estimate for this measure should not be compared to estimates prior to 2008 because of substantial changes made to the 2008 American Community Survey questions on labor force participation and number of weeks worked. **SOURCE:** U.S. Census Bureau, American Community Survey.

Education Indicators

Children not attending preschool is the percentage of children ages 3 and 4 who were not enrolled in nursery school or preschool during the previous two months. Children enrolled in kindergarten are excluded from this analysis. Due to small sample size, the three-year

American Community Survey was used to increase accuracy of the estimates. **SOURCE:** U.S. Census Bureau, American Community Survey.

Fourth graders not proficient in reading is the percentage of fourth-grade public school students who did not reach the proficient level in reading as measured by the National Assessment of Educational Progress (NAEP). Public schools include charter schools and exclude Bureau of Indian Education schools and Department of Defense Education Activity schools. **SOURCE:** U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress.

Eighth graders not proficient in math is the percentage of eighth-grade public school students who did not reach the proficient level in math as measured by the National Assessment of Educational Progress (NAEP). Public schools include charter schools and exclude Bureau of Indian Education schools and Department of Defense Education Activity schools. **SOURCE:** U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress.

High school students not graduating on time is the estimated percentage of an entering freshman class not graduating in four years. The measure is derived from the Averaged Freshman Graduation Rate (AFGR), which uses aggregate student enrollment data to estimate the size of an incoming freshman class and aggregate counts of the number of regular diplomas awarded four years later. Estimates are based on provisional data. **SOURCE:** U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD).

Health Indicators

Low-birthweight babies is the percentage of live births weighing less than 2,500 grams (5.5 pounds). The data reflect the mother's place of residence, not the place where the birth occurred. **SOURCE:** Centers for Disease Control and Prevention, National Center for Health Statistics, Vital Statistics.

Children without health insurance is the percentage of children under age 18 not covered by any health insurance. The data are based on health insurance coverage at the time of the survey; interviews are conducted throughout the calendar year. **SOURCE:** U.S. Census Bureau, American Community Survey.

Child and teen deaths is the number of deaths, from all causes, to children between ages 1 and 19 per 100,000 children in this age range. The data are reported by the place of residence, not the place where the death occurred. **SOURCES:** **Death Statistics:** Centers for Disease Control and Prevention, National Center for Health Statistics, Vital Statistics. **Population Statistics:** U.S. Census Bureau.

Teens who abuse alcohol or drugs is the percentage of teens ages 12 to 17 reporting dependence on or abuse of either illicit drugs or alcohol in the past year. Illicit drugs include marijuana, cocaine, heroin, hallucinogens, inhalants or prescription drugs used nonmedically. Dependence or abuse is based on definitions found in the *Diagnostic and Statistical Manual of Mental Disorders*. These data are based on a two-year average of survey responses. **SOURCE:** Substance Abuse and Mental Health Services Administration, National Survey on Drug Use and Health.

Family and Community Indicators

Children in single-parent families is the percentage of children under age 18 who live with their own unmarried parent, either in a family or subfamily. In this definition, single-parent families may include cohabiting couples. Children living with married stepparents are not considered to be in a single-parent family. **SOURCE:** U.S. Census Bureau, American Community Survey.

Children in families where the household head lacks a high school diploma is the percentage of children under age 18 living in households where the household head does not have a high school diploma or equivalent. **SOURCE:** U.S. Census Bureau, American Community Survey.

Children living in high-poverty areas is the percentage of children under age 18 who live in census tracts where the poverty rate of the total population is 30 percent or more. In calendar year 2011, a family of two adults and two children fell in the "poverty" category if their annual income fell below \$22,811. The data are based on income received in the 12 months prior to the survey. The census tract level data used in this analysis are only available in the five-year American Community Survey. The most recent year of data covers the time period 2007–11. **SOURCE:** U.S. Census Bureau, American Community Survey.

Teen births is the number of births to teenagers between ages 15 and 19 per 1,000 females in this age group. Data reflect the mother's place of residence, rather than the place of the birth. **SOURCES:** **Birth Statistics:** Centers for Disease Control and Prevention, National Center for Health Statistics, Vital Statistics. **Population Statistics:** U.S. Census Bureau.

Primary Contacts for State KIDS COUNT Projects

The Annie E. Casey Foundation provides funding and technical assistance for a national network of KIDS COUNT projects in every state, the District of Columbia, the U.S. Virgin Islands and the Commonwealth of Puerto Rico. These projects, listed on the following pages, measure and report on the status of children at the state and local levels. They use the data to inform public debates and encourage public action to improve the lives of children.

The state KIDS COUNT projects publish a range of data-driven materials — state data books, special reports, issue briefs and fact sheets — that help policymakers and citizens identify the needs of children and families and develop appropriate responses to address these needs. Much of the local-level data collected by the state KIDS COUNT grantees are available at: datacenter.kidscount.org

State Grantees

For more information about the network of state KIDS COUNT grantees, including mailing addresses, please visit: www.kidscount.org

Alabama

VOICES for Alabama's Children
www.alavoices.org
 334.213.2410

Alaska

KIDS COUNT Alaska
kidscount.alaska.edu
 907.786.5431

Arizona

Children's Action Alliance
www.azchildren.org
 602.266.0707

Arkansas

Arkansas Advocates
 for Children & Families
www.aradvocates.org
 501.371.9678

California

Children Now
www.childrennow.org
 510.763.2444

Colorado

Colorado Children's Campaign
www.coloradokids.org
 303.839.1580

Connecticut

Connecticut Association
 for Human Services
www.cahts.org
 860.951.2212

Delaware

University of Delaware
www.dekidscount.org
 302.831.3462

District of Columbia

DC Action for Children
www.dckids.org
 202.234.9404

Florida

Florida KIDS COUNT
 University of South Florida
www.floridakidscount.org
 813.974.7411

Georgia

Georgia Family Connection
 Partnership, Inc.
www.gafcp.org
 404.527.7394

Hawaii

University of Hawaii
 Center on the Family
www.uhfamily.hawaii.edu
 808.956.3760

Idaho

Mountain States Group
www.idahokidscount.org
 208.388.1014

Illinois

Voices for Illinois Children
www.voices4kids.org
 312.456.0600

Indiana

Indiana Youth Institute
www.iyi.org
 317.396.2700

Iowa

Child & Family Policy Center
www.cfpciowa.org
 515.280.9027

Kansas

Kansas Action for Children
www.kac.org
 785.232.0550

Kentucky

Kentucky Youth Advocates, Inc.
www.kyouth.org
 502.895.8167

Louisiana

Agenda for Children
www.agendaforchildren.org
 504.586.8509

Maine

Maine Children's Alliance
www.mekids.org
 207.623.1868

Maryland

Advocates for Children & Youth
www.acy.org
 410.547.9200

Massachusetts

Massachusetts Budget
 & Policy Center
www.massbudget.org
 617.426.1228

Michigan

Michigan League for
 Public Policy
www.mlpp.org
 517.487.5436

Minnesota

Children's Defense
 Fund — Minnesota
www.cdf-mn.org
 651.227.6121

Mississippi

Social Science Research Center
[www.ssrc.msstate.edu/
 mskidscount](http://www.ssrc.msstate.edu/mskidscount)
 662.325.7127

Missouri

Partnership for Children
<http://pfc.org>
 816.531.9200

Montana

Montana KIDS COUNT
 The University of Montana
www.montanakidscount.org
 406.243.5113

Primary Contacts for State KIDS COUNT Projects

Nebraska

Voices for Children in Nebraska
www.voicesforchildren.com
402.597.3100

Nevada

Center for Business
and Economic Research
<http://kidscount.unlv.edu/>
702.895.3191

New Hampshire

Children's Alliance
of New Hampshire
www.childrennh.org
603.225.2264

New Jersey

Advocates for Children
of New Jersey
www.acnj.org
973.643.3876

New Mexico

New Mexico Voices for Children
www.nmvoices.org
505.244.9505

New York

New York State Council
on Children & Families
www.ccf.ny.gov
518.473.3652

North Carolina

Action for Children
North Carolina
www.ncchild.org
919.834.6623

North Dakota

North Dakota State University
www.ndkidscount.org
701.231.5931

Ohio

Children's Defense Fund — Ohio
www.cdfohio.org
614.221.2244

Oklahoma

Oklahoma Institute
for Child Advocacy
www.oica.org
405.236.5437

Oregon

Children First for Oregon
www.cffo.org
503.236.9754

Pennsylvania

Pennsylvania Partnerships
for Children
www.papartnerships.org
717.236.5680

Puerto Rico

National Council of La Raza
www.nclr.org
787.963.0156

Rhode Island

Rhode Island KIDS COUNT
www.rikidscount.org
401.351.9400

South Carolina

The Children's Trust
of South Carolina
www.scchildren.org
803.744.4035

South Dakota

SD KIDS COUNT Project
www.usd.edu/sdkidscount
605.677.6432

Tennessee

Tennessee Commission
on Children & Youth
www.tn.gov/tccy
615.741.2633

Texas

Center for Public Policy Priorities
<http://forabettertexas.org/childwellbeing.html>
512.320.0222

U.S. Virgin Islands

Community Foundation
of the Virgin Islands
www.cfvi.net
340.774.6031

Utah

Voices for Utah Children
www.utahchildren.org
801.364.1182

Vermont

Voices for Vermont's Children
www.voicesforvtkids.org
802.229.6377

Virginia

Voices for Virginia's Children
www.vakids.org
804.649.0184

Washington

Children's Alliance
<http://childrensalliance.org>
206.324.0340

West Virginia

West Virginia KIDS COUNT Fund
www.wvkidscountfund.org
304.345.2101

Wisconsin

Wisconsin Council
on Children & Families
www.wccf.org
608.284.0580

Wyoming

Wyoming Children's
Action Alliance
www.wykids.com
800.400.3999

ABOUT THE ANNIE E. CASEY FOUNDATION AND KIDS COUNT

The Annie E. Casey Foundation is a private philanthropy that creates a brighter future for the nation's children by developing solutions to strengthen families, build paths to economic opportunity and transform struggling communities into safer and healthier places to live, work and grow.

KIDS COUNT®, a project of the Annie E. Casey Foundation, is a national and state-by-state effort to track the status of children in the United States. By providing policymakers and citizens with benchmarks of child well-being, KIDS COUNT seeks to enrich local, state and national discussions concerning ways to secure better futures for all children.

At the national level, the initiative develops and distributes reports on key areas of well-being, including the annual *KIDS COUNT Data Book*. The initiative also maintains the KIDS COUNT Data Center, which uses the best available data to measure the educational, social, economic and physical well-being of children. Additionally, the Foundation funds a nationwide network of state-level KIDS COUNT projects that provide a more detailed, community-by-community picture of the condition of children.

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Baltimore, MD 21202
www.aecf.org

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www.prb.org



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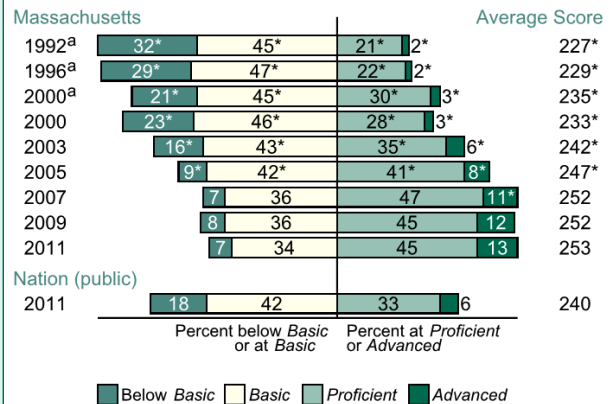


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Overall Results

- In 2011, the average score of fourth-grade students in Massachusetts was 253. This was higher than the average score of 240 for public school students in the nation.
- The average score for students in Massachusetts in 2011 (253) was not significantly different from their average score in 2009 (252) and was higher than their average score in 1992 (227).
- In 2011, the score gap between students in Massachusetts at the 75th percentile and students at the 25th percentile was 35 points. This performance gap was not significantly different from that of 1992 (40 points).
- The percentage of students in Massachusetts who performed at or above the NAEP *Proficient* level was 58 percent in 2011. This percentage was not significantly different from that in 2009 (57 percent) and was greater than that in 1992 (23 percent).
- The percentage of students in Massachusetts who performed at or above the NAEP *Basic* level was 93 percent in 2011. This percentage was not significantly different from that in 2009 (92 percent) and was greater than that in 1992 (68 percent).

Achievement-Level Percentages and Average Score Results



* Significantly different ($p < .05$) from state's results in 2011. Significance tests were performed using unrounded numbers.
^a Accommodations not permitted. For information about NAEP accommodations, see <http://nces.ed.gov/nationsreportcard/about/inclusion.asp>.

NOTE: Detail may not sum to totals because of rounding.

Compare the Average Score in 2011 to Other States/Jurisdictions

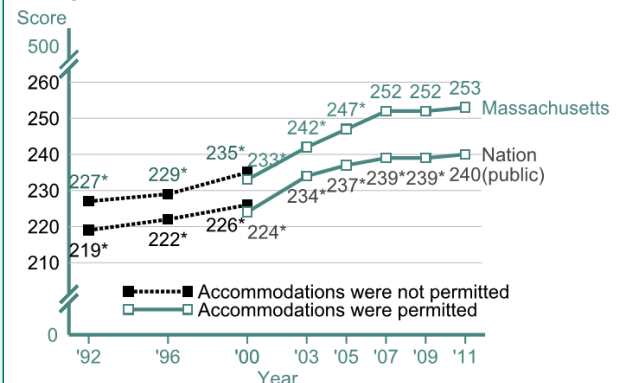


¹ Department of Defense Education Activity (overseas and domestic schools).

In 2011, the average score in **Massachusetts** (253) was

- lower than that in 0 states/jurisdictions
- higher than those in 50 states/jurisdictions
- not significantly different from that in 1 state/jurisdiction

Average Scores for State/Jurisdiction and Nation (public)



* Significantly different ($p < .05$) from 2011. Significance tests were performed using unrounded numbers.

NOTE: For information about NAEP accommodations, see <http://nces.ed.gov/nationsreportcard/about/inclusion.asp>.

Results for Student Groups in 2011

Reporting groups	Percent of students	Avg. score	Percentages at or above		Percent at Advanced
			Basic	Proficient	
Race/Ethnicity					
White	68	258	96	67	15
Black	9	235	81	27	3
Hispanic	15	236	80	32	4
Asian	6	267	98	76	29
American Indian/Alaska Native	#	‡	‡	‡	‡
Native Hawaiian/Pacific Islander	#	‡	‡	‡	‡
Two or more races	2	257	92	60	22
Gender					
Male	50	255	92	60	16
Female	50	252	93	57	11
National School Lunch Program					
Eligible	34	239	83	36	4
Not eligible	66	261	97	70	19

Rounds to zero.

‡ Reporting standards not met.

NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for the National School Lunch Program, which provides free/reduced-price lunches, is not displayed. Black includes African American and Hispanic includes Latino. Race categories exclude Hispanic origin.

Score Gaps for Student Groups

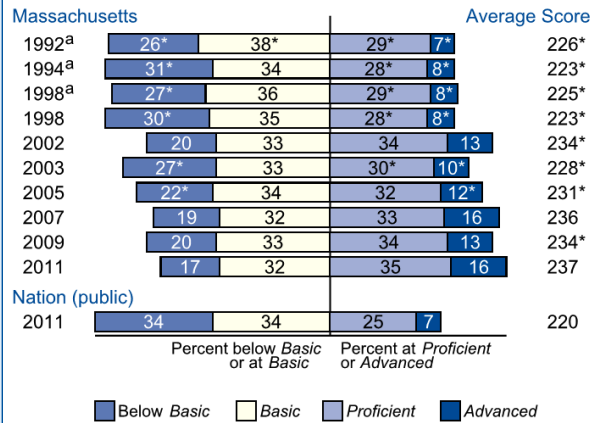
- In 2011, Black students had an average score that was 24 points lower than White students. This performance gap was narrower than that in 1992 (36 points).
- In 2011, Hispanic students had an average score that was 22 points lower than White students. This performance gap was narrower than that in 1992 (34 points).
- In 2011, male students in Massachusetts had an average score that was not significantly different from female students.
- In 2011, students who were eligible for free/reduced-price school lunch, an indicator of low family income, had an average score that was 22 points lower than students who were not eligible for free/reduced-price school lunch. This performance gap was not significantly different from that in 1996 (21 points).

NOTE: Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.
 SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1992–2011 Mathematics Assessments.

Overall Results

- In 2011, the average score of fourth-grade students in Massachusetts was 237. This was higher than the average score of 220 for public school students in the nation.
- The average score for students in Massachusetts in 2011 (237) was higher than their average score in 2009 (234) and was higher than their average score in 1992 (226).
- In 2011, the score gap between students in Massachusetts at the 75th percentile and students at the 25th percentile was 41 points. This performance gap was not significantly different from that of 1992 (39 points).
- The percentage of students in Massachusetts who performed at or above the NAEP *Proficient* level was 50 percent in 2011. This percentage was not significantly different from that in 2009 (47 percent) and was greater than that in 1992 (36 percent).
- The percentage of students in Massachusetts who performed at or above the NAEP *Basic* level was 83 percent in 2011. This percentage was not significantly different from that in 2009 (80 percent) and was greater than that in 1992 (74 percent).

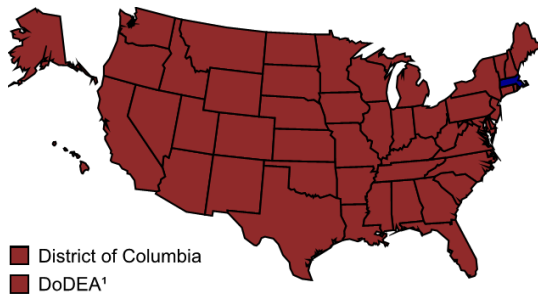
Achievement-Level Percentages and Average Score Results



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^a Accommodations not permitted. For information about NAEP accommodations, see <http://nces.ed.gov/nationsreportcard/about/inclusion.asp>.

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Compare the Average Score in 2011 to Other States/Jurisdictions

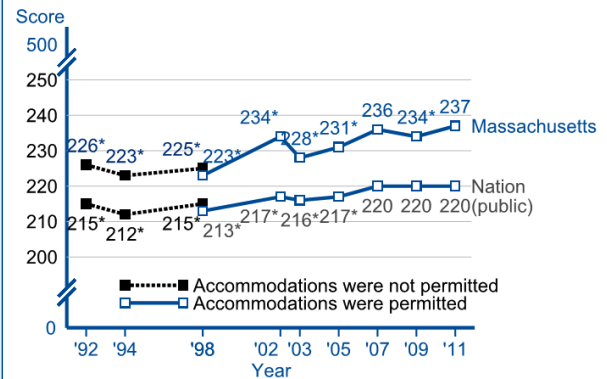


¹ Department of Defense Education Activity (overseas and domestic schools).

In 2011, the average score in **Massachusetts** (237) was

- lower than that in 0 states/jurisdictions
- higher than those in 51 states/jurisdictions
- not significantly different from those in 0 state/jurisdiction

Average Scores for State/Jurisdiction and Nation (public)



* Significantly different ($p < .05$) from 2011. Significance tests were performed using unrounded numbers.

NOTE: For information about NAEP accommodations, see <http://nces.ed.gov/nationsreportcard/about/inclusion.asp>.

Results for Student Groups in 2011

Reporting groups	Percent of students	Avg. score	Percentages at or above		Percent at Advanced
			Basic	Proficient	
Race/Ethnicity					
White	68	243	89	59	18
Black	9	216	61	24	3
Hispanic	14	216	62	23	4
Asian	6	243	85	56	25
American Indian/Alaska Native	#	‡	‡	‡	‡
Native Hawaiian/Pacific Islander	#	‡	‡	‡	‡
Two or more races	2	246	88	60	25
Gender					
Male	49	234	80	47	13
Female	51	239	85	54	18
National School Lunch Program					
Eligible	33	218	66	25	4
Not eligible	67	246	91	63	21

Rounds to zero.

‡ Reporting standards not met.

NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for the National School Lunch Program, which provides free/reduced-price lunches, is not displayed. Black includes African American and Hispanic includes Latino. Race categories exclude Hispanic origin.

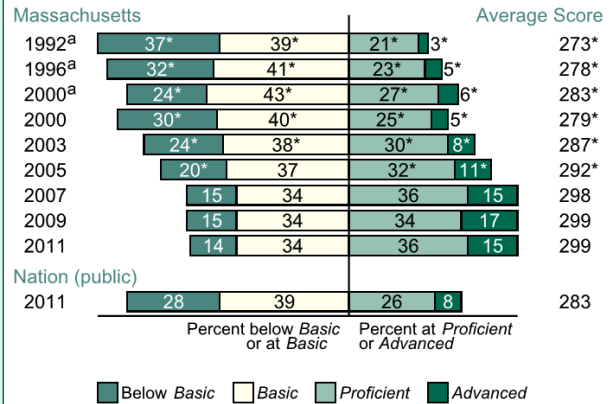
Score Gaps for Student Groups

- In 2011, Black students had an average score that was 27 points lower than White students. This performance gap was not significantly different from that in 1992 (26 points).
- In 2011, Hispanic students had an average score that was 27 points lower than White students. This performance gap was narrower than that in 1992 (34 points).
- In 2011, female students in Massachusetts had an average score that was higher than male students by 6 points.
- In 2011, students who were eligible for free/reduced-price school lunch, an indicator of low family income, had an average score that was 27 points lower than students who were not eligible for free/reduced-price school lunch. This performance gap was not significantly different from that in 1998 (28 points).

Overall Results

- In 2011, the average score of eighth-grade students in Massachusetts was 299. This was higher than the average score of 283 for public school students in the nation.
- The average score for students in Massachusetts in 2011 (299) was not significantly different from their average score in 2009 (299) and was higher than their average score in 1992 (273).
- In 2011, the score gap between students in Massachusetts at the 75th percentile and students at the 25th percentile was 46 points. This performance gap was not significantly different from that of 1992 (48 points).
- The percentage of students in Massachusetts who performed at or above the NAEP *Proficient* level was 51 percent in 2011. This percentage was not significantly different from that in 2009 (52 percent) and was greater than that in 1992 (23 percent).
- The percentage of students in Massachusetts who performed at or above the NAEP *Basic* level was 86 percent in 2011. This percentage was not significantly different from that in 2009 (85 percent) and was greater than that in 1992 (63 percent).

Achievement-Level Percentages and Average Score Results



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NOTE: Detail may not sum to totals because of rounding.

Compare the Average Score in 2011 to Other States/Jurisdictions

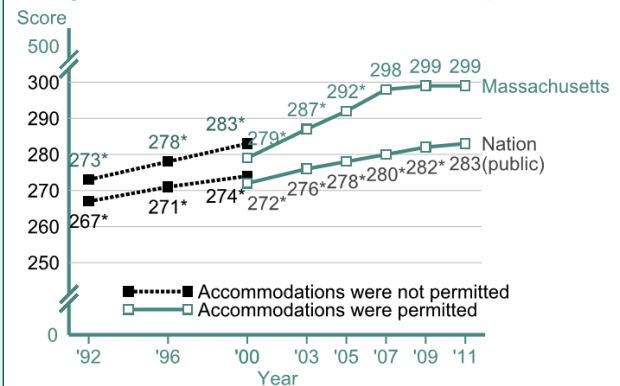


¹ Department of Defense Education Activity (overseas and domestic schools).

In 2011, the average score in **Massachusetts** (299) was

- lower than that in 0 states/jurisdictions
- higher than those in 51 states/jurisdictions
- not significantly different from those in 0 state/jurisdiction

Average Scores for State/Jurisdiction and Nation (public)



* Significantly different ($p < .05$) from 2011. Significance tests were performed using unrounded numbers.

NOTE: For information about NAEP accommodations, see <http://nces.ed.gov/nationsreportcard/about/inclusion.asp>.

Results for Student Groups in 2011

Reporting groups	Percent of Avg. students score		Percentages at or above		Percent at Advanced
	Basic	Proficient	Basic	Proficient	
Race/Ethnicity					
White	73	304	91	58	17
Black	8	275	65	26	4
Hispanic	13	273	64	21	3
Asian	4	321	94	73	39
American Indian/Alaska Native	#	‡	‡	‡	‡
Native Hawaiian/Pacific Islander	#	‡	‡	‡	‡
Two or more races	2	‡	‡	‡	‡
Gender					
Male	51	299	85	52	17
Female	49	298	86	51	14
National School Lunch Program					
Eligible	33	280	72	29	5
Not eligible	67	308	92	62	21

Rounds to zero.

‡ Reporting standards not met.

NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for the National School Lunch Program, which provides free/reduced-price lunches, is not displayed. Black includes African American and Hispanic includes Latino. Race categories exclude Hispanic origin.

Score Gaps for Student Groups

- In 2011, Black students had an average score that was 29 points lower than White students. This performance gap was not significantly different from that in 1992 (34 points).
- In 2011, Hispanic students had an average score that was 31 points lower than White students. This performance gap was not significantly different from that in 1992 (38 points).
- In 2011, male students in Massachusetts had an average score that was not significantly different from female students.
- In 2011, students who were eligible for free/reduced-price school lunch, an indicator of low family income, had an average score that was 28 points lower than students who were not eligible for free/reduced-price school lunch. This performance gap was not significantly different from that in 1996 (30 points).

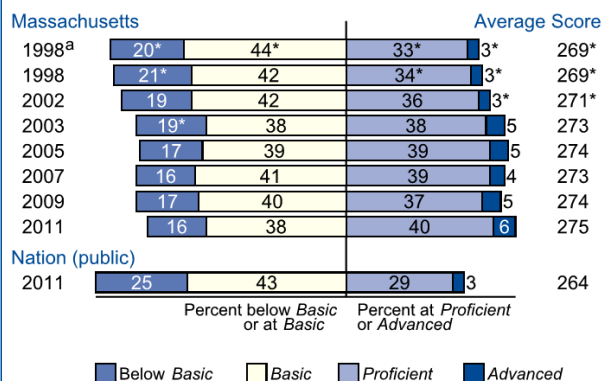
NOTE: Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1992–2011 Mathematics Assessments.

Overall Results

- In 2011, the average score of eighth-grade students in Massachusetts was 275. This was higher than the average score of 264 for public school students in the nation.
- The average score for students in Massachusetts in 2011 (275) was not significantly different from their average score in 2009 (274) and was higher than their average score in 1998 (269).
- In 2011, the score gap between students in Massachusetts at the 75th percentile and students at the 25th percentile was 44 points. This performance gap was not significantly different from that of 1998 (43 points).
- The percentage of students in Massachusetts who performed at or above the NAEP *Proficient* level was 46 percent in 2011. This percentage was not significantly different from that in 2009 (43 percent) and was greater than that in 1998 (38 percent).
- The percentage of students in Massachusetts who performed at or above the NAEP *Basic* level was 84 percent in 2011. This percentage was not significantly different from that in 2009 (83 percent) and was greater than that in 1998 (79 percent).

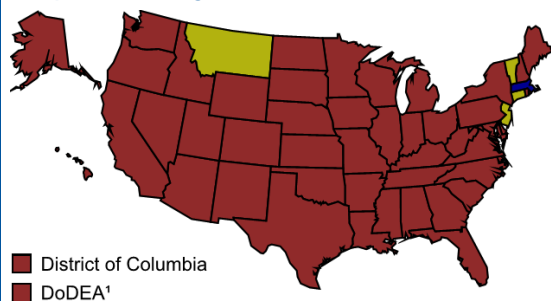
Achievement-Level Percentages and Average Score Results



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^a Accommodations not permitted. For information about NAEP accommodations, see <http://nces.ed.gov/nationsreportcard/about/inclusion.asp>.

NOTE: Detail may not sum to totals because of rounding.

Compare the Average Score in 2011 to Other States/Jurisdictions

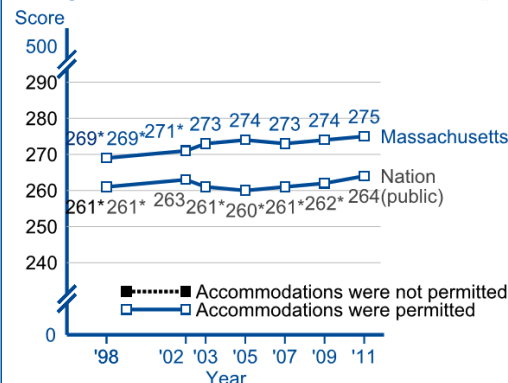


¹ Department of Defense Education Activity (overseas and domestic schools).

In 2011, the average score in **Massachusetts** (275) was

- lower than that in 0 states/jurisdictions
- higher than those in 47 states/jurisdictions
- not significantly different from those in 4 states/jurisdictions

Average Scores for State/Jurisdiction and Nation (public)



* Significantly different ($p < .05$) from 2011. Significance tests were performed using unrounded numbers.

NOTE: For information about NAEP accommodations, see <http://nces.ed.gov/nationsreportcard/about/inclusion.asp>.

Results for Student Groups in 2011

Reporting groups	Percent of students	Avg. score	Percentages at or above		Percent at Advanced
			Basic	Proficient	
Race/Ethnicity					
White	73	282	91	53	8
Black	7	255	68	20	2
Hispanic	13	248	59	18	1
Asian	4	288	90	62	14
American Indian/Alaska Native	#	‡	‡	‡	‡
Native Hawaiian/Pacific Islander	#	‡	‡	‡	‡
Two or more races	2	‡	‡	‡	‡
Gender					
Male	50	271	81	41	5
Female	50	280	88	51	8
National School Lunch Program					
Eligible	32	257	70	25	1
Not eligible	67	284	91	57	9

Rounds to zero.

‡ Reporting standards not met.

NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for the National School Lunch Program, which provides free/reduced-price lunches, is not displayed. Black includes African American and Hispanic includes Latino. Race categories exclude Hispanic origin.

Score Gaps for Student Groups

- In 2011, Black students had an average score that was 27 points lower than White students. This performance gap was not significantly different from that in 1998 (27 points).
- In 2011, Hispanic students had an average score that was 34 points lower than White students. This performance gap was not significantly different from that in 1998 (32 points).
- In 2011, female students in Massachusetts had an average score that was higher than male students by 9 points.
- In 2011, students who were eligible for free/reduced-price school lunch, an indicator of low family income, had an average score that was 27 points lower than students who were not eligible for free/reduced-price school lunch. This performance gap was not significantly different from that in 1998 (29 points).

NOTE: Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.
 SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1998–2011 Reading Assessments.

MASSACHUSETTS

OVERALL RANK

3



THE ANNIE E. CASEY FOUNDATION



ECONOMIC WELL-BEING

DOMAIN RANK

13

Children in poverty

2011

15%

212,000 CHILDREN

WORSENE

2005 14%

Children whose parents lack secure employment

2011

30%

421,000 CHILDREN

WORSENE

2008 26%

Children living in households with a high housing cost burden

2011

41%

570,000 CHILDREN

WORSENE

2005 40%

Teens not in school and not working

2011

5%

21,000 TEENS

UNCHANGED

2008 5%



EDUCATION

DOMAIN RANK

1

Children not attending preschool

2009-11

41%

60,000 CHILDREN

IMPROVED

2005-07 44%

Fourth graders not proficient in reading

2011

50%

N.A.

IMPROVED

2005 56%

Eighth graders not proficient in math

2011

49%

N.A.

IMPROVED

2005 57%

High school students not graduating on time

2009/10

17%

13,551 STUDENTS

IMPROVED

2005/06 21%

N.A. Not Available.



HEALTH

DOMAIN RANK

11

Low-birthweight babies

2010

7.7%

5,634 BABIES

IMPROVED

2005 7.9%

Children without health insurance

2011

2%

24,000 CHILDREN

UNCHANGED

2008 2%

Child and teen deaths per 100,000

2010

17

258 DEATHS

IMPROVED

2005 19

Teens who abuse alcohol or drugs

2010-11

9%

44,000 TEENS

UNCHANGED

2005-06 9%



FAMILY AND COMMUNITY

DOMAIN RANK

7

Children in single-parent families

2011

31%

424,000 CHILDREN

WORSENE

2005 29%

Children in families where the household head lacks a high school diploma

2011

9%

127,000 CHILDREN

IMPROVED

2005 10%

Children living in high-poverty areas

2007-11

7%

98,000 CHILDREN

WORSENE

2000 5%

Teen births per 1,000

2010

17

3,909 BIRTHS

IMPROVED

2005 22

UNITED STATES



ECONOMIC WELL-BEING

Children in poverty

2011

23%

16,387,000 CHILDREN

WORSENERD

2005 **19%**

Children whose parents lack secure employment

2011

32%

23,777,000 CHILDREN

WORSENERD

2008 **27%**

Children living in households with a high housing cost burden

2011

40%

29,486,000 CHILDREN

WORSENERD

2005 **37%**

Teens not in school and not working

2011

8%

1,497,000 TEENS

UNCHANGED

2008 **8%**

EDUCATION

Children not attending preschool

2009-11

54%

4,325,000 CHILDREN

IMPROVED

2005-07 **56%**

Fourth graders not proficient in reading

2011

68%

N.A.

IMPROVED

2005 **70%**

Eighth graders not proficient in math

2011

66%

N.A.

IMPROVED

2005 **72%**

High school students not graduating on time

2009/10

22%

870,542 STUDENTS

IMPROVED

2005/06 **27%**

N.A. Not Available.

HEALTH

Low-birthweight babies

2010

8.1%

325,563 BABIES

IMPROVED

2005 **8.2%**

Children without health insurance

2011

7%

5,528,000 CHILDREN

IMPROVED

2008 **10%**

Child and teen deaths per 100,000

2010

26

20,482 DEATHS

IMPROVED

2005 **32**

Teens who abuse alcohol or drugs

2010-11

7%

1,752,000 TEENS

IMPROVED

2005-06 **8%**

FAMILY AND COMMUNITY

Children in single-parent families

2011

35%

24,718,000 CHILDREN

WORSENERD

2005 **32%**

Children in families where the household head lacks a high school diploma

2011

15%

11,131,000 CHILDREN

IMPROVED

2005 **16%**

Children living in high-poverty areas

2007-11

12%

8,591,000 CHILDREN

WORSENERD

2000 **9%**

Teen births per 1,000

2010

34

367,678 BIRTHS

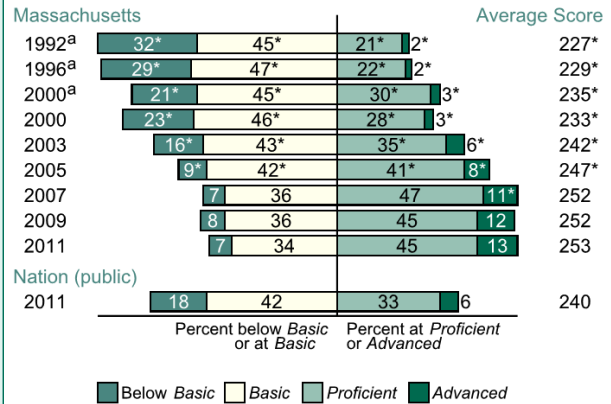
IMPROVED

2005 **40**

Overall Results

- In 2011, the average score of fourth-grade students in Massachusetts was 253. This was higher than the average score of 240 for public school students in the nation.
- The average score for students in Massachusetts in 2011 (253) was not significantly different from their average score in 2009 (252) and was higher than their average score in 1992 (227).
- In 2011, the score gap between students in Massachusetts at the 75th percentile and students at the 25th percentile was 35 points. This performance gap was not significantly different from that of 1992 (40 points).
- The percentage of students in Massachusetts who performed at or above the NAEP *Proficient* level was 58 percent in 2011. This percentage was not significantly different from that in 2009 (57 percent) and was greater than that in 1992 (23 percent).
- The percentage of students in Massachusetts who performed at or above the NAEP *Basic* level was 93 percent in 2011. This percentage was not significantly different from that in 2009 (92 percent) and was greater than that in 1992 (68 percent).

Achievement-Level Percentages and Average Score Results



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NOTE: Detail may not sum to totals because of rounding.

Compare the Average Score in 2011 to Other States/Jurisdictions

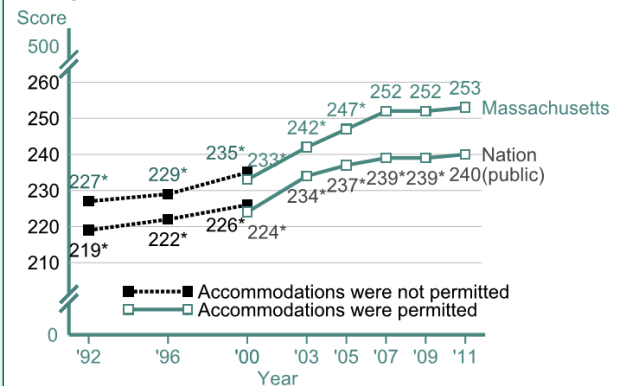


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In 2011, the average score in **Massachusetts** (253) was

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- higher than those in 50 states/jurisdictions
- not significantly different from that in 1 state/jurisdiction

Average Scores for State/Jurisdiction and Nation (public)



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Results for Student Groups in 2011

Reporting groups	Percent of students	Avg. score	Percentages at or above		Percent at Advanced
			Basic	Proficient	
Race/Ethnicity					
White	68	258	96	67	15
Black	9	235	81	27	3
Hispanic	15	236	80	32	4
Asian	6	267	98	76	29
American Indian/Alaska Native	#	‡	‡	‡	‡
Native Hawaiian/Pacific Islander	#	‡	‡	‡	‡
Two or more races	2	257	92	60	22
Gender					
Male	50	255	92	60	16
Female	50	252	93	57	11
National School Lunch Program					
Eligible	34	239	83	36	4
Not eligible	66	261	97	70	19

Rounds to zero.

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Score Gaps for Student Groups

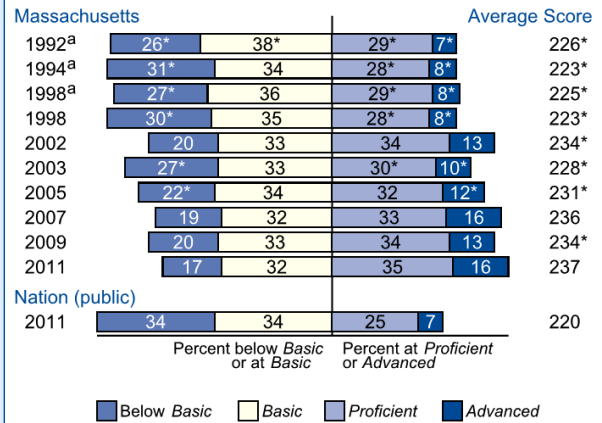
- In 2011, Black students had an average score that was 24 points lower than White students. This performance gap was narrower than that in 1992 (36 points).
- In 2011, Hispanic students had an average score that was 22 points lower than White students. This performance gap was narrower than that in 1992 (34 points).
- In 2011, male students in Massachusetts had an average score that was not significantly different from female students.
- In 2011, students who were eligible for free/reduced-price school lunch, an indicator of low family income, had an average score that was 22 points lower than students who were not eligible for free/reduced-price school lunch. This performance gap was not significantly different from that in 1996 (21 points).

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- The percentage of students in Massachusetts who performed at or above the NAEP *Proficient* level was 50 percent in 2011. This percentage was not significantly different from that in 2009 (47 percent) and was greater than that in 1992 (36 percent).
- The percentage of students in Massachusetts who performed at or above the NAEP *Basic* level was 83 percent in 2011. This percentage was not significantly different from that in 2009 (80 percent) and was greater than that in 1992 (74 percent).

Achievement-Level Percentages and Average Score Results



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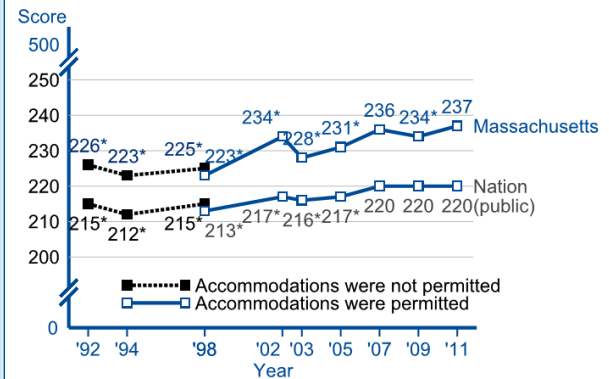


¹ Department of Defense Education Activity (overseas and domestic schools).

In 2011, the average score in **Massachusetts** (237) was

- lower than that in 0 states/jurisdictions
- higher than those in 51 states/jurisdictions
- not significantly different from those in 0 state/jurisdiction

Average Scores for State/Jurisdiction and Nation (public)



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NOTE: For information about NAEP accommodations, see <http://nces.ed.gov/nationsreportcard/about/inclusion.asp>.

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Black	9	216	61	24	3
Hispanic	14	216	62	23	4
Asian	6	243	85	56	25
American Indian/Alaska Native	#	‡	‡	‡	‡
Native Hawaiian/Pacific Islander	#	‡	‡	‡	‡
Two or more races	2	246	88	60	25
Gender					
Male	49	234	80	47	13
Female	51	239	85	54	18
National School Lunch Program					
Eligible	33	218	66	25	4
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‡ Reporting standards not met.

NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for the National School Lunch Program, which provides free/reduced-price lunches, is not displayed. Black includes African American and Hispanic includes Latino. Race categories exclude Hispanic origin.

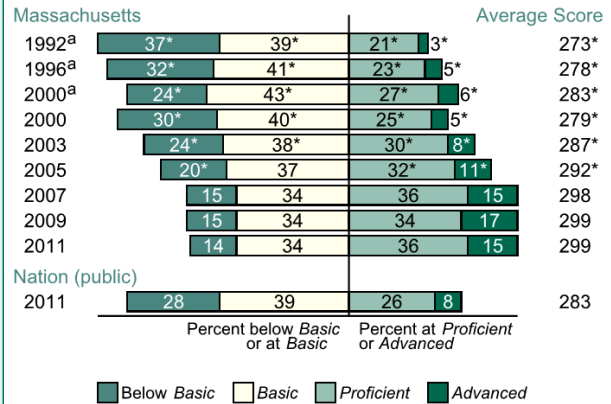
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- In 2011, Hispanic students had an average score that was 27 points lower than White students. This performance gap was narrower than that in 1992 (34 points).
- In 2011, female students in Massachusetts had an average score that was higher than male students by 6 points.
- In 2011, students who were eligible for free/reduced-price school lunch, an indicator of low family income, had an average score that was 27 points lower than students who were not eligible for free/reduced-price school lunch. This performance gap was not significantly different from that in 1998 (28 points).

Overall Results

- In 2011, the average score of eighth-grade students in Massachusetts was 299. This was higher than the average score of 283 for public school students in the nation.
- The average score for students in Massachusetts in 2011 (299) was not significantly different from their average score in 2009 (299) and was higher than their average score in 1992 (273).
- In 2011, the score gap between students in Massachusetts at the 75th percentile and students at the 25th percentile was 46 points. This performance gap was not significantly different from that of 1992 (48 points).
- The percentage of students in Massachusetts who performed at or above the NAEP *Proficient* level was 51 percent in 2011. This percentage was not significantly different from that in 2009 (52 percent) and was greater than that in 1992 (23 percent).
- The percentage of students in Massachusetts who performed at or above the NAEP *Basic* level was 86 percent in 2011. This percentage was not significantly different from that in 2009 (85 percent) and was greater than that in 1992 (63 percent).

Achievement-Level Percentages and Average Score Results



* Significantly different ($p < .05$) from state's results in 2011. Significance tests were performed using unrounded numbers.

^a Accommodations not permitted. For information about NAEP accommodations, see <http://nces.ed.gov/nationsreportcard/about/inclusion.asp>.

NOTE: Detail may not sum to totals because of rounding.

Compare the Average Score in 2011 to Other States/Jurisdictions

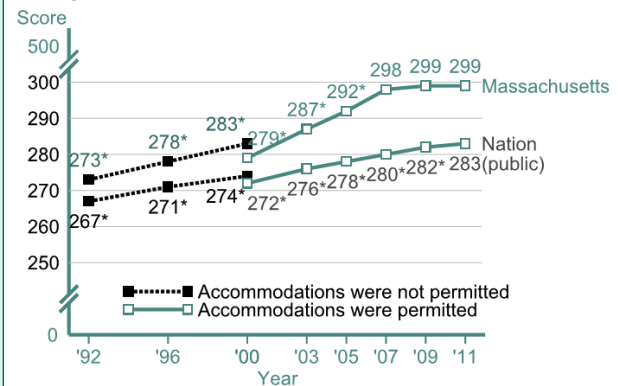


¹ Department of Defense Education Activity (overseas and domestic schools).

In 2011, the average score in **Massachusetts** (299) was

- lower than that in 0 states/jurisdictions
- higher than those in 51 states/jurisdictions
- not significantly different from those in 0 state/jurisdiction

Average Scores for State/Jurisdiction and Nation (public)



* Significantly different ($p < .05$) from 2011. Significance tests were performed using unrounded numbers.

NOTE: For information about NAEP accommodations, see <http://nces.ed.gov/nationsreportcard/about/inclusion.asp>.

Results for Student Groups in 2011

Reporting groups	Percent of Avg. students score		Percentages at or above		Percent at Advanced
	Basic	Proficient	Basic	Proficient	
Race/Ethnicity					
White	73	304	91	58	17
Black	8	275	65	26	4
Hispanic	13	273	64	21	3
Asian	4	321	94	73	39
American Indian/Alaska Native	#	‡	‡	‡	‡
Native Hawaiian/Pacific Islander	#	‡	‡	‡	‡
Two or more races	2	‡	‡	‡	‡
Gender					
Male	51	299	85	52	17
Female	49	298	86	51	14
National School Lunch Program					
Eligible	33	280	72	29	5
Not eligible	67	308	92	62	21

Rounds to zero.

‡ Reporting standards not met.

NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for the National School Lunch Program, which provides free/reduced-price lunches, is not displayed. Black includes African American and Hispanic includes Latino. Race categories exclude Hispanic origin.

Score Gaps for Student Groups

- In 2011, Black students had an average score that was 29 points lower than White students. This performance gap was not significantly different from that in 1992 (34 points).
- In 2011, Hispanic students had an average score that was 31 points lower than White students. This performance gap was not significantly different from that in 1992 (38 points).
- In 2011, male students in Massachusetts had an average score that was not significantly different from female students.
- In 2011, students who were eligible for free/reduced-price school lunch, an indicator of low family income, had an average score that was 28 points lower than students who were not eligible for free/reduced-price school lunch. This performance gap was not significantly different from that in 1996 (30 points).

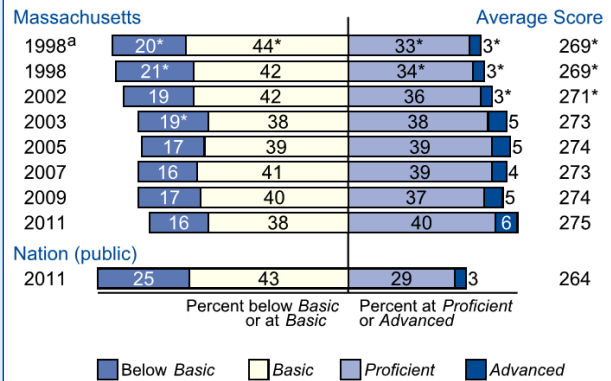
NOTE: Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1992–2011 Mathematics Assessments.

Overall Results

- In 2011, the average score of eighth-grade students in Massachusetts was 275. This was higher than the average score of 264 for public school students in the nation.
- The average score for students in Massachusetts in 2011 (275) was not significantly different from their average score in 2009 (274) and was higher than their average score in 1998 (269).
- In 2011, the score gap between students in Massachusetts at the 75th percentile and students at the 25th percentile was 44 points. This performance gap was not significantly different from that of 1998 (43 points).
- The percentage of students in Massachusetts who performed at or above the NAEP *Proficient* level was 46 percent in 2011. This percentage was not significantly different from that in 2009 (43 percent) and was greater than that in 1998 (38 percent).
- The percentage of students in Massachusetts who performed at or above the NAEP *Basic* level was 84 percent in 2011. This percentage was not significantly different from that in 2009 (83 percent) and was greater than that in 1998 (79 percent).

Achievement-Level Percentages and Average Score Results



* Significantly different ($p < .05$) from state's results in 2011. Significance tests were performed using unrounded numbers.
^a Accommodations not permitted. For information about NAEP accommodations, see <http://nces.ed.gov/nationsreportcard/about/inclusion.asp>.

NOTE: Detail may not sum to totals because of rounding.

Compare the Average Score in 2011 to Other States/Jurisdictions

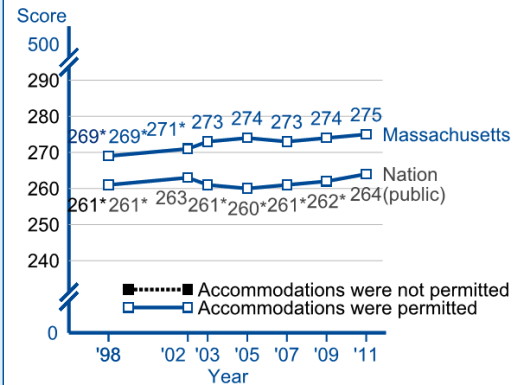


¹ Department of Defense Education Activity (overseas and domestic schools).

In 2011, the average score in **Massachusetts** (275) was

- lower than that in 0 states/jurisdictions
- higher than those in 47 states/jurisdictions
- not significantly different from those in 4 states/jurisdictions

Average Scores for State/Jurisdiction and Nation (public)



* Significantly different ($p < .05$) from 2011. Significance tests were performed using unrounded numbers.

NOTE: For information about NAEP accommodations, see <http://nces.ed.gov/nationsreportcard/about/inclusion.asp>.

Results for Student Groups in 2011

Reporting groups	Percent of students	Avg. score	Percentages at or above		Percent at Advanced
			Basic	Proficient	
Race/Ethnicity					
White	73	282	91	53	8
Black	7	255	68	20	2
Hispanic	13	248	59	18	1
Asian	4	288	90	62	14
American Indian/Alaska Native	#	‡	‡	‡	‡
Native Hawaiian/Pacific Islander	#	‡	‡	‡	‡
Two or more races	2	‡	‡	‡	‡
Gender					
Male	50	271	81	41	5
Female	50	280	88	51	8
National School Lunch Program					
Eligible	32	257	70	25	1
Not eligible	67	284	91	57	9

Rounds to zero.

‡ Reporting standards not met.

NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for the National School Lunch Program, which provides free/reduced-price lunches, is not displayed. Black includes African American and Hispanic includes Latino. Race categories exclude Hispanic origin.

Score Gaps for Student Groups

- In 2011, Black students had an average score that was 27 points lower than White students. This performance gap was not significantly different from that in 1998 (27 points).
- In 2011, Hispanic students had an average score that was 34 points lower than White students. This performance gap was not significantly different from that in 1998 (32 points).
- In 2011, female students in Massachusetts had an average score that was higher than male students by 9 points.
- In 2011, students who were eligible for free/reduced-price school lunch, an indicator of low family income, had an average score that was 27 points lower than students who were not eligible for free/reduced-price school lunch. This performance gap was not significantly different from that in 1998 (29 points).

RACE TO THE TOP

Massachusetts Report

Year 2: School Year 2011–2012



U.S. Department of Education
Washington, DC 20202

February 1, 2013

Executive Summary

Race to the Top overview

On February 17, 2009, President Obama signed into law the American Recovery and Reinvestment Act of 2009 (ARRA), historic legislation designed to stimulate the economy, support job creation, and invest in critical sectors, including education. ARRA provided \$4.35 billion for the Race to the Top fund, of which approximately \$4 billion was used to fund comprehensive statewide reform grants under the Race to the Top program.¹ In 2010, the U.S. Department of Education (Department) awarded Race to the Top Phase 1 and Phase 2 grants to 11 States and the District of Columbia. The Race to the Top program is a competitive four-year grant program designed to encourage and reward States that are creating the conditions for education innovation and reform; achieving significant improvement in student outcomes, including making substantial gains in student achievement, closing achievement gaps, and improving high school graduation rates; and ensuring students are prepared for success in college and careers.

Since the Race to the Top Phase 1 and 2 competitions, the Department has made additional grants under Race to the Top Phase 3, Race to the Top – Early Learning Challenge, and Race to the Top – District. In 2011, the Department awarded Phase 3 grants to seven additional States, which were finalists in the 2010 Race to the Top Phase 1 and Phase 2 competitions. Also in 2011, the Department made seven awards under the Race to the Top – Early Learning Challenge to improve quality and expand access to early learning programs, and close the achievement gap for children with high needs. In 2012, four more States received Early Learning Challenge grants. Most recently, in 2012, the Department made awards to 16 applicants through the Race to the Top – District competition to support local educational agencies (LEAs) implementing locally developed plans to personalize and deepen student learning, directly improve student achievement and educator effectiveness, close achievement gaps, and prepare every student to succeed in college and career.

The Race to the Top program is built on the framework of comprehensive reform in four education reform areas:

- Adopting rigorous standards and assessments that prepare students for success in college and the workplace;
- Building data systems that measure student success and inform teachers and principals how they can improve their practices;
- Recruiting, developing, retaining, and rewarding effective teachers and principals; and
- Turning around the lowest-performing schools.

Since education is a complex system, sustained and lasting instructional improvement in classrooms, schools, LEAs, and States will not be achieved through piecemeal change. Race to the Top requires that States and LEAs participating in the State's Race to the Top plan (participating LEAs)² take into account their local context to design and implement the most effective and innovative approaches that meet the needs of their educators, students, and families.

Race to the Top program review

As part of the Department's commitment to supporting States as they implement ambitious reform agendas, the Department established the Implementation and Support Unit (ISU) in the Office of the Deputy Secretary to administer, among others, the Race to the Top program. The goal of the ISU is to provide assistance to States as they implement unprecedented and comprehensive reforms to improve student outcomes. Consistent with this goal, the Department has developed a Race to the Top program review process that not only addresses the Department's responsibilities for fiscal and programmatic oversight, but is also designed to identify areas in which Race to the Top grantees need assistance and support to meet their goals. Specifically, the ISU works with Race to the Top grantees to differentiate support based on individual State needs, and helps States work with each other and with experts to achieve and sustain educational reforms that improve student outcomes. In partnership with the ISU, the Reform Support Network (RSN) offers collective and individualized technical assistance and resources to Race to the Top grantees. The RSN's purpose is to support Race to the Top grantees as they implement reforms in education policy and practice, learn from each other, and build their capacity to sustain these reforms.

Grantees are accountable for the implementation of their approved Race to the Top plans, and the information and data gathered throughout the program review help to inform the Department's management and support of the Race to the Top grantees, as well as provide appropriate and timely updates to the public on their progress. In the event that adjustments are required to an approved plan, the grantee must submit a formal amendment request to the Department for consideration. States may submit for Department approval amendment requests to a plan and budget, provided such changes do not significantly affect the scope or objectives of the approved plans. In the event that the Department determines that a grantee is not meeting its goals, activities, timelines, budget, or annual targets, or is not fulfilling other applicable requirements, the Department will take appropriate enforcement action(s), consistent with 34 CFR section 80.43 in the Education Department General Administrative Regulations (EDGAR).³

¹ The remaining funds were awarded under the Race to the Top Assessment program. More information about the Race to the Top Assessment program is available at www.ed.gov/programs/racetothetop-assessment.

² Participating LEAs are those LEAs that choose to work with the State to implement all or significant portions of the State's Race to the Top plan, as specified in each LEA's Memorandum of Understanding with the State. Each participating LEA that receives funding under Title I, Part A will receive a share of the 50 percent of a State's grant award that the State must subgrant to LEAs, based on the LEA's relative share of Title I, Part A allocations in the most recent year, in accordance with section 14006(c) of the ARRA.

³ More information about the ISU's program review process, State APR data, and State Scopes of Work can be found at <http://www2.ed.gov/programs/racetothetop/index.html>.

Executive Summary

State-specific summary report

The Department uses the information gathered during the review process (e.g., through monthly calls, onsite reviews, and Annual Performance Reports (APRs)) to draft State-specific summary reports.⁴ The State-specific summary report serves as an assessment of a State's annual Race to the Top implementation. The Year 2 report for Phase 1 and 2 grantees highlights successes and accomplishments, identifies challenges, and provides lessons learned from implementation from approximately September 2011 through September 2012.

State's education reform agenda

Since the passage of Massachusetts' Education Reform Act in 1993, the State has focused on accelerating student achievement gains. In 2011, Massachusetts' fourth and eighth graders led the nation in reading and mathematics performance on the National Assessment of Educational Progress. Despite having high overall levels of student achievement, Massachusetts recognizes that not every student in the State receives a world-class education. Through Race to the Top, Massachusetts is implementing a comprehensive reform plan to help ensure that the State prepares every student for success in college and career.

In August 2010, the Department awarded Massachusetts a \$250 million Race to the Top grant to pursue its goals for improving student performance and closing student achievement gaps. The State's four objectives for the grant are as follows:

- *Great Teachers and Leaders:* Attract, develop, and retain an effective, academically capable, diverse and culturally proficient educator workforce to ensure that every student is taught by a great teacher, and every school and district is led by a great leader;
- *Curricular and Instructional Resources:* Provide curricular and instructional resources to give every educator the tools necessary to promote and support student achievement;
- *Concentrated Support in Low-Performing Schools:* Concentrate great instruction and additional supports for educators, students, and families in the lowest-performing schools and their districts to create the conditions needed for improved student achievement; and
- *College and Career Readiness:* Increase dramatically the number of students who graduate from high school ready for college and career.

Several of the State's programs target increased achievement in science, technology, engineering, and mathematics (STEM).

State Year 1 summary

In Year 1, Massachusetts prepared to implement its Race to the Top reforms through capacity building and planning in each reform area. The State established the Delivery Team within the Office of Planning and Research (OPR) to support effective project management.⁵ Massachusetts adopted the Common Core State Standards (CCSS) and took the first steps toward providing curricular resources to LEAs. Massachusetts approved new educator evaluation regulations and prepared the first cohort of LEAs to implement the new systems in Year 2. Thirty-five low-achieving schools initiated a school intervention model (including one school closure) in Year 1, and the State provided additional supports in five urban LEAs through Wraparound Zone grants.

State Year 2 summary

Accomplishments

In Year 2, Massachusetts continued to implement strong systems to track progress of projects, assess risk, and provide support of project implementation as needed. The State fully implemented project management structures through the Delivery approach, which regularly assesses project progress and identifies potential problems based on predetermined goals and objectives. The Delivery process allows for a candid assessment of project risks and timely application of action plans for projects that may be getting off track. The State demonstrated a strong understanding of its progress and the areas that required additional support. Additionally, the State proactively collaborated with key stakeholders throughout the development of major components of its Race to the Top reform efforts, which resulted in greater buy-in from educators during implementation.

The State laid a critical foundation in the first two years of the Race to the Top grant to support educators for school year (SY) 2012-2013 implementation of the Massachusetts Curriculum Framework for English Language Arts and the Massachusetts Curriculum Framework for Mathematics, which incorporate the CCSS. In Year 2, more than 150 educators participated in development of model curriculum units, and roughly 2,500 educators attended conferences or presentations on the new standards. The State launched its first STEM Early College High School and supported 13 Innovation Schools.

Massachusetts prepared its LEAs to implement rigorous new educator evaluation systems that clearly differentiate educators, include measures of student growth, and connect to professional

⁴ Additional State-specific data on progress against annual performance measures and goals reported in the Year 2 APRs can be found on the Race to the Top Data Display at www.rtt-apr.us.

⁵ The Delivery team is a team within ESE that implements the Delivery method of implementation, which emphasizes the use of real-time data, focused analysis and reports, and strong leadership involvement to drive implementation.

Executive Summary

development. Twenty-one LEAs, including nine Level 4 districts⁶, implemented educator evaluation systems based on the State's educator evaluation framework in Year 2. The State will use the results from an outside evaluation of implementation by the 21 LEAs to guide its support for other LEAs. Race to the Top participating LEAs will fully implement new educator evaluations in Year 3, and all other LEAs statewide are expected to implement new systems in Year 4. In Year 2, Massachusetts released a model evaluation system and extensive guidance for LEAs choosing to implement their own systems. Regional "Getting Started" workshops that explained the model evaluation system attracted over 1,000 educators.

Level 4 schools, which are called Priority Schools under the State's approved Elementary and Secondary Education Act (ESEA) flexibility request⁷, received extensive support from the Massachusetts Department of Elementary and Secondary Education (ESE). In Year 2, 34 Massachusetts schools implemented school intervention models, and 21 implemented Wraparound Zone grants. Massachusetts structured both initiatives to identify barriers to student achievement and work to improve student performance through school reform and comprehensive support. Comprehensive school reviews drove school improvement and informed the State's efforts to help low-achieving schools and LEAs build capacity to increase student performance.

Central to these efforts was the State's network of Priority Partners, a group of educational organizations that work in partnership with low-achieving LEAs to improve academic outcomes. The State expanded the Priority Partners network from seven partners in Year 1 to 24 partners in Year 2. Priority Partners are identified by the State as having demonstrated effectiveness in working with schools to address at least one of the following areas: students' social, emotional and health needs, effectiveness in maximizing learning time, effective use of data, and district systems of support. Additionally, in December 2011, the State launched the Network of Priority Partners, which is intended to facilitate communication among Priority Partners both within and across LEAs. The Network will enable the partners to share information and best practices, and coordinate and align services. It will also provide relevant information to the partners on ESE initiatives and goals, to inform their efforts and allow the partners to identify opportunities for alignment.

Challenges

While Massachusetts has put concerted time and resources into efforts to implement the schools interoperability framework (SIF) in order to improve the data collection process, there continued to be significant delays in this project. The State fell short of meeting its

performance measure for this project for the first two years of the grant. Progress in this area was impaired by factors such as challenges in filling positions and maintaining project staffing levels, and unexpected difficulties in working with LEA source data systems that are from the same vendor but are different versions of the product. The SIF project has many dependencies to other projects in Massachusetts' Race to the Top plan, so the current delays could have significant consequences for the completion of deliverables in other key areas of the Race to the Top grant. For instance, implementation of the SIF is needed for individuals using the teaching and learning system to access real-time data. Without that data, the teaching and learning system will not meet the needs of educators. Massachusetts has put a plan in place to address these challenges and the State has made some recent progress. In SY 2011-2012, year-end data for nine pilot LEAs were successfully collected through SIF. Massachusetts reported in its Year 2 APR that 119 LEAs were implementing SIF.

In SY 2011-2012, the State reported that 100 percent of LEAs implemented the CCSS, which are incorporated into the Massachusetts Curriculum Framework for English Language Arts and the Massachusetts Curriculum Framework for Mathematics. Nonetheless, the State faced an issue with timeliness of delivery of key materials to LEAs, such as model curriculum units and curriculum-embedded performance assessments (CEPAs). With the slow pace of piloting and rollout for model curriculum units and CEPAs, LEAs with lower capacity were left without exemplars to use as they began to transition to implementing new standards. The State initiated model curriculum map development late in SY 2011-2012, creating a tight timeframe for completing the maps and disseminating them to LEAs. Due to ties with the procurement of the teaching and learning system, the State's tools for interim assessments were not ready for piloting in Year 2. Additionally, the State continued to face delays in instituting MassCore, a rigorous diploma track designed to promote college and career readiness, as the default curriculum for high school students in the State. However, many LEAs engaged in local efforts to increase MassCore completion. The State reported in the SY 2011-2012 APR that over 69 percent of high school graduates completed the MassCore requirements for graduation.

LEAs faced challenges finalizing local collective bargaining agreements in time to prepare for implementation of educator evaluation systems in SY 2012-2013. The State reported in October 2012 that 88 of the 236 participating LEAs had ESE-approved evaluation system plans that align with the State's regulations. Given that agreements are being finalized after the start of the school year, LEAs will likely face challenges in implementation, as educators will have limited time to learn about the approved LEA system prior to implementation in SY 2012-2013.

⁶According to the State, definitions of Level 3 and Level 4 districts are as follows: Level 3—Districts with one or more schools among the lowest-performing 20 percent based on quantitative indicators. Level 4—Districts identified by quantitative and qualitative indicators through a district review; districts with one or more schools among the lowest-performing and least-improving 2 percent based on quantitative indicators.

⁷On September 23, 2011, the Department offered each interested State educational agency (SEA) the opportunity to request flexibility ("ESEA flexibility") on behalf of itself, its LEAs, and its schools, regarding specific requirements of the No Child Left Behind Act of 2001 (NCLB), in exchange for rigorous and comprehensive State-developed plans designed to improve educational outcomes for all students, close achievement gaps, increase equity, and improve the quality of instruction. For more information on ESEA Flexibility, see www.ed.gov/esea/flexibility.

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Looking ahead to Year 3

Massachusetts plans to fully implement the 2011 Massachusetts Curriculum Frameworks, which incorporate the CCSS, in Year 3. In addition, all Race to the Top participating LEAs will implement new educator evaluation systems. The State will continue to develop data systems and curricular materials that support these initiatives and will provide further guidance to LEAs as they roll out their new

curricula and evaluations. ESE's training programs for teachers and leaders will provide support to additional educators. The State's supports for low-achieving schools, such as Wraparound Zones grants and the State's district review process, will be expanded to Level 3 schools, as well as continue for Level 4 schools, in order to support both sets of schools as they implement the reforms needed to improve student performance.

State Success Factors

Building capacity to support LEAs

ESE's OPR houses key functions and personnel that enable Massachusetts to track progress and provide support to LEAs. ESE filled all key OPR roles in Year 2, and merged the State's existing LEA review processes with processes specific to Race to the Top.

Massachusetts established a system of direct ESE liaisons, which operate out of existing District and School Assistance Centers, to provide targeted support and encourage best practices in Levels 3 and 4 districts. Level 4 districts receive a dedicated liaison. According to the State, higher-performing LEAs are able to make requests of the State for similar support on an as-needed basis.

Support and accountability for LEAs

The State focused its existing LEA support on Level 3 and 4 districts. Massachusetts grouped its Race to the Top projects into six major areas for external program evaluations, which will provide in-depth feedback from a subset of LEAs regarding implementation. In Year 2, the State secured an evaluation vendor for every project area that had LEA activity in that year. Program staff collected formative feedback about program implementation, such as information about the educator evaluation system from early adopter districts (see *Great Teachers and Leaders*).

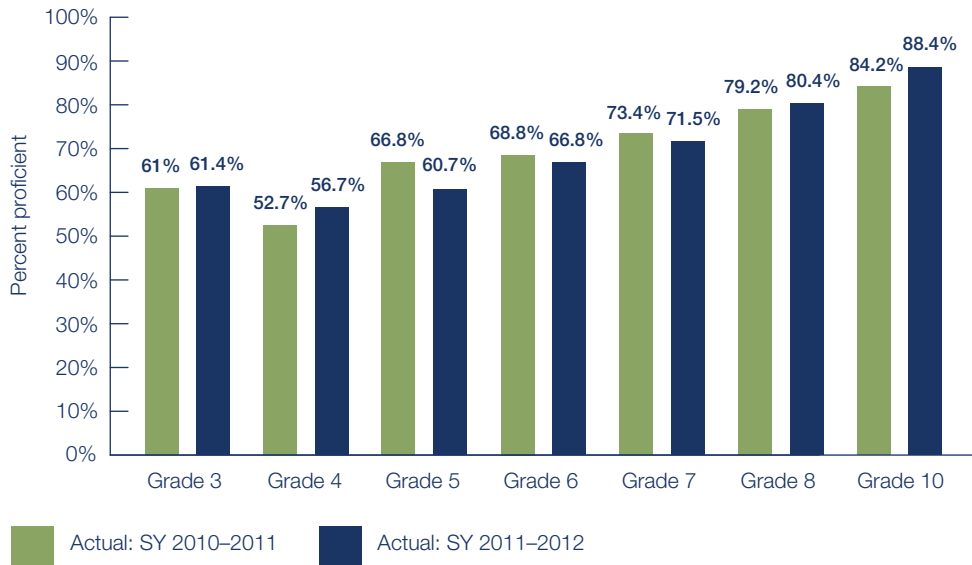
In Year 2, the State contributed to two of the Reform Support Network's publications that seek to spread best practices on supporting and collaborating with LEAs: *Effective Approaches to Collaboration: Models of Partnerships, Networks and Collaborative Strategies*; and *Driving Toward Results: Performance Management for Race to the Top Grantees*.⁸

Massachusetts plans to differentiate support to LEAs in Years 3 and 4 based on performance measure data.

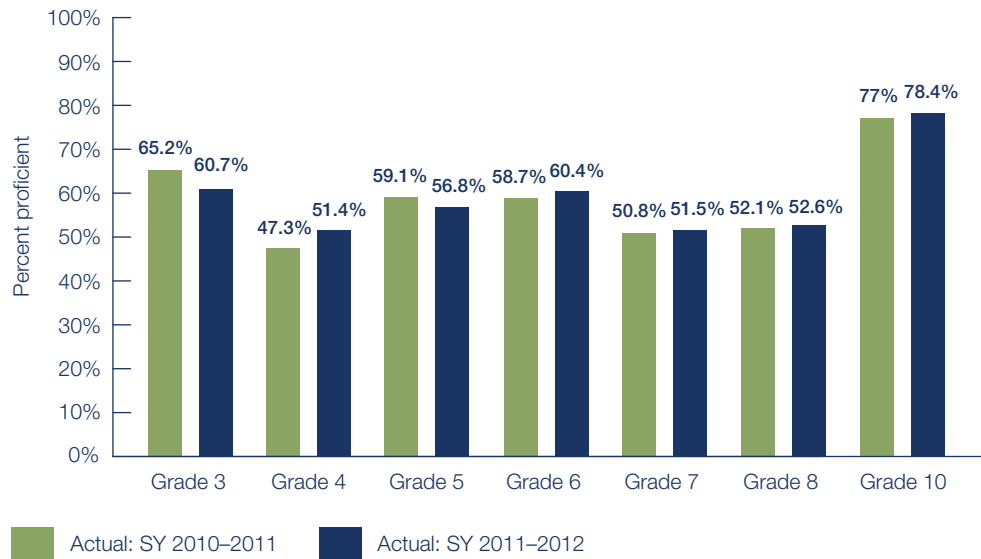
⁸The Reform Support Network's publications and documents can be found at <http://www2.ed.gov/about/inits/ed/implementation-support-unit/tech-assist/index.html>.

State Success Factors

Student Proficiency on Massachusetts' ELA Assessment



Student Proficiency on Massachusetts' Mathematics Assessment



Preliminary SY 2011-2012 data reported as of: September 17, 2012

NOTE: Over the last two years, a number of States adopted new assessments and/or cut scores.

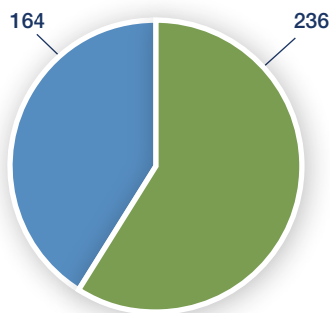
For State-reported context, please refer to the Race to the Top APR at www.rtt-apr.us.

State Success Factors

LEA participation

Of Massachusetts' 400 LEAs, 236 are participating in the State's Race to the Top plan. According to the State, these LEAs serve 69.3 percent of the State's students and over 82 percent of its students in poverty.

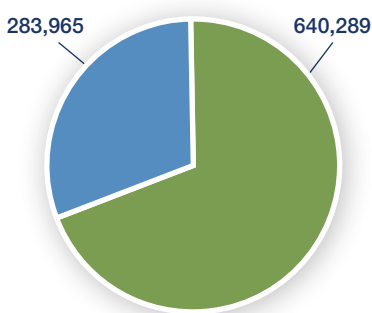
LEAs Participating in Massachusetts' Race to the Top Plan



Participating LEAs (#)

Other LEAs

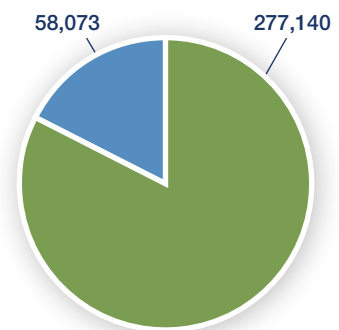
K-12 Students in LEAs Participating in Massachusetts' Race to the Top Plan



K-12 Students (#) in participating LEAs

K-12 Students (#) in other LEAs

Students in Poverty in LEAs Participating in Massachusetts' Race to the Top Plan



Students in Poverty (#) in participating LEAs

Students in Poverty (#) in other LEAs

For State-reported context, please refer to the Race to the Top APR at www.rtt-apr.us.

Stakeholder engagement

To plan effective stakeholder engagement efforts, the State convened personnel from each project office to discuss its communications approach. Massachusetts worked across boundaries and engaged with a variety of stakeholders to develop the District Analysis and Review Tool (DART). DART presents ESE's school data in a form that helps parents, policymakers, and the public access data regarding LEA and school performance. Massachusetts plans to use LEA- and vendor-reported data, as well as State data, to compile a comprehensive Year 2 report on Race to the Top implementation, which will be shared with stakeholders.

The State actively communicated with LEA staff and educators during the first two years of grant implementation, articulating the State's vision, theory of action, and strategy. ESE developed a Race to the Top newsletter that is disseminated to LEAs quarterly via email and posted on ESE's website. In SY 2011-2012, the State hosted a conference for LEAs and stakeholder organizations that focused on the alignment of the educator evaluation framework and the Massachusetts Curriculum Frameworks. Communication and collaboration with key stakeholders throughout the development

of key projects such as the educator evaluation framework helped promote buy-in that has been valuable for some LEAs during the collective bargaining process.

Massachusetts undertook extensive stakeholder communication and outreach in Year 2 as part of a large-scale communications initiative that aimed to improve ESE's relationship with LEAs and educators in the field. For example, conferences and presentations on the new standards reached about 2,500 educators (see *Standards and Assessments*), and more than 1,000 LEA and school leaders attended "Getting Started" workshops on ESE's model educator evaluation system (see *Great Teachers and Leaders*). Stakeholder feedback played a key role in designing data systems, teacher licensure and preparation regulations, and many other projects (see *Data Systems to Support Instruction* and *Great Teachers and Leaders*).

An ESE survey indicated improvements in the ESE-LEA relationship, suggesting that ESE's focus on shifting from a compliance-oriented role to a support-oriented role has been effective. Massachusetts reported that the Delivery approach, which promotes communication and collaboration at the State level, was a key component of this shift.

State Success Factors

Continuous improvement

ESE used the Delivery method to ensure high-quality, timely implementation of Race to the Top projects. The Delivery Team regularly assessed progress against detailed Delivery plans that include implementation benchmarks and interim outcome measures. Regular evaluations enabled project managers to quickly and systematically address issues as they arose.

The Delivery Team monitored project implementation quality through three main processes: biweekly team check-ins, data reviews, and field visits. Biweekly team check-ins permitted team members to assess projects using a rubric and probing questions. Data reviews verified that projects were meeting the targets and trajectories specified in the delivery plan, such as outcome measures or the number of students or teachers the project affected. Field visits provided a qualitative look at implementation through teacher and administrator interviews. Together, these processes provided an early indication of the project's progress, quality of implementation, and potential challenges. Projects that Massachusetts identified as the most critical to its Race to the Top plan's overall success experienced especially rigorous assessments.

ESE further assessed progress and implementation quality through project manager meetings that convene once a month, executive sponsor meetings that occur every three weeks, and ad hoc meetings as needed. Executive sponsors are senior staff who lead each Race to the Top project area. Other project management methods included the Commissioner's monthly stocktakes, biannual reporting on performance measures defined in LEA Scopes of Work, and biweekly calls and other direct communication between the Race to the Top implementation manager and the Executive Office of Education. Additionally, vendors reported on performance measures through established templates. As with Delivery processes, these processes resulted in actions to address issues identified.

The State also used several project-specific methods to support continuous improvement. Several of Massachusetts' standards-related projects used surveys, emails, and in-person communication to assess LEA progress and experiences, as well as to identify areas for support. Information technology projects followed the Executive Office of Education's project management and software development processes, which included weekly status reports, schedules of key milestones, and risk assessments.

Successes, challenges, and lessons learned

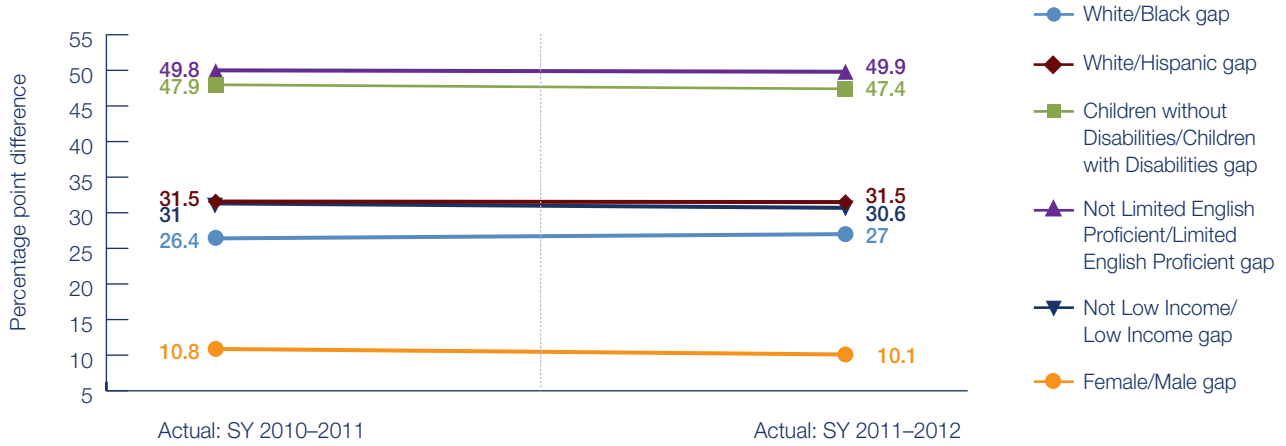
Massachusetts fully scaled up its key project management structures in Year 2. It established goals for its projects in each reform area and secured external evaluation vendors for all projects with Year 1 or Year 2 activity. The State provided further support and accountability through project manager meetings, executive sponsor meetings, monthly Commissioner stocktakes, and other processes. These structures helped identify areas for improvement, and aided in keeping projects on schedule, or developing action plans for projects that may be getting off track.

Through extensive communication and outreach, ESE improved its connection to educators in the field and began to shift from a compliance-oriented to a support-oriented role. The State leveraged a system of direct ESE liaisons for large urban LEAs. Support for Level 3 and Level 4 districts is based on existing structures, specifically regional centers that provide support. Level 4 districts have a dedicated liaison that is focused on project alignment and support. Stakeholder feedback suggested that these efforts improved buy-in for initiatives like the educator evaluation system. Key outreach sessions included the "Getting Started" workshops on the State's model educator evaluation system, which over 1,000 educators attended. In Year 3, the ESE aims to increase the degree to which it customizes LEA assistance.

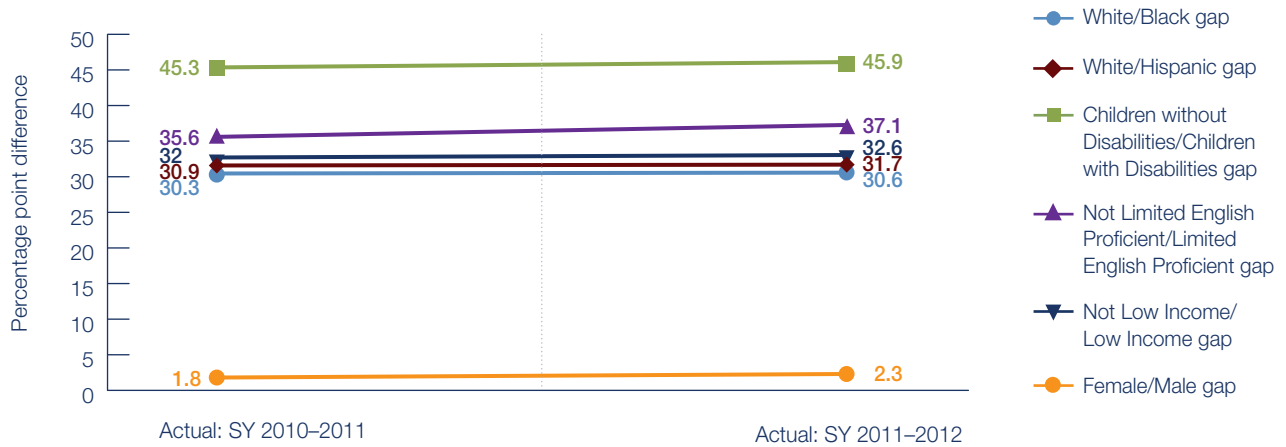
Massachusetts continued to face delays in implementing its new grants management system. Although the State reported in Year 1 that the system would be used for performance measure reporting for LEAs in Year 2, it continued to use an Excel spreadsheet template to collect performance measures from LEAs in June 2012. The State indicated that will implement the new system in June 2013. The State will preload information so that LEAs will not have to re-input information into the system. Once the grants management system is in place, the State will be able to more rapidly analyze performance data and use that data to provide LEAs with differentiated support.

State Success Factors

Achievement Gap on Massachusetts' ELA Assessment



Achievement Gap on Massachusetts' Mathematics Assessment



Preliminary SY 2011-2012 data reported as of: September 17, 2012

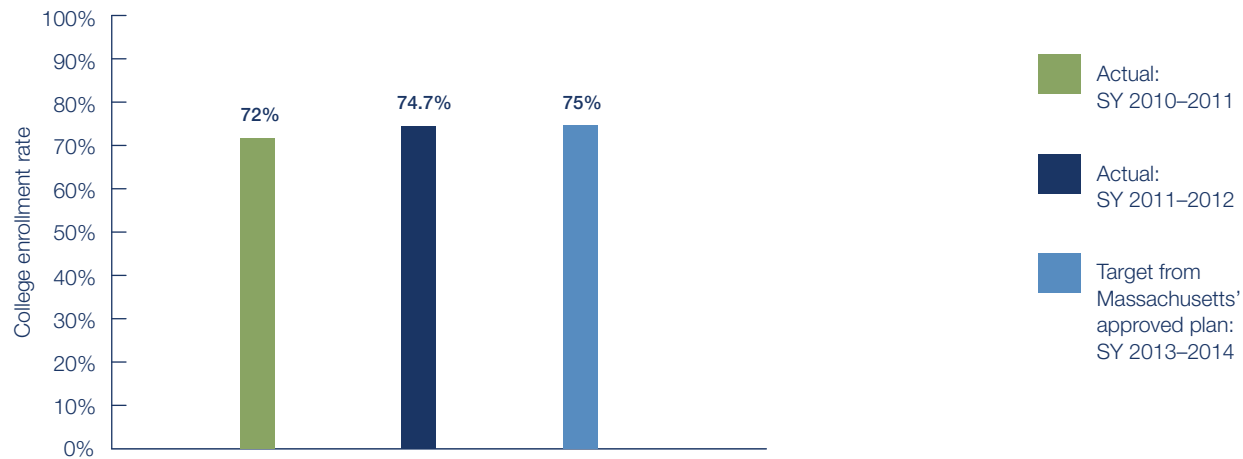
NOTE: Over the last two years, a number of States adopted new assessments and/or cut scores.

Numbers in the graph represent the gap in a school year between two subgroups on the State's ELA and mathematics assessments. Achievement gaps were calculated by subtracting the percent of students scoring proficient in the lower-performing subgroup from the percent of students scoring proficient in the higher-performing subgroup to get the percentage point difference between the proficiency of the two subgroups. If the achievement gap narrowed between two subgroups, the line will slope downward. If the achievement gap increased between two subgroups, the line will slope upward.

For State-reported context, please refer to the Race to the Top APR at www.rtt-apr.us.

State Success Factors

College Enrollment Rates



Preliminary SY 2011-2012 data reported as of: September 28, 2012

For State-reported context, please refer to the Race to the Top APR at www.rtt-apr.us.

Standards and Assessments

Implementing rigorous college- and career-ready standards and assessments that prepare students for success in college and career is an integral aspect of education reform in all Race to the Top States.

Supporting the transition to college- and career-ready standards and high-quality assessments

Adopting standards and developing assessments

The Massachusetts Board of Elementary and Secondary Education (BESE) unanimously voted to adopt the CCSS in English language arts (ELA) and mathematics in July 2010. Year 2 was the second of two transition years between the State's previous standards and the new standards, the Massachusetts Curriculum Framework for English Language Arts and the Massachusetts Curriculum Framework for Mathematics. In Year 3, students will be assessed against the standards from the Curriculum Frameworks.

Massachusetts also took steps to revise its standards for other subjects. ESE's science content lead served on the writing team for the Next Generation Science Standards, which link science content to the CCSS. The State also adopted the 2012 World Class

Instructional Design and Assessment (WIDA) standards, which have been aligned to the CCSS. The State began to conduct professional development for educators on the WIDA standards in spring 2012.

ESE led the creation of model curriculum units and maps that will support LEAs in implementing the CCSS. More than 150 educators participated in curricular work group sessions to develop these units. The State reported in the SY 2011-2012 APR that 55 percent of grades and subjects had curriculum maps and at least one model curriculum unit. In Year 3, the State will pilot the model curriculum units in classrooms. Additionally, to further assess quality, Massachusetts will conduct a rubric-based panel review of the model curriculum units.

Through the RSN, Massachusetts collaborated with other Race to the Top States to guide its CCSS implementation efforts. In January 2012, the State met with 11 other Race to the Top States to discuss strategies to align educator effectiveness initiatives with CCSS implementation. It attended a similar RSN convening of Race to the Top States in April 2012 that specifically focused on educator engagement to facilitate the transition to the CCSS.

Standards and Assessments

In Year 2, Massachusetts developed 50 curriculum-embedded performance assessments (CEPAs). CEPAs are a task or series of tasks that provide students the opportunity to show mastery of multiple learning standards by creating a product or performance. Unlike a typical assessment, a CEPA may take place over the course of several days or weeks, and it allows students to demonstrate their knowledge by applying it in context. CEPAs are connected to model curriculum units to provide exemplars for educators of both effective instruction and assessment. For example, a model curriculum unit on “energy” for a high school science and technology/engineering class includes a CEPA asks that students construct a mousetrap car that uses a spring as a power source and meets certain criteria for construction and performance. A model curriculum unit for third graders that relates to writing about history includes a CEPA in which students are asked to develop a piece with words and illustrations that could be posted on the website of the local historical society and inform the public about the similarities and differences between the life of a student in Massachusetts today and the life of a student in the 1600s.

ESE also assisted LEAs as they aligned their own curricular documents to the CCSS. Eleven ESE content specialists provided direct assistance to LEAs in ELA and mathematics. The State shared examples of State-approved curriculum maps in ELA, mathematics, social studies, and science to help LEAs develop their own curriculum maps. In addition, the State provided mapping templates and guides, as well as train-the-trainer style trainings for curriculum work group members who in turn trained other educators in their home LEAs and schools. Data from a formal survey that was administered at the end of Year 2 will help ESE gauge LEA progress and identify areas for support.

Additionally, Massachusetts developed 50 CEPAs in Year 2. The State is continuing its development of CEPA guidelines and templates, and revisions of drafted CEPAs are currently underway.

To support the development of CCSS-aligned assessments, Massachusetts worked with the Partnership for Assessment of Readiness for College and Careers (PARCC) consortium as a governing member and continued to play an active role. The State’s Commissioner served as PARCC’s chairperson, and Massachusetts participated in many of PARCC’s working groups in Year 2. For example, the State appointed its ELA/literacy and mathematics content leads to PARCC Content Technical Working Groups, which developed the PARCC Model Content Frameworks for ELA/literacy and mathematics. In turn, ESE’s educator design teams used these frameworks to create curricular documents.

Since PARCC assessments will not be available until SY 2014–2015, the State began adapting the Massachusetts Comprehensive Assessment System (MCAS) to align with the CCSS, to ensure that educators and students are assessed on the new standards. To help educators prepare to teach content that aligns with the revised MCAS, ESE has released sample MCAS items on its website. The teaching and learning system, once launched, will also provide access to sample MCAS items.

Supporting college and career readiness

Massachusetts promoted college readiness through several initiatives. ESE’s pre-advanced placement (AP) trainings helped middle and early high school teachers prepare their students to meet high academic standards as AP students in 11th and 12th grade. Between fall 2011 and fall 2012, more than 1,000 teachers participated in nine regional trainings. This marked a significant improvement over Year 1, when the State provided this training for 462 educators. Massachusetts provided a grant opportunity for Level 3 districts to be reimbursed for educator participation in the pre-AP program, as part of its plan to expand access to the pre-AP training.

Although the adoption of MassCore as a statewide high school graduation requirement did not occur in Year 2, the State reports that many LEAs have examined whether they should make MassCore completion a requirement for high school graduation. MassCore requires students to complete one additional unit of mathematics (four in total), an additional lab-based science course (three in total), an additional unit of history or social science (three in total), and one course in the arts. To support LEAs in implementing the new standards and MassCore, ESE developed a guidance document that will help LEAs understand the conditions under which schools should offer students the opportunity to take Algebra I in eighth grade rather than in ninth grade. Through this document, ESE aims to ensure that eighth and ninth-grade Algebra I remain comparable.

The State promoted innovative school models aimed at helping students achieve higher standards for academic performance. Specifically, Massachusetts supported 13 Innovation Schools in Year 2 and approved an additional 25 in May 2012 for support in Year 3. Innovation Schools are in-district schools that have greater autonomy and flexibility on curriculum, scheduling, professional development, and other policies. ESE hosted a convening of existing and new Innovation School operators and provided ongoing technical assistance to Innovation Schools via webinars and other means. The State receives funds from the Gates Foundation and the Boston Foundation to support technical assistance. In addition, Massachusetts opened its first STEM Early College High School in Year 2 and five more schools entered the planning stage (see *Emphasis on Science, Technology, Engineering, and Mathematics*).

Standards and Assessments

ESE also addressed the critical role that school counselors play in facilitating college access for students through expansion of the Massachusetts Model for Comprehensive School Counseling Programs, a standards-based school counseling framework. Nineteen new LEAs took part in the initiative in Year 2.

ESE engaged stakeholders in its efforts to support college- and career-readiness. It collaborated with the Business Alliance for Education to guide messaging and outreach, and, in Year 3, a task force of local business, education, and community leaders will develop recommendations on how to better integrate college- and career-readiness into kindergarten through twelfth grade (K-12) education.

Dissemination of resources and professional development

Massachusetts provided professional development aimed at helping educators to understand the CCSS and the implications for classroom practice. A series of 26 regional presentations reached over 1,500 K-12 educators in winter and spring 2012. The State held a two-day conference on implementing the standards for about 600 administrators, as well as a conference on college readiness and PARCC assessments for 400 higher education faculty.

At the close of Year 2, Massachusetts was in the final stages of selecting a vendor for its new teaching and learning system in a joint procurement with Ohio. The system, called “Edwin Teaching and Learning” (Edwin) by Massachusetts, will provide access to the digital resource library, model curriculum units, interim assessments, and CEPAs. (For more on Edwin, see *Data Systems to Support Instruction*.)

ESE continued to develop resources for the planned digital resource library, which will allow educators to access both curricular and assessment resources. In Year 2, ESE worked to tag content from the current resource portal in preparation for its eventual migration to Edwin. Massachusetts worked with other States on developing common content tagging rules and other cross-State collaboration activities. ESE developed a rubric with Rhode Island and New York to evaluate model curriculum units that it has used to review units created by educator work groups, as described above. In Year 2, the State also decided to include vocational-technical materials within the teaching and learning system to support teachers and students in these programs.

Successes, challenges, and lessons learned

In Year 2, Massachusetts continued to ready itself for what the State calls “near full” implementation of new standards through extensive curricular development and educator outreach. Massachusetts took an active role in PARCC assessment development efforts and also engaged in creating resources to support standards implementation that extends beyond ELA and mathematics. Going into Year 3, the State was engaged with the challenge of ensuring that LEAs have the appropriate technology and infrastructure to support computer-based assessments.

The State’s educators engaged in the development of model curriculum units and CEPAs, and learned more about preparing students for AP courses through pre-AP training. While ESE developed curriculum units and maps in partnership with LEA staff, the materials and resources were not completed until the end of the summer 2012. Due to the delay in the development of materials, LEAs did not have those resources available when preparing for the full implementation of the new standards in SY 2012-2013. As a result, LEAs, particularly those with lower capacity, may have lacked adequate supports for educators who are implementing the new standards. In addition, efforts to increase completion of a rigorous college and career-ready curriculum, MassCore, continued to be locally driven, and lacked the support of a statewide requirement.

Since the teaching and learning system is still under development, the interim assessments were not available to educators in Year 2 (see *Data Systems to Support Instruction*). The State is using an alternative system for providing instructional resources until the teaching and learning system is available for use.

Data Systems to Support Instruction

Statewide longitudinal data systems (SLDS) and instructional improvement systems (IIS) enhance the ability of States to effectively manage, use, and analyze education data to support instruction. Race to the Top States are working to ensure that their data systems are accessible to key stakeholders and that the data support educators and decision-makers in their efforts to improve instruction and increase student achievement.

Fully implementing an SLDS

Massachusetts is working to link, upgrade, and expand its data systems so that schools will be able to track data more closely and better address their students' learning needs. Central to this effort is the SIF, which is intended to reduce the data reporting burden for schools and LEAs while also enabling educators to access student data in real time. Nine LEAs piloted the SIF in Year 2, which allowed the State to improve the framework based on user feedback and implementation challenges. In addition, the State completed essential work in developing data requirements.

Massachusetts set a target of having 122 LEAs implement the SIF in Year 1, but fell short due to implementation challenges, with 65 LEAs implementing in Year 1. Massachusetts recognized that this project needed additional support, and made greater progress in Year 2. The State reported in the APR for SY 2011-2012 that 119 LEAs were implementing the SIF. The State indicated that in implementing LEAs, the SIF promoted a greater attention to data quality.

Massachusetts continued improving the Education Data Warehouse (EDW) in Year 2 by upgrading the hardware platform to expand capacity and improve performance. Stakeholder feedback indicated that the new hardware platform and other upgrades dramatically improved system performance. The State reports that these capacity improvements will enable the system to handle future upgrades and potentially promote wider educator use of the system.

Accessing and using State data

As noted earlier, Massachusetts and Ohio are jointly procuring a vendor to develop a teaching and learning system, called "Edwin Teaching and Learning" in Massachusetts. The States completed the requirements for the system and were in the final stages of selecting a vendor at the end of Year 2. Edwin will provide access to a digital resource library, model curriculum units, and CEPAs. It will also enhance ESE's competency tracking system for vocational and technical education.

Massachusetts plans to expand educator access to data through dashboards and portals. The dashboards will display critical student-, classroom-, and school-level indicators that will support data-driven instruction. The State developed the requirements for the dashboards in Year 2 and intends to build them in Year 3.

Using data to improve instruction

Massachusetts promotes data-informed instruction by training educators on the most effective use of data. ESE trained LEAs on data analysis and use in Year 2 and employed a team of data specialists that reached out to LEAs through District and School Assistance Centers to provide further assistance.⁹ As Massachusetts continues to roll out new data system projects like Edwin and the educator data dashboards, it will provide additional training to educators. The State is developing its training strategy alongside the development of new data systems and has already identified an LEA to pilot new trainings before the data systems launch.

Successes, challenges, and lessons learned

Massachusetts is still behind in the SIF rollout, due to the serious delays the State faced in Year 1, and continued challenges in getting additional LEAs on board in Year 2. The State indicated that difficulty filling positions and maintaining project staffing levels affected progress in Years 1 and 2. In Year 2, the State continued to focus on accelerating progress in this area. The information technology (IT) program management office now has an ESE liaison to improve communication that should lead to strengthening the links between the IT staff (in the Executive Office of Education) and the ESE program office. The State also reported that IT staff reviewed the vendor contract to identify ways to promote better accountability for deliverables. One goal of the State's increased communication is to ensure that the projects are driven by the needs of the LEAs, schools, and educators. Additionally, the State indicated that it is considering how it can develop LEA capacity for data, perhaps by using an educational service agency model. The State has a commission that is considering how to build on educational collaborations to provide this support.

⁹District and School Assistance Centers help districts and their schools strategically access and use professional development and targeted assistance to improve instruction and raise achievement for all students.

Data Systems to Support Instruction

The State's effort to expand EDW capacity is ongoing. Upgrades have been made to the hardware platform to expand capacity and improve performance. The State reported that 100 percent of LEAs are using data provided by the EDW to inform instructional decisions. Additionally, the State conducted stakeholder interviews and workshops, and identified data sources for educator reports. ESE documented high-

level requirements for the educator reports and dashboards; the State plans to begin development of the educator reports and dashboards in Year 3.

The State has faced challenges in finalizing the vendor selection for Edwin Teaching and Learning, but indicated that it anticipates making the award in Year 3.

Great Teachers and Leaders

Race to the Top States are developing comprehensive systems of educator effectiveness by adopting clear approaches to measuring student growth; designing and implementing rigorous, transparent, and fair evaluation systems for teachers and principals; conducting annual evaluations that include timely and constructive feedback; and using evaluation information to inform professional development, compensation, promotion, retention, and tenure decisions. In addition, Race to the Top States are providing high-quality pathways for aspiring teachers and principals, ensuring equitable distribution of effective teachers and principals, improving the effectiveness of teacher and principal preparation programs, and providing effective supports to all educators.

Improving teacher and principal effectiveness based on performance

Educator evaluation

In Year 2, Race to the Top participating LEAs prepared for implementation of new educator evaluation systems for instructional leaders and teachers based on BESE regulations. Participating LEAs are expected to implement new evaluation systems in SY 2012-2013, and all other LEAs in the State are expected to implement in SY 2013-2014. All LEAs must submit an educator evaluation plan for approval by ESE prior to implementation.

The State released a model educator evaluation system in January 2012 that aligns with the BESE regulations, called the Massachusetts Model System for Educator Evaluation (Model System). LEAs have the option to adopt this system, adapt it, or develop their own in alignment with the regulations. LEA-developed systems must clearly differentiate educators based on four performance levels and aid in connecting educators to appropriate professional development. To support LEAs that intend to develop their own systems, ESE released the Educator Evaluation Review Questionnaire, which it designed to help LEAs assess whether a system meets the requirements. Also as part of the preparation for the new systems, in Year 2, the State began developing data systems to accurately link teacher and student data.

Through the RSN, Massachusetts participated in several interstate webinars to discuss potential solutions for assessing student growth and measuring it in non-tested grades and subjects. ESE planned to establish LEA exemplars for measuring growth in non-tested subjects

and implement student performance measures for non-MCAS subjects (also known as the district-determined measures); however, the State determined that it needed to release guidance on district-determined measures prior to collecting exemplars. ESE released the guidance in August 2012, and plans to collect the exemplars in Year 3.

As LEAs implement their new educator evaluations, the State will monitor collective bargaining progress, as well as LEAs' adoption of and adjustment to new systems. Massachusetts has indicated that some LEAs will likely have difficulty finalizing collective bargaining agreements in time for implementation. To assist LEAs in the collective bargaining process, the State collaborated with many individuals and organizations, including the American Federation of Teachers, Massachusetts, the Massachusetts Association of School Committees, the Massachusetts Association of School Personnel Association, the Massachusetts Association of School Superintendents, the Massachusetts Secondary School Administrators Association, and the Massachusetts Teachers Association, to develop model contract language. According to the State, LEA feedback on the model language and other materials has been positive.

Massachusetts paired the Model System with extensive resources to assist with implementation, including facilitator guides and rubric guidance. The State will use the results of the Educator Evaluation Review Questionnaire to highlight successful approaches for LEAs in designing and implementing new evaluation systems. ESE also finalized a document that provides specific guidance on evaluating teachers of English learners and began developing a document that will provide specific guidance on evaluating teachers of students with disabilities.

Great Teachers and Leaders

ESE conducted trainings that support participant-wide implementation of new evaluation systems. Regional “Getting Started” workshops, attended by more than 1,000 LEA and school leaders, focused on the Model System and helped LEAs determine which components of the Model System to adopt. Other training included workshops in partnership with the Massachusetts Association of School Superintendents. ESE also assisted LEAs in creating implementation trainings for educators and evaluators. It released a list of approved vendors for such trainings and will share the cost with LEAs.

A total of 45 LEAs, including Level 4 districts and early adopter LEAs, implemented a pilot of the educator evaluation framework in Year 2. Massachusetts incorporated feedback from the pilot program into the design of the Model System, and ESE intends to use the evaluation vendor’s report on the pilot program to support LEAs that have yet to fully implement a new educator evaluation system.

Percentage of teachers in participating LEAs with qualifying evaluation systems who were evaluated as effective or better or ineffective in the prior academic year



For State-reported context, please refer to the Race to the Top APR at www.rtt-apr.us.

Additionally in Year 2, the State expanded the Superintendent Induction program from Level 3 and Level 4 district superintendents to all new superintendents. Programming for the second cohort began in summer 2011, and in November 2011 the State expanded the program to include a focus on supervision, evaluation, and

human capital development. The State assumed a greater share of the cost of the program to promote participation among Level 1 and Level 2 districts. Of the 26 participants in the second cohort, 18 are from Level 1 or Level 2 districts. The State reported that it has received positive feedback about the coaching element of the program; more specifically, the State reported that both coaches and those who have experienced coaching have realized professional growth through participation in the program.

Human capital management

The BESE revised educator licensure regulations in the State to take into account educator performance. BESE’s new performance-based licensure regulations, passed in December 2011, outline new educator preparation standards and align with new administrative leadership evaluation standards. Massachusetts developed a teacher licensure assessment system in Year 2 and intends to pilot the system in Year 3. The State finalized a contract for the development of a principal licensure performance assessment in August 2012.

Massachusetts also created a pilot program to improve LEA human resources systems so that they are more efficient and more supportive of educator effectiveness than existing systems. The State awarded grants to three LEAs to pilot new human resources systems; a technical assistance vendor will create a human resources reform toolkit based on this work. Massachusetts aims to use this work to create models for human resources systems that have an impact on the effectiveness of the educator workforce.

Ensuring equitable distribution of effective teachers and principals

ESE monitored the distribution of effective educators through the Education Personnel Information Management System (EPIMS) and Teacher Effectiveness Quality Improvement Plan (TEQIP) data systems. ESE collected data through these systems in each of the Race to the Top grant’s first two years. In Year 2, ESE added a tool to the EPIMS and TEQIP data systems to collect educator evaluation ratings from the LEAs that implemented the educator evaluation framework in SY 2011-2012. Modifications to the system will enable these data systems to collect educator effectiveness data from all LEAs in Year 3. These data will inform the State’s analysis of the equity of teacher and principal distribution.

Massachusetts also gathered information on the status of its educator workforce through the Teaching, Empowering, Leading and Learning in Massachusetts (TELL Mass) survey, a statewide educator survey supported by Race to the Top funds. Massachusetts stated that the survey informed its efforts to recruit and retain effective teachers by providing information about teaching and learning conditions, which helped the State develop concrete plans to address specific issues.

Great Teachers and Leaders

Improved recruitment is a key part of Massachusetts' strategy to make its teacher distribution more equitable. In Year 2, ESE hired a contractor to integrate the aMAzing Teachers website, which recruits teachers specifically for low-performing schools, with the State's existing educator recruitment website. Massachusetts intends to develop a single website that serves as a gateway for educator preparation programs, licensure, and career ladder information. To ensure that this effort meets the needs of LEAs, the State solicited feedback from human resources personnel and other users of the existing tools. ESE created a test site in Year 2 and will continue to refine it during Year 3.

The State also funded two key initiatives that promote educator leadership and professional development: instructional leadership training through the National Institute for School Leaders (NISL) and National Board for Professional Teaching Standards (National Board) certification for teachers in high-needs schools. Each initiative emphasizes participation of educators from Level 3 and 4 districts. In Year 2, 230 educators participated in NISL training, and several more cohorts will begin in Year 3. Participation in the National Board project to date has been lower than expected, but the State is developing a communication plan to raise awareness of the programs in Levels 3 and 4 districts and aims to have 200 educators from high-need schools obtain National Board certification by the end of Year 4.

Improving the effectiveness of teacher and principal preparation programs

Massachusetts strengthened educator preparation program approval requirements in Year 2, through new regulations, passed in June 2012. To develop and refine the regulations, the State solicited feedback from stakeholders such as professional organizations and educator preparation programs.

In Year 2, the State developed requirements for a new web-based reporting system that will hold educator preparation programs publicly accountable for their performance. The system will track licensure candidates from program enrollment through their eventual employment in an LEA. In Year 3, Massachusetts intends to develop and release educator preparation program report cards.

To scale up effective teacher and principal preparation programs, Massachusetts released an application for grants to support expansion of proven models of success in recruiting and preparing effective teachers. These grants were planned to be made in Year 2, but will now be made in Year 3. The State indicated that it could not finalize requirements for the expansion grants until after it passed its new educator preparation regulations.

Providing effective support to teachers and principals

ESE began working to improve its vetting of professional development in order to promote effective support of educators. The State solicited feedback from numerous stakeholders as part of its revision to the Massachusetts Standards for Professional Development and selected the Standard Assessment Inventory survey to gain information on professional development quality throughout the State. Revised standards were approved in September 2012. The standards provide a foundation for a statewide professional development system that will be developed in Years 3 and 4.

To ensure that all of its resources work toward common goals, Massachusetts is aligning its professional development with Race to the Top objectives. As part of this process, ESE reviewed current professional development offerings and educator completion rates by content area and used its summer professional development institutes to focus on helping educators understand and implement the CCSS and take part in new educator evaluation systems.

In addition to its NISL training, Massachusetts implemented two educator mentoring programs in Year 2: the Superintendent Induction Program and online courses for mentors of teachers of English as a Second Language, special education, and STEM content. Massachusetts expanded the Superintendent Induction Program from Level 3 and Level 4 districts to all districts in Year 2. ESE reported that participant feedback about the program was positive. Fifty-eight educators participated in the online mentoring program in Year 2, and ESE expects about 150 to participate in Year 3.

Successes, challenges, and lessons learned

Massachusetts made substantial progress toward ensuring that all of its participating LEAs implement a rigorous educator evaluation system in SY 2012-2013 that supports instructional improvement. The State released the Model System along with guidance for LEA-developed evaluation systems and collective bargaining negotiations. ESE's extensive educator outreach included regional "Getting Started" workshops that were attended by more than 1,000 educators.

Forty-five Massachusetts LEAs piloted the State's educator evaluation framework in Year 2. The State incorporated feedback from the pilot into the Model System and continued to use the lessons from the pilot to guide its assistance and outreach to LEAs. ESE reported in October 2012 that 73 LEAs had ratified collective bargaining agreements to implement new evaluation systems and had ESE-approved evaluation system plans; 15 charter LEAs also had ESE-

Great Teachers and Leaders

approved evaluation system plans. Additionally, 26 LEAs reported that they had a tentative collective bargaining agreement. The low number of finalized collective bargaining agreements could have a significant impact on the implementation of the educator evaluation system in Year 3.

Beyond educator evaluations, the State supported educator effectiveness by working to develop new performance-based standards for teacher and leader certification. Massachusetts also awarded three grants to pilot innovative human resources systems. The State laid the groundwork to hold educator preparation programs accountable for their performance, passing strengthened regulations and working to develop a new web-based reporting system. The implementation of instructional leadership and mentoring programs such as NISL, the Superintendent Induction Program, and the online mentoring program further promoted effective instructional practice and leadership.

The State has faced some delays in other projects in this area. For instance, Massachusetts is not on track to meet its goals to expand the number of teachers with a National Board Certification. Although the State's goal was to have 200 educators in high-needs schools obtain National Board Certification by the end of the grant period, only eight educators were participating in this project. Only 34 candidates were enrolled in the STEM-focused educator preparation site (UTeach), against a target of producing 250 new STEM teachers through the program by the end of the grant period (see *Emphasis on Science, Technology, Engineering and Mathematics*). The absence of a State professional development director delayed many Year 2 professional development initiatives; however, the State hired a new director in November 2011, which, according to the State, allowed for a greater focus on such efforts.

Turning Around the Lowest-Achieving Schools

Race to the Top States are supporting LEAs' implementation of far-reaching reforms to turn around lowest-achieving schools by implementing one of four school intervention models.¹⁰

Intervening in the lowest-achieving schools

Implementing intervention models

Persistently lowest-achieving (PLA) schools¹¹ in Massachusetts continued their efforts to improve student performance, targeting the core conditions identified by the State as impacting student success. In Year 2, the State completed site visits to all 34 Level 4 schools. The State reports that LEAs have found the reviews helpful in identifying action steps for improvement.

The State reported that 34 schools that initiated one of the four school intervention models in SY 2010-2011 continued implementation in SY 2011-2012 (one school was closed in alignment with the school closure model). In November 2011, Massachusetts announced that the BESE declared Lawrence Public

Schools a Level 5 district and in January 2012 appointed a receiver to manage the district. The district will receive intensive support to support improved student achievement.

In Year 2, ESE's review process gauged each Level 4 school's baseline conditions for effectiveness, examined their progress on their redesign programs, assessed the LEAs' support systems, and helped the school determine next steps for improvement. Based on these reviews, the State produced an emerging practices report that has guided efforts to improve LEA capacity. ESE's LEA capacity efforts focused on strengthening human resource systems (especially educator evaluation) and instituting project management structures that facilitate swift and effective identification of urgent priorities. Six Level 4 districts that faced especially great implementation challenges received assistance from District Plan Managers, who reported directly to the LEA superintendent.

¹⁰Race to the Top States' plans include supporting their LEAs in turning around the lowest-achieving schools by implementing one of the four school intervention models:

- **Turnaround model:** Replace the principal and rehire no more than 50 percent of the staff and grant the principal sufficient operational flexibility (including in staffing, calendars/time and budgeting) to fully implement a comprehensive approach to substantially improve student outcomes.
- **Restart model:** Convert a school or close and reopen it under a charter school operator, a charter management organization, or an education management organization that has been selected through a rigorous review process.
- **School closure:** Close a school and enroll the students who attended that school in other schools in the district that are higher achieving.
- **Transformation model:** Implement each of the following strategies: (1) replace the principal and take steps to increase teacher and school leader effectiveness, (2) institute comprehensive instructional reforms, (3) increase learning time and create community-oriented schools, and (4) provide operational flexibility and sustained support.

¹¹ESE identifies the PLA schools based on the State's accountability rating system. ESE selects Level 4 schools from among the lowest-performing 20 percent of schools in the State based on high school graduation rates and student performance improvement. Schools that demonstrate the least improvement receive the Level 4 designation. In turn, Level 4 schools that fail to reach improvement benchmarks after three or more years receive Level 5 status, which results in management by ESE or a designated partner. The State also may designate a school district as chronically underperforming, resulting in the designation of a Level 5 district. All schools designated as Level 4 must implement an intervention plan, which needs to be aligned with the principles presented in the State's approved ESEA flexibility request. Level 4 schools that successfully apply for School Improvement Grant funding must implement one of the four school intervention models.

Turning Around the Lowest-Achieving Schools

ESE found that many LEAs needed support in developing strong governance practices. As a result, the State began working to improve school governance, in collaboration with the Massachusetts Association of School Committees, in 17 Level 3 and Level 4 districts. In Year 2, this project produced drafts of five modules on improving school governance, as well as an online data resource for sharing information and ideas.

Promoting student achievement in low-performing schools

In Year 2, Massachusetts also promoted reform of low-achieving schools through Wraparound Zone grants. Wraparound Zone schools created proactive systems for identifying academic and non-academic student needs, offered customized and multi-faceted interventions to at-risk students, connected social workers and families to school practices, and monitored the effectiveness of their programs. Participating LEAs submitted plans to the State that describe how they would accomplish these goals and make progress in other improvement areas.

Twenty-one schools in five LEAs implemented Wraparound Zones in Year 2. In support of these schools, the State's technical assistance vendor and Wraparound Zone coordinator conducted monthly technical assistance visits, and the State conducted mid-year monitoring and progress assessments. An evaluation vendor collected baseline data and provided feedback to the State and LEAs on progress. Wraparound Zone LEAs collaborated with one another through monthly cross-district coordinator meetings, calls, and peer learning exchanges.

To promote high-quality instruction in low-performing schools, Massachusetts trains and deploys teams of teachers and leaders who specialize in boosting student performance. Turnaround Teacher Teams and Turnaround Leader Teams recruit, train, place, and support both new and experienced educators in Level 3 and 4 schools. During the first two years, the State trained 22 leaders through the programs, and expects to place more than 200 of the trained teachers in low-performing schools in the next two school years.

ESE identifies and pre-approves Priority Partners to help Levels 3, 4, and 5 schools accelerate school improvement. Priority Partners pass through a thorough State vetting process that ensures that each has a proven ability to accelerate school improvement. Priority Partners specialize in three areas: Addressing Students' Social, Emotional and Health Needs; Leadership, Human Resources, and Financial Management; and Maximizing Learning Time.

In Year 2, ESE expanded its network from seven Priority Partners to 24 and expanded access from Level 4 LEAs alone to include Level 3 LEAs and the recently identified Level 5 LEA. The State created an Investment Fund to support partnerships between Priority Partners and LEAs and created the Network of Priority Partners, which convenes quarterly to facilitate collaboration between

Using innovative funding models to support low-performing schools

In the City of Lawrence, Massachusetts, a collaborative funding model for Turnaround Teacher Teams splits costs among the LEA, the State, and private funders. The State and Lawrence contribute to the general operating support for the organization and costs associated with recruiting, selecting, training and supporting up to 50 aspiring teachers in Lawrence. The State and Lawrence each contribute one quarter of the total cost. Funds from private organizations account for one half of the total project cost. This funding model makes it possible for schools in Lawrence to leverage a pipeline of specially trained educators who have the potential to dramatically increase student achievement.

Priority Partners within and among LEAs. ESE intends to evaluate all Priority Partners annually to hold them accountable and will monitor progress of all Investment Fund recipients quarterly.

Massachusetts shared its practices with other Race to the Top States through the School Turnaround Community of Practice. In addition, Massachusetts contributed to an RSN publication that described the State's Essential Conditions for School Effectiveness. Further, State representatives led a webinar for other State teams in April 2012 that focused on sharing promising practices relating to Priority Partners.

Successes, challenges, and lessons learned

Massachusetts continued to build on its successes in supporting PLA and other low-performing schools. The State reported that, of the 34 schools that were implementing one of the four school intervention models in SY 2011-2012, 25 schools improved the percentage of students scoring proficient or higher (all grades combined) by three or more percentage points in ELA between 2010 and 2012, and 22 schools improved on the same measure by three or more percentage points in mathematics. In addition, some schools made even more significant gains. For example, seven schools improved the percentage of students scoring proficient or higher (all grades combined) by 15 percentage points or more over the past two years. The State did not initiate school intervention models in any new schools in SY 2011-2012.

The State's Turnaround Teacher and Leader Teams initiatives advanced more rapidly than anticipated in the State's plans. The network of Priority Partners expanded in Year 2, providing low-performing schools with a greater pool of high-quality partners for LEA improvement, and the State's Investment Fund ensured that LEAs were able to use those partners to address high need areas.

Emphasis on Science, Technology, Engineering, and Mathematics (STEM)

State's STEM initiatives

Massachusetts' STEM Early College High Schools improve access to STEM courses and resources among traditionally underrepresented groups through LEAs' partnerships with colleges and universities that offer high school students the opportunity to earn 12 to 30 college credits in STEM fields. Massachusetts launched one STEM Early College High School in Year 2, and began the planning process for opening five others.

The State's STEM-focused educator preparation site, UTeach, enrolled 34 candidates in Year 2. Massachusetts aims to produce 250 new STEM teachers through the program by the end of the grant. Based on current enrollment figures, the State faces a challenge in meeting this goal.

State efforts to promote college and career readiness through enhanced standards in Year 2 also promoted a focus on STEM disciplines. The State reported that LEAs have engaged in locally-driven initiatives to improve the percentage of students completing MassCore, a rigorous diploma track designed to promote college and

career readiness that requires high school students to take at least three years of lab-based science coursework and at least four years of mathematics. The State also supported higher STEM standards through its pre-AP training program, which helped more than 1,000 teachers between fall 2011 and fall 2012 learn how to prepare students for AP courses (see *Standards and Assessments*).

Successes, challenges, and lessons learned

Massachusetts will leverage lessons learned from the school that implemented the STEM Early College High School program in Year 2 to support the schools that will implement the program in Year 3. The State faced challenges in enrolling teachers in the UTeach program, but initiated efforts to improve its outreach strategy. In Year 3, the State plans to boost UTeach enrollment and continue engaging educators in pre-AP training, which has garnered positive feedback.

Progress Updates on Invitational Priorities

In its SY 2011–2012 APR, Massachusetts reported the following progress:

Innovations for improving early learning outcomes

In December 2011, Massachusetts was awarded a Race to the Top – Early Learning Challenge grant. The State's Race to the Top – Early Learning Challenge plan is designed to ensure that all children have access to high-quality pre-kindergarten education, through initiatives such as providing support to early childhood educators to improve their practice, creating the Massachusetts Early Learning and Development Assessment System, and increasing engagement with parents, families, and community members.

In keeping with the State's commitment to increasing coherence and alignment across the education continuum, and in order to leverage expertise and resources across sectors, Massachusetts Governor Deval Patrick signed legislation (H 4243) on September 26, 2012 creating an expert literacy panel to provide recommendations on how to improve the reading abilities of third graders in Massachusetts.

ESE worked collaboratively with the Department of Early Education and Care (EEC) on developing a birth to grade three framework. The framework is aimed at addressing third grade reading scores by aligning practices across the birth to age five system of early childhood services and the kindergarten through third grade (K-3) system of early elementary services. It addresses

both the vertical and horizontal elements of: instructional tools and practices; data and assessment; instructional environment; engaging families; administrators and leadership quality; transition and pathways; teacher quality and capacity; and mechanisms for cross-sector alignment.

When the State adopted the new Massachusetts Curriculum Frameworks incorporating CCSS, it used the flexibility to add 15 percent State-specific content to include standards for pre-kindergarten in both ELA and mathematics. The curriculum and instruction materials being developed for the State's teaching and learning system includes materials for K–3 in all four core subjects (ELA, mathematics, history/social studies, and science) and supplemental ELA materials for grades two and three.

ESE is partnering with EEC to plan for the future development of Early Warning Indicator System (EWIS) data for early education sites. As of September 2012, EWIS data are now available for grades one through 12 statewide, which includes aggregate and student-level reports that identify students who are at risk of falling off track based on their academic level. The EWIS risk models were developed in partnership with a contracted partner, the American Institutes for Research. The EEC-level EWIS would mirror the elementary and secondary level-EWIS, providing risk level information on children from birth through kindergarten. Collecting and preparing EWIS data was ongoing throughout the period of July 1, 2011 to June 30, 2012, and the data were formally released to LEAs and schools at the end of September 2012.

Progress Updates on Invitational Priorities

ESE is partnering with EEC to include a School Readiness component within the preschool through college (P-20) Longitudinal Data System. The two Departments are currently working to develop the data and reporting requirements to provide educators from both Departments with information that will help improve the educational outcomes of young children who are high needs. The data are scheduled to be available to LEAs in the spring of 2013.

Expansion and adaptation of statewide longitudinal data systems

ESE has designated data systems as one of its six priority projects that will guide the work of the agency through its strategic planning delivery process. A core team developed the following aspiration for the agency: “To provide tools along with a technical and cultural environment that informs policies and decisions to support effective data use towards improving student achievement.”

On October 21, 2011, EEC, ESE, and the Department of Higher Education (DHE) signed a data sharing agreement with the Executive Office of Education that serves as the basis for the Family Educational Rights and Privacy Act compliant P-20 database. Since that time, the agencies have begun assigning State Assigned Student Identifiers (SASIDs) under this agreement. In November 2012, college feedback reports resulting from this data exchange were released to agency and LEA users. In addition to the agencies listed above, the State also began the process of assigning SASIDs to the Adult Basic Education community. As of September 20, 2012, the data system has been populated with approximately 133,000 SASIDs.

Version 3.0 of the Education Data Warehouse has been in place for the past school year. Powered by an Exadata storage server, the new version has succeeded in correcting many of the inefficiencies and performance issues of prior versions. On the day that State assessment results were released, a record number of reports (17,333) were run without any performance issues.

The SIF project is ready to move into phase two. Over 100 LEAs are sending data on a near-real time basis to ESE and a pilot set of nine LEAs certified their Student Information Management System (SIMS) data through the SIF protocol in the end of year SIMS collection. In October 2012, the State attempted to certify the SIMS collection of the remaining LEAs and pilot the Student Course Schedule collection with a small number of LEAs.

P-20 coordination, vertical and horizontal alignment

ESE is continuing to work collaboratively with the EEC to develop a birth to grade three framework for enhancing developmental and learning outcomes for all children in Massachusetts. This framework is focused on improving third grade reading scores (as measured by the MCAS) by better aligning policies and practices across the birth to age five system of early childhood services and the K–3 system of early elementary services. ESE and EEC are increasing both vertical and cross-sector alignment by addressing issues related to instructional tools and practices, data and assessment, instructional environments, family engagement, the quality of leaders and administrators, teacher quality, and professional pathways for early educators.

Each of the six Readiness Centers hosted regional events during the spring of 2012 to provide educators from early education, elementary and secondary education, and higher education with additional guidance regarding the implementation of the Curriculum Frameworks in ELA and Mathematics. The sessions included ESE staff member presentations on a wide array of guidance materials, and small group sessions that were facilitated by regional educators. Attendees also received additional resources and tools that they could share with their colleagues to not only introduce, but embed the new standards in educational institutions across the State. ESE is working with the Executive Office of Education (EOE) and the Readiness Centers to plan additional training events for SY 2012-2013.

ESE is continuing to work with the EOE, EEC, and DHE to establish a P-20 database and share information across State education entities. Additionally, representatives from DHE and Massachusetts public institutions of higher education are participating in ongoing discussions about the implementation of key Race to the Top initiatives (including educator evaluation, the Curriculum Frameworks in ELA and mathematics, and PARCC) and their relationship to college readiness, student assessment, educator preparation and licensure, and increasing alignment between high schools and public institutions of higher education.

School-level conditions for reform, innovation, and learning

In 2010, the State passed education reform legislation that provides new tools, rules, and supports to accelerate the improvement of low-performing schools in Massachusetts. The law gives local superintendents and the Commissioner of Elementary and Secondary Education the ability to increase flexibility in these schools, such as by adding budgetary flexibility; increased planning time for teachers; and bonuses and other awards to attract and retain high-quality teachers. The law also requires that turnaround plans incorporate comprehensive services for high-need students and their families and strategies to engage families and communities in supporting student academic success.

Progress Updates on Invitational Priorities

In 2011, one year after the legislation's implementation, each of the Level 4 schools used one or more of these provisions. The alignment of the new autonomies in the reform legislation with the elements of the four federal SIG school intervention models is providing an extra incentive for schools to use these autonomies. The most commonly

used provisions of the reform legislation include increased planning time for teachers, longer school days for students, comprehensive wraparound services to address students' non-academic barriers to learning, and new strategies to engage families and communities in supporting student academic success.

Looking Ahead to Year 3

The State's progress during the first two years of its Race to the Top grant laid the foundation for implementation of several key initiatives in Year 3 that aim to improve education in the State by setting high expectations for both teachers and students. All LEAs in Massachusetts will implement the State's new standards, and the State expects that all Race to the Top participating LEAs will implement rigorous educator evaluation systems in Year 3.

As the State implements these critical initiatives, it will continue to build resources, professional development, and data system capacity to support educator effectiveness and improved student performance. The State's teaching and learning system, Edwin Teaching and Learning, and the SIF will bring the State closer to its goal of providing teachers with real-time, high-quality data to inform instruction. ESE will continue to develop, pilot, and refine curricular materials to support educators' implementation of the new standards.

The State will also provide further guidance on measuring student growth and support LEAs as they continue training educators who will conduct observations for the new educator evaluation systems.

Massachusetts' initiatives are expected to improve educator effectiveness through high-quality educator training and higher licensure standards. Several additional NISL cohorts will begin in Year 3, and the State expects to train and support more than 200 teachers as part of Turnaround Teacher Teams. New licensure regulations and teacher preparation accountability measures will hold training programs to a high standard. The State will pilot new licensure assessments in Year 3.

ESE will continue to support school innovation and improvement in low-performing schools. Wraparound Zones, Priority Partners, and school intervention models will help these schools achieve higher standards. Additionally, three STEM Early College High Schools opened in Year 3, offering students new and innovative ways to engage with high-quality content and instruction.

Budget

For the State's expenditures through June 30, 2012, please see the APR at www.rtt-apr.us.

For State budget information, see <http://www2.ed.gov/programs/racetothetop/state-scope-of-work/index.html>.

For the State's fiscal accountability and oversight report, please see <http://www2.ed.gov/programs/racetothetop/performance.html>.

Glossary

Alternative routes to certification: Pathways to certification that are authorized under the State's laws or regulations that allow the establishment and operation of teacher and administrator preparation programs in the State, and that have the following characteristics (in addition to standard features such as demonstration of subject-matter mastery, and high-quality instruction in pedagogy and in addressing the needs of all students in the classroom including English learners and students with disabilities): (a) can be provided by various types of qualified providers, including both institutions of higher education and other providers operating independently from institutions of higher education; (b) are selective in accepting candidates; (c) provide supervised, school-based experiences and ongoing support such as effective mentoring and coaching; (d) significantly limit the amount of coursework required or have options to test out of courses; and (e) upon completion, award the same level of certification that traditional preparation programs award upon completion.

Amendment requests: In the event that adjustments are needed to a State's approved Race to the Top plan, the grantee must submit an amendment request to the Department for consideration. Such requests may be prompted by an updated assessment of needs in that area, revised cost estimates, lessons learned from prior implementation efforts, or other circumstances. Grantees may propose revisions to goals, activities, timelines, budget, or annual targets, provided that the following conditions are met: the revisions do not result in the grantee's failure to comply with the terms and conditions of this award and the program's statutory and regulatory provisions; the revisions do not change the overall scope and objectives of the approved proposal; and the Department and the grantee mutually agree in writing to the revisions. The Department has sole discretion to determine whether to approve the revisions or modifications. If approved by the Department, a letter with a description of the amendment and any relevant conditions will be sent notifying the grantee of approval. (For additional information please see <http://www2.ed.gov/programs/racetothetop/amendments/index.html>.)

America COMPETES Act elements: The twelve indicators specified in section 6401(e)(2)(D) of the America COMPETES Act are: (1) a unique statewide student identifier that does not permit a student to be individually identified by users of the system; (2) student-level enrollment, demographic, and program participation information; (3) student-level information about the points at which students exit, transfer in, transfer out, drop out, or complete P-16 education programs; (4) the capacity to communicate with higher education data systems; (5) a State data audit system assessing data quality, validity, and reliability; (6) yearly test records of individual students with respect to assessments under section 1111(b) of the ESEA (20 U.S.C. 6311(b)); (7) information on students not tested by grade and subject; (8) a teacher identifier system with the ability to

match teachers to students; (9) student-level transcript information, including information on courses completed and grades earned; (10) student-level college-readiness test scores; (11) information regarding the extent to which students transition successfully from secondary school to postsecondary education, including whether students enroll in remedial coursework; and (12) other information determined necessary to address alignment and adequate preparation for success in postsecondary education.

American Recovery and Reinvestment Act of 2009 (ARRA): On February 17, 2009, President Obama signed into law the ARRA, historic legislation designed to stimulate the economy, support job creation, and invest in critical sectors, including education. The Department of Education received a \$97.4 billion appropriation.

Annual Performance Report (APR): Report submitted by each grantee with outcomes to date, performance against the measures established in its application, and other relevant data. The Department uses data included in the APRs to provide Congress and the public with detailed information regarding each State's progress on meeting the goals outlined in its application. The final State APRs are found at www.rtt-apr.us.

College- and career-ready standards: State-developed standards that build toward college and career readiness by the time students graduate from high school.

Common Core State Standards (CCSS): Kindergarten through twelfth grade (K-12) English language arts and mathematics standards developed in collaboration with a variety of stakeholders including States, governors, chief State school officers, content experts, teachers, school administrators, and parents. The standards establish clear and consistent goals for learning that will prepare America's children for success in college and careers. As of December 2011, the CCSS were adopted by 45 States and the District of Columbia.

The **education reform areas** for Race to the Top: (1) Standards and Assessments: Adopting rigorous college- and career-ready standards and assessments that prepare students for success in college and career; (2) Data Systems to Support Instruction: Building data systems that measure student success and support educators and decision-makers in their efforts to improve instruction and increase student achievement; (3) Great Teachers and Great Leaders: Recruiting, developing, retaining, and rewarding effective teachers and principals; and (4) Turning Around the Lowest-Achieving Schools: Supporting LEAs' implementation of far-reaching reforms to turn around lowest-achieving schools by implementing school intervention models.

Effective teacher: A teacher whose students achieve acceptable rates (*e.g.*, at least one grade level in an academic year) of student growth (as defined in the Race to the Top requirements). States, LEAs,

or schools must include multiple measures, provided that teacher effectiveness is evaluated, in significant part, by student growth (as defined in the Race to the Top requirements). Supplemental measures may include, for example, multiple observation-based assessments of teacher performance.

High-minority school: A school designation defined by the State in a manner consistent with its Teacher Equity Plan. The State should provide, in its Race to the Top application, the definition used.

High-poverty school: Consistent with section 1111(h)(1)(C)(viii) of the ESEA, a school in the highest quartile of schools in the State with respect to poverty level, using a measure of poverty determined by the State.

Highly effective teacher: A teacher whose students achieve high rates (*e.g.*, one and one-half grade levels in an academic year) of student growth (as defined in the Race to the Top requirements). States, LEAs, or schools must include multiple measures, provided that teacher effectiveness is evaluated, in significant part, by student growth (as defined in the Race to the Top requirements). Supplemental measures may include, for example, multiple observation-based assessments of teacher performance or evidence of leadership roles (which may include mentoring or leading professional learning communities) that increase the effectiveness of other teachers in the school or LEA.

Instructional improvement systems (IIS): Technology-based tools and other strategies that provide teachers, principals, and administrators with meaningful support and actionable data to systemically manage continuous instructional improvement, including such activities as instructional planning; gathering information (*e.g.*, through formative assessments (as defined in the Race to the Top requirements), interim assessments (as defined in the Race to the Top requirements), summative assessments, and looking at student work and other student data); analyzing information with the support of rapid-time (as defined in the Race to the Top requirements) reporting; using this information to inform decisions on appropriate next instructional steps; and evaluating the effectiveness of the actions taken. Such systems promote collaborative problem-solving and action planning; they may also integrate instructional data with student-level data such as attendance, discipline, grades, credit accumulation, and student survey results to provide early warning indicators of a student's risk of educational failure.

Invitational priorities: Areas of focus that the Department invited States to address in their Race to the Top applications. Applicants did not earn extra points for addressing these focus areas, but many grantees chose to create and fund activities to advance reforms in these areas.

Involved LEAs: LEAs that choose to work with the State to implement those specific portions of the State's plan that necessitate

full or nearly-full statewide implementation, such as transitioning to a common set of K-12 standards (as defined in the Race to the Top requirements). Involved LEAs do not receive a share of the 50 percent of a State's grant award that it must subgrant to LEAs in accordance with section 14006(c) of the ARRA, but States may provide other funding to involved LEAs under the State's Race to the Top grant in a manner that is consistent with the State's application.

Participating LEAs: LEAs that choose to work with the State to implement all or significant portions of the State's Race to the Top plan, as specified in each LEA's agreement with the State. Each participating LEA that receives funding under Title I, Part A will receive a share of the 50 percent of a State's grant award that the State must subgrant to LEAs, based on the LEA's relative share of Title I, Part A allocations in the most recent year at the time of the award, in accordance with section 14006(c) of the ARRA. Any participating LEA that does not receive funding under Title I, Part A (as well as one that does) may receive funding from the State's other 50 percent of the grant award, in accordance with the State's plan.

The **Partnership for Assessment of Readiness for College and Careers (PARCC):** One of two consortia of States awarded grants under the Race to the Top Assessment program to develop next-generation assessment systems that are aligned to common K-12 English language and mathematics standards and that will accurately measure student progress toward college and career readiness. (For additional information please see <http://www.parcconline.org/>.)

Persistently lowest-achieving schools: As determined by the State, (i) any Title I school in improvement, corrective action, or restructuring that (a) is among the lowest-achieving five percent of Title I schools in improvement, corrective action, or restructuring or the lowest-achieving five Title I schools in improvement, corrective action, or restructuring in the State, whichever number of schools is greater; or (b) is a high school that has had a graduation rate as defined in 34 CFR 200.19(b) that is less than 60 percent over a number of years; and (ii) any secondary school that is eligible for, but does not receive, Title I funds that (a) is among the lowest-achieving five percent of secondary schools or the lowest-achieving five secondary schools in the State that are eligible for, but do not receive, Title I funds, whichever number of schools is greater; or (b) is a high school that has had a graduation rate as defined in 34 CFR 200.19(b) that is less than 60 percent over a number of years. To identify the lowest-achieving schools, a State must take into account both (i) the academic achievement of the "all students" group in a school in terms of proficiency on the State's assessments under section 1111(b)(3) of the ESEA in reading/language arts and mathematics combined; and (ii) the school's lack of progress on those assessments over a number of years in the "all students" group. (For additional information please see <http://www2.ed.gov/programs/sif/index.html>.)

Qualifying evaluation systems: Educator evaluation systems that meet the following criteria: rigorous, transparent, and fair evaluation

systems for teachers and principals that: (a) differentiate effectiveness using multiple rating categories that take into account data on student growth as a significant factor, and (b) are designed and developed with teacher and principal involvement.

Reform Support Network (RSN): In partnership with the ISU, the RSN offers collective and individualized technical assistance and resources to grantees of the Race to the Top education reform initiative. The RSN's purpose is to support the Race to the Top grantees as they implement reforms in education policy and practice, learn from each other and build their capacity to sustain these reforms.

The **School Improvement Grants (SIG)** program is authorized under section 1003(g) of Title I of the ESEA. Funds are awarded to States to help them turn around persistently lowest-achieving schools. (For additional information please see <http://www2.ed.gov/programs/sif/index.html>.)

School intervention models: A State's Race to the Top plan describes how it will support its LEAs in turning around the lowest-achieving schools by implementing one of the four school intervention models:

- **Turnaround model:** Replace the principal and rehire no more than 50 percent of the staff and grant the principal sufficient operational flexibility (including in staffing, calendars/time and budgeting) to fully implement a comprehensive approach to substantially improve student outcomes.
- **Restart model:** Convert a school or close and reopen it under a charter school operator, a charter management organization, or an education management organization that has been selected through a rigorous review process.
- **School closure:** Close a school and enroll the students who attended that school in other schools in the district that are higher achieving.
- **Transformation model:** Implement each of the following strategies: (1) replace the principal and take steps to increase teacher and school leader effectiveness, (2) institute comprehensive instructional reforms, (3) increase learning time and create community-oriented schools, and (4) provide operational flexibility and sustained support.

Single sign-on: A user authentication process that permits a user to enter one name and password in order to access multiple applications.

The **SMARTER Balanced Assessment Consortium**

(Smarter Balanced): One of two consortia of States awarded grants under the Race to the Top Assessment program to develop next-generation assessment systems that are aligned to common K-12 English language and mathematics standards and that will accurately measure student progress toward college and career readiness. (For additional information please see <http://www.k12.wa.us/SMARTER/default.aspx>.)

The **State Scope of Work:** A detailed document for the State project that reflects the grantee's approved Race to the Top application. The State Scope of Work includes items such as the State's specific goals, activities, timelines, budgets, key personnel, and annual targets for key performance measures. (For additional information please see <http://www2.ed.gov/programs/racetothetop/state-scope-of-work/index.html>.) Additionally, all participating LEAs are required to submit Scope of Work documents, consistent with State requirements, to the State for its review and approval.

Statewide longitudinal data systems (SLDS): Data systems that enhance the ability of States to efficiently and accurately manage, analyze, and use education data, including individual student records. The SLDS help States, districts, schools, educators, and other stakeholders to make data-informed decisions to improve student learning and outcomes, as well as to facilitate research to increase student achievement and close achievement gaps. (For additional information please see http://nces.ed.gov/Programs/SLDS/about_SLDS.asp.)

Student achievement: For the purposes of this report, student achievement (a) for tested grades and subjects is (1) a student's score on the State's assessments under the ESEA; and, as appropriate, (2) other measures of student learning, such as those described in paragraph (b) of this definition, provided they are rigorous and comparable across classrooms; and (b) for non-tested grades and subjects, alternative measures of student learning and performance such as student scores on pre-tests and end-of-course tests; student performance on English language proficiency assessments; and other measures of student achievement that are rigorous and comparable across classrooms.

Student growth: The change in student achievement (as defined in the Race to the Top requirements) for an individual student between two or more points in time. A State may also include other measures that are rigorous and comparable across classrooms.

Value-added models (VAMs): A specific type of growth model based on changes in test scores over time. VAMs are complex statistical models that generally attempt to take into account student or school background characteristics in order to isolate the amount of learning attributable to a specific teacher or school. Teachers or schools that produce more than typical or expected growth are said to "add value."



RACE
TO THE TOP
MASSACHUSETTS



YEAR **2** REPORT
JANUARY 2013

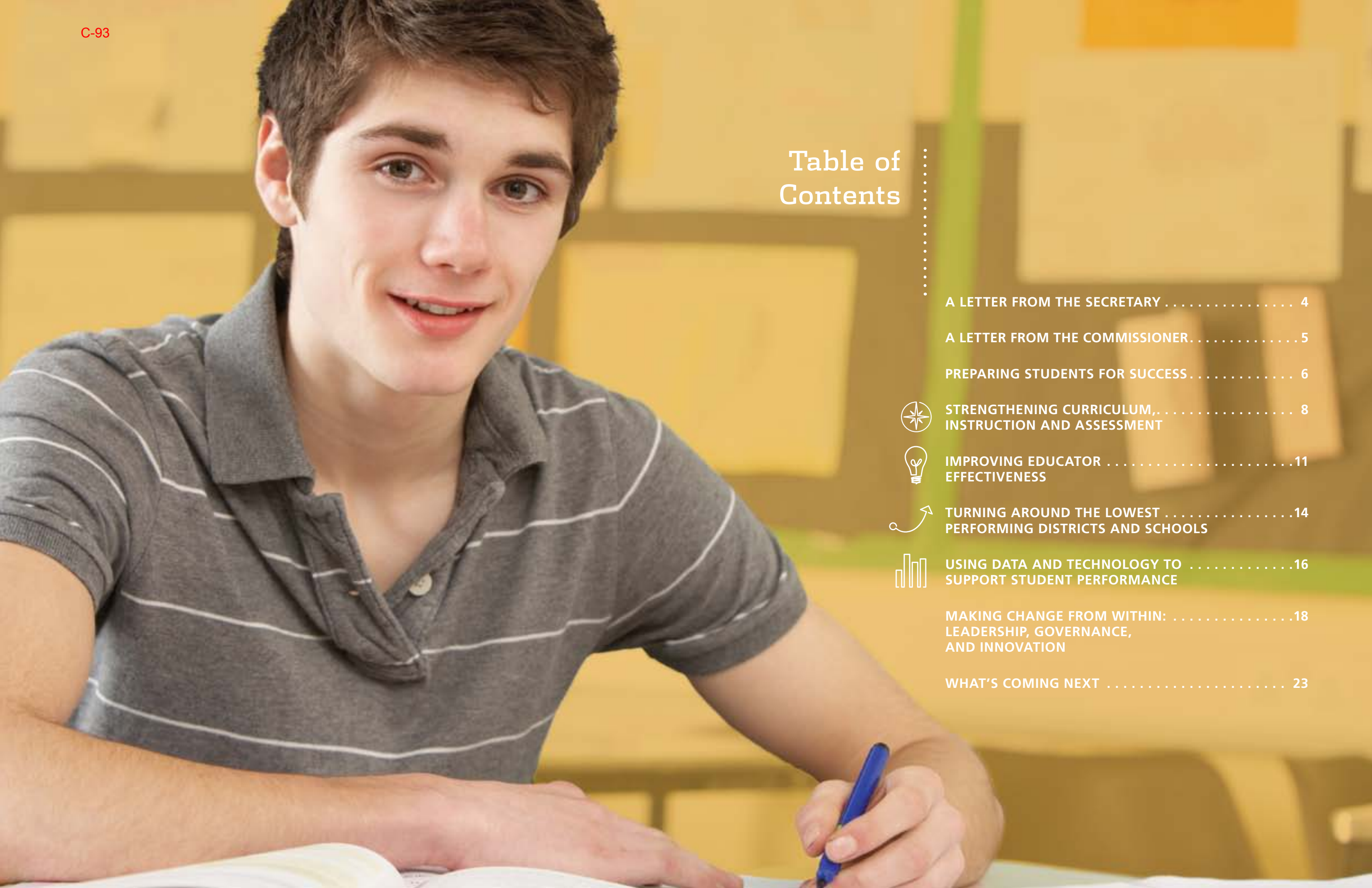






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A Letter From the Secretary

Dear Colleagues:

As I reflect on our first two years of implementing our Race to the Top (RTTT) plan, I am quite proud of all that we have accomplished so far. In keeping with our history of being leaders with regard to education improvement and reform, we have made bold choices and are implementing innovative strategies that are having significant impact on teaching and learning across our public education system.

- We are implementing new pre-K through Grade 12 Curriculum Frameworks in English Language Arts and Mathematics, which means that we are redefining what students need to learn in order to be well prepared for college and career success. We are implementing new strategies to continuously enhance the quality of teaching in our schools, which means that our educators are using new instructional tools and are receiving better and ongoing professional support. We are making great strides in terms of improving our neediest schools, which means that students and their families are receiving the academic and other services needed to substantially improve student achievement. And we are building an improved architecture for sharing data and using technology, which means that we are increasing access to important information about student growth and achievement. Many other RTTT initiatives are being implemented in school districts across the Commonwealth. Taken together, these initiatives are contributing to the development of a 21st century public education system in Massachusetts, one that will meet each student where he or she is and provide the targeted support that each student needs to truly succeed.

We are at the halfway point on our exciting journey, and the next two years will be equally exciting and challenging in the best sense of the word. We have come together as a Commonwealth to make difficult but important decisions that will benefit our students for years to come, and we need to continue working together to ensure that we implement every RTTT initiative successfully. On behalf of Governor Patrick, I congratulate our students, parents and family members, and educators for their excellent work to date, and I also would like to thank our community-based and non-profit organizations, business and industry partners, funders, municipal officials, and legislators for the continued commitment to this important work.

We are on track to successfully execute our ambitious and comprehensive RTTT plan, and I look forward to working with you to achieve all of our goals.



Paul Reville
Secretary of Education

A Letter From the Commissioner

Dear Colleagues:

Massachusetts has led the nation in student performance for nearly a decade. Our students have scored first or tied for first on the National Assessment of Educational Progress in each test administration since 2005, and recently released results from the Trends in International Mathematics and Science Study show Massachusetts students score nearly at the top internationally as well. Our dropout rate is at its lowest in half a century, and our high school graduation rate has increased for five years in a row.

- Yet with all this success, we still see room for improvement. We are particularly concerned with closing the gaps in student performance so that all Massachusetts students perform at high levels. Too many of our poor and minority students, our English language learners, and our students with disabilities are not enjoying the success that other Commonwealth students are achieving. We know we can do better.

Our goal in Massachusetts is to prepare all students for success in the world that awaits them after high school. Race to the Top represents a tremendous opportunity to help us achieve that goal. Our Race to the Top program encompasses a broad range of initiatives at the state, district, and school level, focused around four strategies:

- Strengthening curriculum and instruction
- Improving educator effectiveness
- Turning around the lowest performing districts and schools
- Using data and technology to support student performance

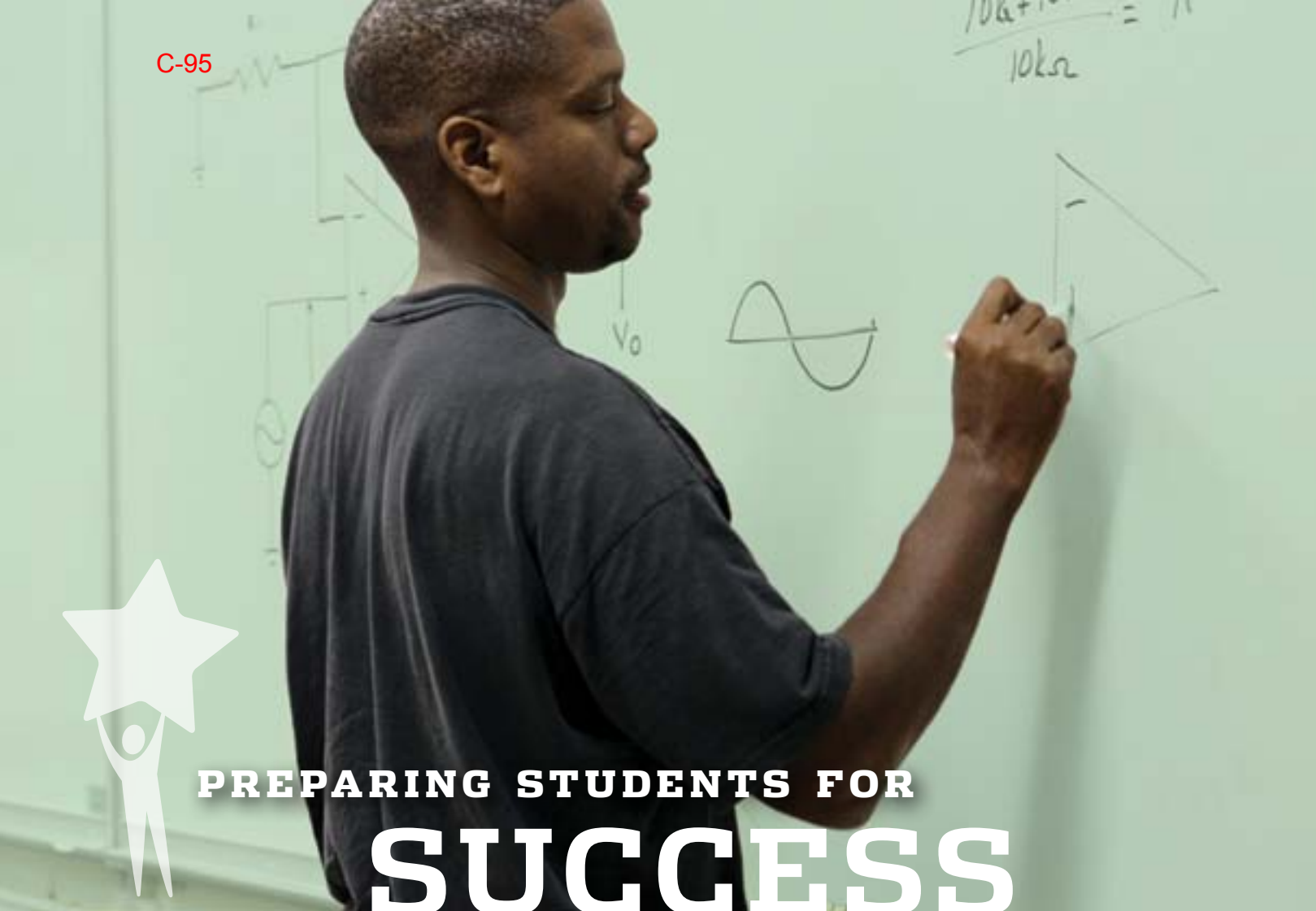
With the resources Race to the Top provides, we have accelerated our efforts to improve the state's education system and ensure that our state's students are prepared to succeed.

2012 marks the halfway point in our Race to the Top program, and I am pleased to present this report to highlight some of the exciting progress underway. We understand that reforming and improving education cannot be accomplished overnight, and that success will not be marked by a single metric or moment in time. Instead, we are engaged in a journey of continuous improvement. Race to the Top has provided us with resources to accelerate that journey and to put into place the structural changes that will carry us and our students forward.

As I said when we first began planning our Race to the Top program, our goals are ambitious and bold, but they are achievable and—perhaps most importantly—they are work that is worth doing.



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



PREPARING STUDENTS FOR SUCCESS

Massachusetts has a long tradition as a pioneer in public education. Since the days of Horace Mann, we have led the nation in creating the systems and structures needed to support student achievement. Stakeholders statewide agree that all students, regardless of their zip code, deserve a world-class education that prepares them for postsecondary opportunities, career training options, economically viable careers, and healthy, productive lives.

Our goal is to prepare all students for success in the world that awaits them after high school. We will achieve this by:

- Strengthening curriculum, instruction, and assessment
- Improving educator effectiveness
- Turning around the lowest performing districts and schools
- Using data and technology to support student performance

Our focus on these strategies was a major reason the Commonwealth of Massachusetts was awarded \$250 million in Race to the Top funding from the U.S. Department of Education in 2010. The

award was recognition that the state's reform agenda was already underway and that our objectives were aligned with those in Race to the Top. It also affirmed our support from our districts and charter schools, two-thirds of which signed on to implement the state's proposal. The funding has provided us resources to build on our accomplishments, accelerate ongoing improvement efforts, and target new strategies for reform.

We are now halfway through this program. This report highlights some of the major activities Massachusetts has undertaken as part of Race to the Top, though by no means is it a comprehensive accounting of everything we have accomplished in the last two years. We are committed to sustaining the momentum that we have achieved and believe that the innovations launched by Race to the Top will inspire the next generation of students and educators.

Race To The Top By The Numbers

\$250

million over four years with half allocated to participating districts and half to ESE

234

participating districts and charter schools

1,278

participating schools

661,800

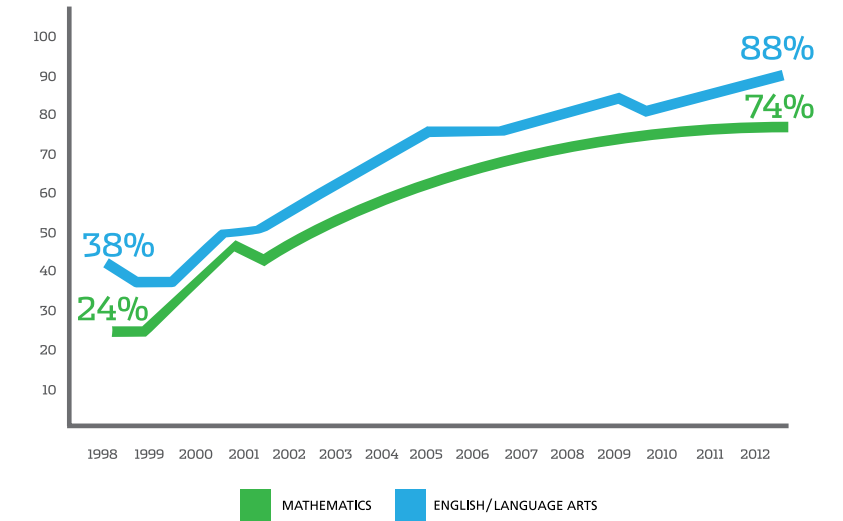
K-12 students served (69.4% of students statewide)

53

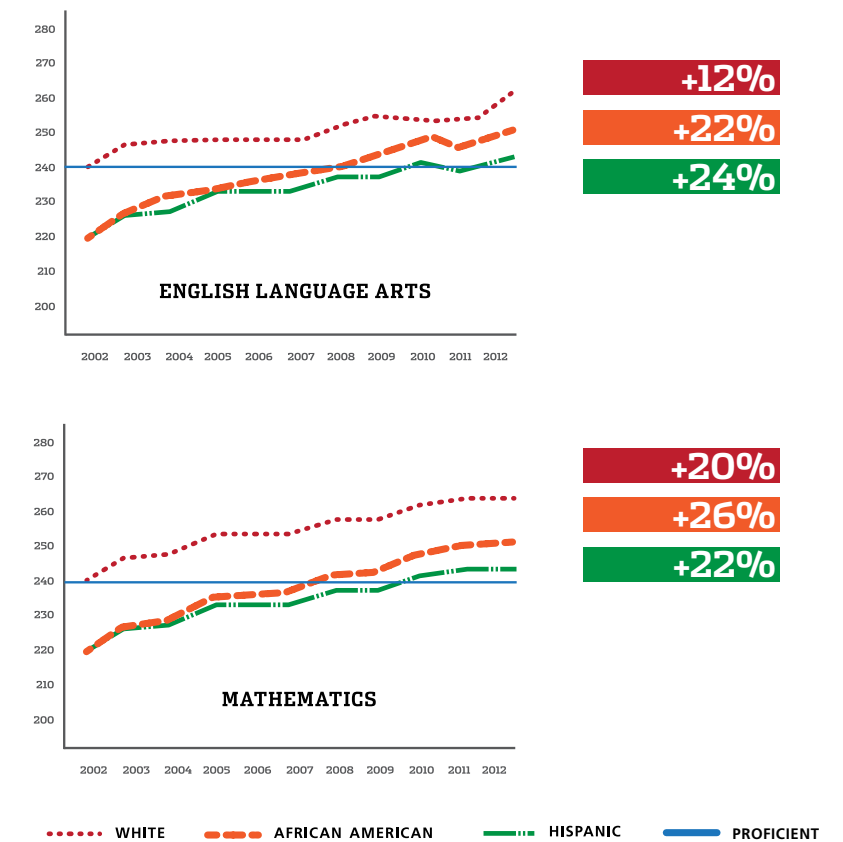
projects

More Than a Decade of Improvement

GRADE 10 MCAS PERCENT PROFICIENT OR ADVANCED



Narrowing the 10th Grade Proficiency Gap





STRENGTHENING CURRICULUM, INSTRUCTION, AND ASSESSMENT

Standards-based reform has been a hallmark of Massachusetts' education reform strategy since the Education Reform Act of 1993. We are known for having some of the highest standards for our students nationwide, and our students perform well compared to their peers as a result.

But for the next generation of education reform, we knew that simply setting high standards would not be enough. We needed to revise our curriculum frameworks to better reflect what students need to know to succeed after high school. We also needed to help educators implement those standards effectively in classrooms by providing more guidance on what high quality standards-based curriculum and instruction looks like.

NEW MASSACHUSETTS CURRICULUM FRAMEWORKS

In December 2010, the Massachusetts Board of Elementary and Secondary Education voted to adopt new curriculum frameworks in English language arts and mathematics. This was a key element of our strategy to implement a rigorous curriculum that aligns to

the expectations of two and four-year colleges and the needs of employers in our knowledge-based economy.

The new Massachusetts Curriculum Frameworks for English language arts and mathematics incorporate the Common Core State Standards, which were developed by a consortium of states to define what children should know and be able to do in each grade to stay on the path to college and career readiness. Beyond the standards outlined in the Common Core, Massachusetts also added standards for pre-kindergarten and made a small number of other additions or changes to standards in other grades.

All districts and charter schools are expected to align local curriculum with the new curriculum frameworks by the beginning of the 2013–14 school year. As of June 2012, 53 percent of Race to the Top districts (124) had already aligned both their English language arts and their mathematics curricula to the new Massachusetts Curriculum Frameworks.

MODEL CURRICULUM UNITS

Using Race to the Top resources and working with local educators, we have invested in developing tools that will help districts develop and implement high-quality curriculum. Teachers from more than 60 school districts across the Commonwealth have been working over the past two years to develop model curriculum units that span grades pre-K through 12. These units, being developed in English language arts, mathematics, science and technology/engineering, and history and social science, exemplify best practices for implementing the state's curriculum frameworks.

Some of the 34 model curriculum units we are piloting this year include: Third Graders are Independent Readers, Writers, Listeners, and Speakers; It's All About Energy; and The African-American Civil Rights Movement. Work on additional units is ongoing, with a goal of completing 100 model units by the end of 2014.

EARLY COLLEGE HIGH SCHOOLS

Research has shown that exposing high school students to college-level material can be a powerful means of increasing academic preparedness and motivation for college attendance. Thus, Massachusetts used Race to the Top funds to invest in establishing six Early College High Schools. These programs allow students to experience a college-level curriculum and accumulate college credit while still in high school, while providing substantial academic support. We focused these programs on science, technology, engineering, and mathematics (STEM) to increase the opportunity for students currently underrepresented in higher education to enter these fields in college.

Marlborough Public Schools launched the first STEM Early College High School in the 2011–12 school year with a cohort of 180 students in sixth and ninth grades, working in partnership with Framingham State University, business leaders, and employers from the surrounding area. By the 2012–2013 school year, 400 students were enrolled in the school. Maureen Greulich, instructional leadership director and district-level administrator for STEM in Marlborough, reports, "Students seem more excited to come to class and see what we are going to do and learn each day. They love working in groups, using the laptops, and seeing the connections between the subjects. They don't mind sharing their work and possibly being wrong, because they support each other so much. Students are definitely more willing to try new methods and work longer on harder problems."

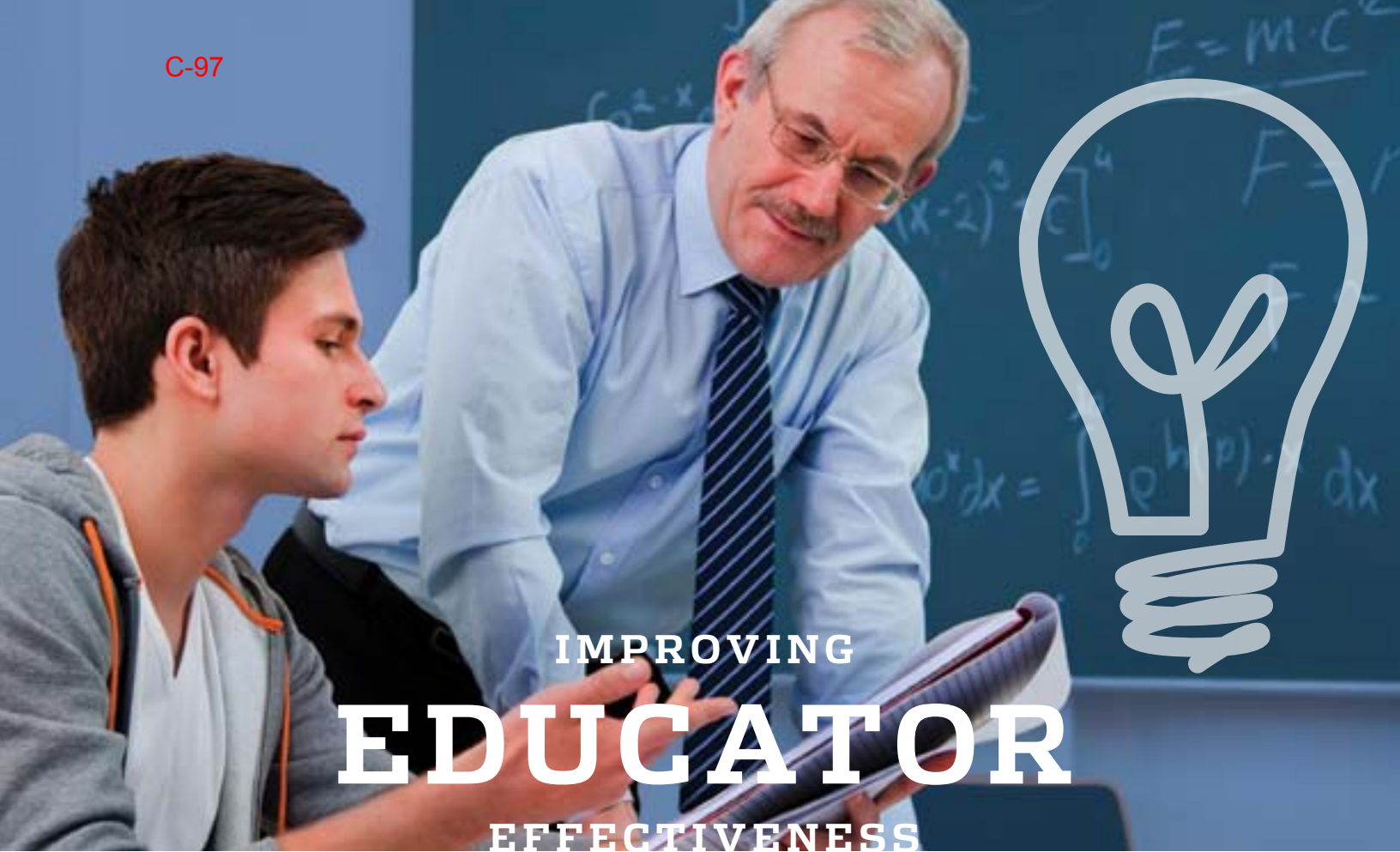
Another innovative approach, the Academy for College Excellence (ACE), combined 27 students from eight vocational/technical schools into an Early College program sponsored by the Northeastern University College of Professional Studies. All of the students are enrolled in the information technology program at their local vocational schools and obtain advanced coursework and hands-on experience through ACE. The program is a hybrid, with some classes conducted at the Northeastern campus and other lessons delivered online.

The Voices of Early College High School Students

"The STEM classes are greatly valuable because they don't just teach the basics. The teachers guide and help the students to get there. Another way the STEM program sets apart from other classes is that STEM knowledge can be used throughout your whole life, especially when you get a career."

"This program is the key to success for me and probably many of the other students in the program. I will be the first in my family to graduate high school and the first to achieve the opportunity to be enrolled in college courses. This has been very helpful and informative."

"This program has given me a chance like none other. How many students can go into high school saying I'm already going to college?"



IMPROVING EDUCATOR EFFECTIVENESS

Excellent educators are the key to improving student achievement; they are the single most powerful in-school factor behind student success. As we designed our Race to the Top proposal, we knew we had to make major investments in improving the quality of our educator workforce to ensure that instruction was consistently strong statewide. These investments address the educator development continuum, from preparation and recruitment to evaluation and professional development.

EDUCATOR EVALUATION

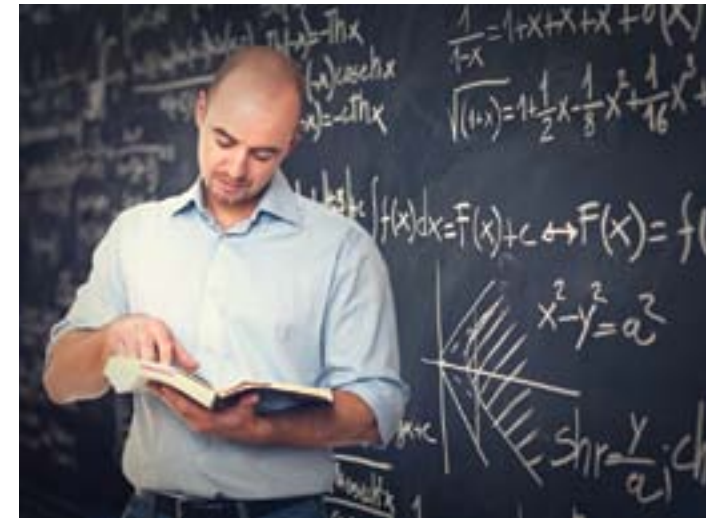
On June 28, 2011, the Massachusetts Board of Elementary and Secondary Education adopted new regulations for the evaluation of Massachusetts educators. The regulations were a critical milestone in a process that began the year before. Our Race to the Top application committed the state to develop and implement a new educator evaluation system in which student growth is a significant factor. The regulations require regular, meaningful evaluation of all educators—teachers, principals, administrators, and superintendents—and are intended to accomplish the following goals:

- Place student learning at the center
- Promote growth and development
- Recognize excellence
- Set a high bar for tenure
- Shorten timelines for improvement

Under the new regulations, evaluation is an annual five-step cycle beginning with self-assessment and concluding with a formative or summative performance evaluation. It is designed to be a continuous improvement process in which data from the performance rating is an important source of information for the educator's self-assessment.

Through the evaluation process, educators will eventually receive two ratings: a performance rating reflecting their level of professional practice on four standards and their progress toward customized goals, and a rating of their impact on student learning. The two ratings together will determine the type and duration of plan the educator must complete—anywhere from a 30-day improvement plan for the lowest performing educators to a two-year self-directed growth plan for experienced educators whose performance is rated proficient or exemplary and who have moderate or high impact on student learning.

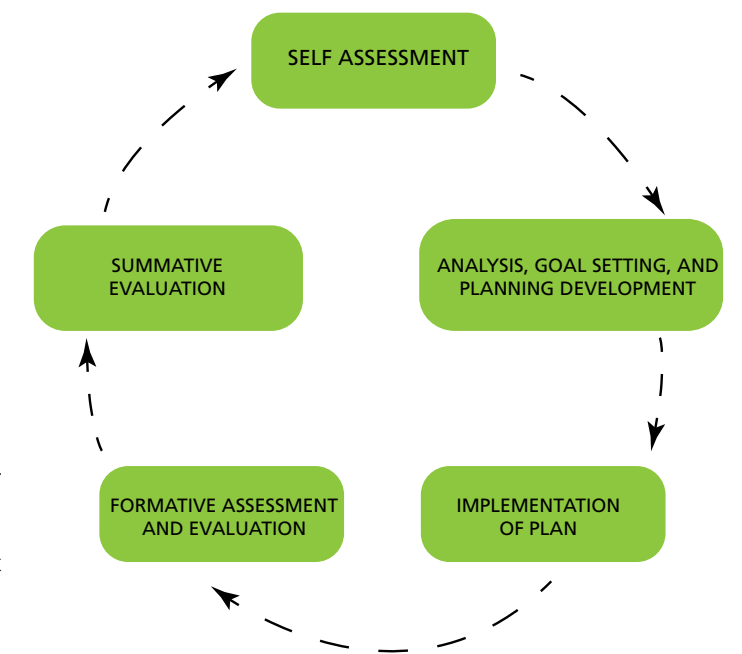
This approach allows districts to focus attention on the educators who need the most support for improvement while still ensuring that all educators have a plan to improve their practice. Meanwhile, educators will benefit from frequent, timely, and meaningful feedback on their performance and a systematic approach for improvement, both too often lacking in most districts' current evaluation practices.



Implementation of the educator evaluation frameworks began in the 2011–12 school year with 34 Level 4 (underperforming) schools across Massachusetts. In addition, 11 early adopter districts volunteered to pilot the process in the first year, providing valuable information and insights that will continue to inform the evaluation process as it expands, first to participating Race to the Top schools and districts in the 2012–13 school year, and ultimately to every public school and district in the Commonwealth the following year.

One of the challenges of statewide implementation is that each district must amend its local collective bargaining agreement to incorporate the new state requirements. Thus, the Department of Elementary and Secondary Education (ESE) provided model contract language as one of the tools for district implementation. Districts may choose to adopt or adapt that language or to revise their existing evaluation system to meet the regulatory requirements. As of November 2012, 123 districts had submitted their plans, with the majority opting to adopt the model contract language suggested by ESE with few or no changes. This included the largest district in the Commonwealth, the Boston Public Schools.

Another challenge is the need to train all educators on the new expectations, and to train all evaluators on how to evaluate others' performance fairly and consistently. New legislation passed in June 2012 requires districts to provide training developed by ESE to all evaluators and to all educators who must be evaluated under the regulations. ESE has since produced a Guide to Educator Evaluation Training Requirements and has made all required training materials available online. While districts may choose to use their own staff to deliver the professional development, ESE has also pre-approved a cadre of experienced vendors to support the training and has set aside funding to enable districts to engage the vendors at little to no cost. As of June 2012, over 12,000 educators and 1,700 evaluators (usually administrators) in Race to the Top districts had begun training on the new educator evaluation system.



The 5-Step Cycle to Continuous Improvement



[The new educator evaluation framework] is a tool to encourage conversation about our practice....The teachers have been relieved by the process because it provides a thoughtful, systematic approach to looking at practice.

—CYNTHIA PARIS-JEFFRIES, PRINCIPAL, BLACKSTONE ELEMENTARY SCHOOL, BOSTON PUBLIC SCHOOLS



UTEACH

With an increased emphasis on STEM as both an academic track and an access point to our knowledge-based economy, there is a critical need for highly qualified science and math teachers in our middle and high schools, and that need is projected to grow over the next decade. To help meet this recruitment need, the state decided to participate in the UTeach program originally developed at the University of Texas at Austin in 1997. This program currently operates in 16 states and enrolls over 5,500 prospective teachers.

The program, seated at the University of Massachusetts Lowell, allows undergraduates in STEM majors to earn a minor in STEM teaching along with their bachelor’s degree and to obtain a Massachusetts initial license to teach mathematics, science, or technology/ engineering upon graduation. UMass Lowell is the only university in New England to offer the UTeach program. The university ran the first course in spring 2012 with an enrollment of 28 students, and in fall 2012 an additional 52 STEM majors enrolled. These students come from undergraduate programs such as mathematics, biology, physics, computer science, and chemical engineering.

The success of UTeach rests in early and frequent field experiences for students under the watchful eye of mentor teachers in partner districts. The courses require students to teach three times in elementary and middle school classrooms and receive feedback from their mentor and from a UTeach Master Teacher. The program is underway in partnership with the Lowell, Methuen, and Dracut Public Schools and will begin operating in Lawrence schools in 2013. Participating teacher Cheryl Ortega of the Pawtucketville Memorial Elementary School in Lowell said, “I felt that the program allowed the interns a quick but effective look at the realm of teaching, and that they benefited from it. Additionally, my students experienced

the learning of new concepts with materials they would never have encountered otherwise.”

PRE-ADVANCED PLACEMENT TRAINING FOR EDUCATORS

Supporting educators’ growth throughout their careers is another key element of our Race to the Top educator effectiveness strategy. One way we are accomplishing this is through our pre-Advanced Placement training program. The intent of this project is to increase the number of students who enroll and succeed in Advanced Placement courses, particularly in underserved schools and districts with large numbers of low-income and minority students. The program provides training to middle school and high school teachers so that they can implement new teaching strategies and increase content rigor in their classes, which then will improve student performance and create a college-ready culture before students enroll in AP courses.

The curriculum, called Laying the Foundation or LTF, is provided by Mass Insight Education, which contracts directly with districts to provide the professional development. More than 1,200 teachers from 75 districts across the Commonwealth have participated in this training in the content areas of English language arts, mathematics, general science, biology, physics, and chemistry. Jon Workman, a teacher at the Collins Middle School in the Salem Public Schools who has participated in the program, said, “My teaching practice has improved dramatically after two years of LTF training. Students are thinking critically and successfully participating in more rigorous learning activities. As a result of LTF, I have set higher expectations in my classroom. My students have met and exceeded those expectations.”

TURNING AROUND

THE LOWEST PERFORMING DISTRICTS AND SCHOOLS

In our Race to the Top application, we noted that for a small number of our schools, student outcomes were so poor that the need to transform practices was urgent and dire. The state's 2010 Act Relative to the Achievement Gap set the criteria for identifying those schools and provided the rules, tools, and supports to address some of the conditions that contribute to underperformance.

The state's objective is to assist districts with establishing the capacity and systems of support necessary to improve teaching and learning in their lowest performing schools. Our theory of action is that the district, rather than the state, is best suited to provide the supports these schools need, and that the state's role is to help the districts serve this function.

IDENTIFICATION OF THE LOWEST PERFORMING DISTRICTS AND SCHOOLS

Since implementation of the Act in January 2010, the state has identified 44 underperforming (Level 4) schools. Together these schools, spread across 10 districts, serve over 22,000 students. Nearly 85 percent of their students are low income, 30 percent are English language learners, and 20 percent are students with disabilities. These students are served by more than 1,800 teachers and 700 other educators. If these schools were a district, it would be the fourth largest and third poorest district in the state.

These schools have been targeted for aggressive intervention through a turnaround plan developed in collaboration with

the superintendent, the school committee, the local teachers' union, administrators, teachers, community representatives, and parents. ESE prioritized these districts for assistance and provided significant targeted supports to help connect them to useful turnaround resources where appropriate, and district leaders and local union presidents have been receiving ongoing technical assistance through ESE's Level 4 Schools Network.

After two years, 24 of the 34 Level 4 schools identified in 2010 have made combined gains in English language arts and mathematics of 10 percentage points or higher on their Composite Performance Index between 2010 and 2012. Initial research has identified strong leadership, effective instruction, data systems, and a well executed tiered set of interventions and supports for students as the most common factors differentiating those that improved rapidly from those that remained steady or declined.

WRAPAROUND ZONES

We recognized in our application that supporting student academic achievement meant more than just new instructional techniques or a new tutoring program; it also meant supporting the social, emotional, and health needs that can have a substantial impact on student learning. Thus, we established the Wraparound Zone Initiative through Race to the Top to help build district and school capacity to systematically address students' non-academic barriers to learning.



Seven districts are currently implementing Wraparound Zones in a total of 36 pilot schools. The strategies being used vary across districts, but all have several priorities in common. All participating schools work to establish a safe and supportive climate with a culture of positive regard and high expectations for all students. All implement a comprehensive, proactive system that identifies student academic and non-academic needs and connects at-risk students to targeted supports. These include resources from both the school district and the larger community in areas as broad as prevention, enrichment, early intervention, and crisis response services. Finally, each participating district focuses on strengthening the systems required to support and sustain these efforts and to replicate promising practices in other district schools.


As just one example, Springfield implemented a wraparound zone in each of its Level 4 elementary schools through a partnership with City Connect. A school site coordinator works with teachers and staff to review the needs of every student in the building and connect them to the appropriate resources in the school, district and community. In the 2011–12 school year alone, 98 percent of students in these schools—2,100 children—were connected to more than 13,000 services and enrichment activities.

PRIORITY PARTNERS FOR TURNAROUND

We also recognized in our proposal that our existing state capacity to support turnaround was insufficient to meet demand. Thus, we created the Priority Partners for Turnaround program to qualify proven organizations to support district and school turnaround.

Priority Partners have a strong track record of results and can demonstrate effectiveness in accelerating school improvement. These organizations are vetted through a rigorous review process that includes evaluation data, references from former clients, and an intensive interview with the organization's leadership team. Priority Partners participate in a quarterly networking session to coordinate practice and learn from one another's experiences. Partners were also eligible to compete for a competitive Priority Partners Investment Fund totaling \$2.4 million to expand their services, develop a new set of services, or partner with other Priority Partners.

Currently 23 Priority Partners for Turnaround provide services in 54 districts; nine districts are being served by more than one of the Priority Partners. These organizations provide targeted support in social, emotional, and health needs; maximizing learning time; effective use of data; and district systems of support. Further, 12 of these districts are being served by seven Priority Partners that received funding from the Priority Partner Investment Fund.



USING DATA AND TECHNOLOGY

TO SUPPORT STUDENT PERFORMANCE

Massachusetts' Race to the Top proposal also included a substantial investment in data and technology tools. Our goal was to provide cutting-edge technological tools and timely, relevant data and information to educators. We also aimed to promote a culture of effective, data-informed decision making at all levels of education, so that our educators would integrate the use of the best and most up-to-date data in their classrooms every day.

EDWIN

To meet these goals, ESE is launching Edwin, Massachusetts' new, comprehensive teaching and learning platform. The vision of Edwin is to provide educators with quality resources to continue to promote high levels of student achievement and to help reduce persistent proficiency gaps. This system is intended to support educators and foster teaching and learning, providing on-demand access to two sets of resources: Edwin Teaching and Learning, which will include instructional materials, curriculum planning tools, model curriculum units, and a variety of assessments including curriculum-embedded performance assessments, and Edwin Analytics, which will include data analysis and reporting tools.

Using Edwin, classroom teachers, principals, professional support personnel, and district leaders will be able to access data from a wide range of sources such as attendance, course enrollment, and college matriculation. Real-time student, teacher, and course data, as well as historical data including state assessment data, will give educators new, actionable information and tools to serve their current students and to grow as professionals.

The platform will also offer educators access to curriculum and instruction resources aligned with current Massachusetts curriculum frameworks that they can use to improve their practice and the programs that serve their students. This suite of tools will be phased in over time, with the first components available to some users in the 2012–13 school year.

Over the past year ESE has also made strides to improve the systems already in place. Most notably, we expanded the capacity of the Education Data Warehouse, which will eventually become the heart of Edwin Analytics. The warehouse provides school districts with access to over 60 reports detailing state assessment results and student enrollment information. After the improvements, we saw a 91 percent increase in the number of reports run when MCAS results are released, from about 100,000 in August 2011 to over 190,000 in August 2012.

EARLY WARNING INDICATOR SYSTEM

As one of the first tools from Edwin Analytics, over the last year ESE worked closely with the American Institutes for Research to create an early warning indicator system for students in grades 1 to 12. The purpose of the Massachusetts Early Warning Indicator System is to provide statistically validated data to schools and districts on the likelihood their students are on track to reach key academic goals. The system is a tool to identify students who may need additional supports. Educators use these data along with their knowledge of the child to understand why he or she is off track and identify appropriate interventions.

The risk models reflect national research and promising practices, feedback from a range of stakeholders, and extensive testing of risk indicators and statistical modeling using longitudinal Massachusetts data. They are based on four age groups, each linked to a relevant academic goal:

- Early elementary (grades 1 to 3): Proficiency on the 3rd grade reading MCAS test
- Late elementary (grades 4 to 5): Proficiency on the 6th grade English language arts and mathematics MCAS tests
- Middle grades (grades 6 to 8): Passing grades in all 9th grade courses
- High school (grades 9 to 12): On-time high school graduation

The first set of reports were released to school districts in September and will soon be available through Edwin Analytics.

SCHOOLS INTEROPERABILITY FRAMEWORK (SIF)

The infrastructural backbone of these new data and technology tools is the Schools Interoperability Framework (SIF), a means of automating data collection and reporting from districts. Once in place, SIF will allow districts near real-time information for educators about their students in Edwin and other state technology resources, so that educators will get reports for the students actually in their classrooms, not just those enrolled earlier in the year. This automatic updating will greatly increase the value of these tools for our state's educators. It will also simplify state data reporting requirements, currently a substantial burden for districts.



Our goal is that by 2014, all Race to the Top districts will have implemented SIF. Right now over 100 districts are sending data on a near-real time basis to ESE, and a pilot set of nine districts certified their end-of-year student enrollment data through the SIF protocol. Our goal for fall 2012 is to certify the student enrollment collection with the other participating districts and to pilot a second data collection with a small number of districts. Local school districts participating in SIF have reported that the SIF project has encouraged them to address internal challenges to improve the cleanliness of their data systems.



MAKING CHANGE FROM WITHIN: LEADERSHIP, GOVERNANCE, AND INNOVATION

Our Race to the Top proposal set out an ambitious set of reforms across a broad set of policies and programs. We knew that in order to accomplish our objectives, we would need to strengthen our systems for leading and governing our work.

STRENGTHENING SUPERINTENDENTS, SCHOOL COMMITTEES, AND UNION LEADERSHIP

Successful school district leadership requires three parties to work together effectively: the superintendent, the school committee, and the local teachers union. Through Race to the Top, ESE worked with state associations to create programs targeted at each of these three groups to clarify their role in supporting student learning, to establish collaborative working relationships, and to support cooperation and shared decision-making.

The New Superintendents Induction Program is a three-year program available to superintendents new to the role or to their district. Professional development sessions, assignments, and intensive coaching center on four broad areas essential to effective district leadership: strategic instructional leadership, district leadership team development, human resource management, and supervision and evaluation. Currently 73 superintendents are participating in the program, with the support of 16 coaches.

The District Governance Support Project aims to provide a similar set of supports, but to school committee members rather than superintendents. The District Governance Support Project specifically focuses on the school committee's role in policy-making, budget-setting, selection of the district superintendent, collective bargaining, and other fiduciary responsibilities, as well as providing strategies and skill-building around helping to support student achievement and accountability. Five workshops have been delivered in about a dozen districts statewide as of June 2012, with more districts in planning phases or under consideration for future cohorts.

Finally, ESE is working with the state's union leadership and others to develop the Massachusetts Education Partnership, whose mission is to improve student achievement and success through collaborative labor-management relations in school districts across the Commonwealth. In the 2012–13 school year, the Partnership will pilot the program with several district labor-management teams who will work together to establish shared goals in student achievement and success

REGIONAL SYSTEM OF SUPPORTS

Race to the Top has also helped Massachusetts build a stronger system for educators to improve their professional practice. For instance, six regionally based District and School Assistance Centers (DSACs) have been established to help Level 3 districts and their



schools access and use professional development and targeted assistance. DSACs are staffed with data, literacy, and mathematics specialists, as well as a support facilitator and a Regional Assistance Director, often a retired superintendent from the region. A recent program evaluation conducted by the Donahue Institute at the University of Massachusetts found that 94 percent of DSAC service recipients agreed that the assistance they received was relevant to their educational priorities and sufficient to meet their needs.

In addition, six Readiness Centers also operate in Massachusetts. The Readiness Centers were established to advance Governor Patrick's goal of increasing integration and coherence across the education continuum. Regional consortia of partners provide high-quality professional development services for educators from early education through higher education; disseminate information about effective models and best practices; and convene educators to collaboratively address key education priorities, inform policy discussions, and leverage resources and expertise. The Centers are supporting numerous Race to the Top initiatives across the state, particularly around implementation of the new Massachusetts curriculum frameworks.

INNOVATION SCHOOLS

A signature component of the 2010 Act Relative to the Achievement Gap, Innovation Schools are in-district public schools that employ innovative strategies to accelerate student achievement while keeping school funding within districts. Innovation Schools, which are established by local school districts, can employ greater autonomy and flexibility with regard to curriculum, staffing, budget, schedule/calendar, professional development, and other district policies. Currently 44 Innovation Schools operate in communities throughout Massachusetts.

“The true power of the [New Superintendents Induction] program is the experience that the coaches bring to the table. They serve as a sounding board for us and provide incredible advice. They ask me a lot of good questions, and that makes me a better practitioner. In my 23 years as an educator, I have never worked with such a strong, proactive leadership group.”

—JOE MARUSCZAK, SUPERINTENDENT,
MENDON-UPTON SCHOOL DISTRICT



According to Steve Mahoney, founding principal of the Springfield Renaissance School, "Putting together and managing the planning of a new school is a great exercise in community conversation. We have to earn those autonomies every year. We don't get to do things differently unless we are producing results. Schools, like our students, are works in progress, and Innovation School status is an explicit commitment to having a very public collaborative conversation about what works best for our students."

LAWRENCE PUBLIC SCHOOLS RECEIVERSHIP

Despite the strides the state has made to improve the quality of governance in our districts, in some instances the circumstances in a district are so dire and the state's concern so great that immediate action is required. The Board of Elementary and Secondary Education took such action in November 2011 when it designated the Lawrence Public School district as Level 5, or chronically underperforming. This marked the first use of this designation since it was established in the 2010 Act Relative to the Achievement Gap.

Intensive planning and intervention have begun to transform this district of 13,000 students. The commissioner appointed Jeff Riley, a former principal and central office leader in the Boston Public Schools, as the receiver, with all the powers of the superintendent and the school committee. Riley worked with a local stakeholder group and the district leadership team to develop four key strategies for turning around the district:

- Extended time, strategic use of data, and high expectations for academic achievement
- Recruitment, retention, and cultivation of great people and proven partners
- Strengthened support and engagement for students beyond academics
- Increased autonomy and accountability for schools to promote student success

Implementation of these strategies began in August 2012. Notable in the state's work with Lawrence Public Schools has been the successful integration of several Priority Partners and a state-funded implementation director into the district's activities. By using the powers established in Act Relative to the Achievement Gap, the state has provided the Lawrence Public Schools with the authority and resources it needs to turn itself around. The final results are still several years hence, but the work is off to a strong start.



**Massachusetts Department of
Elementary and Secondary Education**

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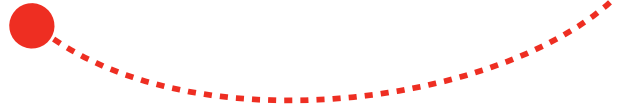
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Race to the Top Coalition

INVESTING IN OUR STATE'S CHILDREN



Toward Closing the Achievement Gap: A One-Year Progress Report on Education Reform in Massachusetts

From the Race to the Top Coalition

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November, 2011

About the Race to the Top Coalition

The Race to the Top Coalition, an alliance of business, community, civic and education leaders and advocates, was convened by the Boston Foundation to support education innovation and secure the Commonwealth's share of \$4.35 billion in federal Race to the Top stimulus money. In 2010, Massachusetts, which, according to U.S. Secretary for Education Arne Duncan ranked first among the 10 winning competitors, received \$250 million in federal funds to promote education reform. As a result, Massachusetts has an unprecedented opportunity to provide all children with the quality education they deserve.

Members of the Race to the Top Coalition include:

Black Leaders for Excellence in Education

The Boston Foundation

Bessie Tartt Wilson Initiative for Children, Inc.

Boston Leaders for Education

Boston Municipal Research Bureau

Irene E. and George A. Davis Foundation (Springfield)

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Race to the Top Coalition

INVESTING IN OUR STATE'S CHILDREN



Dear Members of the Massachusetts Community:

On behalf of the Race to the Top Coalition, I am pleased to share this progress report on the implementation of the Education Reform Act of 2010. The Coalition came together to advocate for reforms that will help to close achievement gaps in our state and will improve student outcomes for every graduate of the Massachusetts public school system.

The year 2010 was a remarkable one for education. In January, Governor Patrick signed historic legislation that put powerful new tools in the hands of school districts with struggling schools, and created new options for families, including new charter schools and in-district charters known as innovation schools.

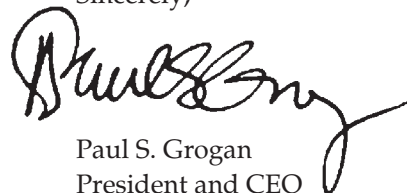
Just a few months later, Massachusetts was the highest scoring state in the Obama Administration's Race to the Top Competition, securing \$250 million in new resources to support a redesign of our system, with particular emphasis on human capital, standards, assessments and school turnaround. Altogether, 276 districts signed onto the plan and began to rework the scaffolding of their system, including educator evaluation, data systems, curriculum and assessments.

As you will see in this report, the swift implementation of both the reform act and Race to the Top has yielded promising change. Thirty four schools were designated as turnaround schools, and with the help of new tools and resources, in just one year we have begun to increase student performance as measured by academic proficiency and growth rates. Sixteen new charters were awarded by the Department of Elementary and Secondary Education, creating thousands more seats in schools with a track record of success. And, educators in 13 early adopter districts have opened innovation schools to test out new programs, models and structures—all designed to help students achieve.

But the work is far from done. Despite progress made in the 34 turnaround schools, the infrastructure is not yet in place to sustain these gains once the turnaround period is over. And there is a large cohort of schools that appeared to lose ground last year in English and math. Responding to that disappointing news may require turning around entire systems, which has never been done before.

The Race to the Top Coalition will continue its work as an outside advocate and critical friend until the promise of the reform law and the resources of Race to the Top have helped all children to fulfill their potential and graduate from Massachusetts high schools well positioned for success in post-secondary pursuits.

Sincerely,



Paul S. Grogan
President and CEO
The Boston Foundation

I.

Introduction

2010 was a watershed year for education reform in Massachusetts. In January, Governor Deval Patrick signed *An Act Relative to the Achievement Gap* into law. With the stroke of a pen, this sweeping reform legislation ushered in a new generation of reform, and shifted the landscape of schooling in the Commonwealth. The law provided educators with new “rules and tools,” including the power to intervene in turnaround schools, to open new high performing charter schools in the lowest performing districts, and to innovate through in-district charter schools. These reforms were designed to create a renewed sense of urgency around the need to close persistent achievement gaps by expanding proven strategies for reform. In addition, they were designed to position Massachusetts to qualify for federal Race to the Top stimulus funds.

A few months later, buoyed by this reform momentum, Massachusetts submitted a proposal to the U.S. Department of Education’s Race to the Top competition. In doing so, the state proposed to pair the immediate action agenda created through the legislation with a four part systems change strategy: ensure every student is taught by a great teacher and every school and district is led by a great leader; provide every educator with the curricular and instructional tools they need to promote student achievement; turnaround the lowest performing schools; and prepare all students for success in college and career.

A total of 276 school districts signed on in support of the application, representing 88% of the state’s students who live in poverty. On August 24, 2010, Massachusetts was awarded \$250 million in Race to the Top funds, and was recognized as the highest scoring state among the twelve winning states. Reviewers commended the application’s broad buy-in and the state’s track record of implementing bold reforms as contributors to the selection.

Since then, Massachusetts has committed itself to a reform agenda designed to reinvent public schooling across the Commonwealth. The reform act created new parameters and a hybridized set of school structures, sending the message that there is no “one size fits

all” model for effective schools. If implemented with fidelity, Race to the Top will, over four years, recreate the human capital pipeline by addressing teacher and administrator preparation, evaluation and professional development, and will redesign the standards and assessments so that all of Massachusetts’ high school graduates are prepared for college or career. In time, reforms launched through Race to the Top will be felt in every school across the Commonwealth and will be visible to the general public.

At the moment, however, much of the reform has been embedded within the education community, and outside stakeholders have begun to wonder: What has changed? When will we see improvements in student performance, especially among our most vulnerable students?

The good news is there has already been promising change to school structures and to student outcomes. While this work is incomplete, districts and schools across the state have developed and begun to implement turnaround plans for the state’s 34 lowest performing schools, and new school operators have opened charter schools in some of those same districts. The 2011 MCAS results show early promise in most of the turnaround schools, and confirm that replicating charter schools achieve impressive results with their students. In addition, an “innovation” movement has begun to take hold, with educators in 13 districts opening 18 in-district “charter like” schools called innovation schools that are designed to serve students better and unleash and expand the creative efforts inside of school districts.

There is much more to be done to fulfill the spirit of reform legislation and the Race to the Top. Level 3 schools, which are one level above “turnaround schools,” have continued to struggle, with large numbers appearing to lose ground on the 2011 MCAS. In fact, 88 of the 269 Level 3 schools increased the percentage of students scoring “Warning/Failing” on the 2011 MCAS in both English Language Arts and math. No attempt has been made in this report to understand the cause of these troubling results; further

analysis will be needed. However, as the state prepares to identify another round of turnaround schools, some of these schools will undoubtedly be placed into Level 4 and charged with the development of a turnaround plan.¹ (More than half, 51%, of the Level 3 schools are located in the nine districts where the current turnaround schools are, raising capacity questions about the ability of the districts to support their turnaround.)

And, across the state, achievement gaps persist. New data from the National Assessment of Educational Progress, which acts as the “nation’s report card,” confirmed that while Massachusetts 4th and 8th graders outscored their peers in every other state for the fourth consecutive year, there continue to be significant achievement gaps between white students and African American and Hispanic students, and between low-income and non-low-income students.² While there has been progress toward closing those gaps over the last 19 years, the pace of that progress is slow. Gaps between white and African American and Hispanic students average 27.5 percentage points on the reading and math assessments in grades 4 and 8.³ Low-income students lag behind their non-low-income peers by an average of 26.25 percentage points.⁴ None of these gaps have narrowed significantly since the last administration of NAEP, in 2009.

Achievement gaps are apparent in MCAS scores and in high school and college graduation rates. They can also be seen in Advanced Placement participation and performance rates. According to the College Board, in 2010, 33.2% of seniors in Massachusetts left high school having taken at least one Advanced Placement exam in their senior year (23.1% scoring a passing grade or higher). Yet, only 2.4% of African American students left high school having scored a passing grade on an AP exam. For Latino students, the numbers are slightly better: 4.9% scored a passing grade. For white students, 75.6% scored a 3 or better.⁵

In terms of excellence and academic rigor, Advanced Placement participation and performance are some of the most commonly recognized indicators, and are often used as a proxy for college readiness.

Closing these achievement gaps will be critically important if Massachusetts is to prepare all of its students for post-secondary success.

This report takes an in-depth look at the three primary strategies of the Achievement Gap Act: turnaround schools, charter schools and innovation schools, and asks three questions:

- What has happened since the passage of the reform act?
- Are there early signs of progress or challenge?
- Does the implementation appear to be fulfilling the intent of the law: strategically connecting students with high performing schools and rapid school improvement, while unleashing innovation in school districts statewide?
- What have we learned from the last year and where are there opportunities to accelerate reform?

To answer those questions, first we considered the ‘theory of change’ behind *An Act Relative to the Achievement Gap*. We then reviewed publicly available data, and interviewed key stakeholders, including staff from the Department of Elementary and Secondary Education, district level staff, and a sampling of external partners, including union representatives.⁶ Information gathered from stakeholder interviews helped to shape the questions for additional consideration and recommendations; no comments are individually attributed.

Passing legislation and winning the national Race to the Top (RTTT) contest will not be significant if our state fails to close the achievement gap and prepare all of our students for success in their post-secondary pursuits. The road ahead is likely to be challenging. Schools will need advocates and pressure to sustain the work. As a critical friend to the reform effort, the Race to the Top Coalition is committed to keeping the data in the public eye and developing reports and tools that focus on the pace and progress of reform. By doing so, we hope to sustain political will and public support for reform.

This is the first review of the dramatic reforms that have taken place over the last year. The goal is to set a baseline against which improvements and system redesign can be assessed.

A review of Race to the Top implementation will follow this publication, which will attempt to describe the building blocks of reform that have been launched since winning RTTT funds, and will seek to create tools to help stakeholders understand and track the progress of Race to the Top in Massachusetts. We will select

key intermediate metrics and long-term outcomes that point to broad changes in student performance. Potential metrics to track include:

- 75% of the state's lowest performing schools turning around by 2014;
- 85% of high school graduates across the state completing a college-ready curriculum by 2014;
- closing racial, ethnic, and income-based achievement gaps by 2014;
- district and state implementation of key reforms to drive and sustain long-term systems change.

Further analysis will be required to establish whether the pace of the Massachusetts reform agenda is leading or even keeping pace with other states.

Ultimately, the success of these systems change efforts will be measured by our students' success in the Commonwealth's knowledge economy. The stakes are high for students, and the time to prepare them is now.

II.

Summary & Recommendations

Turnaround Schools

Summary: Early progress can be observed in the Level 4 schools, especially as measured by student growth. Concerns persist about state and district capacity to meet turnaround goals and prevent Level 3 schools from becoming Level 4.

Recommendations:

1. Build or recruit internal and external capacity to support and sustain the turnaround work in districts, especially for those districts with large numbers of turnaround schools.
2. Build long-term capacity in school districts for turnaround schools by addressing today's challenges, including human resources and staffing turnarounds and forming partnerships with lead and supporting turnaround partners. Ensure that external partners are skilled in turning schools around, have a track record of doing so and are accountable to school districts for improving student performance in schools.
3. Work with districts and partners to deepen strategies to address conditions in Level 3 schools, before they fall to Level 4.
4. Work with districts to develop plans for "post-turnaround." Consider creating incentives for turnaround schools to become innovation schools so that they can preserve their autonomies and sustain their improved performance. Explore costs associated with models for sustaining improvement and turnaround.
5. Commission and publicize research about what is working, including the impact of autonomies, extra time and effective partners.

Charter Schools

Summary: In one year, the state has identified high performing "proven providers" and has approved a dramatic expansion of charters, especially in Boston. There is continued need to connect high performing charters to students in the Gateway Cities. The replication in Boston fulfills the spirit of the legislation by replicating in one of the neediest districts, but the promise of attracting proven providers to operate high performing charters in other low-performing urban districts has not yet been fulfilled.

Recommendations:

1. Create incentives for proven providers to open charters in cities with excess room under their charter caps (including Springfield and Worcester), and support the development of a human capital pipeline of prospective charter leaders.
2. Identify strategies to connect charters to unused school facilities.
3. Review the statutory language related to Horace Mann Charters and ease barriers to start up and amendments to and renewal of charters. Consider strategies to provide incentives for the creation of new Horace Mann Charters.
4. Review state capacity to support a rigorous application and accountability process for charter schools.

Innovation Schools

Summary: 18 schools have opened as innovation schools, and another has recently been approved in 13 districts. The Innovation Plans focus on serving specific populations of students, implementing new programming, and altering structures for teachers. While most of the schools have been initiated by district level leaders, it appears the Achievement Gap Act's goal of sparking innovation within districts is gaining traction.

Recommendations:

1. Support ongoing growth by brokering partnerships with innovation schools.
2. Urge turnaround schools to consider innovation school status as a long-term strategy for sustaining the turnaround.
3. Provide support to large districts with significant interest in the model.
4. Continue providing planning and implementation support.
5. Continue efforts to publicize the model.

III.

About the Achievement Gap Act

Theory of Change & Implementation Highlights

An Act Relative to the Achievement Gap sought to rapidly improve student performance across the state, by strategically addressing the greatest needs in our public education system: closing persistent achievement gaps that can be seen in nearly every district. The law created new “rules and tools” as well as new school, district and state-level responsibilities for improving the Commonwealth’s lowest performing schools.

The Act also sought to create a 21st century system of public schools that would give families and students across the state multiple options for excellent public schools inside and outside school districts. Drawing on core principles of autonomy and flexibility, the Act expanded seats in high performing charter schools and created a new type of in-district charter, innovation schools.

The new system, articulated in the Act will ultimately require a different kind of partnership between schools, districts, and the state’s Department of Elementary and Secondary Education (DESE). In particular, the DESE will need to transform itself into an agency that is able to provide guidance and differentiated supports, as well as rigorous accountability.

Turnaround Schools

The Act sought to dramatically and quickly improve student performance in the lowest performing schools by giving Superintendents: new tools to intervene quickly and change policies and practices within the underperforming school; new authority to require staff to reapply for their positions in turnaround schools, including the ability to limit, suspend, or change provisions within the teachers’ contract (as they apply to the school); and a new expedited process for bargaining work rules in the turnaround schools with local teachers unions.

Implementation Highlights: 34 Level 4 schools in nine districts. Thirty-five of the lowest performing schools in nine districts were identified as Level 4 (or turnaround schools), resulting in changes in the staffing, partners, school day and budgets of each school.⁷ These turnaround schools and their districts enroll a much higher concentration of low-income students than the state average: 87% among the schools and 78% among the districts compared to the statewide average of 34%. Turnaround schools also enroll higher percentages of Limited English Proficient students, 29%, compared to 22% in the nine districts in which the turnarounds are located and 7% statewide.

Turnaround schools received new resources from Title I and Race to the Top. They also hired new staff from inside and outside the school district, lengthened their school day for students and teachers, brought in new partners and programs, and focused in a laser like way on student performance data. As a result, many of these schools already are beginning to show progress on the state’s MCAS exams.

Charter Schools

The best charter schools in Massachusetts have demonstrated that low-income students and students of color can achieve at the highest levels. However, because of charter caps, these public schools still serve only a fraction of the students who need them. The Act sought to connect these high performing schools with the neediest students by expanding the number of seats available in the lowest performing schools districts and by holding charters accountable for serving the most vulnerable subgroups of students.

Implementation Highlights: 16 new Commonwealth and Horace Mann Charters. In February 2011, the Board of Elementary and Secondary Education awarded a historic 16 new charters, which represented the highest number of charters ever granted in a single year and means that over the next few years, thousands of additional students in the state’s lowest performing districts will have access to charter public

schools, providing families with a high quality option for their children. Thirteen of those charters were Commonwealth Charters, which will create more than 6,500 new seats in charter schools in Boston, Chelsea, Holyoke, Springfield, Lawrence and New Bedford over the next few years. Three Horace Mann charters were granted; those in-district charters will enroll 1,200 students.

Innovation Schools

The law created a new type of in-district charter school that operates with autonomy and flexibility in key areas: curriculum, budget, school schedule and calendar, staffing, professional development, and school district policies. The innovation school model acknowledges that in every district there are successful educators and schools. With access to this new model, educators will be able to serve students better and implement new strategies, which will maximize gains in student learning. Innovation schools can be a vehicle to accelerate growth in every district. This tool—unlike the turnaround model or the smart cap lift on charters—can be used by a broad range of districts.

Implementation Highlights: 18 operating (and 19 approved) innovation schools. Thirteen districts have authorized innovation schools, providing teachers in Revere, Boston, Worcester, Springfield and Cape Cod with tools historically available only to charter operators to reimagine and redesign their schools. In some of these communities, central office staff has begun to identify district level systems changes that can support and grow a portfolio of innovative schools and schools with autonomies.

Interventions, Innovations and Improvements

The Act Relative to the Achievement Gap in Massachusetts can be organized into three broad categories: interventions, innovations and improvements.

Interventions

- Authorizes the Commissioner of Elementary and Secondary Education to designate up to 72 schools, or no more than 4% of all schools, as either “underperforming” (Level 4) or “chronically underperforming” (Level 5) based on student achievement and improvement measures.
 - These schools may be selected from a pool of the lowest 20% performing schools.
 - Student achievement and improvement measures will be determined largely by MCAS scores.
- Enables the Commissioner to designate no more than 2.5% of all districts as “chronically underperforming” districts. Districts may be selected from the lowest 10% of districts.
- Targets schools and districts for aggressive intervention through a turnaround plan developed in collaboration with the superintendent, the school committee, the local teachers’ union, administrators, teachers, community representatives and, most importantly, parents. The plan is expeditiously implemented by the district superintendents and the Commissioner.
- Intervention powers include the ability to more expeditiously dismiss or replace poor performing teachers and administrators, as well as the authorization to reopen and amend collective bargaining agreements in order to drive rapid improvement.
 - In both Level 4 and Level 5 schools, teachers may be dismissed for “good cause” with the right to arbitration.
 - In Level 4 schools, collective bargaining agreements may be reopened without arbitration, but with the option of a dispute resolution process featuring a panel of three members, including one representative each from labor and management, and a third from the American Arbitration

Association, all of whom shall have an education background, with unresolved issues to be settled by the Commissioner.

- In Level 5 schools, the Commissioner shall resolve any disputes.
- In underperforming district intervention, the Commissioner may elect to trigger dispute resolution in which case the three person panel either must act unanimously or any disputes will be settled by the Commissioner.
- Allows for expedited turnaround plans for schools that have been previously designated as underperforming and where the district has a turnaround plan that has had a public comment period and approval of the local school committee. Only Boston qualified under this language to do things more quickly than other districts.

Innovations

- Allows up to 14 new Horace Mann schools to be established under a new process that removes the requirement of union approval, a current barrier to growth. This type of in-district public school, approved by the local school committee and superintendent, provides additional local control over innovative educational programs and the ability to retain educational dollars within the community. The City of Boston is allowed to establish no fewer than four of these schools.
- Establishes new innovation schools, which are in-district public schools with increased autonomy and flexibility to operate. These unique schools, through collaboration with teachers and parents, will promote high levels of student achievement through an innovation plan and represent an in-district alternative to other types of charter schools.

Improvements

- Raises the state spending cap for charter schools from 9% to 18% of new school spending in the lowest 10 percent performing districts.
- Also streamlines current charter school caps by eliminating the cap that limits the state's total charter school population to 4%. Preserves current caps of no more than 72 Commonwealth Charter Schools and no more than 48 Horace Mann Charter Schools.
- Establishes new requirements on charter schools to develop recruitment and retention plans, "back-fill" student vacancies in half of the highest grades (rounding down and not beyond the ninth grade), and provide greater transparency and accountability in the approval process.
- Maintains charter tuition and facilities funding formulas, and stipulates that in FY11 and thereafter, reimbursements shall not be less than the FY10 per pupil amount.
- Increases and extends reimbursement to school districts affected by charter school growth (from 100/60/40 percent reimbursement over three years to 100/25/25/25/25/25 over six years). This reimbursement reform will allow for a greater recognition of the fixed educational costs districts face.
- Requires charter operators to be "proven providers" if they open in the lowest performing districts (and the cap is at least at 9%).
- Enables municipalities to sell excess properties to charter schools.

IV. Turnaround Schools

Theory of Change:	Dramatically improve performance in the lowest performing schools, and address achievement gaps head-on by giving the state and districts expedited intervention authority. The state will identify turnaround schools and will transform itself into an agency that provides guidance, differentiated supports and accountability. Establish a finite timeline within which schools need to make improvements. The new flexibilities, paired with new funds for school turnaround, will help schools improve. Through Race to the Top, the state will build supports for and capacity in districts to support school turnaround.
Funding:	Funding from the Federal Government's Title I School Improvement Grants (1003a and 1003g) and funds from Race to the Top will support the turnaround in the lowest performing schools.
Progress:	Early progress can be observed in the Level 4 schools, especially as measured by student growth. Yet concerns persist about state and district capacity to meet turnaround goals and prevent Level 3 schools from becoming Level 4.
Fidelity of Implementation:	<p>Level 4 schools enroll large numbers of low-income, Latino, and African American students. Focusing on these schools begins to fulfill the law's intent of targeting the most persistent achievement gaps.</p> <p>Thirty-five schools were identified as Level 4; one school has closed. The 34 Level 4 schools each adopted one of 4 models of school turnaround. The schools addressed staffing flexibility differently, some requiring teachers to reapply for their positions, others did not. All have extended the school day, including some combination of increased instructional and professional development time.</p>
Summary:	<p>Nearly all of the Level 4 schools made strides on the 2011 MCAS in either English Language Arts or Math, or both, with nearly every school increasing proficiency rates. Leaders in districts with Level 4 schools identified the longer day and the staffing flexibilities as key contributors to implementing the turnaround plan. Further analysis is needed to determine what's working, what's not, and in particular how the schools' new autonomies contributed to these gains.</p> <p>As the state prepares to identify another cohort of Level 4 schools, districts will face capacity and human capital challenges. The Department of Elementary and Secondary Education is rethinking its strategy of an external intermediary to support turnaround and should identify a new support strategy to develop internal district capacity and new external partners who can support them as quickly as possible.</p>
Recommendations:	<ol style="list-style-type: none"> 1. Build or recruit internal and external capacity to support and sustain the turnaround work in districts, especially for those districts with large numbers of turnaround schools. 2. Build long-term capacity in school districts for turnaround schools by addressing today's challenges, including human resources, staffing turnarounds and forming partnerships with lead and supporting turnaround partners. Ensure that external partners are skilled in turning schools around, have a track record of doing so and are accountable to school districts for improving student performance in schools. 3. Work with districts and partners to deepen strategies to address conditions in Level 3 schools, before they fall to Level 4. 4. Work with districts to develop plans for "post-turnaround." Consider creating incentives for turnaround schools to become innovation schools so that they can preserve their autonomies and sustain their improved performance. Explore costs associated with models for sustaining improvement and turnaround. Commission and publicize research about what's working, including the impact of autonomies, extra time and effective partners.

Key Provisions

Turning around the lowest performing schools is a central tenet of both *An Act Relative to the Achievement Gap* and the Massachusetts Race to the Top proposal. Both recognize the urgent need to improve outcomes for students who attend these schools.

The education reform law signed in 2010 created a new framework for school turnaround, granting new powers to superintendents and creating a sense of urgency around the need for dramatic improvement. As part of the law, the Commissioner of Elementary and Secondary Education is authorized to designate one or more schools in a school district as “underperforming” (Level 4) or “chronically underperforming” (Level 5). Multiple indicators of school quality must inform the underperforming or chronically underperforming designation, including student performance data, school or district review indicators and other factors outlined in regulations adopted by the Board of Elementary and Secondary Education.

Once a school is designated as Level 4, the law gives superintendents the ability to reassign or replace teachers and administrators in those schools and dismiss those with a track record of poor performance, as well as authority to reopen and renegotiate (on an expedited timeline) collective bargaining agreements as they pertain to the school. The new law lowered the standard for dismissal of teachers with professional teaching status (more commonly referred to as tenure) from “just cause” to “good cause.”

The legislation reset the clock on turnaround efforts. The state had been engaged with districts on school turnaround previously, and schools already in turnaround restarted their turnaround timeline, to be on the same three-year trajectory as the new Level 4 schools.

Turnaround schools have three years to improve their students’ growth and performance, through a turnaround plan that is developed in collaboration with the superintendent, the school committee, the local teachers’ union, administrators, teachers and community stakeholders, including parents. The turnaround plan sets the working conditions for the school during its turnaround (Level 4) designation. If, after three years, these schools have not met the improvement goals set for them by the DESE, the schools could be declared

“chronically underperforming.” Level 5 schools may be put into state receivership. Massachusetts does not currently have any schools identified as Level 5.

If a school exits Level 4 status and moves up to become a Level 3 school, the negotiated provisions of the turnaround plan can be extended at the Commissioner’s discretion. According to the Accountability and Assistance Regulations for Schools and Districts, *The superintendent may propose to continue and the commissioner may allow to continue more than one such feature of the turnaround plan.* Under the Regulations, two years after the school’s removal from Level 4, the commissioner shall conduct a review to determine whether to continue the provisions.⁸

This turnaround agenda was a foundational component of the state’s Race to the Top plan. As part of RTTT, the state committed to turning around 75% of the lowest performing schools within three years.

Through the School Redesign Grant program (part of the federal Title I grant program) districts are eligible to apply for turnaround funds on behalf of each of its Level 4 schools. The first cohort of schools to receive funding included 12 schools in three districts which received a total of \$27,510,901 (paid out over 3 years). The second cohort of funded schools included 18 schools in eight districts which received \$24,798,188.⁹ In total the state’s lowest performing schools have received \$52,309,089.

Schools receiving this funding were required to choose one of four intervention models and must demonstrate their capacity to implement that model effectively over three years. The models have different requirements for the percentage of the staff that may retain their positions. Districts home to nine or more turnaround schools (Boston and Springfield) were required to use the “turnaround” or “restart” model in at least half of the schools, which meant that in those buildings, no more than 50% of the original staff could return to the turnaround school—or school management would have to be handed over to a charter management organization or education management organization.

At the national level, reformers are watching turnaround efforts and results closely. Some have begun to question what happens if the 12 RTTT states don’t show improvement in student achievement as early as 2012. In Massachusetts, one year’s worth of data

from turnaround schools and early indications from in-district charter and innovation schools are already demonstrating promising results.

Turnaround Schools: By the Numbers

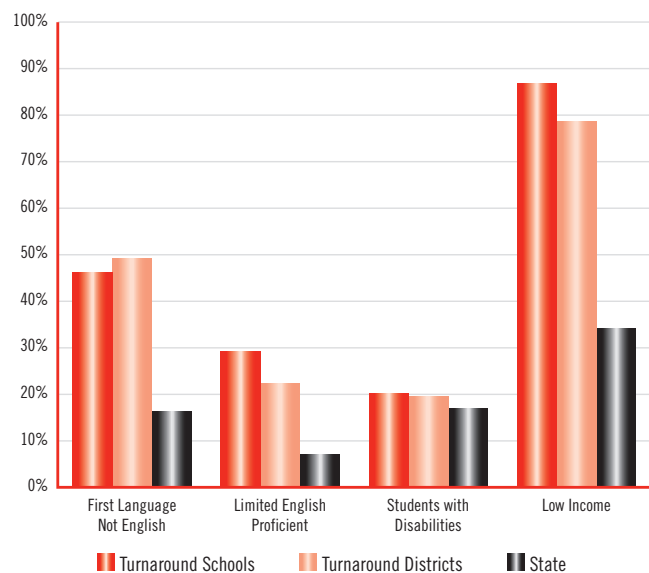
- January 2010: *An Act Relative to the Achievement Gap* gives new authority to superintendents to intervene in low performing schools.
- March 2010: The Department of Elementary and Secondary Education identifies 35 schools as “Level 4” schools, located in nine urban districts.¹⁰ These schools enroll a higher concentration of low-income students, and the schools and their districts disproportionately enroll Massachusetts’ Latino students. Furthermore, these schools enroll twice the number of African American students as the other schools in their district.
- A total of 269 schools were identified as Level 3 schools; 139 of these schools are in the same nine districts as the 35 Level 4 schools.
- In April 2010, the BESE adopts new regulations for turnaround schools.
- In September 2010, the DESE awards the first round of School Redesign Grants to support the turnaround process. A total of 12 schools from three districts received grants. In March 2011, a second cohort of schools receive SRG grants; 18 schools in eight districts receive funds. The schools include Level 4 schools and low performing Level 3 schools.

Context: who are the students in turnaround schools?

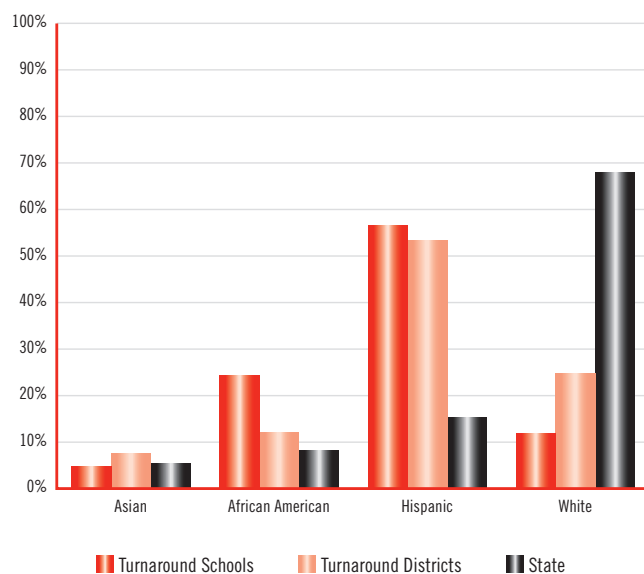
- **First Language Not English or Limited English Proficient Students:** 46% of students at turnaround schools and 49% of students within the nine districts are English Language Learners compared to 16% statewide. At the turnaround schools, a larger percent of these students are Limited English Proficient, 29%, compared to 22% among the nine districts and 7% statewide.
- **Students with Disabilities:** Turnaround schools and their districts enroll a slightly higher percentage of Students with Disabilities than the statewide average: 20% and 19.5% compared to 17% statewide.

- **Low Income:** Turnaround schools and their districts enroll a much higher concentration of low-income students than the state average: 87% among the schools and 78% among the districts compared to the statewide average of 34%.
- **Race/Ethnicity: The 34 turnaround schools and their districts disproportionately enroll Massachusetts’ Latino students:** 56.5% of students enrolled in turnaround schools and 53% of students in the districts are Latino compared to the 15% statewide average Latino enrollment.
- **Turnaround schools enroll African American students at twice the concentration of their district average:** 24% of students enrolled in turnaround schools are African American compared to a 12% average enrollment among their districts. Statewide, 8% of students are African American.
- **Turnaround schools enroll a smaller percentage of Asian students than the district’s average and the state:** on average, 5% of turnaround students are Asian compared to 7.5% across the nine districts. Statewide, 5.5% of students are Asian.

**Enrollment Characteristics:
Turnaround Schools, Districts, State, 2011**
First Language Not English, Limited English Proficient, Students with Disabilities and Low-Income Students



Enrollment Characteristics: Turnaround Schools, Districts, State, 2011 Race/Ethnicity



- **The average enrollment of white students in turnaround schools is less than half the district's average enrollment:** on average, 12% of students in turnaround schools are white compared to 25% of their districts average. Statewide, 68% of students are white.

Noteworthy Accomplishments

The results of the 2011 MCAS suggest that students in turnaround schools are beginning to demonstrate improved outcomes. Anecdotally, superintendents and principals attribute this to a new school culture, heightened focus on student data and (in some cases) a handpicked team of experienced and new faculty members.

Nonetheless, schools cannot be expected to fully “turn-around” in only one year. The pace of improvement, as well as the number of students scoring proficient and advanced, are part of the story of improvement. For that reason, our analysis of turnaround performance is based on three key indicators of turnaround success:

- Decrease in the percent of students who score warning/failing

- Increase in Composite Performance Index
- Progress toward target—measured by Student Growth Percentile

Staff of the Boston Indicators Project analyzed student performance data from the Massachusetts Department of Elementary and Secondary Education and produced a detailed analysis of school-by-school performance and growth.¹¹

Some of the performance gains include:

- Three (or almost 9%) of the Level 4 schools are making gains in student performance, meaning that they reduced the number of students scoring warning or failing on the MCAS, increased the number of students scoring proficient or advanced and (perhaps most significantly) their students progressed faster than 60% of like students across the state.
- Seven schools (almost 21%) reduced the number of students scoring warning or failing on the MCAS, increased the number of students scoring proficient or advanced, and had students who demonstrated about as much growth as like students statewide.
- Three schools reduced the number of students scoring warning or failing on the MCAS, and increased the number of students scoring proficient or advanced but showed less growth than like students statewide.
- Four schools showed progress in either ELA or math and demonstrated comparable growth.
- Only three schools appeared to be stalled, meaning they did not make progress in any of the key indicators of turnaround.¹²

Highlights of the 2011 MCAS data are on page 17. These results appear to suggest that the Level 4 schools are on a growth and improvement trajectory. Most of the charter schools had roughly the same rate of growth when compared to their academic peers statewide. (Student growth in the 40–60% range is considered average.) But importantly, turnarounds appear to be focused on increasing the percentage of their students who score Proficient or Advanced on the MCAS.

Additional analysis will be required to better understand the causes of these results.

Indicators of Progress for Turnaround Schools

Change in the Percent of Students Scoring Proficient & Advanced 2010–2011, 2011 Student Growth Percentile English Language Arts



This chart shows both growth and a change in Proficiency and Advanced in English Language Arts. Growth in the 40%–60% range is considered average growth.

Highlights from the 2011 English Language Arts MCAS

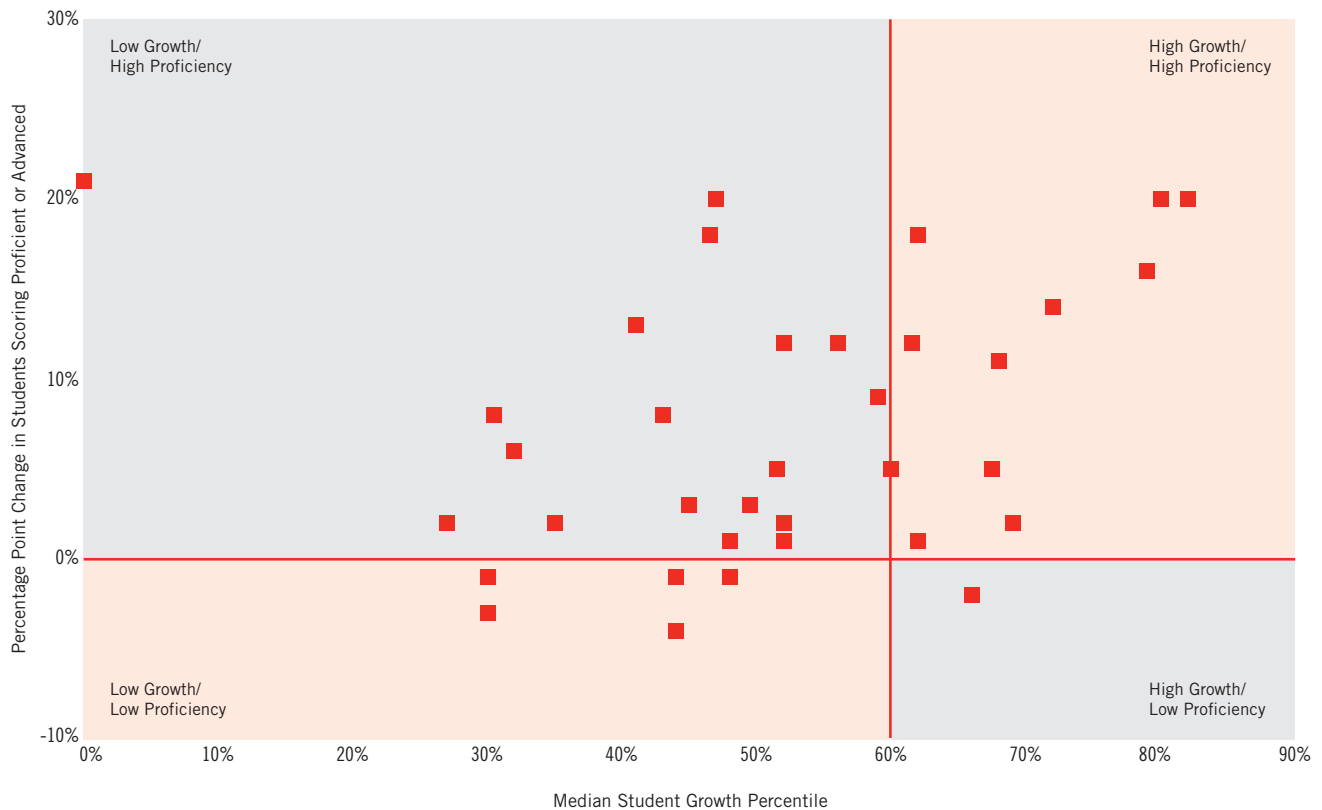
- Twenty-three turnaround schools increased their rates of students scoring Proficient or above in English Language Arts.
- Four turnaround schools demonstrated “high growth” in English Language Arts: Orchard Gardens in Boston, John J. Doran School in Fall River, E.J. Harrington in Lynn, and the Alfred G. Zanetti school in Springfield. This means their student growth rate was better than 60% of their academic peers statewide. Most turnarounds fall into the 40–60% growth percentile, which means the student growth was about the same as their academic peers around the state.

Highlights from the 2011 Math MCAS

- Twenty-five turnaround schools increased their rates of students scoring Proficient or above in Math.
- Twelve turnaround schools demonstrated “high growth” in Math, which means their students’ growth was better than 60% of their academic peers statewide.
- Eleven turnaround schools demonstrated high growth and increased rates of Proficiency.

Indicators of Progress for Turnaround Schools

Change in the Percent of Students Scoring Proficient & Advanced 2010–2011,
2011 Student Growth Percentile
Math



This chart shows both growth and a change in Proficiency and Advanced in Math.

Superintendent Reflections on Year One of Turnaround:

In September and October of 2011, Superintendents who lead districts with at least one Level 4 school were invited to participate in either an interview or a survey designed to capture their experience with the first year of turning around one or more schools. All nine districts that are home to Level 4 schools participated, and responses were collected from either the Superintendent or his/her senior level designee.¹³ The survey questions can be found in the sidebar on page 25.

In general, Superintendents had positive comments about the new intervention tools provided by the legislation, and the initial signs of progress in the 34 turnaround schools. Nearly all of the surveyed

Superintendents indicated that the tools were “the right ones,” “were very helpful,” and “really provided the leverage needed to start the change process.”

Districts reported that the tools provided allowed them to extend time (learning time and professional development time for teachers), form professional collaboration teams, create incentives for individuals and teams, and grant principals decision-making authority over schedules and school policies.

Bargaining Agreements

In particular, Superintendents identified the ability to reopen collective bargaining as critical to the work. “Having the authority to request that the school committee and any union can bargain or reopen a collective bargaining agreement in order to alter the

compensation, hours and working conditions of the administrators, teachers, principal and staff at any underperforming school” was noted as being particularly helpful. As another district noted: “The most important part of the legislation was the conciliation process that led to the flexibilities necessary to accelerate the reform work. The Level 4 reform work was dramatically enabled through this process.”

Another district noted that the Superintendent’s authority to request that the school committee and any union can bargain or reopen a collective bargaining agreement resulted in a new agreement around compensation, hours and working conditions of the administrators, teachers, principal and staff in the underperforming schools.

Related to that, having to bargain changes to collective bargaining agreements based on the Joint Resolution Committee Agreement was cited as a key contributor to securing these agreements.

One district summed up the general reaction to these authorities: they “facilitated the lengthening of the school day, increased time for professional development and teacher collaboration, established the instructional leader position, increased principal authority to establish the workday or work year, and provided hiring and staffing flexibility. However, each of these elements had to be bargained, resulting in approximately half of our school redesign dollars being dedicated for more time and in some cases more than half of these funds needing to be used to support additional time.”

One Superintendent noted that the legislation’s focus on Level 4 schools may have represented a missed opportunity to intervene in Level 3 schools and prevent them from becoming Level 4. “Why do we need to wait for a school to be in trouble before acting? The law is good on intervention, but less so on prevention.”

Human Capital

All of the Superintendents identified human capital as core to their strategy and a challenge in the Level 4 schools. Having the discretion to require that the principal and all administrators, teachers and staff reapply for their positions in the school, following consultation with applicable local unions, was cited as very helpful.

In most cases, as required by federal turnaround requirements, the principals were replaced, and in most of the districts with a small number of turnarounds, principals were hired from within the district. Two districts with large numbers of turnarounds noted that they recruited principals from outside the system. Several districts noted that replacing the principal was a “difficult but necessary step.” When asked to describe what they were looking for in a principal, Superintendents described “experienced leaders,” “someone who knows academics,” “someone who can be a change agent.”

Not every principal appointment was successful, and at least one district has already seen changes in the leadership of turnaround schools. “We selected a great team of experienced turnaround leaders but there were changes during year one. We are confident that the replacements selected will be effective. The district worked with parents and staff in the affected schools to select and introduce new school leaders midyear. This helped transform what might have been an obstacle into an opportunity for collaborative school improvement.”

Districts expressed confidence in the leadership abilities of the turnaround leaders, though several noted that the district itself needed to “develop internal capacity to train our current leaders to meet the demands of turning around persistent low-performing schools.” Several felt the expertise existed within the district, though many noted that the current workforce—in schools and in the central office—is not trained for turnaround work. One district said: “It is difficult to imagine that we can develop the capacity in the short time required for turnaround.”

Whether teachers were asked to reapply for their positions was treated differently across districts. In the majority of surveyed districts, the district reported that most of the teachers with professional teaching status (more commonly referred to as tenure) found placements elsewhere in the district.¹⁴ A July 5 *Boston Globe* story on turnaround teachers in Boston suggests this may not have been the case in Boston, with a number of teachers leaving the district. Further analysis is warranted to determine the percentage of teachers with professional teaching status who did not return to each district.

Districts with more than one or two Level 4 schools noted that while the principals of those schools enjoyed greater flexibility in hiring than their non-level four counterparts, it was a challenge to fill the large numbers of teaching vacancies that were created by the turnaround, and to move large numbers of teachers into other buildings. One principal noted that he had been able to fill his vacancies, because he started early and was able to identify specific teachers to recruit, or networks to tap into. But “what happens when those teachers start to leave? When I think about sustaining the turnaround, where does my pipeline of good teachers come from?” Also, districts noted the need to recruit experienced math and science teachers.

Depending on the turnaround model used, schools retained between 10% and 85% of their instructional staff over the first two years of turnaround, with an average staff retention rate of 55%. One district noted: “The principals hired teachers who shared their vision for dramatically improving student achievement. The teachers that replaced the excessed teachers understood the urgency in these schools, believed that students can and should be successful and wanted to be part of the transformation.”

Another referenced the changed culture among the veteran teachers, reporting “we used to think we had to look out the window; now we know [that] we need to look in the mirror” when seeking both the challenges and the solutions related to improving student learning.

Superintendents agreed that it may be too early to say how staffing changes are contributing to the turnaround process, noting that the number of interventions put in place at each Level 4 school are numerous and address each of the conditions for effective schools identified by DESE and in the district’s own redesign plan (such as effective leadership, cultures of teacher collaboration, student assessment, social-emotional support for students, tiered instruction, family and community engagement, etc.). Superintendents felt more confident in stating that over a nine-month period there is evidence that most of the school redesign plans have been implemented with some success. More qualitative research across turnaround schools will help to identify the school and classroom practices, as well as partnerships, that are most effective across all the Level 4 schools.

Nonetheless, the flexibility to hire and add additional staff was cited in nearly every interview. Putting together the right team has resulted in schools in which “everyone is incredibly focused on what kids need.” Noted another Superintendent: “It wasn’t that the teachers in the turnaround school were all bad. But the culture in the building needed to change.”

One Superintendent reported that the staffing autonomy means that teachers in Level 4 schools “cannot be ‘bumped’ out of their positions. This has stabilized the staff at our turnaround schools. This means the staff is now able to pick up in September where they left off in June with minimal changes to the team.”

Unrealistic Timelines

Despite the mostly positive comments on the turnaround process, nearly all of the Superintendents noted that the timeline for developing and implementing turnaround plans—as well as the magnitude of change, including the new teacher evaluation system—was overwhelming. Nearly every district noted that it was difficult to meet key deadlines given the very short timeline between schools being designated as turnaround and the start of the new school year.

One noted: “It’s been like drinking from a fire hose.” Another said, “We’re building the plane as we’re flying it.” Nonetheless, a third district acknowledged: “the timelines that were outlined to complete important steps in the turnaround process seemed short and unreasonable at the time. Having completed the process I understand that we would not be where we are in the implementation stage if we did not have these timelines.”

In response to the aggressive timelines, there was not unanimity on the part of the Superintendents about whether the tools equipped them to make changes quickly enough. One Superintendent noted: “Our conversations with the union returned often to the spirit of the legislation: whatever reforms we were discussing needed to be guided by what’s in the best interest for students.” Another noted that by requiring districts to negotiate with the union, the process was slower than it needed to be, given the aggressive timeline for turnaround. At least one district commented that the process would be more efficient without the need to bargain new agreements.

Partners

Several districts noted that partners were core to the development and implementation of their turnaround plan. Some of the key partnerships cited include:

- Achievement Network
- Center for Collaborative Education
- City Connects
- City Year
- The District Management Council
- Focus On Results
- Mass 2020
- Teach Plus¹⁵

These are strong organizations with varying expertise, but shared track records of success. No distinction was made (in the interview questions or in the responses) about the role of these partners as lead or supporting partners.

One district noted: “Our partners have worked collaboratively to align their work with the district’s goals and expectations. Each partner has a specific and unique function but only one goal: improve student achievement.”

National research articulates a role for lead partners, including performance contracts through which the partner is accountable to the central office in a district. Often those partners are managed by a special unit within the central office.

Further analysis will be required to determine the most effective partnerships. In addition, a deeper review of the turnaround process will be necessary to track the partnership contract and funds expended, which this report does not attempt to do.

The Department of Elementary and Secondary Education

All of the Superintendents referenced assistance from the Department of Elementary and Secondary Education (DESE) and referred to the support from staff as “invaluable.” “Having a former superintendent [Dr. Karla Baehr] leading the turnaround work made all the difference.” Staff members in the turnaround office were repeatedly cited as “going the extra mile” and

“working hard to get information to us as early as possible.”

Another Superintendent noted: “The state is working to determine how best to balance the partnership and collaboration role with their compliance and monitoring responsibilities.” The Level 4 Network appears to be widely viewed as an important network of resources and support. In addition, the state’s list of “Essential Conditions” for turnaround was referenced as being an important contributor to the gains made by turnaround schools.

One district noted that the DESE is working to develop cross-functional work within the agency. Of particular urgency, noted this leader, was the need to connect oversight and management of turnaround efforts with the work to implement Common Core, the pre-AP training for teachers and the Massachusetts Model for School Counseling. Building a new culture within the DESE is one of the goals of the state’s RTTT application.

Turnaround Plans

A review of the agreements for turnarounds revealed that they included the following common elements:

- **A longer school day:** Districts added between 30–90 minutes to the school day, and that time was used to implement the turnaround plan through either student contact time or through additional planning and professional development time. In some cases, this additional time was phased in over the course of the first year.
- **Additional pay for the additional time:** Teachers earn a stipend for the additional hours. In some cases this is annualized toward retirement; in other cases, it does not contribute to their retirement earnings. In addition, several districts offered performance pay for teams of teachers (or in some cases, the entire school staff) based on increases in student achievement.
- **Professional Development:** Turnaround school staff receive additional professional development hours throughout the year. Oftentimes, the agreement identified specific professional development content. Most common was a requirement for additional training in Sheltered English Immersion or instruction for English Language Learners.

- **Evaluation:** Agreements on evaluation link teacher and administrator evaluation to indicators of student learning and, in some instances “turn-around indicators.” In several instances, the agreement is to use the state’s new evaluation framework and model system.

Challenges that Remain

1. Level 3 schools

Several Superintendents raised the issue of Level 3 schools, and indicated that meeting the needs of the Level 4 schools may have come at some cost to the Level 3 schools. (The nine districts with Level 4 schools are home to 50% of the Level 3 schools.) One noted: “The district pooled resources to ensure that our Level 4 schools had everything they needed. This has put a burden on the district and has caused some resentment in other schools not identified for improvement.” Districts with large numbers of turnarounds indicated that the focus on a large number of Level 4 schools diverted focus from Level 3 schools.

While additional study of the Level 3 schools is needed, the 2011 MCAS data show that 135 Level 3 schools increased the percentage of students scoring Warning or Failing on the 2011 ELA MCAS and 138 increased the Warning/Failing percentages in Math. Eighty-eight Level 3 schools (almost 33%) had an increase in the percentage of students scoring Warning or Failing on the MCAS in both ELA and math and had growth percentiles at or below the average (60%).

Only 2.6% of the Level 3 schools demonstrated high growth in ELA, and 6.3% demonstrated high growth in Math.

The state should consider how implementing its Race to the Top plan will address the concerns raised by Superintendents about the need to prevent Level 3 schools from falling into a Level 4 designation. The investments in the District and School Assistance Centers and the recent award of Wraparound School planning grants was designed to address whether that kind of investment can prevent Level 3 schools from becoming Level 4, but a larger, more systemic response is needed, particularly in the lowest performing Level 3 schools.

2. Capacity

Districts cited ambitious timelines, and voiced concerns over the looming prospect of adding Level 4 schools. This seemed to stem from human capital challenges, and district and state capacity to support school turnaround without compromising the work in other schools.

The state’s Race to the Top plan calls for the development of a cadre of skilled partners with the capacity to support turnarounds, and support district efforts to improve all schools. Given the timing of the first round of turnaround, the state’s ability to broker these partnerships was limited, and informal. By now, however, the state has built a set of approved vendors and partners.

The state has not yet established a mechanism to connect turnaround partners with schools in need. The original Race to the Top proposal called for the establishment of a turnaround intermediary. However, concerns about the long-term financial sustainability of such an organization have led the DESE to consider alternatives to establishing that external intermediary. The DESE should further develop strategies for building turnaround capacity within districts and should ensure that there exists an ability to attract and develop a cadre of external “lead” turnaround partners and to successfully connect schools and expert partners.

Building the capacity of external partners to support districts in this work could help alleviate this tension. The DESE should identify its strategy for building the turnaround function, including growing and recruiting turnaround partners.

3. What happens next?

Level 4 schools have three years to turnaround (defined as meeting growth and proficiency goals set by the state). If, at the end of three years, schools have not improved enough, they may be identified as Level 5, which could result in state receivership. What that means, and how that process will be managed (including who the external receivers might be) is not yet clear. The DESE is working on its Level 5 strategy, and that will become critical within the next year as schools potentially move closer to Level 5.

Conversely, if a school improves enough to move out of turnaround status, it runs the risk of losing the autonomies that contributed to its improvement. State regulations give the Commissioner of Elementary and Secondary Education the authority to identify and continue working conditions in the former Level 4 schools for two-year cycles. Schools that are showing gains are already beginning to ask whether being on track to turnaround means that they lose the ability to sustain these hard won gains. (A number of turnaround agreements with the districts note that the agreements cease when the turnaround period ends.) Clarity on this issue and options for schools (e.g. conversion to innovation school status) would be helpful to the Level 4 schools.

4. Additional study

As the DESE prepares to identify another round of Level 4 schools, learning what's working in the current cohort of schools will be critical. Several districts indicated that they wish there had been an opportunity

to learn from districts that were "ahead" on the turnaround effort. The state should look at districts' vision and strategy for turnaround, and ensure that this next round of Level 4 schools can benefit from that experience.

In particular, further analysis should be conducted to determine the link between staffing flexibility and the pace of turnaround. The current sample size is too small to draw any firm conclusions, and with only one year of data it would be difficult to definitively identify staffing as a key contributor to the turnaround. However, given that nearly all interviewed Superintendents, and an anecdotal sampling of principals indicated that this autonomy was critical to them, it merits further study. If staffing flexibility can be linked to accelerated turnaround, the state should partner with districts to develop new staffing policies in partnership with their local teachers unions.

Detailed Performance Results from Turnaround Schools

Note: not every turnaround school is listed in this section, though this analysis is followed by a detailed chart that includes every Level 4 school. All schools were included in the aggregate analysis. Here, groups of schools are highlighted.

Making Progress: Three of the 34 turnaround schools showed progress on all key indicators of turnaround success for both English Language Arts and Mathematics with a reduction in the percent of students scoring warning/failing, an increased in Composite Performance Index (CPI) and a Student Growth Percentile of 60 or higher, showing the students at these schools progressed at a faster rate than 60% of their academic peers statewide.

		English Language Arts			Math		
		Change in % Failing	Change in CPI	Student Growth Percentile	Change in % Failing	Change in CPI	Student Growth Percentile
Springfield	Alfred G. Zanetti	-8	+9	66	-21	+17	82
Lynn	EJ Harrington	-7	+7	69	-13	+11	72
Boston	Orchard Gardens School	-5	+5	63	-17	+14	79

An additional seven turnaround schools reduced the percent of students scoring Warning/Failing in both ELA and Math and increased their Composite Performance Index, which captures the growth toward Proficiency and had a median SGP between 40 and 60, meaning their progress was about the same as academically-similar students statewide.

		English Language Arts			Math		
		Change in % Failing	Change in CPI	Student Growth Percentile	Change in % Failing	Change in CPI	Student Growth Percentile
Worcester	Chandler Elementary Community	-14	+8	51.5	-17	+11	52
Worcester	Union hill School	-14	+7	49.5	-14	+12	56
Springfield	Elias Brookings	-10	+8	47	-12	+13	46.5
Springfield	Gerena	-10	+6	46.5	-27	+13	59
Boston	Dearborn School	-9	+6	54	-7	+4	60
Boston	Elihu Greenwood School	-7	+7	52	-10	+7	43
Springfield	White Street	-5	+4	45	-8	+5	48

Uncertain: Three schools showed progress on some key performance indicators, but had lower growth compared to students statewide.

		English Language Arts			Math		
		Change in % Failing	Change in CPI	Student Growth Percentile	Change in % Failing	Change in CPI	Student Growth Percentile
Springfield	High School of Commerce	-5	+9	35.5	-4	+1	30
Springfield	Brightwood	-4	0	30	-20	+11	32
Springfield	John F. Kennedy Middle	0	-1	34	0	0	35

An additional four schools—all in Boston—showed progress in one subject or the other, but not both and demonstrated average relative growth.

		English Language Arts			Math		
		Change in % Failing	Change in CPI	Student Growth Percentile	Change in % Failing	Change in CPI	Student Growth Percentile
Boston	Harbor School	-9	+6	54.5	+2	-1	44
Boston	The English High	-1	+3	47.5	+2	-1	45
Boston	John P. Holland School	+2	-1	35	-6	+3	48
Boston	Paul A. Dever School	+3	-4	48	-15	+10	68

Stalled: Three turnaround schools were stalled to show progress in either ELA or Math, with the exception of the Henry Lord Middle School, which showed high growth in Math.

		English Language Arts			Math		
		Change in % Failing	Change in CPI	Student Growth Percentile	Change in % Failing	Change in CPI	Student Growth Percentile
Fall River	Henry Lord School	+3	-2	49	+2	-2	66
Boston	The English High	+3	-3	26	+3	-1	27
Boston	John P. Holland School	+3	-3	32	+2	-3	30

School Turnaround Questions

District Superintendents were asked to respond to the following questions:

1. Were the tools provided by the 2010 Education Reform Legislation helpful to you in developing your turnaround plan? Were they enough or the right tools?
2. When you started the turnaround process, did you replace the principals of the Level 4 schools?
3. When you started the turnaround process, did you have the human capital you needed to staff the turnaround schools, and support them? Do you have that now?
4. What happened to the teachers who were not rehired at the Level 4 School: were they re-assigned within the district, or dismissed?
5. In schools using the *transformation* model approximately what percentage of teachers chose to return or was asked to return?
6. In schools using the *turnaround* model approximately what percentage of teachers chose to return or was asked to return?
7. Have you observed a difference in the pace of turnarounds that may be linked to the model of turnaround (e.g. turnaround, in which no more than 50% of teachers are rehired or transformation, which offers greater flexibility in retaining/rehiring staff)?
8. In the schools where there were observable student performance improvements, does it appear as though staffing flexibilities played a role? If so, could you generally describe the impact?
9. How will the new educator evaluation system accelerate the turnaround process (or will it)? Will there be any immediate impact on the other schools in your district?
10. How would you characterize the technical assistance you or your team has received from the DESE? Do you have any comments to share about the future of that support?
11. How will the turnaround gains be sustained after the school improvement grant funds are gone?
12. Looking back over the last year, if you could restart the clock, what do you wish had been handled differently (by the state, your district, the schools, etc.)?
13. Do you have other comments on the RTTT work that we should include (e.g. about educator evaluation? Data systems and tools? Common Core?)

District	School Name	English Language Arts					
		2010			2011		
		W/F %	CPI	SGP	W/F %	CPI	SGP
Lynn	E J Harrington	28	61.0	42	21	67.5	69
Springfield	Alfred G. Zanetti	18	71.9	62.5	10	81.3	66
Boston	Orchard Gardens School	33	58.7	52	28	63.9	63
Fall River	John J. Doran	38	54.5	36	30	60.2	62
Lowell	Charlotte M. Murkland Elementary	31	57.5	22	19	65.7	57
Lynn	Connery	35	61.1	45.5	29	69.8	57
Boston	Harbor School	21	72.3	41	12	78	54.5
Boston	Dearborn School	34	58.8	45	25	64.5	54
Holyoke	Morgan Elementary	47	49.0	44.5	30	56.9	53
Boston	Elihu Greenwood School	28	57.2	27	21	64.6	52
Boston	William Monroe Trotter	26	62.6	64.5	23	60.7	52
Worcester	Chandler Elementary Community	45	50.9	33.5	31	59	51.5
Worcester	Union Hill School	32	57.0	40	18	64.3	49.5
Fall River	Henry Lord Middle	13	79.1	52	16	77.3	49
Boston	Paul A. Dever School	31	58.4	59	34	54.4	48
Fall River	Matthew J. Kuss Middle School	12	82.5	49	8	83.1	48
Boston	The English High	17	73.1	39	16	75.7	47.5
Springfield	Elias Brookings	47	54.5	41.5	37	62.2	47
Springfield	Gerena	56	44.9	41	46	50.8	46.5
Springfield	White Street	34	55.4	45	29	59.7	45
Boston	UP Academy (formerly Patrick F. Gavin Middle)	32	71.5	31	33	71.8	41
Lawrence	Arlington Elementary School	26	64.1	39	22	61.6	39.5
Springfield	Homer Street	40	51.9	22	22	63.1	39.5
Boston	Blackstone School	36	53.5	39	38	52.6	38
Lawrence	South Lawrence East Middle	21	73.7	47	23	71.3	37
Holyoke	Wm. J. Dean Vocational Technical High School	27	68.4	29	20	72.3	35.5
Springfield	High School of Commerce	19	72.4	26	14	81	35.5
Boston	John P. Holland School	35	56.2	33.5	37	55.3	35
Chelsea	Chelsea High School	13	76.6	40	10	81	34
Springfield	John F. Kennedy Middle	21	70.2	37	21	69.4	34
Boston	John F. Kennedy School	22	63.2	40.5	22	65.9	32
Springfield	Chestnut Street Middle	29	68.6	41	32	65.8	32
Boston	Jeremiah E. Burke High School	21	65.3	28	16	71.9	30.5
Springfield	Brightwood	43	50.8	32	39	50.9	30
Springfield	M. Marcus Kiley Middle School	24	66.3	33	27	63.3	26
Median Turnaround School		29.0	61.1	40.0	23.0	64.6	47.0

V. Charter Schools

Theory of Change:	Scale what works and connect the highest performing charter schools with the neediest students by lifting the cap in the lowest performing districts and monitoring their efforts to recruit and retain the most vulnerable subgroups.
Progress:	In one year, the state has identified high performing “proven providers” and has approved a dramatic expansion of charters, especially in Boston. Yet there is continued need to connect high performing charters to students in the Gateway Cities. ¹⁶
Fidelity of Implementation:	The replication in Boston fulfills the spirit of the legislation by replicating in one of the neediest districts, but the promise of charters in other low performing urban districts has not yet been fulfilled.
Summary:	<p>Charter school students continue to outperform their peers in district schools, including on the 2011 MCAS exams. Sixteen new charters have been approved and thousands more students are enrolling in charter schools, mostly in Boston.</p> <p>Critics of charters have long contended that charters do not enroll the most challenging students, and the education reform law put a number of processes in place to ensure that English Language Learners and Special Education Students can access and succeed in charter schools across the state. Enrollment data (available in November 2011) will demonstrate enrollment patterns for charter schools. In the meantime, there has been a move to serve English Language Learners (notably from the Match Community Day School, which will specialize in serving ELL students in grades K-12).</p>
Recommendations:	<ol style="list-style-type: none"> 1. Create incentives for proven providers to open charters in the Gateway Cities, and support the development of a human capital pipeline of prospective charter leaders. 2. Identify strategies to connect charters to unused school facilities. 3. Review the statutory language related to Horace Mann Charters and ease barriers to start up. Consider strategies to incent the creation of new Horace Mann Charters. 4. Strengthen state capacity to support a rigorous application and accountability process for charter schools.

Key Provisions

An Act Relative to the Achievement Gap included a “smart cap lift,” doubling the number of charter school seats available in the lowest performing districts from 9% of district net school spending to 18%. New seats will be phased in between 2011 and 2012 (with the cap lifting to 12 percent in 2011 and increasing by 1% annually thereafter). Only “proven providers” with

track records of running successful schools are eligible to apply for the new charters. To address criticisms that charter schools do not recruit or retain the neediest students, new reporting provisions were included in the statute that require schools to report on their work to recruit and retain critical subgroups, including English Language Learners. If schools don’t meet their recruitment and retention goals, the Board can revoke

VI. Innovation Schools

Theory of Change:	Empower districts to innovate by creating a new type of in-district charter school that gives schools flexibility over time, staffing, budget, curricula and governance.
Progress:	The first three Innovation Schools opened in September 2010. Since then, an additional 16 Innovation Schools have been approved by local school committees.
Fidelity of Implementation:	18 schools have opened as innovation schools, and another has recently been approved. The Innovation Plans focus on serving specific populations of students, implementing new programming, and altering structures for teachers. While most of the schools have been initiated by district level leaders, it appears the Achievement Gap Act's goal of sparking innovation within districts is gaining traction.
Funding:	\$1,500,000 from the Massachusetts Race to the Top fund and \$600,000 from the Bill and Melinda Gates Foundation have supported planning and implementation efforts for new or conversion Innovation Schools. In the first round of planning grants, \$350,000 was awarded.
Summary:	The state has awarded 24 planning grants to support 26 schools; another round of planning grants will be awarded in January 2011.
Recommendations:	<ol style="list-style-type: none"> 1. Support the ongoing growth of school by brokering partnerships with Innovation Schools. 2. Urge turnaround schools to consider innovation school status as a long term strategy for sustaining the turnaround. 3. Provide support to large districts with significant interest in the model. 4. Continue providing planning and implementation support 5. Continue efforts to publicize the model.

Key Provisions

Innovation schools are a signature component of *An Act Relative to the Achievement Gap*. The creation of these schools provides educators and other stakeholders across the state with the opportunity to create new in-district and charter-like schools that can implement creative and inventive strategies, increase student achievement, and reduce achievement gaps while keeping school funding within districts. These schools operate with autonomy and flexibility in six key areas: curriculum; budget; school schedule and calendar; staffing (including waivers from or exemptions

to collective bargaining agreements); professional development; and school district policies. Innovation schools were modeled after Boston's pilot schools.

The first innovation school in Massachusetts was the Paul Revere School in Revere, which opened its doors as an innovation school in September 2010. Other innovation schools that opened in the first year of operation include the Pathways Early College Innovation School, sponsored by the Mahar Regional District in collaboration with Wachusett Community College, and the Massachusetts Virtual Academy in Greenfield.

its charter. Finally, if a student leaves a charter school before completing the highest grade within that school, the school is required to “back fill” that seat, provided the vacancy occurs within the first half of the grades served.

Charter Schools: By the Numbers

- 42 charter school prospectuses were submitted in August 2010 and in September 2010; 25 of those 42 were invited by the Department of Elementary and Secondary Education to submit final proposals for consideration. 23 final applications were submitted in November.
- **On February 28, 2011 16 new charters were granted by the Board of Elementary and Secondary Education, the highest number of charters ever granted in Massachusetts in a single year.**¹⁷
- The 16 schools included Commonwealth Charters and Horace Mann Charter Schools. Commonwealth Charter Schools operate independently of the local school district. Horace Mann Charter Schools are developed and operated in close cooperation with the host school district, and require approval of the local school committee.

Noteworthy Accomplishments

- New regulations for charter schools were adopted, which defined proven providers and outlined new requirements for tracking student enrollments, as well as school recruitment and retention plans for sub-populations of students (including English Language Learners and Special Education Students).
- DESE began collecting policies and procedures related to English Language Learners from each school as part of the school opening process.
- DESE staff with expertise in English Language Learners have been a part of the chartering process, which means that charter schools now can get feedback on their plans to serve ELL students as part of the application process.
- All new and existing charter schools have submitted recruitment and retention plans to the DESE that describe their outreach to and support for student subgroups.

- Greater focus on English Language Learners prompted the Match Charter School to apply for, and successfully receive, a charter to open the Match Community Day School, a K-12 school designed specifically to serve English Language Learners that is operated in partnership and consultation with Community Day School in Lawrence, which has a track record of serving ELL students well.

Data

In 2010–2011, there were 63 Commonwealth and Horace Mann Charters across the state. Fifty percent of the students enrolled in charters are considered “low income,” compared to 34.2% statewide. The percentage of low-income students is significantly higher in the urban areas. In Boston, 72% of the students enrolled in charters are low income (compared to 74% in the Boston Public Schools district).

Although charters enroll a comparable number of students whose first language is not English (14.9% in charters, 16.3% statewide), charters do enroll fewer students who are classified as Limited English Proficient: 4.3% of charter school students are LEP, compared to 7.1% of the state.

Charter schools also tend to enroll fewer Special Education students: 13.5% of charter school students are students with special needs; statewide, 17% of students are classified as having special needs.

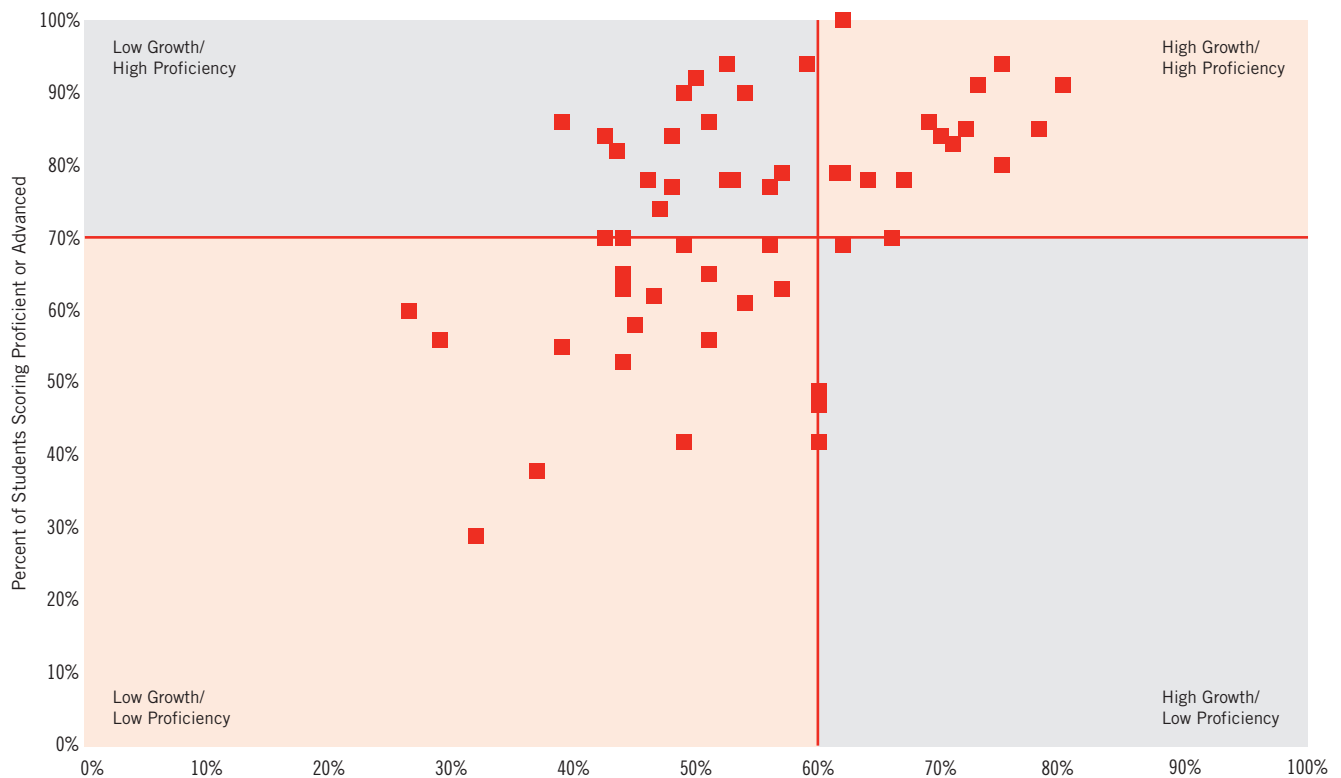
The new law required greater accountability for subgroup enrollment and retention. It also granted charters access—for the first time—to school district mailing lists, which may provide access to families with whom charters have struggled to connect in the past. When school enrollment data becomes available in late November of 2011, it will establish an important benchmark to determine whether charters are enrolling greater numbers of vulnerable subgroups.

The replicating charters enroll a higher percentage of English Language Learners than other charters. Community Day Charter Public School enrolls the highest percentage of Limited English Proficient, though both Excel Academy Charter School and KIPP Academy Lynn enroll large percentages of students whose first language is not English. All of the replicating charters enroll larger percentages of low-income students.

Selected Student Subgroups in Replicating Charter Schools¹⁸

School	% First Language Not English	% Limited English Proficient	% Students with Disabilities	% Low Income ¹⁸	% Free Lunch	% African American	% Hispanic
State Average	16.3	7.1	17	34.2	29.1	8.2	15.4
Community Day Charter Public School	82.5	35.3	16.3	69.8	54.1	1.2	89.4
Edward Brooke Charter School	12	0.2	7.3	78	61.6	72.2	22.4
Excel Academy Charter School	44.8	2.8	13.7	72.2	49.1	4.7	71.7
KIPP Academy Lynn Charter School	38.1	1.6	10.5	88.9	79.2	25.1	55.1
MATCH Charter Public School	15.7	0	15.9	77	62.2	61.1	32
Roxbury Preparatory Charter School	35.8	1.9	16.7	73.5	62.6	58.4	40.1

English Language Arts Growth & Proficiency for Charter Schools

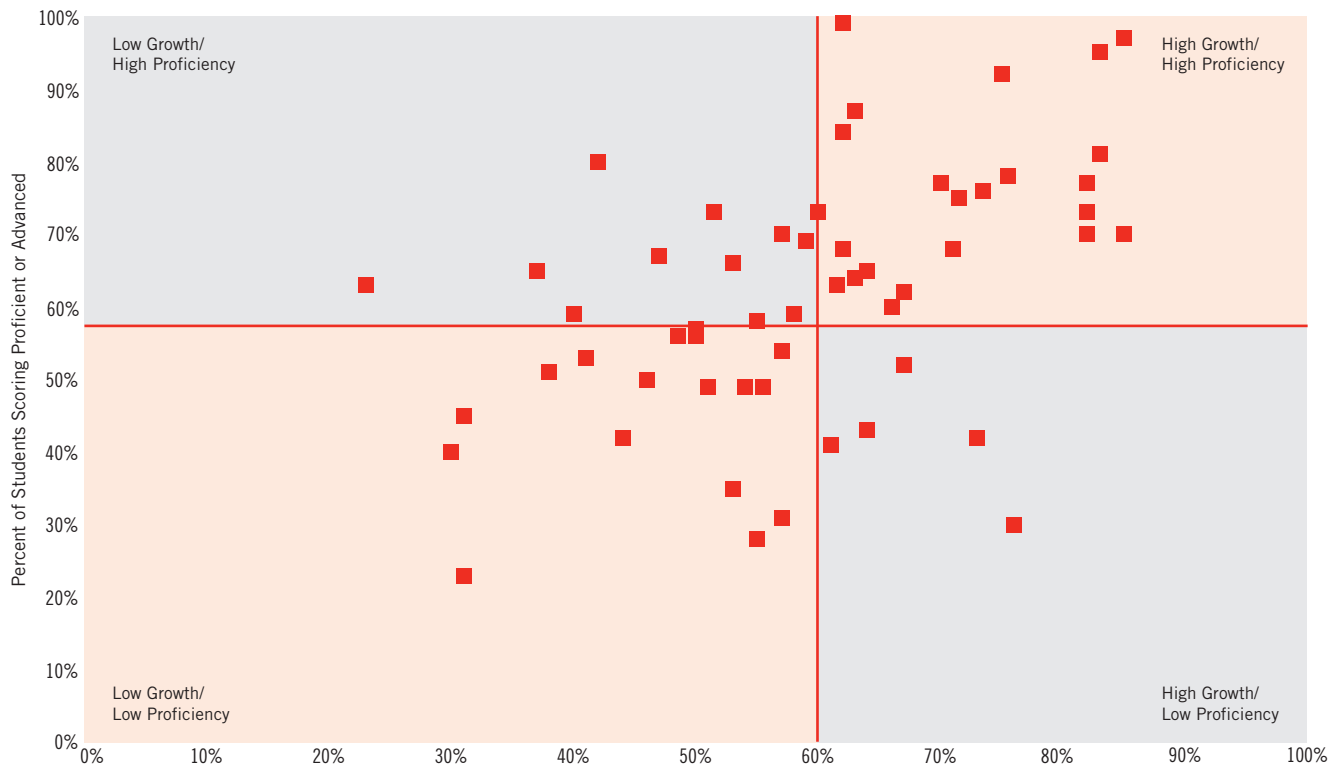


The horizontal line represents the statewide average Proficiency rate for ELA.
 The vertical line represents a student growth percentile of 60%; anything above that is considered high growth by the DESE.

Highlights from the 2011 MCAS

- 46 charters demonstrate high rates of students scoring Proficient or above in English Language Arts. A high rate of Proficient or above is defined as exceeding the state average rate of 69%.
- 16 charter schools demonstrated “high growth” in English Language Arts, which means their students’ growth was better than 60% of their academic peers statewide.
- 16 charters demonstrated high growth and high rates of proficiency in English Language Arts, including the following replicators: Community Day in Lawrence and Boston’s Edward Brooke, Excel, Match, and Roxbury Prep.

Math Growth & Proficiency for Charter Schools



The horizontal line represents the statewide average proficiency rate in Math.
The vertical line represents a student growth percentile of 60%; anything above that is considered high growth by the DESE.

Highlights from the 2011 MCAS

- 37 charters demonstrate high rates of students scoring Proficient or above. A high rate of Proficient or above is defined as exceeding the state average of 58%.
- 27 charter schools demonstrated “high growth,” which means their students’ growth was better than 60% of their academic peers statewide.
- 22 charters demonstrated high growth and high rates of proficiency, including the following replicators: Community Day in Lawrence and Boston’s Edward Brooke, Excel, Match, and Roxbury Preparatory.

Challenges that Remain

1. Replicating: Dramatic growth in Boston

Replicating high performing charters was central to the reform legislation which sought to connect successful schools with the neediest students. In response, some districts witnessed a virtual land-grab of open charter seats. In Boston, more than 4,500 seats were chartered (800 seats were chartered in Lawrence, 360 in New Bedford, and 324 in Springfield). In good faith, the Department of Elementary and Secondary Education chartered out almost all available seats, including “provisional” or future seats. There are only roughly 1,000 unclaimed seats available for Boston; meanwhile, some of the city’s highest performing charters are growing into networks of two to four schools. The Boston replicating charters have an impressive track record of serving students of color and low-income students. All of the Boston replicating charters have high growth and high proficiency rates.

The scatter plots on the previous page show the proficiency and growth rates in English Language Arts and Math for low-income students in the public schools in Boston. The charters that have been approved to replicate in Boston are all in the “high growth/high proficiency rates” quadrant.²⁰

These charts suggest that the replicating charters are achieving impressive results with low-income students. Additional analysis should consider whether the proficiency and growth rates for English Language Learners and Students with Disabilities are as impressive at the replicating charters.

Thanks to the legislation, low-income students in Boston now have more options, though demand still appears to be greater than supply. There were 11,000 entrants into the 2011 lottery for Boston charters, signaling tremendous unmet demand on the part of parents.²¹

Nearly all of the replication, however, was in Boston (which is again close to the new charter cap). Other urban districts, with the exception of Lawrence (which is within 500 seats of its cap) are not close to their caps, meaning there is room for new charters. DESE data suggests that there are large numbers of seats available in districts with Level 4 schools:

Available Seats

- Fall River: 1,143
- Lowell: 1,800
- Lynn: 1,700
- New Bedford: 1,348
- Springfield: 3,000
- Worcester: 2,800²²

These Gateway Cities have not enjoyed the same flood of interest from charter operators to launch new schools. Anecdotal conversations with charter operators suggest that this is (in part) attributable to the challenges related to opening a second school and wanting to remain in close geographic proximity to the first school. There are also issues related to human capital: Boston is home to, and perhaps better able to attract, social entrepreneurs and experienced educators interested in opening a new charter school. And finally, the more robust philanthropic base in Boston (including a new \$12 million charter replication fund launched by the New Schools Venture Fund) offers Boston charters the opportunity to access critical planning and supplementary funds that may not be available in other districts.

The state is currently awaiting full charter applications from groups proposing new charters. There has already been one level of screening, resulting in the founders of five Commonwealth Charters and two Horace Mann Charters submitting full charter applications. The applications were due November 7, 2011. Of the applicants for Commonwealth Charters:

- Two propose to locate in Springfield (potentially serving up to 1,630 students);
- One is a regional school (which would serve 500 students in Holyoke, West Springfield, Chicopee, Westfield, South Hadley and Northampton);
- One school would locate in Lowell (potentially serving 1,200 students); and
- One school would locate in Somerville (potentially serving 450 new students).

The Horace Mann applicants are applying for in-district charters in Boston.

(Note: the state did not accept applications for Boston this year because Boston is well above the 12% cap; the DESE has indicated that in future application

processes, seats that become available under Boston’s 18% cap will be available to applicant groups.) None of the proven providers from Boston are among the applicants for the new charter schools.

Following an interview and public hearing process, applications will be voted on by the Board of Elementary and Secondary Education at the February 28, 2012 meeting.

Even while the state proceeds with the current charter application process, it must consider strategies for attracting proven providers to other urban districts, especially districts with large numbers of Level 4 or low-performing Level 3 schools.

2. Facilities challenges for replicating charters

One of the greatest challenges for new charter schools is finding an appropriate facility that is affordable and can accommodate a school and its students. The reform act stated that districts may “prior to consideration of any other disposition of the identified excess capacity, make a good faith offer to sell or lease at fair market value the identified excess capacity to a Commonwealth Charter School.”

Having access to unused school buildings is potentially very helpful to ensuring a successful school launch for new charter schools. In Boston, the signing of the Boston Public Schools & Charter School Compact has led to the possibility of the district leasing up to three buildings to Boston charters. This is a promising start, though will not fully meet the demand of charters in Boston.

Charter growth may be slowed if charters cannot access unused school buildings. To support charter growth, addressing the access to unused school buildings will be critical.

3. Increasing the numbers of in-district Horace Mann Charters

The reform legislation created a new type of Horace Mann Charter, or in-district charter school: 14 Horace Manns could be started without local union leadership sign-off. This seemed to be a promising strategy for opening an in-district charter without undue obstruction or delay from potentially recalcitrant union leaders. However, in practice, only three of these new Horace Manns have been chartered to

date: two in Boston (which will ultimately enroll over 1,000 students and one in Salem, which will enroll 125 students).²³ One Horace Mann is being operated by an organization from outside the district; the other two were developed by individuals inside the district. As part of the opening process, these new Horace Mann charters have negotiated waivers from the district’s existing collective bargaining agreement which has slowed the planning and opening process. In addition, there is a provision in the legislation that will require the signoff of local bargaining unit leadership when the school applies for its second charter. Charters last for five years, and at the end of that time, when the school applies for renewal, the local union President will need to sign off on that proposal unless the language in the statute is changed.

In creating this new type of Horace Mann Charter School, there was an opportunity to do away with the requirement that amendments to Horace Mann charters be approved by local bargaining unit leadership. In the course of the five-year charter authorization period, it is common for schools to identify aspects of their charters that need to be amended; the Department of Elementary and Secondary Education regularly reviews and authorizes such requests (related to minor and major changes to the original charter, including grade configurations, governance structure (i.e. adding a Chief Operating Officer), loan approval, changes to bylaws, enrollment policies, number of seats, etc.). For Horace Mann operators, the added step of gaining union approval of any proposed amendments represents an additional challenge, especially in relation to the charter renewal. Anecdotal discussions with outside operators indicate that the potential to lose their charter after five years because of union leadership resistance to the model is a barrier to expansion. Ultimately, this provision may serve as a barrier to outside operators considering opening a Horace Mann. If the state plans to grow the number of Horace Manns, it should consider moving forward legislation for both renewal and amendment of the charters, in order to attract outside operators into the districts.

Lastly, with the lifting of the cap on charter seats, those interested in operating charter schools have been able to go into the “smart cap” districts with new Commonwealth Charter Schools. Given the hurdles involved with opening Horace Mann Charters, there has been little incentive to pursue the Horace Mann

Innovation schools can be established by teachers, school and district administrators, superintendents, union leaders, school committees, parents, parent-teacher organizations, colleges and universities, nonprofit community-based organizations, nonprofit businesses or corporations, nonprofit charter school operators, nonprofit education management organizations, educational collaboratives, consortia of these groups, or other nonprofit groups authorized by the Commissioner of Elementary and Secondary Education.

Innovation schools operate according to an innovation plan, developed by a defined set of stakeholders and approved by local school boards. Innovation plans describe the areas of autonomy and flexibility and specific strategies that are to be implemented in the school; at least one of the six areas of autonomy and flexibility must be addressed in the innovation plan.

The plan must also include annual measurable goals that assess factors such as student achievement and school performance. In exchange for the authority to operate the school with increased autonomy, innovation school operators are held responsible for advancing student learning and meeting these annual benchmarks. Innovation schools receive the same per pupil allocation as any other school in the district, and its operators can also secure grant or other types of supplemental funding to implement the innovation plan.

Innovation schools must receive two of three votes from a screening committee to conduct the planning process: Superintendent, School Committee, Union President. Of the 18 established schools about three-quarters of them received the union's vote of approval in the screening committee vote. All of the schools that are conversions also required a two-thirds vote of the current teachers.

The vast majority of these schools were initiated at the district or school level. To date, most of the innovation schools have been initiated by either superintendents or principals.

Innovation Schools: By the Numbers

At the start of the 2011–2012 School Year, 18 innovation schools were in operation in 12 districts across the

state: Boston, Dennis-Yarmouth, Falmouth, Greenfield, Ralph Mahar Regional, Monson, North Middlesex Regional, Quaboag Regional, Revere, Springfield, West Springfield, and Worcester (which is home to five innovation schools). In October 2011 Salem became the 13th district to approve an innovation school, scheduled to open in 2012.

Innovation schools are either new schools or conversions of pre-existing schools; of the 18 innovation schools in operation, there are 14 conversions and four new schools.

District Response in Conversion Schools:

Discussions with a sampling of districts that have approved innovation schools revealed some common themes:

- Early and frequent communications and awareness building: District leaders report dedicating time to early discussions with school committee members, union leadership, teachers and parents. All respondents emphasized the importance of early, consistent communication with key stakeholders.

“We got the teachers’ union and school committee involved at the very beginning and as a result we were able to avoid most of the typical conflicts. We met regularly throughout the process and kept the focus on the best interest of students.”

“From the outset, we knew we had to lay the foundation with teachers and parents and get their buy-in... it took multiple conversations but the teachers came to see this was all about improving the school and eventually they became the biggest advocates for the innovation plan.”

- Teachers unions: Several district respondents reported that union leaders viewed the opening of an innovation school with some skepticism, while teachers themselves and parents responded with curiosity. In addition, they reported that teachers and parents largely embraced the idea once they understood the purpose, benefits, and process involved. This suggests a need for wider dissemination of information about the model and its potential.

Innovation school planning can provide a morale boost to staff and build collaborative spirit within districts and schools.

“The whole process really re-energized the staff.”

“The best part of the innovation school process is that it brought rapid alignment among principals and teachers...a united focus on every child becoming college and career ready.”

- **Funding:** State funding in the form of planning (up to \$15,000) and implementation grants (\$25,000–\$75,000) has been vital for districts, particularly in the planning stages. Districts report that state-funded technical assistance also has been highly valuable.

Context: Who Enrolls in Innovation Schools?

The sample size of innovation schools is small, so it is difficult to draw any conclusions about the enrollment patterns. However, a preliminary analysis suggests the following enrollment characteristics of students in these schools. While this component of the Achievement Gap Act wasn't specifically targeted at the most vulnerable subgroup, the spirit of the act intended to connect the neediest students to opportunity and promote innovation statewide. If the innovation school model is a strategy for connecting students to new structures that can better serve them, enrollment patterns may be worth ongoing attention.

Enrollment characteristics of Innovation Schools in school year 2010–2011²⁴

First Language not English/Limited English Proficient: 30% of students enrolled at innovation schools and 20% of students in the 9 districts for whom enrollment data was available are students whose First Language is Not English, compared to 16% statewide.²⁵ At the innovation schools, 21% of those students are designated as Limited English Proficient, compared to 11% within their districts and 7% statewide.

Special Education: Innovation schools enroll a slightly lower percentage of Special Education students than their districts, with 13.5% and 18% respectively. Across the state, 17% of students are classified as Special Education.

Low-income: On average, innovation schools enroll the same percentage of low-income students as do their districts, with each at 54%; both are significantly higher than the state average of 34%.

Race/Ethnicity: Among African American students, innovation schools track closely to state averages: the schools have an average enrollment of 8.5%, while their districts are at 10%, and the state average is roughly 8%. Similarly, among Asian students innovation schools are nearly identical to the state, with the schools' average enrollment at 5.6% and the statewide average at 5.5%; districts with innovation schools have an average Asian student enrollment of 4%.

Enrollment of Latino students in innovation schools, however, is double the state average, at 30% to 15% respectively, with innovation school districts falling in the middle with an average Latino enrollment of 23%. A similar, though inverse, pattern is found in the enrollment of white students, with innovation schools at 52%, the state average at 68%, and the nine districts at 59%.

Noteworthy Accomplishments

In March 2011, the Executive Office of Education (EOE), in partnership with DESE, awarded 24 planning grants of up to \$15,000 to plan for 26 new or conversion innovation schools.

- 18 new and conversion innovation schools were approved by local school committees and opened across the state in September 2011. (14 conversions; 4 new.) A 19th innovation school was approved in October 2011.
- Nine other schools have received planning grants and are in the process of getting local approval.
- The Executive Office of Education has hosted a number of information sessions to help build awareness and understanding of the Innovation School Model.
- A second round of planning grants will be made in January 2012.

Recommendations

1. Support ongoing growth by brokering partnerships with innovation schools

The goal of the innovation schools movement is to unleash creativity and innovation within school districts in order to serve students better; it is not innovation for the sake of innovation. The first cohort of schools have built innovation plans that focus on specific groups of students (e.g. off-track, over-age, out-of-school) or include unique programming (e.g. comprehensive arts education, dual language, International Baccalaureate, environmental education) or a different structure for teachers (e.g. distributive leadership, staggered schedules, more common planning time). As the model grows, it will be critical to provide support to help founding school groups think broadly about different ways to change schools to use innovation to best meet the needs of their students. One strategy for doing so may be to build a bridge between innovation school planning groups and charters, who enjoy these flexibilities and who, in most instances, had the luxury of beginning their school from a blank page. Such collaboration may help to spark innovative ideas and an exchange of best practice between autonomous schools.

In addition, the state should think about strategies to partner with districts to recruit external partners for innovation schools. Massachusetts is home to world class cultural institutions and nonprofit organizations. The innovation school model holds the potential to open school districts and schools to partnerships that may not previously have existed. Intentional brokering of such partnerships may be needed to connect potential partners.

2. Urge turnaround schools to consider innovation school status as a long term strategy for sustaining the turnaround

Another strategy for increasing the number of innovation schools and connecting them to autonomous schools could be to urge existing Level 4 schools to consider converting to innovation schools when they exit Level 4 status (presumably into Level 3). The autonomies provided through the innovation school model could be a way to preserve the gains made as part of the school turnaround, and could sustain the autonomies and flexibilities that have contributed to

the student gains. At present, Level 4 schools are not eligible to apply for innovation school planning grants. The state should reconsider this policy, and instead send the message that all schools should consider whether the model is a good fit.

3. Provide support to large districts with significant interest in the model

For larger districts where several innovation school prospectuses are under development at a given time, the state should explore ways to provide additional capacity to support the planning and review process. These districts need to dedicate staff time and resources to ensure innovation planning teams receive adequate and meaningful support, but they are already stretched thin on administrative capacity; further, these are some of the very districts where students are most in need of more high quality school options.

4. Continue providing planning and implementation support

Dedicate ongoing financial resources to the initiative. School design planning is intensive, time-consuming, and requires high quality consulting and advising, as well as stipend pay for teachers and others engaged. Continue to make resources available for planning and implementation, as well as the provision of technical assistance.

5. Continue efforts to publicize the model

Finally, intensify efforts to inform educators and the general public on what innovation schools are, what they are not, and what the potential benefits are for staff and students. Include testimonies of teachers and parents to connect with these key constituencies.

Innovation Schools in Massachusetts

School	District	Grade Level	Model	School Enrollment	District Enrollment	% of District Enrollment	Current Status
Valley Virtual Global Academy	Belchertown, Ware, Granby, Easthampton	Grades 7–12	new school	500	1,446	35.0%	Initial Prospectus
Valley East Academy	Belchertown, Ware, Granby, Easthampton	Grades 9–12	new school	25	1,446	2.0%	Initial Prospectus
Roger Clap Innovation School	Boston	Grades K–5	new school	148	56,037	0.2%	Approved - Operating
Accelerated Learning Academy	Boston	Grades 9–12	new school		56,037		Initial Prospectus
Boston Arts Innovation School	Boston	Grades 9–12	conversion school	415	56,037	1.0%	Initial Prospectus
Charlestown High/Bird Street/Diploma Plus	Boston	Grades 9–12	conversion school	230	56,037	0.4%	Initial Prospectus
Haynes and Higginson-Lewis Schools	Boston	Grades PreK–8	conversion school		56,037		Initial Prospectus
Margartia Muniz Academy	Boston	Grades 9–12	new school	400	56,037	1.0%	Initial Prospectus
University High Innovation School	Boston	Grades 10–12	new school		56,037		Initial Prospectus
Dudley Street Neighborhood School	Boston	Grades K–5	new school	280	56,037	0.5%	Initial Prospectus
Marguerite E. Small School	Dennis - Yarmouth	Grades 4–5	conversion school	317	3,199	1.0%	Approved
Lawrence School	Falmouth	Grades 7–8	conversion school	556	3,710	15.0%	Approved
Wilson International School	Framingham	Grades K–5	conversion school	530	8,182	6.0%	Initial Prospectus
Discovery School at Four Corners	Greenfield	Grades K–3	conversion school	162	1,790	10.0%	Approved
Massachusetts Virtual Academy at Greenfield	Greenfield	Grades 9–12	new school	217	1,790	12.0%	Approved - Operating
Hadley Virtual Academy of Massachusetts	Hadley	Grades 3–12	new school	500	710	70.0%	Initial Prospectus
Monson New Century High School	Monson	Grades 9–12	conversion school	365	1,383	26.0%	Approved
New Bedford Leadership Academy	New Bedford	Grades 9–12	new school	500	12,538	4.0%	Initial Prospectus
Baccalaureate School of North Middlesex	North Middlesex	Grades 11–12	conversion school, school within a school		3,971		Approved

model, unless there is an explicit mission-driven interest in operating in-district schools. As Commonwealth charters expand and the new caps on seats are reached, Horace Mann charters may become increasingly sought by proven providers who currently operate outside of the school district.

4. Capacity of the authorizer to support the proliferation of charters

Massachusetts charter law is considered to be one of the strongest in the nation, in part because of the single state authorizer. The Department of Elementary and Secondary Education's process has, with few exceptions, been a transparent and objective process, and

has produced some of the highest performing charters in the country.

Capacity within the agency to support large numbers of new charter schools is limited, and the charter school office has taken on new responsibilities without dramatically increasing their staffing levels. In addition, the state no longer has support from a federal grant program that it historically used to support the development, planning and implementation of new schools. This resource was critical to newly forming schools and organizations seeking charters, especially for those schools outside of Boston.

The state should consider whether it has the capacity to manage growth and accountability of quality charter schools.

New Commonwealth Charter Schools

School	Location	Grades	Number of Students	Opening
Alma del Mar Charter School	New Bedford	K–8	360	Fall 2011
Bridge Boston Charter School	Boston	K1–8	335	Fall 2011
Community day Charter Public School - Riverside	Lawrence	K1–8	400	Fall 2012
Community Day Charter Public School - South	Lawrence	K1–8	400	Fall 2012
Dorchester Preparatory Charter School	Boston	5–12	600	Fall 2012
Edward W. Brooke Charter School 2	Boston	K–8	475	Fall 2011
Edward W. Brooke Charter School 3	Boston and Chelsea	K–8	475	Fall 2012
Excel Academy Charter School - Boston II	Boston	5–12	448	Fall 2012
Excel Academy Charter School - Chelsea	Chelsea	5–8	224	Fall 2011
Grove Hall Preparatory Charter School	Boston	5–12	600	Fall 2011
KIPP Academy Boston Charter School	Boston	K–8	588	Fall 2012
MATCH Community Day Charter Public School	Boston	K1–12	700	Fall 2011
Veritas Preparatory Charter School	Springfield	5–8	324	Fall 2012

Horace Mann Charter Schools

School	Location	Grades	Number of Students	Opening
Boston Green Academy	Boston	6–12	595	Fall 2011
Salem Community Charter School	Salem	9–12	125	Fall 2011
UP Academy	Boston	6–8	500	Fall 2011

Innovation Schools in Massachusetts, *continued*

School	District	Grade Level	Model	School Enrollment	District Enrollment	% of District Enrollment	Current Status
Quaboag Innovation STEM Early College	Quaboag	Grades 11–12	conversion school, school within a school	30	1,446	2.0%	Approved
Quaboag Innovation Middle School	Quaboag	Grades 7–8	conversion school		1,446		Approved
Pathways Early College High School	Ralph C Mahar Regional	Grades 11–12	new school	40	821	5.0%	Approved - Operating
Paul Revere Innovation School	Revere	Grades K–5	conversion school	389	6,229	6.0%	Approved - Operating
Carlton School Continuous Progress Innovation School	Salem	Grades K–5	conversion school	260	4,565	6.0%	Initial Prospectus
Springfield Renaissance Innovation School	Springfield	Grades 6–12	conversion school	651	25,213	3.0%	Approved
21st Century Skills Academy	West Springfield	Grades 9–12	new school	200	3,932	5.0%	Approved
The Chandler Magnet School	Worcester	Grades preK–6	conversion school	460	24,192	2.0%	Approved
Goddard Scholars Academy at Sullivan Middle School	Worcester	Grades 6–8	conversion school	48	24,192	0.1%	Approved
Goddard School of Science and Technology	Worcester	Grades preK–6	conversion school	586	24,192	2.0%	Approved
University Park Campus School	Worcester	Grades 7–12	conversion school	241	24,192	1.0%	Approved
Woodland Academy	Worcester	Grades preK–6	conversion school	492	24,192	2.0%	Approved

Endnotes

- ¹ In order to be eligible for a waiver from the federal government's NCLB provisions, the state must identify additional Level 4 schools.
- ² <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2012459>
- ³ <http://nces.ed.gov/nationsreportcard/statecomparisons/>
- ⁴ These averages are derived from the scaled scores of subgroups of students on the 2011 NAEP assessments in Grades 4 and 8 Reading and Math. <http://nces.ed.gov/nationsreportcard/statecomparisons/>
- ⁵ http://apreport.collegeboard.org/sites/default/files/downloads/pdfs/AP%20RTN%202011_StateReport_MA.pdf
- ⁶ Union representatives were the least represented in interviews. Additional focus groups and interviews likely are warranted to fully capture the perspective of local and state level union officials.
- ⁷ One of the turnaround schools has closed, so the original 35 is now 34.
- ⁸ <http://www.doe.mass.edu/lawsregs/603cmr2.html?section=05>
- ⁹ This total includes the lowest 20% performing schools in Massachusetts, including the Level 4 schools.
- ¹⁰ Boston closed one of its turnaround schools so while 35 were identified, there are currently only 34 Level 4 schools operating.
- ¹¹ The Boston Indicators Project, a partnership between the Boston Foundation, the Metropolitan Area Planning Council and the City of Boston, aims to democratize access to information, foster informed public discourse, track progress on shared civic goals, and report on change in 10 sectors, including education. More information about the Boston Indicators Project is available at: [<http://www.bostonindicators.org/Indicators2008/>].
- ¹² Performance gains are reported based on the change from 2010 to 2011 and are not tied to individual Annual Goals for Turnarounds. This is because this measure was estimated to be the most easily understood, especially in comparison to other schools. Each Level 4 school will have its own set of goals that it is also working toward.
- ¹³ The participating districts were: Boston, Springfield, Worcester, Lowell, Lawrence, Fall River, New Bedford, Holyoke, and Lynn.
- ¹⁴ Teachers who chose retirement or took a leave of absence are not included in this statement.
- ¹⁵ Note: this is not meant to be a comprehensive list of all of the partners.
- ¹⁶ Gateway Cities are a group of 24 former industrial Massachusetts mill cities, including Chelsea, Lawrence, Fall River, Holyoke, Lowell, Lynn, New Bedford, Springfield, Worcester, and others.
- ¹⁷ The replicating charters include: Community Day School in Lawrence, Edward Brooke Charter School, Roxbury Prep, Excel, Match School, and KIPP.
- ¹⁸ <http://profiles.doe.mass.edu/>
- ¹⁹ Defined as students eligible for Free or Reduced Lunch.

²⁰ Low income students were used because all public schools in Boston enroll large numbers of low income students and therefore offered the most valid comparison group.

²¹ This does not mean there were 11,000 students applying to charters since students can participate in more than one lottery. The number of student participants is not known, though even if it is half that it is still greater than the 4,500,450 seats that were chartered.

²² <http://www.doe.mass.edu/charter/app/full.pdf>

²³ <http://www.doe.mass.edu/news/news.aspx?id=6042>

²⁴ Enrollment data is for SY10-11, during which time 2 of the 13 schools were operational; the other 11 became Innovation Schools at the start of SY11-12.

²⁵ In places where innovation schools were new, or are programs within schools, enrollment data was not available. innovation schools included in this analysis are located in Boston, Dennis-Yarmouth, Falmouth, Greenfield, Monson, Ralph C. Mahar Regional, Revere, Springfield, and Worcester. Schools not included are: Quaboag Innovation Early College (school-within-a-school, grades 11–12); Quaboag Innovation Middle School (school-within-a-school, grades 7–8); Baccalaureate School of North Middlesex (school-within-a-school, grades 11–12); 21st Century Skills Academy in West Springfield (school-within-a-school, grades 9–12); and Goddard Scholars Academy at Sullivan Middle School in Worcester (school-within-a-school, grades 6–8).

