



Massachusetts

State-reported APR: Year One

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Introduction

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Massachusetts' Race to the Top Annual Performance Report

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**Emphasis on Science, Technology, Engineering, and
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Progress Updates on Invitational Priorities

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Introduction

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This PDF compiles Massachusetts' Year One Race to the Top Annual Performance Report (APR) from www.rtt-apr.us as of January 20, 2012. To learn more about the APR, including definitions and terms used, please visit <http://www.rtt-apr.us/about-apr>. Supporting files provided by the State in its APR are included at the end of this PDF. Please visit www.rtt-apr.us for an accessible version of the content contained in this PDF.

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Comprehensive Approach to Education Reform

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State-reported information

Question: Describe the State's progress in implementing a comprehensive and coherent approach to education reform from the time of application through June 30, 2011. In particular, highlight key accomplishments over the reporting period in the four reform areas: standards and assessments, data systems to support instruction, great teachers and leaders, and turning around lowest-achieving schools. States are also encouraged to describe examples of LEAs' progress in the four reform areas.

Massachusetts' State-reported Progress in Comprehensive Education Reform

State-reported response: Massachusetts has made substantial progress on its education reform priorities during Year 1 of our Race to the Top program.

Build a workforce of effective educators

- We promulgated a new regulatory framework for educator evaluation. This new system is designed to ensure great teachers in every classroom and great leaders in every school and will provide meaningful feedback to teachers and administrators about their practice. The new regulations:
 - promote growth and development of leaders and teachers,
 - place student learning at the center, using multiple measures of student learning, growth and achievement,
 - recognize excellence in teaching and leading,
 - set a high bar for professional teaching status, and
 - shorten timelines for improvement.

The evaluation framework will be implemented first in our 34 Level 4 (underperforming) schools and 11 early adopter districts, beginning in school year 2011-12. All remaining Race to the Top districts will implement the new framework in 2012-13.

- We launched a superintendent induction program to develop and coach a cadre of emerging leaders who are new to their district or their role. This program has proven immensely popular, with 53 superintendents enrolled in one of the two cohorts. This includes every incoming superintendent in our Level 4 districts and the vast majority of those in our Level 3 districts.
- We have nearly completed development of a performance-based approach to licensure for administrators. Proposed regulations will be presented to the state Board of Elementary and Secondary Education in October 2011.

Provide curriculum and instruction resources

- We adopted new Massachusetts Curriculum Frameworks incorporating the Common Core State Standards in both English language arts and mathematics. We provided copies to all 80,000 educators in our state and have held a series of well-attended regional and statewide events to help the field transition to the new standards.
- To complement the new frameworks and to provide districts with tools and resources to support teachers in the classroom, we are developing a new teaching & learning system that will provide model curriculum units, performance assessments and a digital library of resources to educators. A team of 175 Massachusetts educators has been convened to develop content for the system, and they have already drafted 40 model curriculum units to be tested in classrooms in fall 2011.

Prepare students for college and career

- Our state Board of Higher Education changed its college entrance requirements so that students will be required to take four years of mathematics in high school, including in the senior year, to gain admission to Massachusetts public universities beginning in fall 2015. This change emphasizes the importance of STEM subjects in preparing for college entrance.
- We launched a pre-AP training program to increase the rigor and quality of courses in middle and early high school grades preparing students to take AP coursework in the junior and senior year. So far nearly 500 middle and high school educators have participated in the training.
- We established six STEM Early College High Schools to provide pathways to college for populations traditionally underrepresented in higher education and STEM careers.
- Twenty-six school districts received planning grants to develop Innovation Schools: in-district, charter-like schools that will operate with greater autonomy and flexibility with regard to curriculum, staffing, budget, schedule/calendar, professional development, and district policies.

Turn around our lowest performing schools

- We identified 35 schools as Level 4 schools: the most persistently low performing schools in the state. These schools are eligible for considerable additional federal and state support to bring about dramatic improvements in student achievement.
- We funded a model wraparound zone program designed to help districts with Level 4 schools address social and emotional, non-academic barriers to learning for at-risk students. Through this grant program, 18 schools in five districts will begin implementing wraparound zones this fall, and a sixth district will implement the program in FY13.
- We developed a list of pre-approved providers to help districts address the conditions for school effectiveness outlined in our state accountability regulations. These providers go through a rigorous vetting process and must be able to provide convincing evidence of their effectiveness in accelerating school improvement and their ability to collaborate for turnaround with other Massachusetts providers. So far three priority providers have been identified to provide support on social and emotional needs and four on maximizing learning time.

Use data to improve instruction

- We implemented the Schools Interoperability Framework (SIF) in 65 school districts. With SIF in place, most required district data reporting is automated, saving time and effort for district staff and allowing them to access their data in our Education Data Warehouse in near real time.
- We hired six data specialists to work in our regional District and School Assistance Centers, providing data analysis support and training to our Level 3 and 4 school districts.
- We reengineered our Education Data Warehouse to mitigate problems with performance and reporting.

Finally, we organized ourselves for success.

- We hired a strong team of project and program managers to implement our strategies and provide program oversight. We trained them in project management and helped them to develop plans for each of our 53 distinct state projects under RTTT.
- We created 32 projects aligned with our state Race to the Top reform priorities in which districts may participate. Required projects for all districts include:
 - Implementing the new educator evaluation framework

- Aligning their curriculum to the new Massachusetts Curriculum Frameworks
 - Using survey results to improve working conditions for educators in their district
 - Implementing the Schools Interoperability Framework
-
- We designed a new approach to performance measurement for the grant. We identified specific implementation and outcome measures for each of the 32 district projects and developed a system to minimize district effort on reporting and maximize their ability to use the results to adjust their strategy for improving student achievement.
 - We designed program evaluations for the major RTTT programs, with an emphasis on using the evaluation process to provide formative feedback to program staff and strengthen implementation.
 - We implemented a new approach to strategic planning and implementation called delivery, which has already proven itself successful in identifying the projects most critical to the agency's overall success; providing timely feedback to the commissioner and senior staff about implementation progress; and resolving problems quickly.

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Local Educational Agency (LEA) Participation

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LEAs participating in Massachusetts' Race to the Top plan

The name and NCES ID for each participating LEA

Number of participating LEAs committed to implementing Massachusetts' plan in each of the reform areas

Collapse All

LEAs participating in Massachusetts' Race to the Top plan

State-reported information

	Statewide (#)	Participating LEAs (#) as indicated in the application	Participating LEAs (#) as of June 30, 2011	Involved LEAs (#) as of June 30, 2011
LEAs	393	276	258	0
Schools	1,824	1,375	1,309	0
K-12 Students	926,940	686,137	653,604	0
Students in poverty	318,998	258,046	274,750	0
Teachers	71,770	55,549	51,118	0
Principals	1,833	1,424	1,323	0

[View Table Key](#)

Question: Provide a brief explanation of any change in the number of participating LEAs from figure provided in the application.

State-reported response: The Whittier Vocational Regional school district selected to participate in the RTT program and then withdrew prior to submitting the final list to USED. Shortly after the final list was sent to USED this district requested to participated. They met the requirements of the MOU and have been fully participating in SY2010-2011.

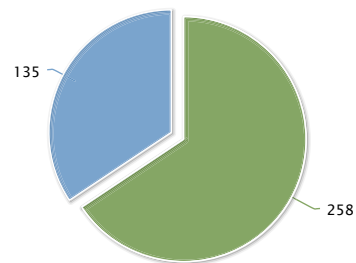
Additional information provided by the State:

The application data for K-12 students statewide and in participating LEAs included PreK students. The statewide figures and participating LEA figures (as indicated in the application) listed above accurately reflect MA K-12 enrollment. The students in poverty figure for participating LEAs (as indicated in the application) reflects the MA PK-12 enrollment. The correct K-12 students in poverty figure at the time of our application was 252,304.

To provide additional context we are providing the following PK-12 information.

The MA statewide PK-12 enrollment is 955,563 and the PK-12 enrollment for students in poverty is 327,044. The MA Participating LEAs (#) as of June 30, 2011 PK-12 enrollment is 675,128 and the PK-12 enrollment for students in poverty is 282,210.

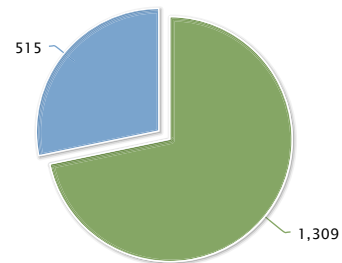
LEAs Participating in Massachusetts' Race to the Top Plan



■ Participating LEAs (#) as of June 30, 2011
■ Involved LEAs (#) as of June 30, 2011
■ Other LEAs

[View Table \(Accessible\)](#)

Schools in LEAs Participating in Massachusetts' Race to the Top Plan

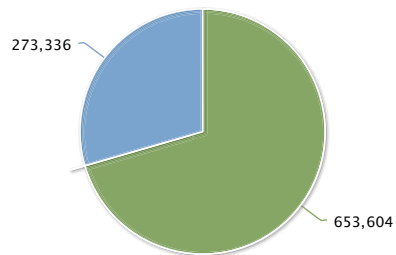


■ Schools (#) in participating LEAs
■ Schools (#) in involved LEAs
■ Schools (#) in other LEAs

[View Table \(Accessible\)](#)

[Click to see the name and NCES ID for each participating LEA](#)

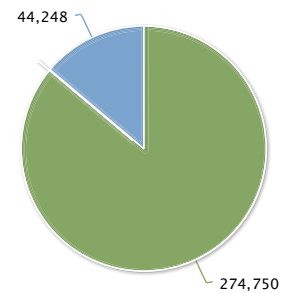
K-12 Students in LEAs Participating in Massachusetts' Race to the Top Plan



■ K-12 Students (#) in participating LEAs
■ K-12 Students (#) in involved LEAs
■ K-12 students (#) in other LEAs

[View Table \(Accessible\)](#)

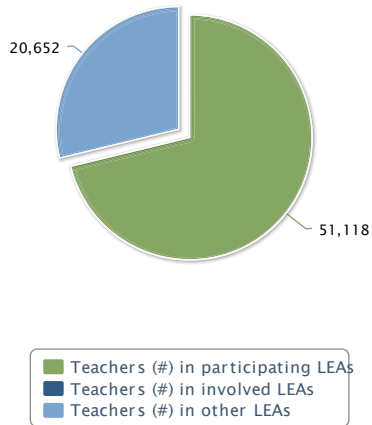
Students in Poverty in LEAs Participating in Massachusetts' Race to the Top Plan



■ Students in poverty (#) in participating LEAs
■ Students in poverty (#) in involved LEAs
■ Students in poverty (#) in other LEAs

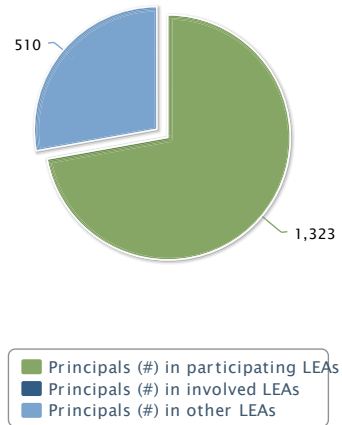
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Teachers in LEAs Participating in Massachusetts' Race to the Top Plan



[View Table \(Accessible\)](#)

Principals in LEAs Participating in Massachusetts' Race to the Top Plan



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Term	State's Definition
Teacher	Individual provides instruction, learning experiences, and care to students during a particular time period or in a given discipline.
Principal	Individual performs the highest level of executive management functions in an individual school, a group of schools or units of a school system. Responsibilities include the administration of instructional programs, extracurricular programs, community relations, operation of the school plant, selection and evaluation of professional and support staff, and the coordination of staff and student activities.

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The name and NCES ID for each participating LEA

State-reported information

LEA	NCES ID	LEA	NCES ID	LEA	NCES ID
ABBY KELLEY FOSTER CHARTER PUBLIC (DISTRICT)	2500051	FRANKLIN COUNTY REGIONAL VOCATIONAL TECHNICAL	2505020	OLD COLONY REGIONAL VOCATIONAL TECHNICAL	2509140
ACADEMY OF THE PACIFIC RIM CHARTER PUBLIC (DISTRICT)	2500021	FREETOWN	2505040	ORANGE	2509180
ACUSHNET	2501740	FREETOWN-LAKEVILLE	2505070	ORLEANS	2509210
ADAMS-CHESHIRE	2501780	GARDNER	2505130	OXFORD	2509270
AGAWAM	2501800	GILL-MONTAGUE	2505270	PALMER	2509300
AMESBURY	2501860	GLOBAL LEARNING CHARTER PUBLIC (DISTRICT)	2500519	PEABODY	2509360
AMHERST	2501890	GLOUCESTER	2505280	PELHAM	2509390
AMHERST-PELHAM	2501920	GRAFTON	2505370	PETERSHAM	2509540
ASHLAND	2502100	GRANBY	2505400	PHOENIX CHARTER ACADEMY (DISTRICT)	2500090
ASSABET VALLEY REGIONAL VOCATIONAL TECHNICAL	2502110	GRANVILLE	2505430	PIONEER CHARTER SCHOOL OF SCIENCE (DISTRICT)	2500518
ATLANTIS CHARTER (DISTRICT)	2500041	GREATER LOWELL REGIONAL VOCATIONAL TECHNICAL	2505480	PIONEER VALLEY	2509600
ATTLEBORO	2502190	GREATER NEW BEDFORD REGIONAL VOCATIONAL TECHNICAL	2508440	PIONEER VALLEY PERFORMING ARTS CHARTER PUBLIC (DISTRICT)	2500044
AUBURN	2502220	GREENFIELD	2505490	PITTSFIELD	2509630
AVON	2502250	GROTON-DUNSTABLE	2505500	PLAINVILLE	2509690
BARNSTABLE	2502310	HADLEY	2505580	PLYMPTON	2509780
BARNSTABLE COMMUNITY HORACE MANN CHARTER PUBLIC (DISTRICT)	2500081	HAMILTON-WENHAM	2505670	PROSPECT HILL ACADEMY CHARTER (DISTRICT)	2500046
BARNSTABLE HORACE MANN CHARTER (DISTRICT)	2500059	HAMPDEN CHARTER SCHOOL OF SCIENCE (DISTRICT)	2500522	PROVINCETOWN	2509840
BEDFORD	2502400	HAMPSHIRE	2505740	QUABBIN	2500001
BELCHERTOWN	2502430	HARWICH	2505910	QUABOAG REGIONAL	2512100
BELLINGHAM	2502460	HAVERHILL	2505970	RALPH C MAHAR	2509900
BELMONT	2502490	HAWLEMONT	2506000	RANDOLPH	2509930
				READING	2509990

BENJAMIN BANNEKER CHARTER PUBLIC (DISTRICT)	2500022	HILL VIEW MONTESSORI CHARTER PUBLIC (DISTRICT)	2500083	REVERE	2510050
BENJAMIN FRANKLIN CLASSICAL CHARTER PUBLIC (DISTRICT)	2500030	HILLTOWN COOPERATIVE CHARTER PUBLIC (DISTRICT)	2500031	RICHMOND	2510080
BERKLEY	2502520	HOLBROOK	2506150	RISING TIDE CHARTER PUBLIC (DISTRICT)	2500057
BERKSHIRE ARTS AND TECHNOLOGY CHARTER PUBLIC (DISTRICT)	2500079	HOLYOKE	2506270	ROCHESTER	2510140
		HOLYOKE COMMUNITY CHARTER	2506008	ROCKLAND	2510170

Participating LEAs committed to implementing Massachusetts' plan in each of the reform areas

State-reported information

Elements of State Reform Plans	Number of participating LEAs (#) in this subcriterion as of June 30, 2011		Percentage of LEAs participating in this subcriterion (%)
	Conditional Participating LEAs	Total Participating LEAs	
B. Standards and Assessments			
(B)(3) Supporting the transition to enhanced standards and high-quality assessments	0	258	100
C. Data Systems to Support Instruction			
(C)(3) Using data to improve instruction:			
(i) Use of local instructional improvement systems	0	258	100
(ii) Professional development on use of data	0	258	100
(iii) Availability and accessibility of data to researchers	0	258	100
D. Great Teachers and Leaders			
(D)(2) Improving teacher and principal effectiveness based on performance:			
(i) Measure student growth	258	258	100
(ii) Design and implement evaluation systems	258	258	100
(iii) Conduct annual evaluations	258	258	100
(iv)(a) Use evaluations to inform professional development	258	258	100
(iv)(b) Use evaluations to inform compensation, promotion and retention	258	258	100
(iv)(c) Use evaluations to inform tenure and/or full certification	258	258	100
(iv)(d) Use evaluations to inform removal	258	258	100
(D)(3) Ensuring equitable distribution of effective teachers and principals:			
(i) High-poverty and/or high-minority schools	0	258	100
(ii) Hard-to-staff subjects and specialty areas	0	258	100
(D)(5) Providing effective support to teachers and principals:			
(i) Quality professional development	0	258	100
(ii) Measure effectiveness of professional development	0	258	100
E. Turning Around the Lowest-Achieving Schools			
(E)(2) Turning around the lowest-achieving schools	0	258	100

[View Table Key](#)

Additional information provided by the State:

N/A

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Table Key

< n	indicates data has been suppressed because of a small count or, for NAEP data, indicates reporting standards not met; sample size insufficient to permit a reliable estimate.
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Local Educational Agency (LEA) Participation

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Student Outcomes Data: State Assessment Results

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English language arts (ELA) assessment results

Mathematics assessment results

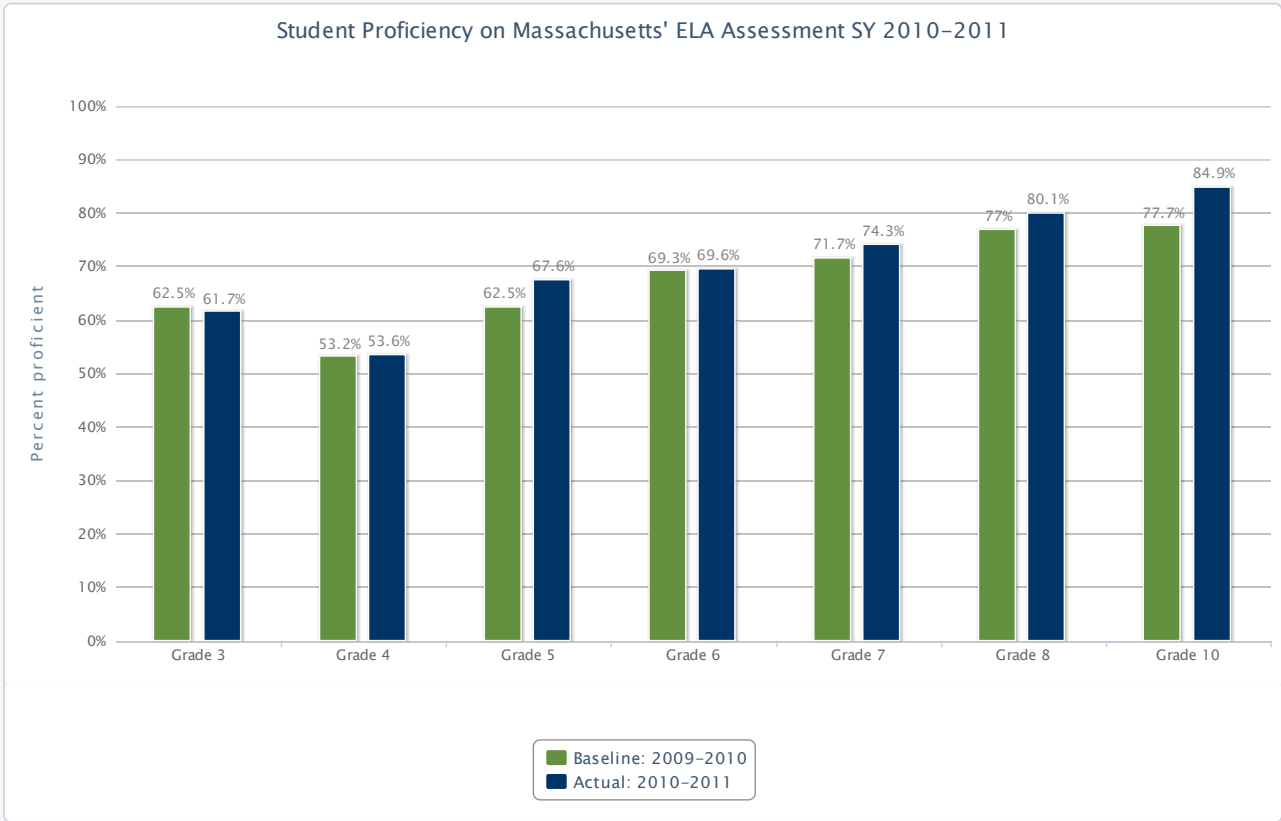
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English language arts (ELA) assessment results

State-reported information

Results of Massachusetts' ELA assessment under the Elementary and Secondary Education Act (ESEA)

Preliminary SY 2010-2011 data reported as of: October 25, 2011



[View Table \(Accessible\)](#)

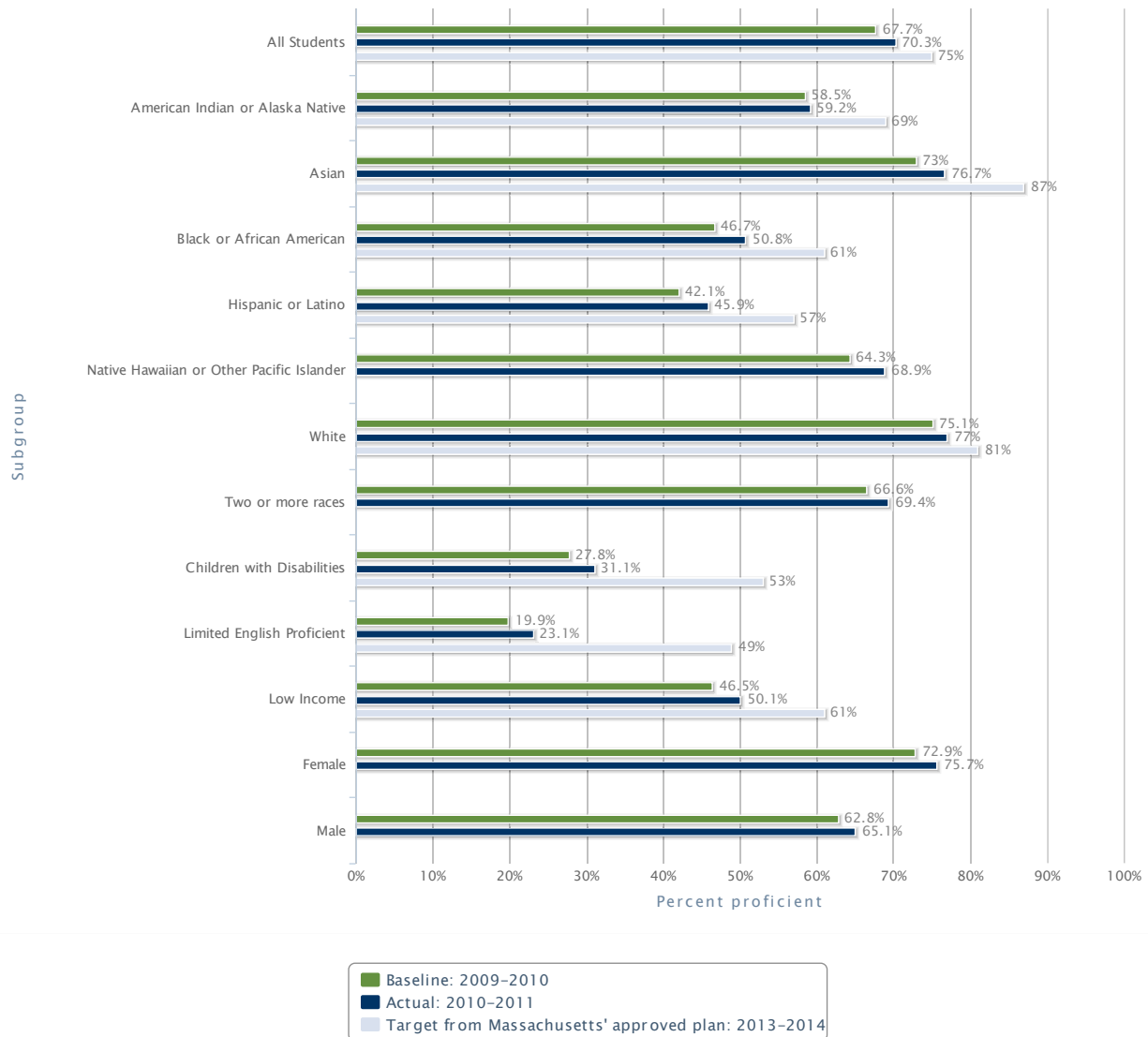
Student proficiency on Massachusetts' ELA assessment SY 2010-2011. Preliminary data reported as of October 25, 2011.	Baseline: SY 2009-2010	Actual: SY 2010-2011	Target from Massachusetts' approved plan: SY 2013-2014
Grade 3	62.5%	61.7%	N/A
Grade 4	53.2%	53.6%	N/A
Grade 5	62.5%	67.6%	N/A
Grade 6	69.3%	69.6%	N/A
Grade 7	71.7%	74.3%	N/A
Grade 8	77%	80.1%	N/A
Grade 10	77.7%	84.9%	N/A
View Table Key			

Additional information provided by the State:

N/A

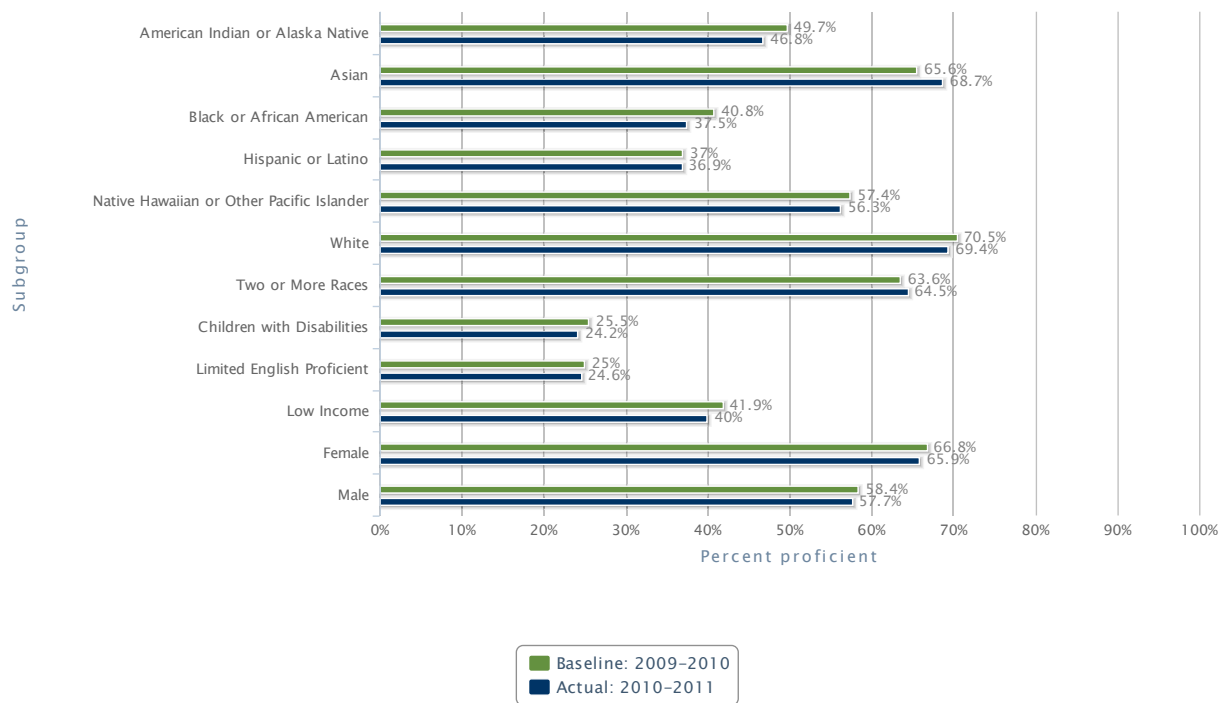
NOTE: Over the past three years, the Department has transitioned from five to seven racial and ethnic groups used for reporting data, including English language arts and mathematics proficiency results. Therefore, racial and ethnic data reported for SY 2009-2010 may not be directly comparable to racial and ethnic data reported for SY 2010-2011. However, this State has elected to provide data corresponding to the seven racial and ethnic groups on an earlier timeframe, permitting comparability between data for SY 2009-2010 racial and ethnic groups and data for SY 2010-2011 racial and ethnic groups

Overall Proficiency on Massachusetts' ELA Assessment SY 2010–2011



[View Table \(Accessible\)](#)

Grade 3 Proficiency on Massachusetts' ELA Assessment SY 2010–2011



Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 10
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[View Table \(Accessible\)](#)

Preliminary Overall Proficiency SY 2010–2011			
Subgroup	Baseline: SY 2009–2010	Actual: SY 2010–2011	Target from Massachusetts' approved plan: SY 2013–2014
All Students	67.7%	70.3%	75%
American Indian or Alaska Native	58.5%	59.2%	69%
Asian	73%	76.7%	87%
Black or African American	46.7%	50.8%	61%
Hispanic or Latino	42.1%	45.9%	57%
Native Hawaiian or Other Pacific Islander	64.3%	68.9%	N/A
White	75.1%	77%	81%
Two or More Races	66.6%	69.4%	N/A
Children with Disabilities	27.8%	31.1%	53%
Limited English Proficient	19.9%	23.1%	49%
Low Income	46.5%	50.1%	61%
Female	72.9%	75.7%	N/A
Male	62.8%	65.1%	N/A

[View Table Key](#)

Preliminary Grade 3 Proficiency SY 2010–2011

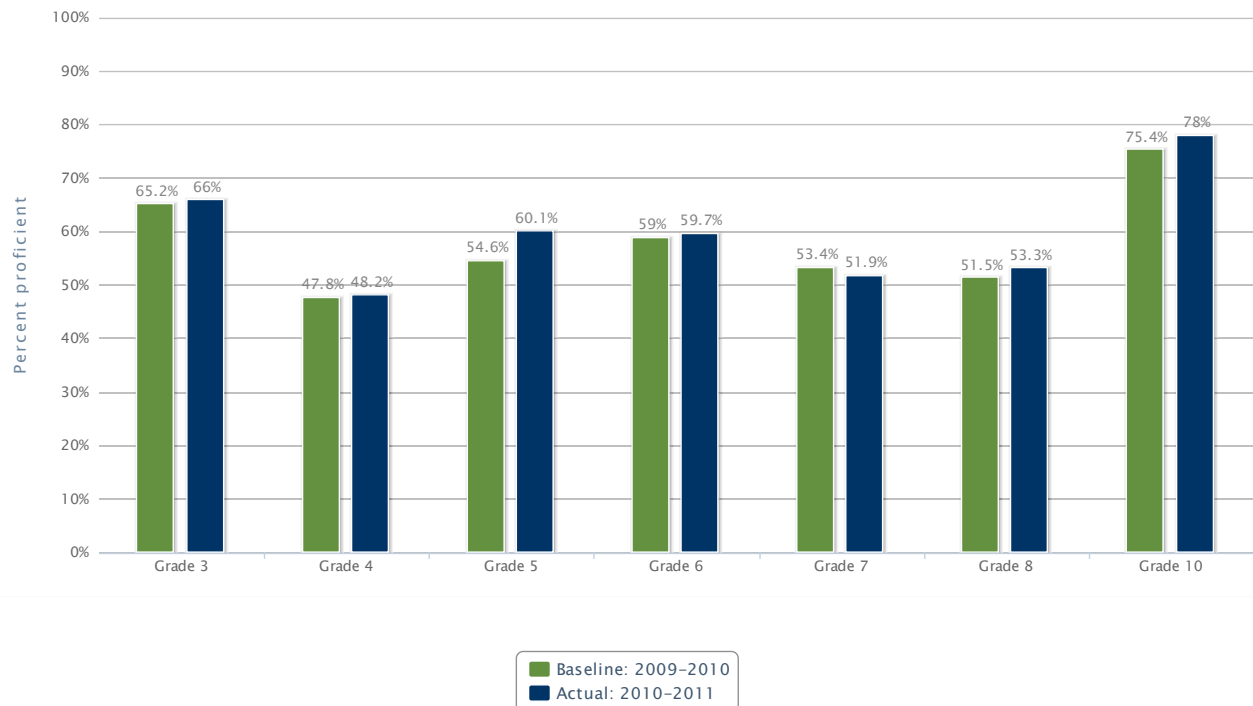
Mathematics assessment results

State-reported information

Results of Massachusetts' mathematics assessment under the Elementary and Secondary Education Act (ESEA)

Preliminary SY 2010-2011 data reported as of: [October 25, 2011](#)

Student Proficiency on Massachusetts' Mathematics Assessment SY 2010-2011



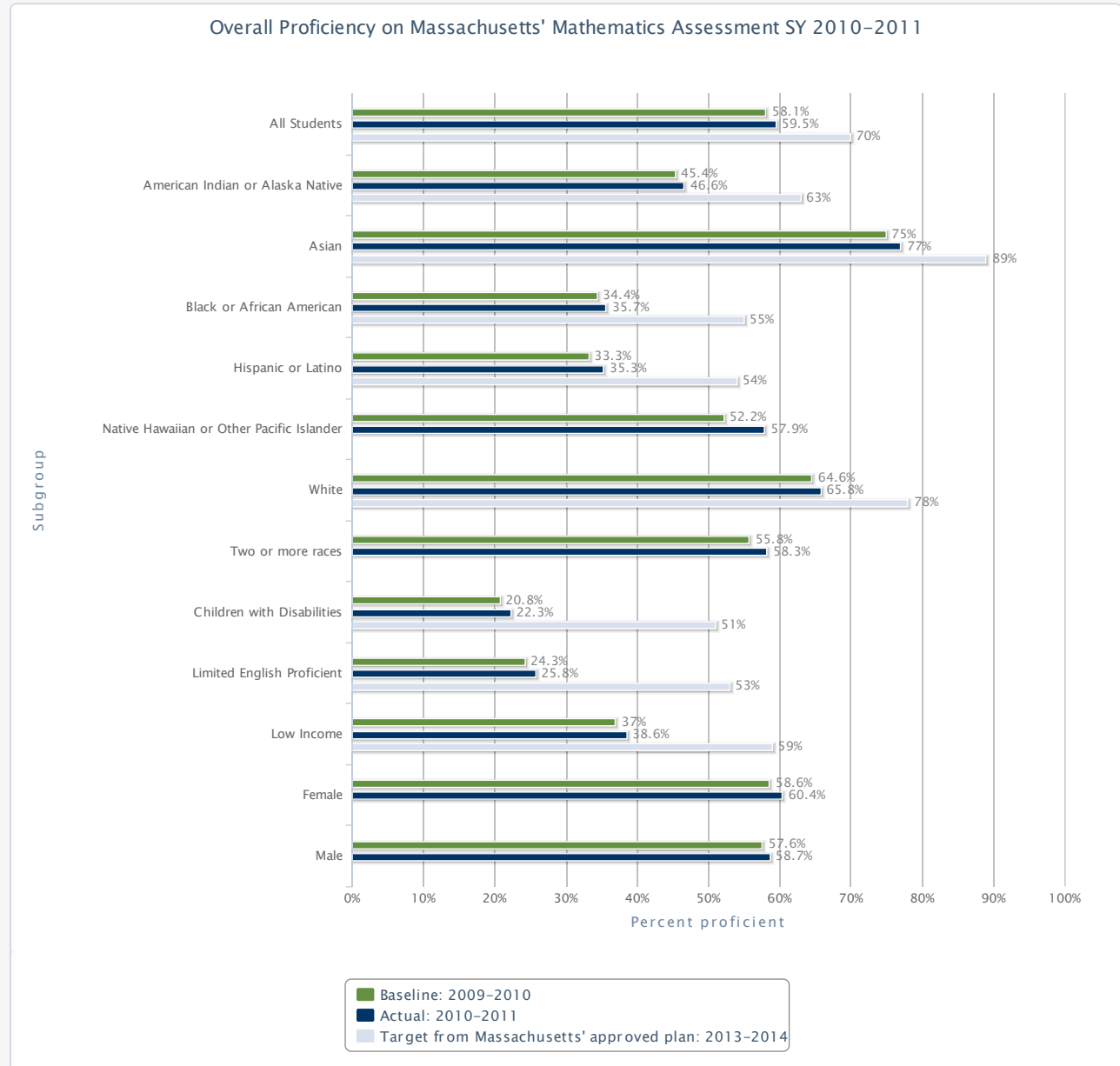
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Student proficiency on Massachusetts' mathematics assessment SY 2010-2011. Preliminary data reported as of October 25, 2011.	Baseline: SY 2009-2010	Actual: SY 2010-2011	Target from Massachusetts' approved plan: SY 2013-2014
Grade 3	65.2%	66%	N/A
Grade 4	47.8%	48.2%	N/A
Grade 5	54.6%	60.1%	N/A
Grade 6	59%	59.7%	N/A
Grade 7	53.4%	51.9%	N/A
Grade 8	51.5%	53.3%	N/A
Grade 10	75.4%	78%	N/A

[View Table Key](#)

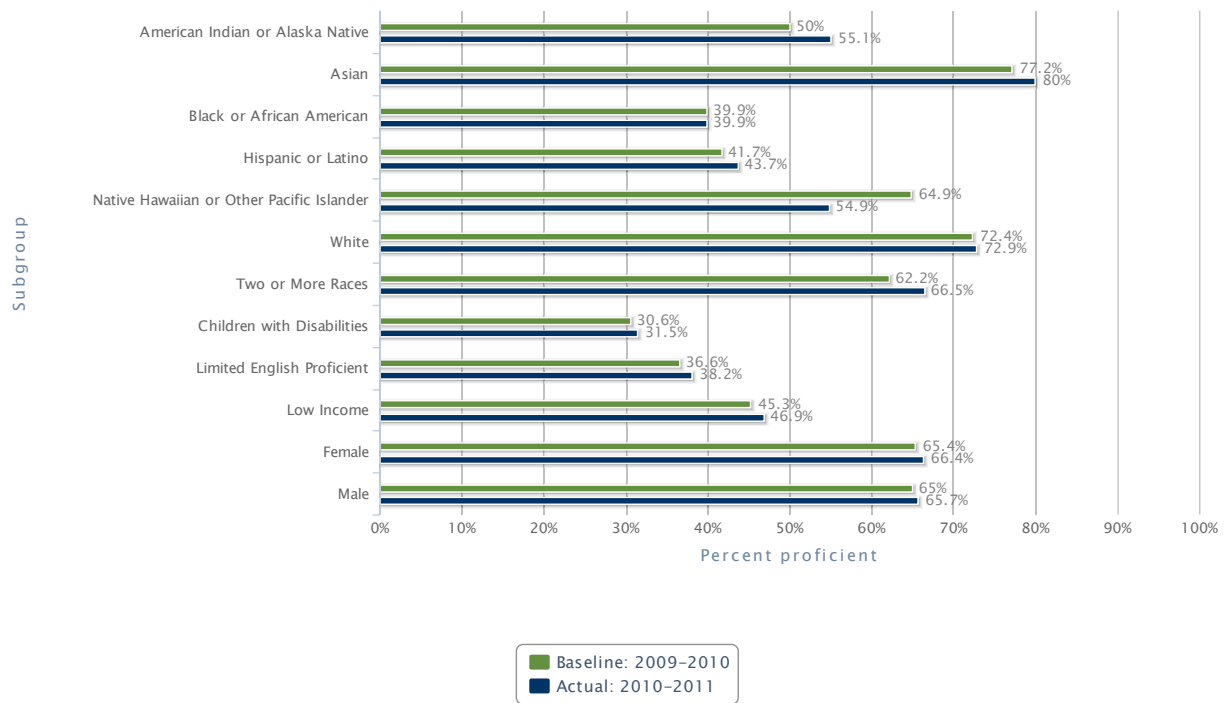
Additional information provided by the State:

NOTE: Over the past three years, the Department has transitioned from five to seven racial and ethnic groups used for reporting data, including English language arts and mathematics proficiency results. Therefore, racial and ethnic data reported for SY 2009-2010 may not be directly comparable to racial and ethnic data reported for SY 2010-2011. However, this State has elected to provide data corresponding to the seven racial and ethnic groups on an earlier timeframe, permitting comparability between data for SY 2009-2010 racial and ethnic groups and data for SY 2010-2011 racial and ethnic groups.



[View Table \(Accessible\)](#)

Grade 3 Proficiency on Massachusetts' Mathematics Assessment SY 2010–2011



Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 10
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[View Table \(Accessible\)](#)

Preliminary Overall Proficiency SY 2010–2011			
Subgroup	Baseline: SY 2009–2010	Actual: SY 2010–2011	Target from Massachusetts' approved plan: SY 2013–2014
All Students	58.1%	59.5%	70%
American Indian or Alaska Native	45.4%	46.6%	63%
Asian	75%	77%	89%
Black or African American	34.4%	35.7%	55%
Hispanic or Latino	33.3%	35.3%	54%
Native Hawaiian or Other Pacific Islander	52.2%	57.9%	N/A
White	64.6%	65.8%	78%
Two or More Races	55.8%	58.3%	N/A
Children with Disabilities	20.8%	22.3%	51%
Limited English Proficient	24.3%	25.8%	53%
Low Income	37%	38.6%	59%
Female	58.6%	60.4%	N/A
Male	57.6%	58.7%	N/A

[View Table Key](#)

Preliminary Grade 3 Proficiency SY 2010–2011			
Subgroup	Baseline: SY	Actual: SY	Target from Massachusetts' approved

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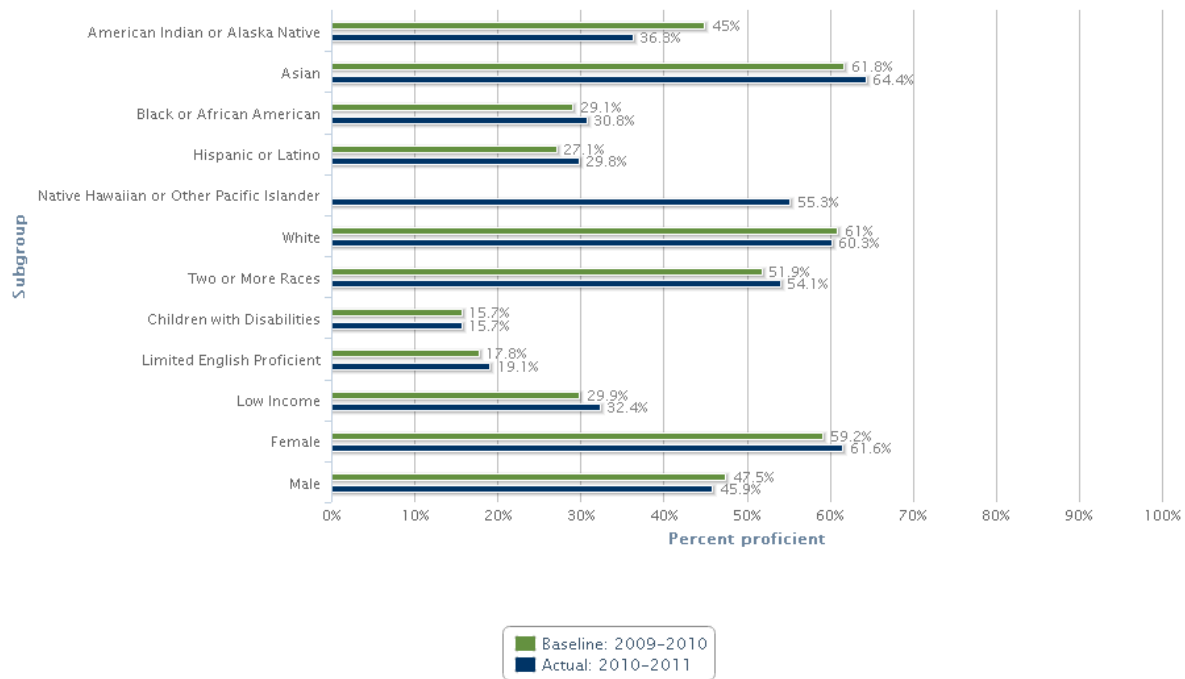
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Grade 4 Proficiency on Massachusetts' ELA Assessment SY 2010–2011



Grade 3

Grade 4

Grade 5

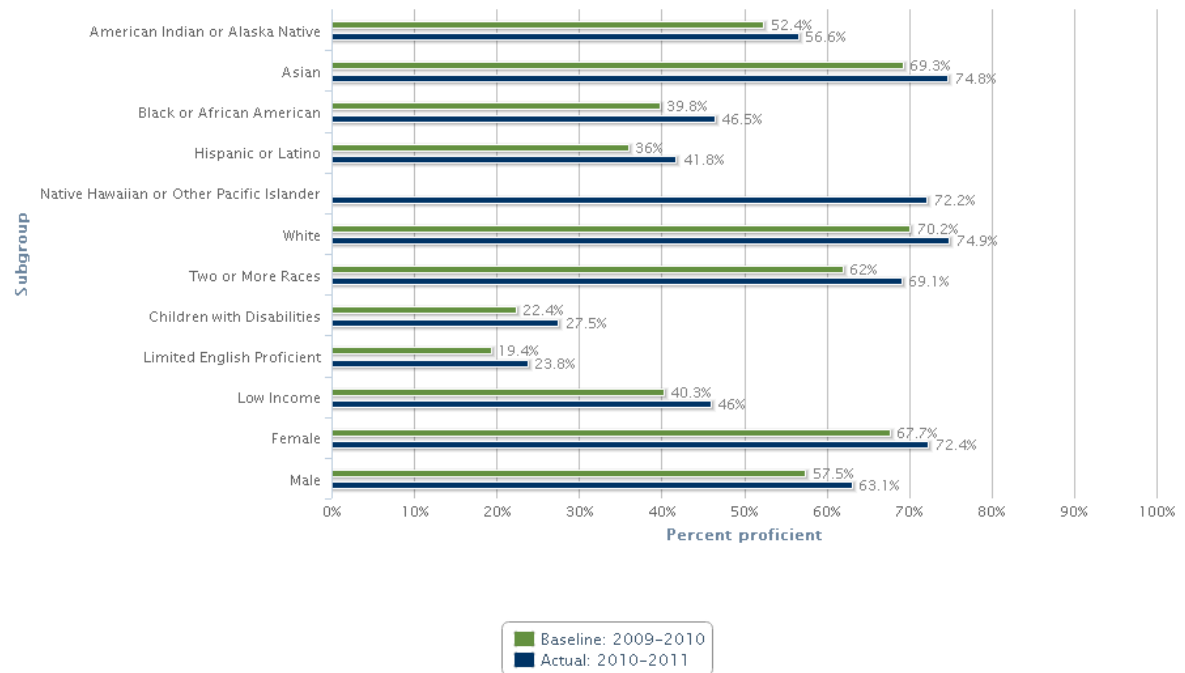
Grade 6

Grade 7

Grade 8

Grade 10

Grade 5 Proficiency on Massachusetts' ELA Assessment SY 2010–2011



Grade 3

Grade 4

Grade 5

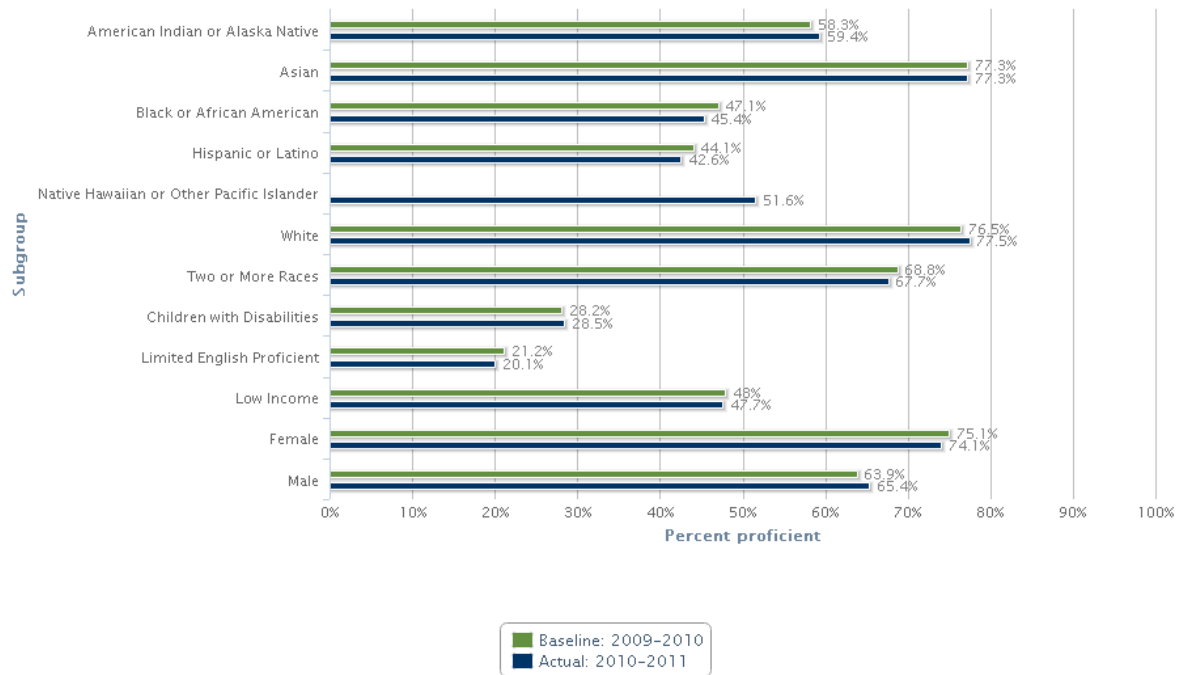
Grade 6

Grade 7

Grade 8

Grade 10

Grade 6 Proficiency on Massachusetts' ELA Assessment SY 2010-2011



Grade 3

Grade 4

Grade 5

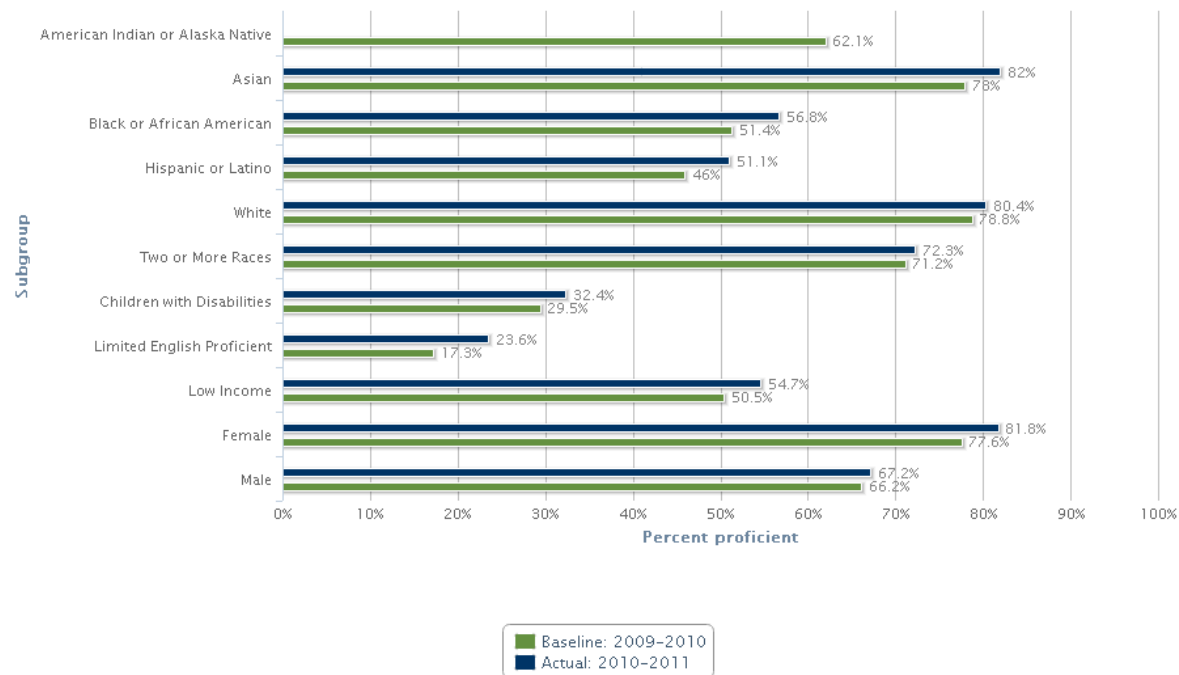
Grade 6

Grade 7

Grade 8

Grade 10

Grade 7 Proficiency on Massachusetts' ELA Assessment SY 2010-2011



Grade 3

Grade 4

Grade 5

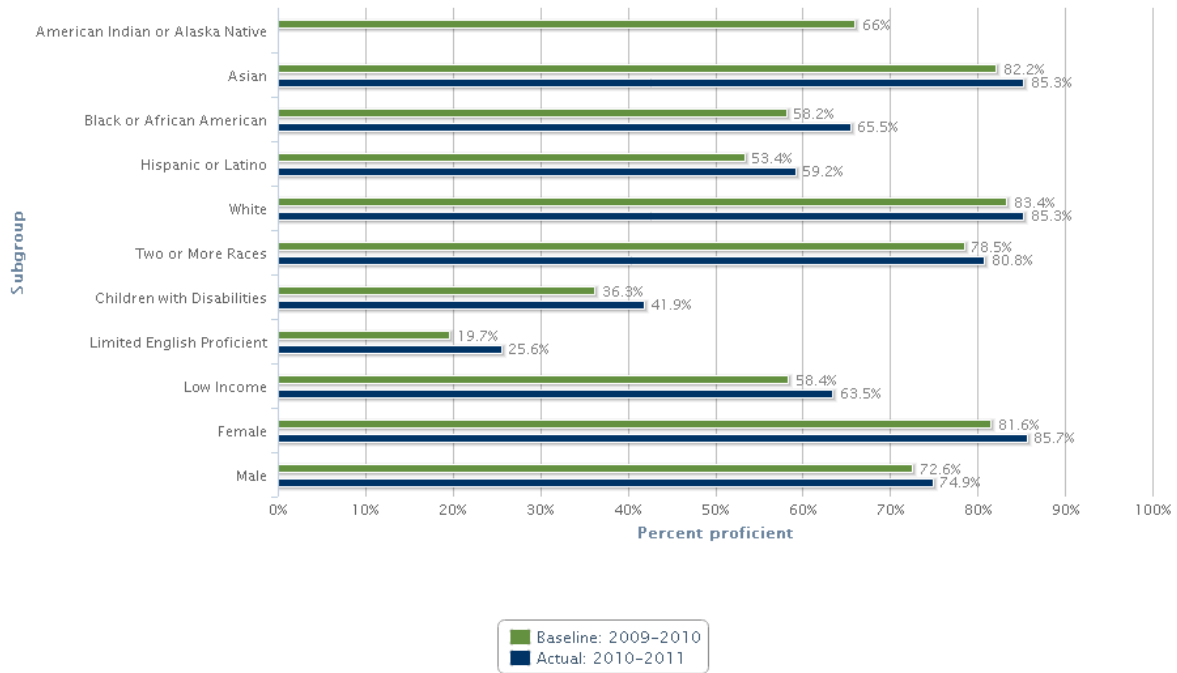
Grade 6

Grade 7

Grade 8

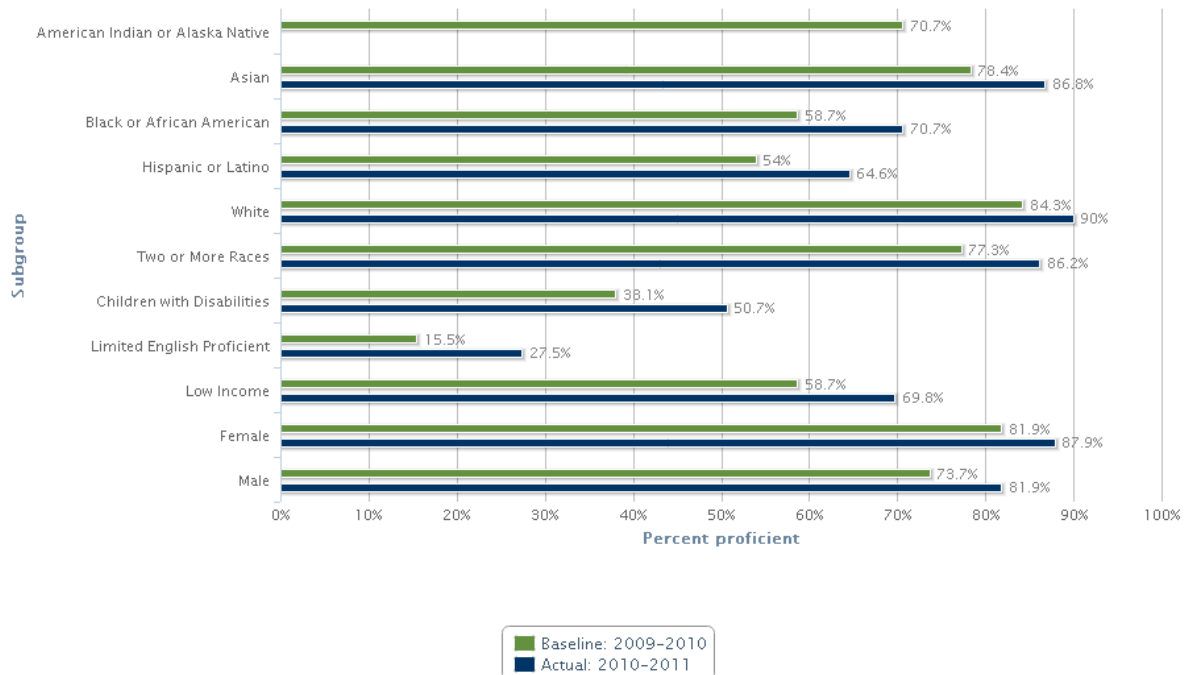
Grade 10

Grade 8 Proficiency on Massachusetts' ELA Assessment SY 2010-2011



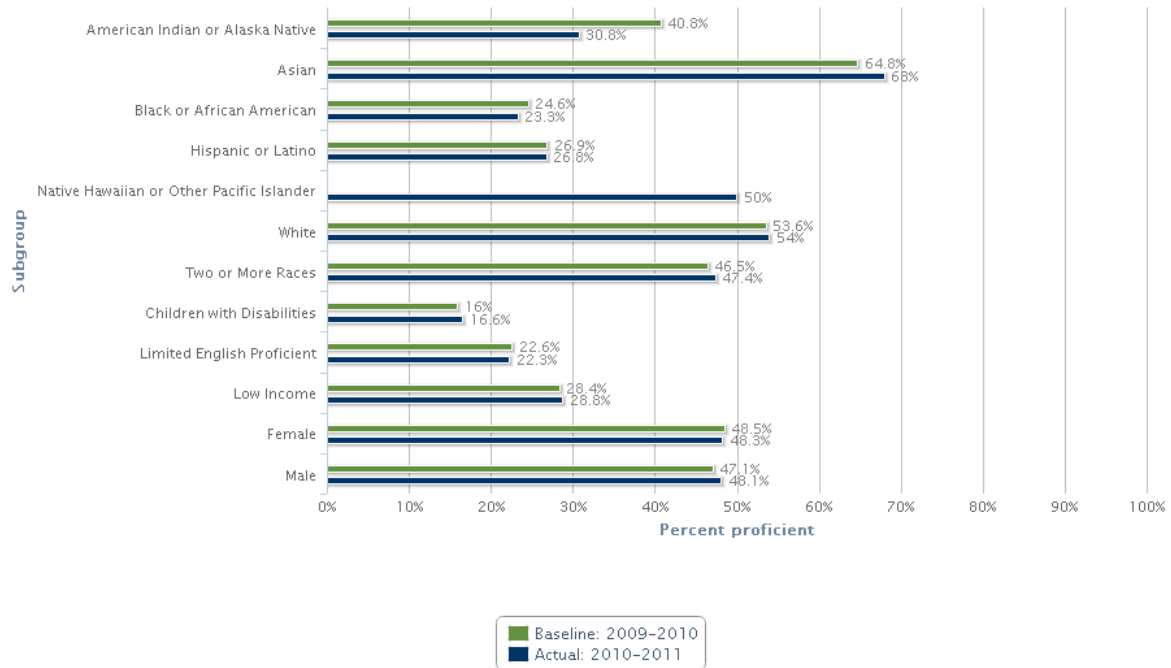
Grade 3 Grade 4 Grade 5 Grade 6 Grade 7 **Grade 8** Grade 10

Grade 10 Proficiency on Massachusetts' ELA Assessment SY 2010-2011



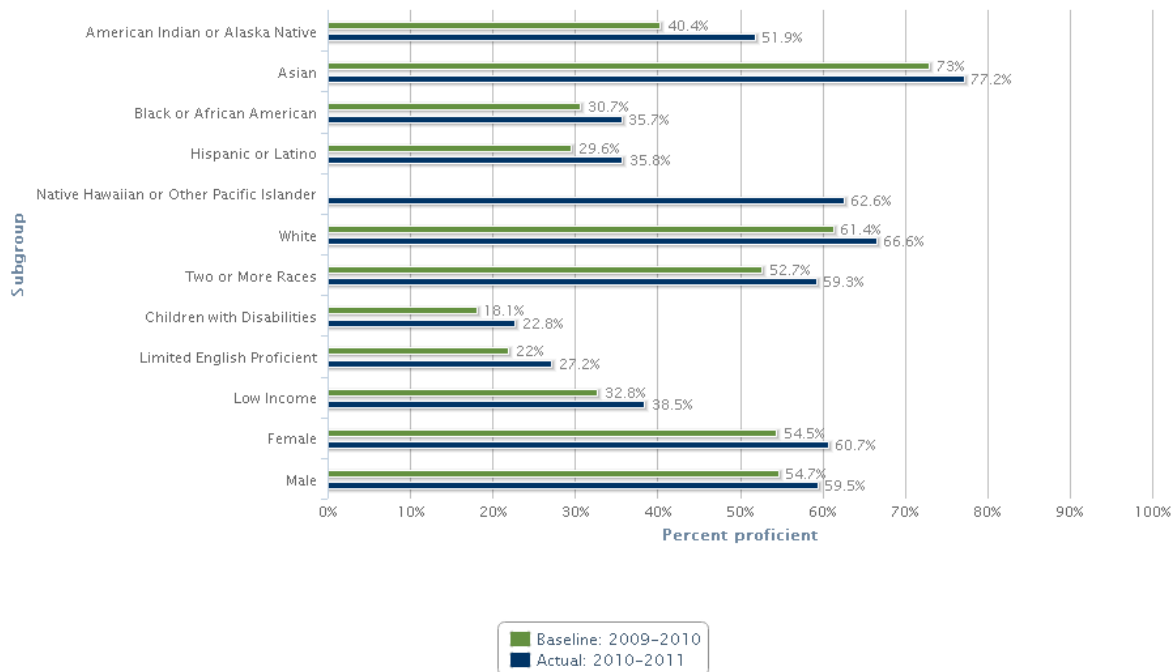
Grade 3 Grade 4 Grade 5 Grade 6 Grade 7 Grade 8 **Grade 10**

Grade 4 Proficiency on Massachusetts' Mathematics Assessment SY 2010–2011



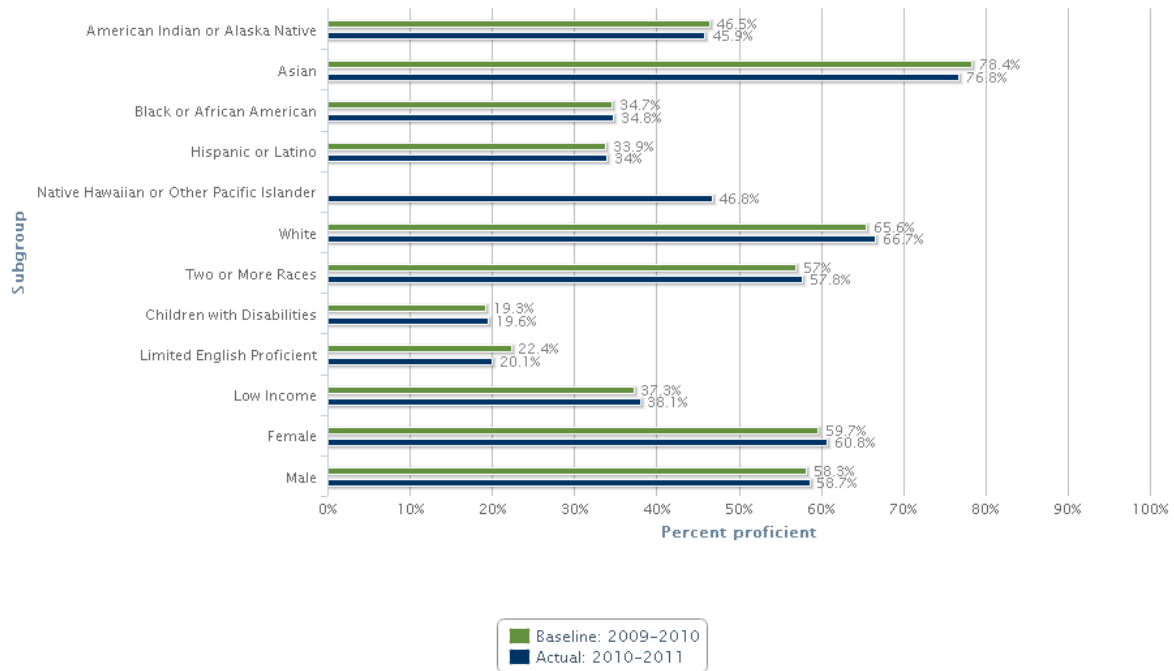
Grade 3 Grade 4 Grade 5 Grade 6 Grade 7 Grade 8 Grade 10

Grade 5 Proficiency on Massachusetts' Mathematics Assessment SY 2010–2011



Grade 3 Grade 4 Grade 5 Grade 6 Grade 7 Grade 8 Grade 10

Grade 6 Proficiency on Massachusetts' Mathematics Assessment SY 2010–2011



Grade 3

Grade 4

Grade 5

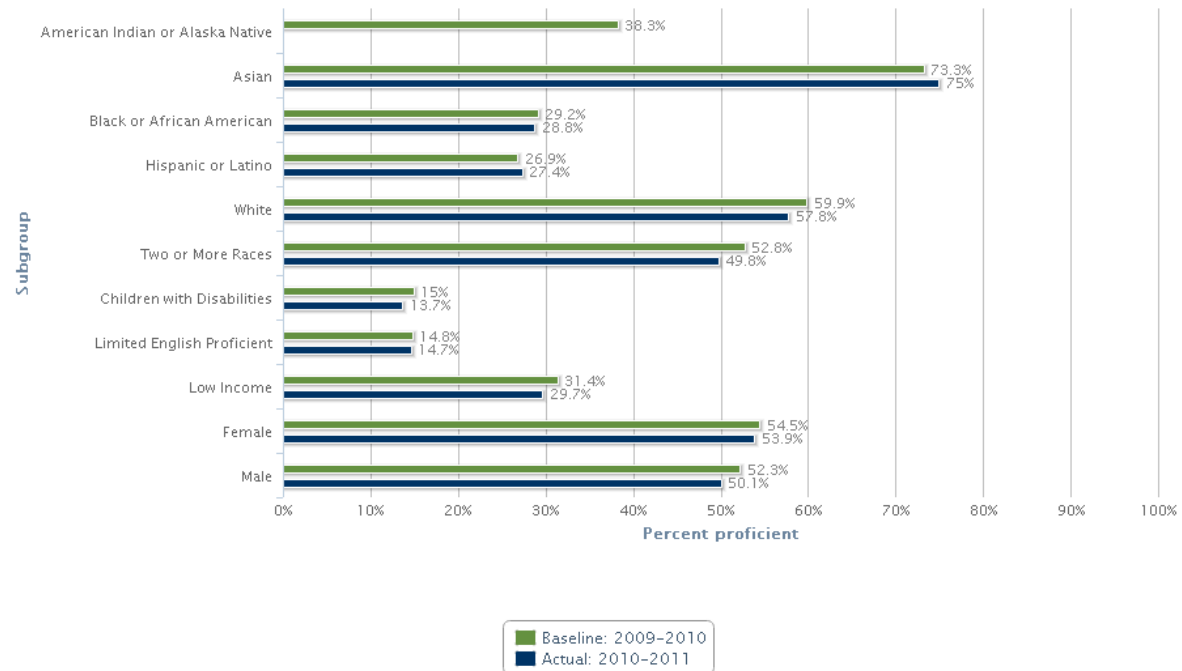
Grade 6

Grade 7

Grade 8

Grade 10

Grade 7 Proficiency on Massachusetts' Mathematics Assessment SY 2010–2011



Grade 3

Grade 4

Grade 5

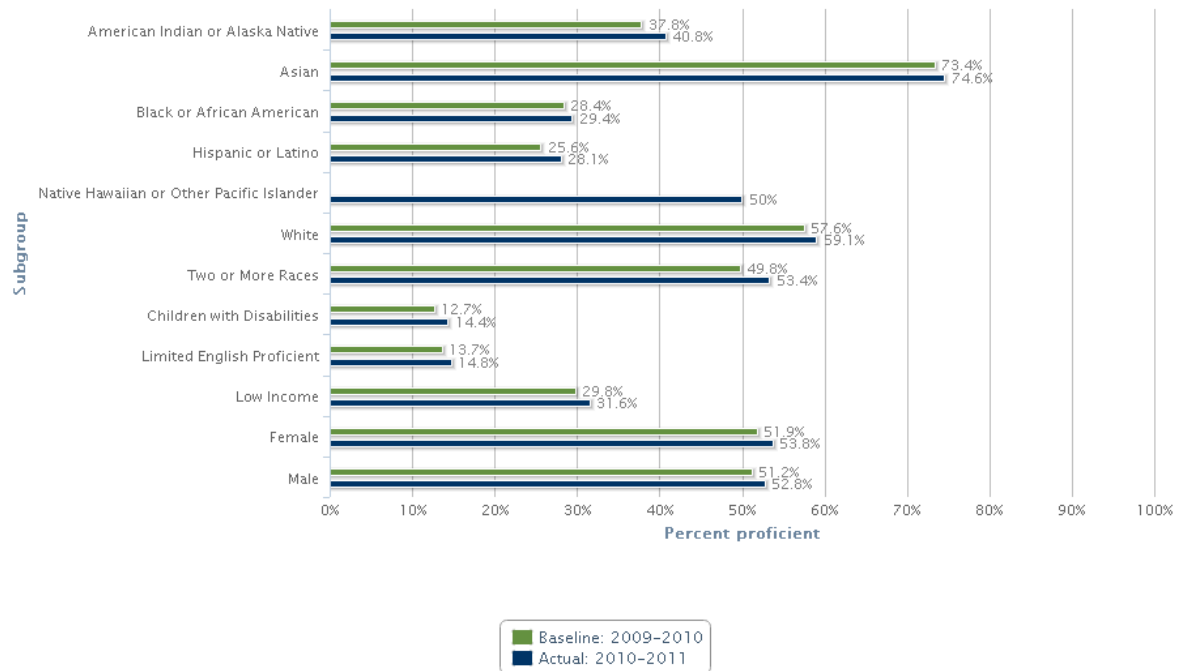
Grade 6

Grade 7

Grade 8

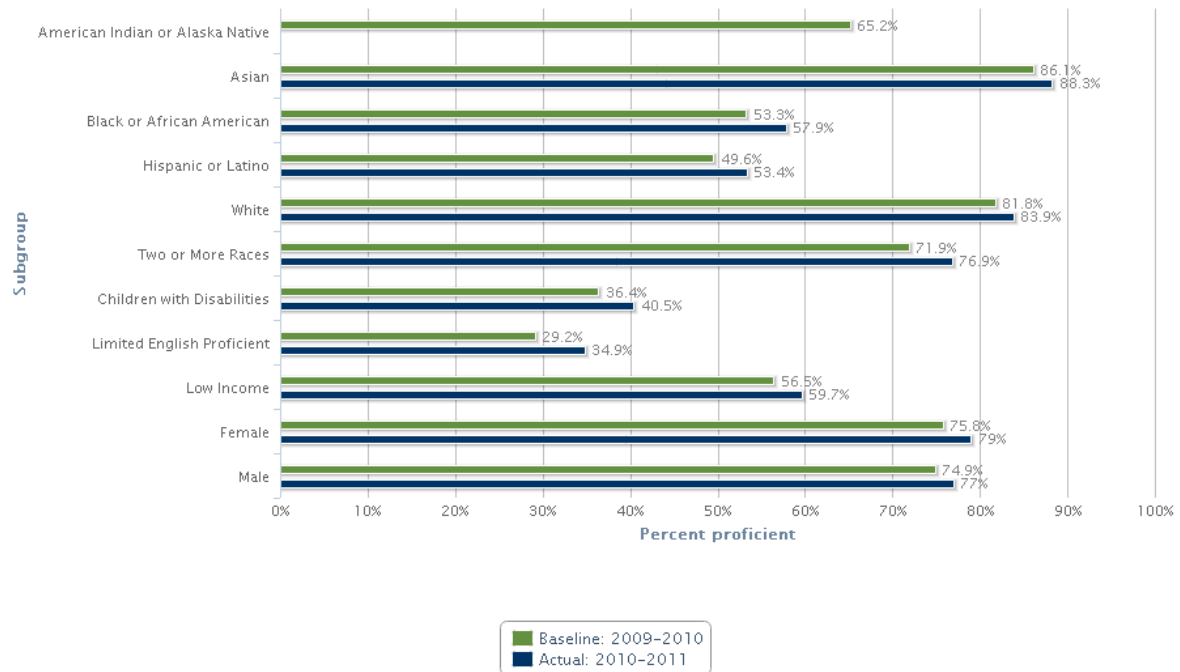
Grade 10

Grade 8 Proficiency on Massachusetts' Mathematics Assessment SY 2010–2011



Grade 3 Grade 4 Grade 5 Grade 6 Grade 7 **Grade 8** Grade 10

Grade 10 Proficiency on Massachusetts' Mathematics Assessment SY 2010–2011



Grade 3 Grade 4 Grade 5 Grade 6 Grade 7 Grade 8 **Grade 10**



Massachusetts

State-reported APR: Year One

Standard Version

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Student Outcomes Data: NAEP Results

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NAEP reading results

NAEP mathematics results

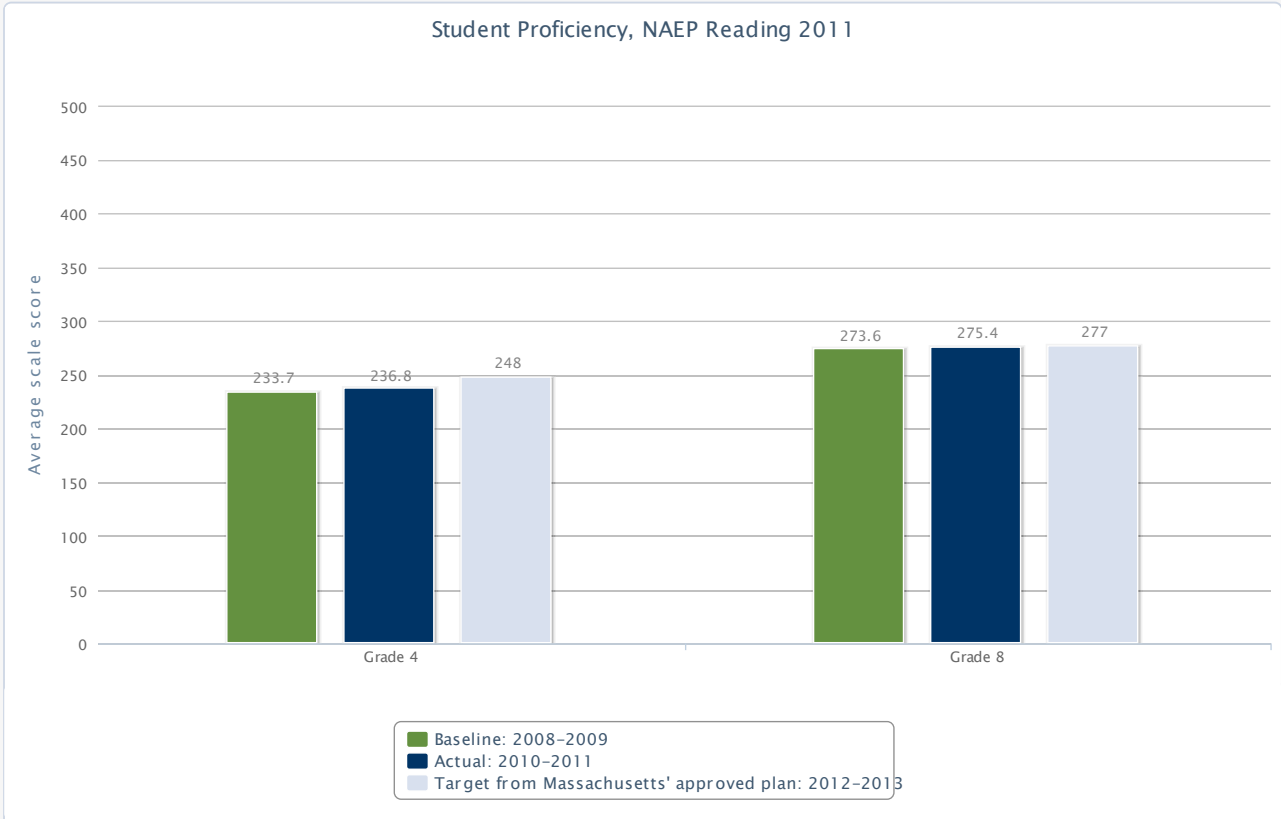
Collapse All

NAEP reading results

Department-reported information

NOTE: NAEP is administered once every two years. The two most recent years are SY 2008-2009 and SY 2010-2011. NAEP reading results are provided by the Department of Education's Institute of Education Sciences. To learn more about the NAEP data, please visit <http://nces.ed.gov/nationsreportcard/>.

Massachusetts' approved Race to the Top plan included targets for NAEP results based on students' average scale score, not based on percentages.



[View Table \(Accessible\)](#)

NOTE:

Scale Score:

Massachusetts' grade 4 reading score was significantly higher ($p < .05$) in 2011 than in 2009.

Massachusetts' grade 8 reading score was not significantly different in 2011 than in 2009.

Percentages:

The percentage of Massachusetts's grade 4 students who were at or above Proficient in reading in 2011 was not significantly different than in 2009.

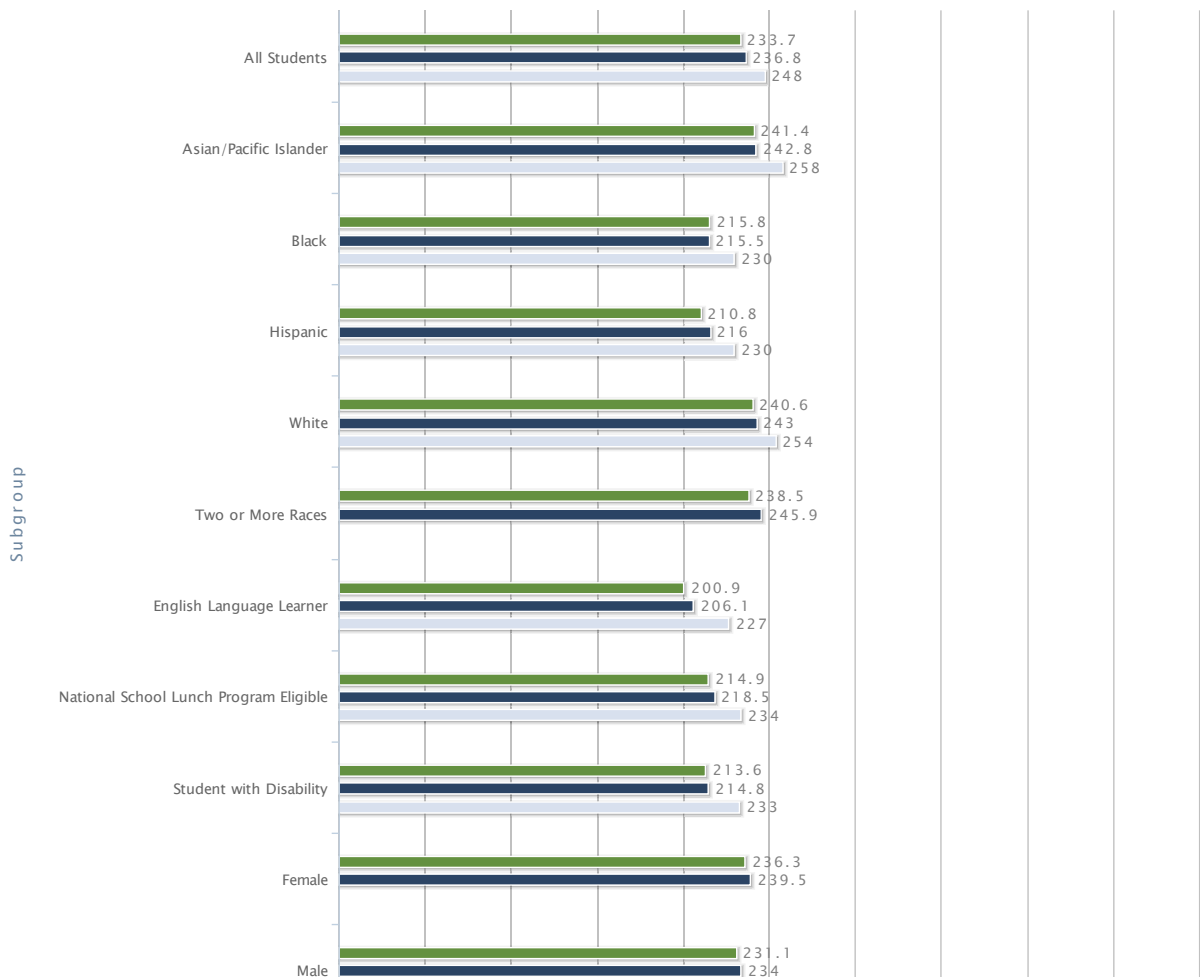
The percentage of Massachusetts's grade 8 students who were at or above Proficient in reading in 2011 was not significantly different than in 2009.

[Close](#)

Student proficiency on NAEP reading	Baseline (scale score): SY 2008-2009	Actual (scale score): SY 2010-2011	Target from Massachusetts' approved plan (scale score): SY 2012-2013	Baseline (percentage): SY 2008-2009	Actual (percentage): SY 2010-2011
Grade 4	233.7	236.8	248	47.2%	50.4%
Grade 8	273.6	275.4	277	42.9%	46.1%

[View Table Key](#)

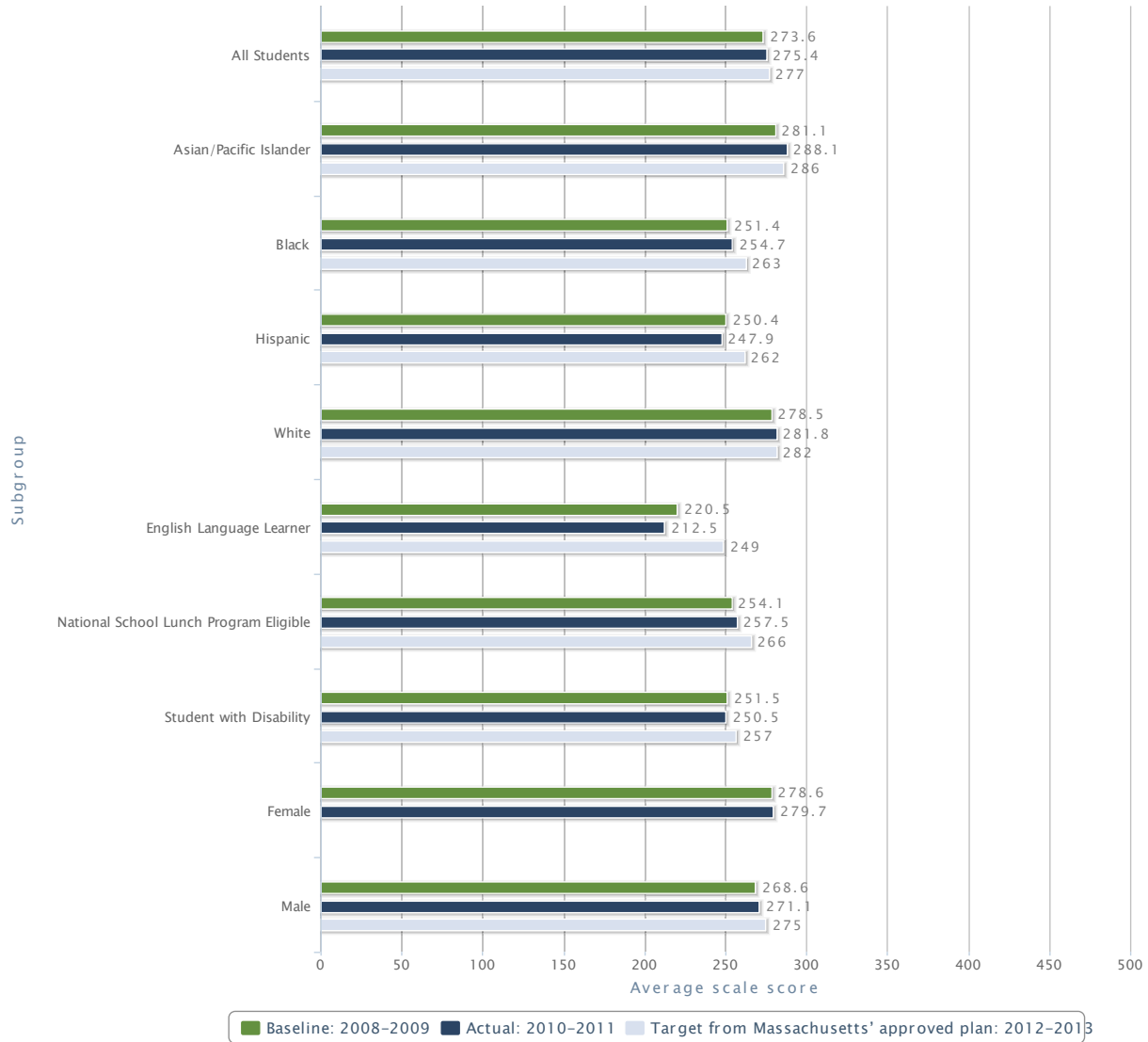
Grade 4 Proficiency, NAEP Reading 2011



Scale Score Percentages

[View Table \(Accessible\)](#)

Grade 8 Proficiency, NAEP Reading 2011



Scale Score Percentages

[View Table \(Accessible\)](#)

Grade 4 Proficiency

Subgroup	Baseline (scale score): SY 2008-2009	Actual (scale score): SY 2010-2011	Target from Massachusetts' approved plan (scale score): SY 2013-2014	Baseline (percentage): SY 2008-2009	Actual (percentage): SY 2010-2011
American Indian/Alaska Native	<n	<n	N/A	<n	<n
Asian/Pacific Islander	241.4	242.8	258	56.3%	56.2%

Black	215.8	215.5	230	22.7%	23.5%
Hispanic	210.8	216	230	20.4%	22.7%
White	240.6	243	254	55.7%	58.9%
Two or More Races	238.5	245.9	N/A	50.8%	59.9%
English Language Learner	200.9	206.1	227	13.7%	12.4%
National School Lunch Program Eligible	214.9	218.5	234	23.2%	25.4%
Student with Disability	213.6	214.8	233	21.9%	22.9%
Female	236.3	239.5	N/A	49.8%	53.7%
Male	231.1	234	247	44.6%	47.1%

[View Table Key](#)

Grade 8 Proficiency					
Subgroup	Baseline (scale score): SY 2008-2009	Actual (scale score): SY 2010-2011	Target from Massachusetts' approved plan (scale score): SY 2013-2014	Baseline (percentage): SY 2008-2009	Actual (percentage): SY 2010-2011
American Indian/Alaska Native	<n	<n	N/A	<n	<n
Asian/Pacific Islander	281.1	288.1	286	50.4%	61.5%
Black	251.4	254.7	263	17.1%	20.4%
Hispanic	250.4	247.9	262	16.8%	18%
White	278.5	281.8	282	48.7%	53%
Two or More Races	<n	<n	N/A	<n	<n
English Language Learner	220.5	212.5	249	3.6%	1%
National School Lunch Program Eligible	254.1	257.5	266	19.8%	24.6%
Student with Disability	251.5	250.5	257	18.7%	16.5%
Female	278.6	279.7	N/A	48.5%	51.4%
Male	268.6	271.1	275	37.3%	40.9%

[View Table Key](#)

[Close Subgroup Graphs](#)

[Back to the Top](#)

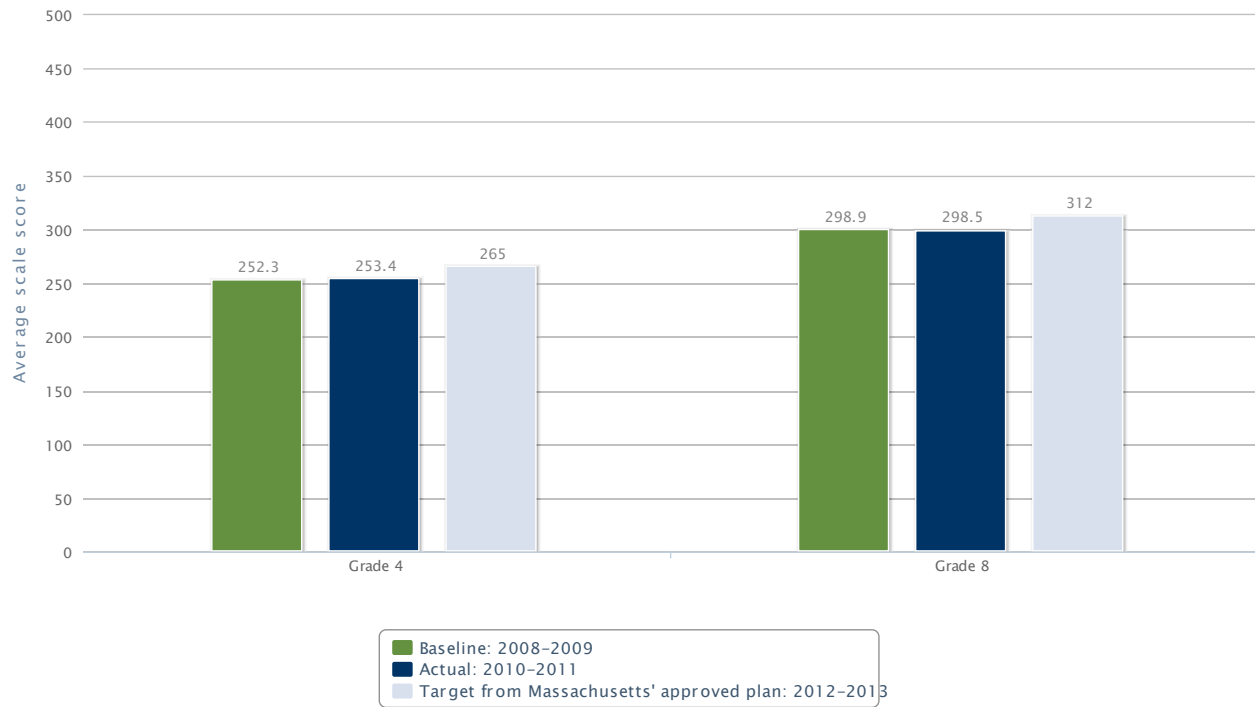
NAEP mathematics results

Department-reported information

NOTE: NAEP is administered once every two years. The two most recent years are SY 2008-2009 and SY 2010-2011. NAEP mathematics results are provided by the Department of Education's Institute of Education Sciences. To learn more about the NAEP data, please visit <http://nces.ed.gov/nationsreportcard/>.

Massachusetts' approved Race to the Top plan included targets for NAEP results based on students' average scale score, not based on percentages.

Student Proficiency, NAEP Mathematics 2011



Scale Score Percentages

[View Table \(Accessible\)](#)

NOTE:

Scale Score:

Massachusetts' grade 4 mathematics score was not significantly different in 2011 than in 2009.

Massachusetts' grade 8 mathematics score was not significantly different in 2011 than in 2009.

Percentages:

The percentage of Massachusetts's grade 4 students who were at or above Proficient in mathematics in 2011 was not significantly different than in 2009.

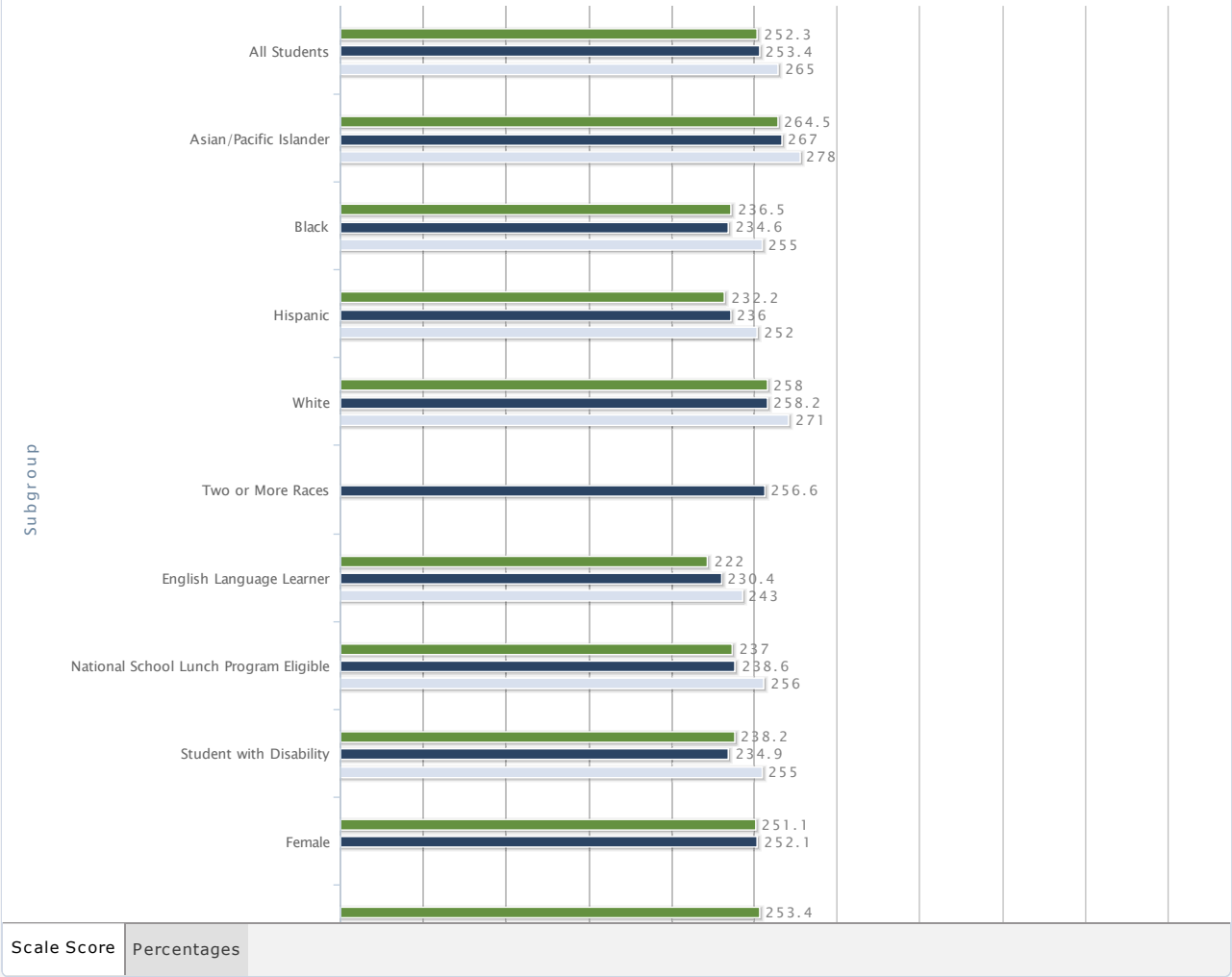
The percentage of Massachusetts's grade 8 students who were at or above Proficient in mathematics in 2011 was not significantly different than in 2009.

[Close](#)

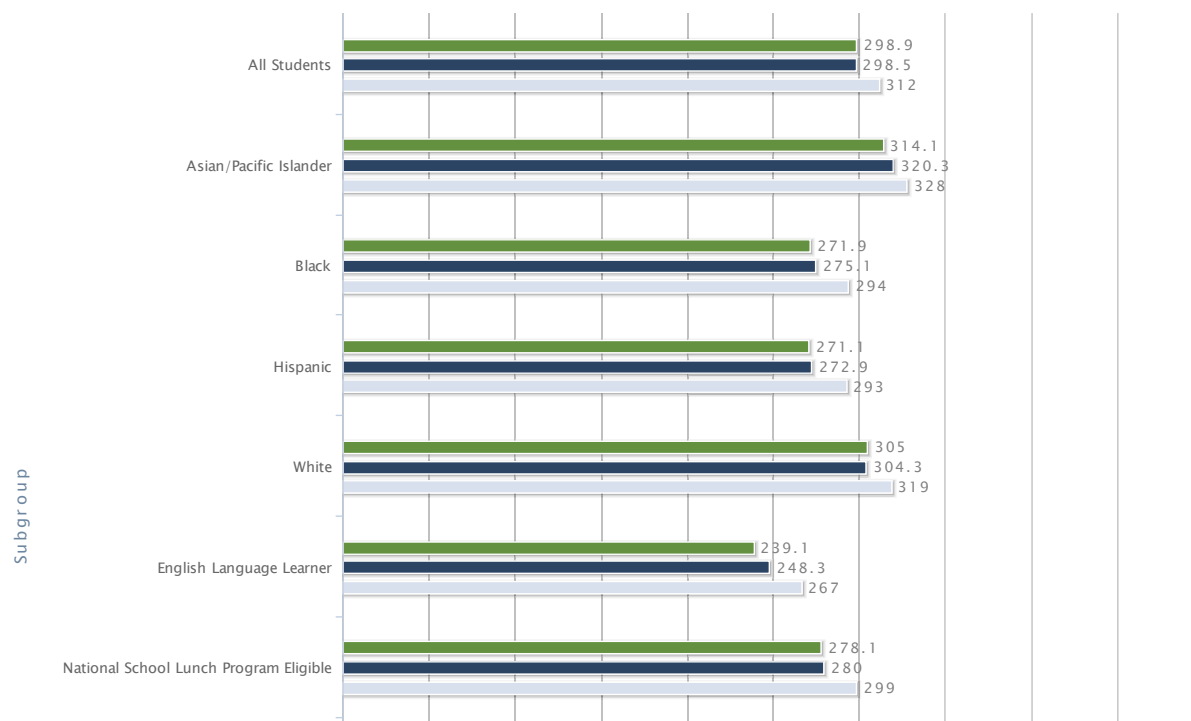
Student proficiency on NAEP mathematics	Baseline (scale score): SY 2008-2009	Actual (scale score): SY 2010-2011	Target from Massachusetts approved plan (scale score): SY 2012-2013	Baseline (percentage): SY 2008-2009	Actual (percentage): SY 2010-2011
Grade 4	252.3	253.4	265	56.8%	58.4%
Grade 8	298.9	298.5	312	51.7%	51.2%

[View Table Key](#)

Grade 4 Proficiency, NAEP Mathematics 2011



Grade 8 Proficiency, NAEP Mathematics 2011



Scale Score Percentages

[View Table \(Accessible\)](#)

Grade 4 Proficiency					
Subgroup	Baseline (scale score): SY 2008-2009	Actual (scale score): SY 2010-2011	Target from Massachusetts' approved plan (scale score): SY 2012-2013	Baseline (percentage): SY 2008-2009	Actual (percentage): SY 2010-2011
American Indian/Alaska Native	<n	<n	N/A	<n	<n
Asian/Pacific Islander	264.5	267	278	69.8%	75.6%
Black	236.5	234.6	255	30.2%	26.7%
Hispanic	232.2	236	252	25.1%	32.3%
White	258	258.2	271	66.6%	66.5%
Two or More Races	<n	256.6	N/A	<n	59.9%
English Language Learner	222	230.4	243	16.4%	23.3%
National School Lunch Program Eligible	237	238.6	256	31.1%	35.6%
Student with Disability	238.2	234.9	255	33.6%	28.2%
Female	251.1	252.1	N/A	55%	56.7%
Male	253.4	254.7	266	58.7%	60.2%

[View Table Key](#)

Grade 8 Proficiency					
Subgroup	Baseline (scale score): SY 2008-2009	Actual (scale score): SY 2010-2011	Target from Massachusetts' approved plan (scale score): SY 2012-2013	Baseline (percentage): SY 2008-2009	Actual (percentage): SY 2010-2011
American Indian/Alaska Native	<n	<n	N/A	<n	<n
Asian/Pacific Islander	314.1	320.3	328	66%	72.1%

Black	271.9	275.1	294	23.2%	25.7%
Hispanic	271.1	272.9	293	21.3%	21%
White	305	304.3	319	58.5%	58.2%
Two or More Races	<n	<n	N/A	<n	<n
English Language Learner	239.1	248.3	267	9.3%	8.4%
National School Lunch Program Eligible	278.1	280	299	28.9%	29.1%
Student with Disability	271.4	268.9	293	21.3%	16.8%
Female	297.7	298.1	N/A	49.9%	50.8%
Male	300.1	298.9	314	53.5%	51.7%

[View Table Key](#)

[Close Subgroup Graphs](#)

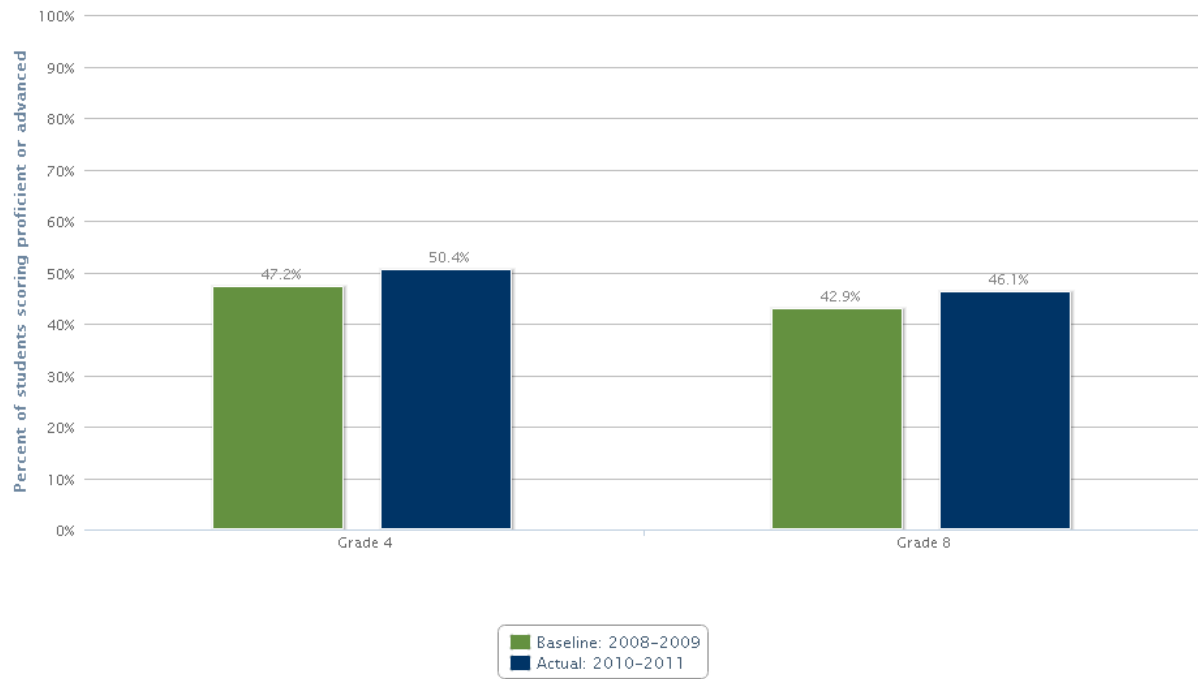
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Table Key

< n	indicates data has been suppressed because of a small count or, for NAEP data, indicates reporting standards not met; sample size insufficient to permit a reliable estimate.
- -	indicates data are not provided.
N/A	indicates not applicable (e.g., the State did not specify a target in its approved plan, or the element is not applicable this year).

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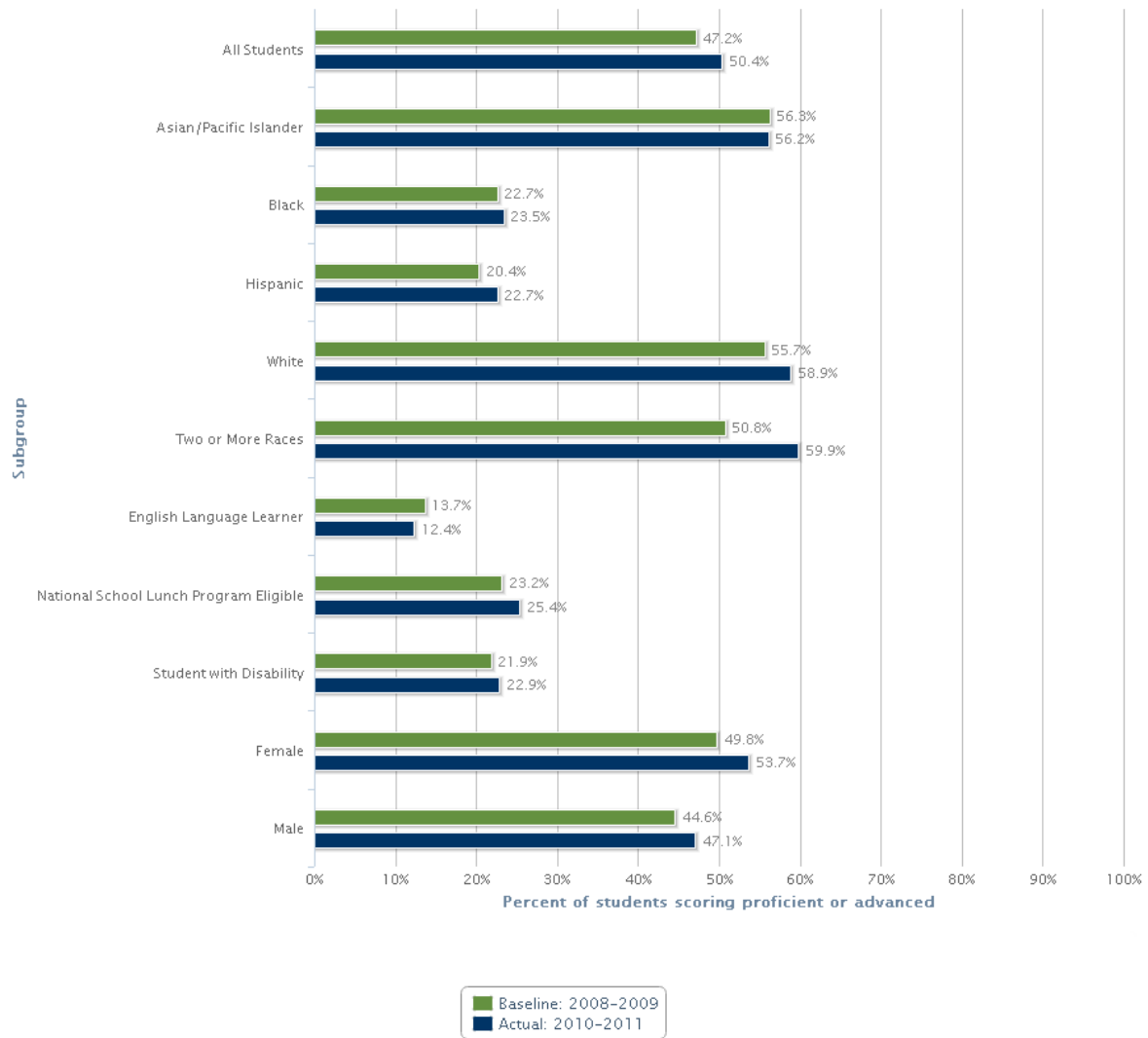
Student Proficiency, NAEP Reading 2011



Scale Score

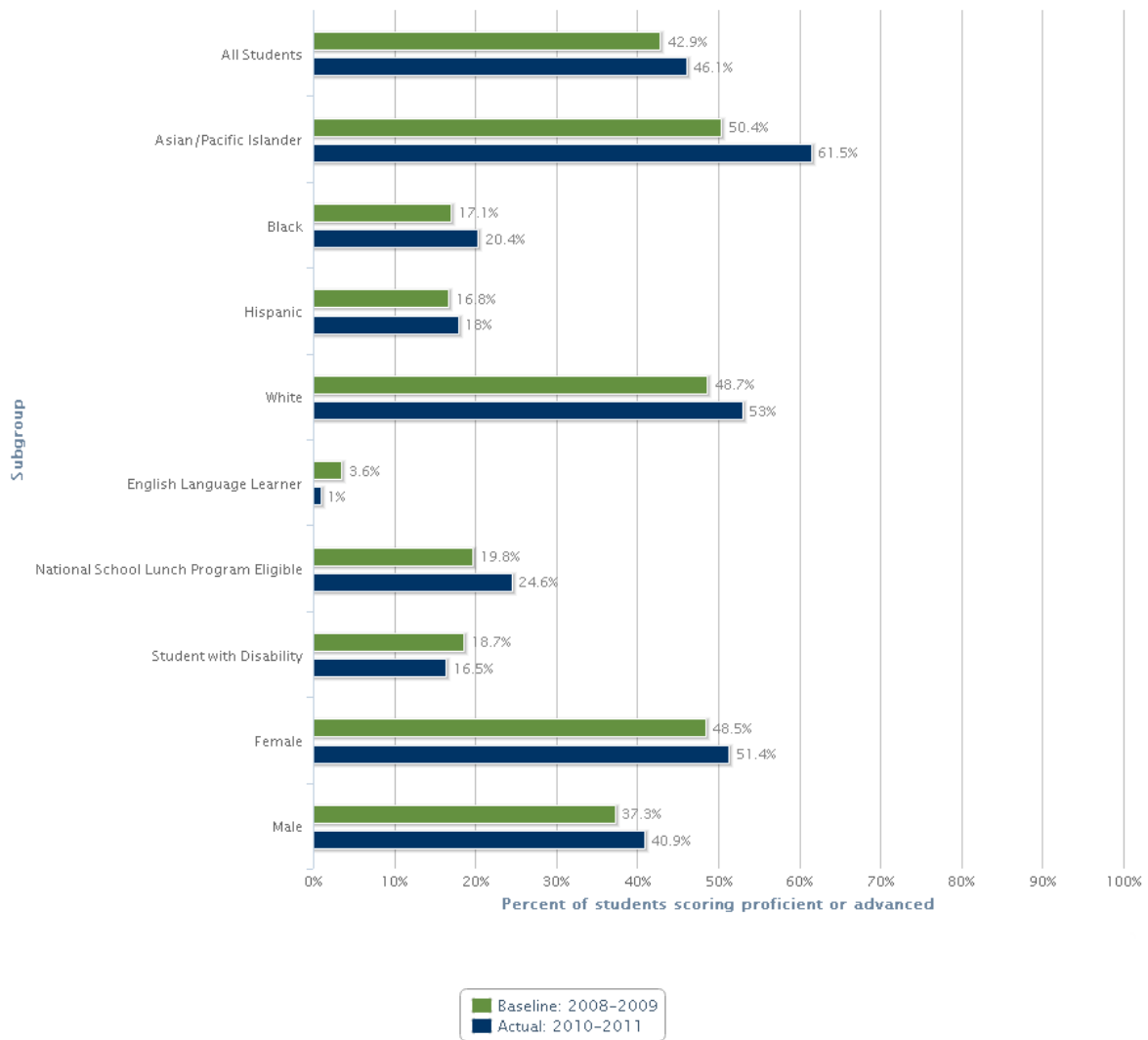
Percentages

Grade 4 Proficiency, NAEP Reading 2011



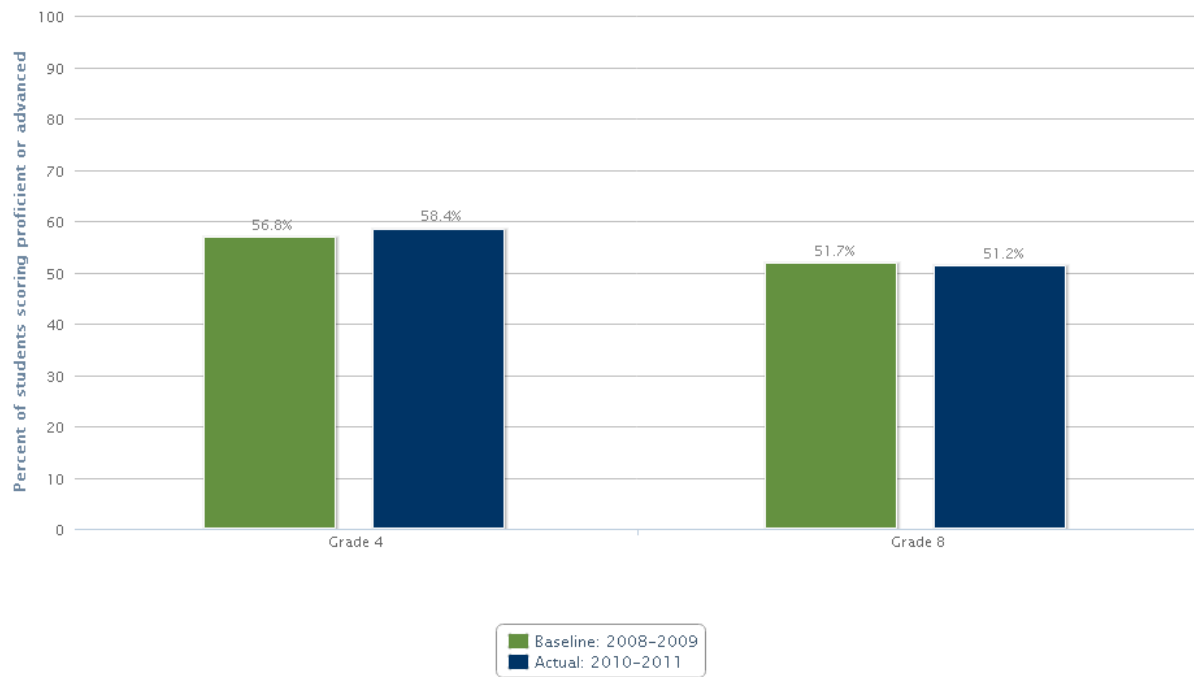
Scale Score Percentages

Grade 8 Proficiency, NAEP Reading 2011



Scale Score Percentages

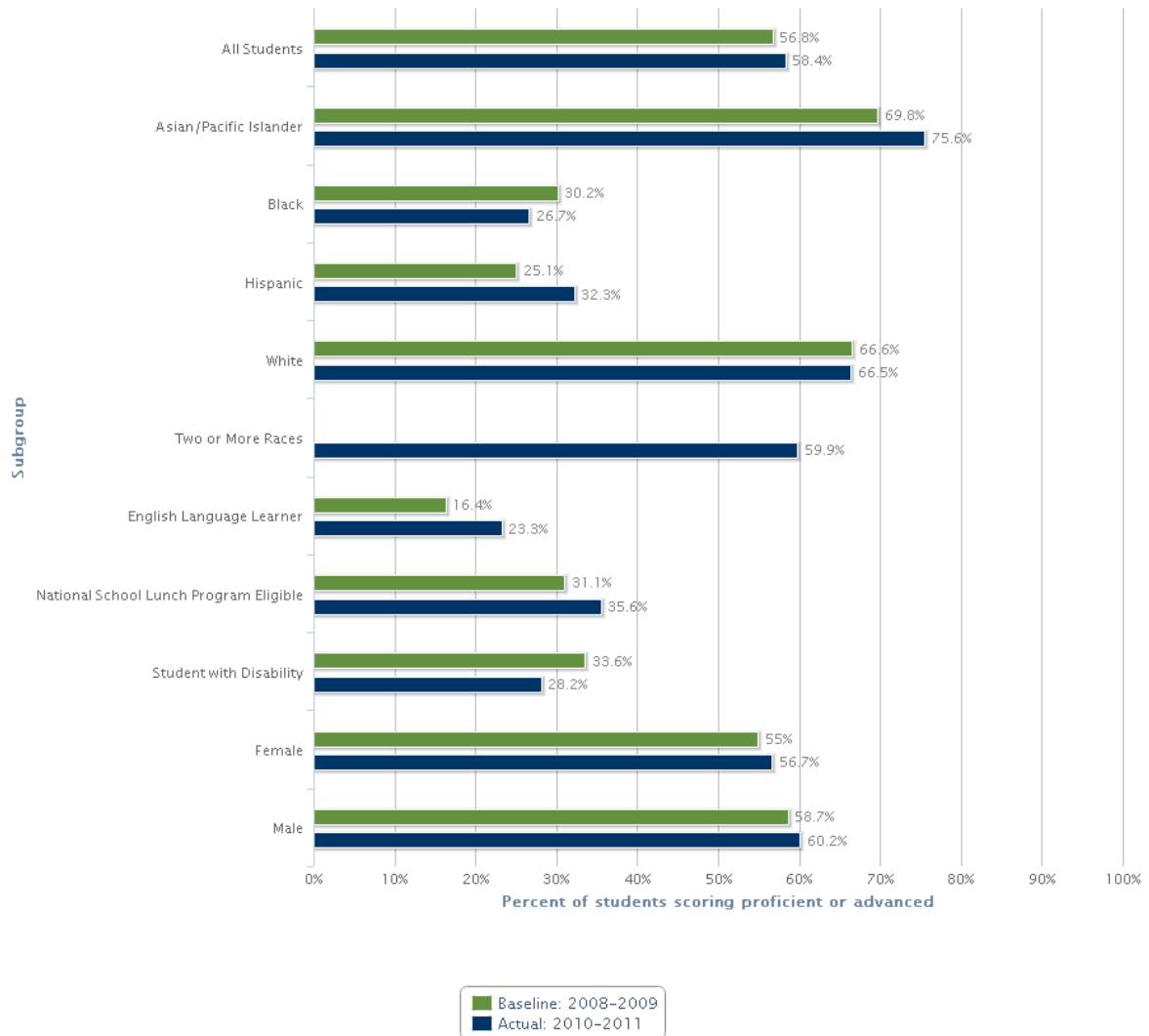
Student Proficiency, NAEP Mathematics 2011



Scale Score

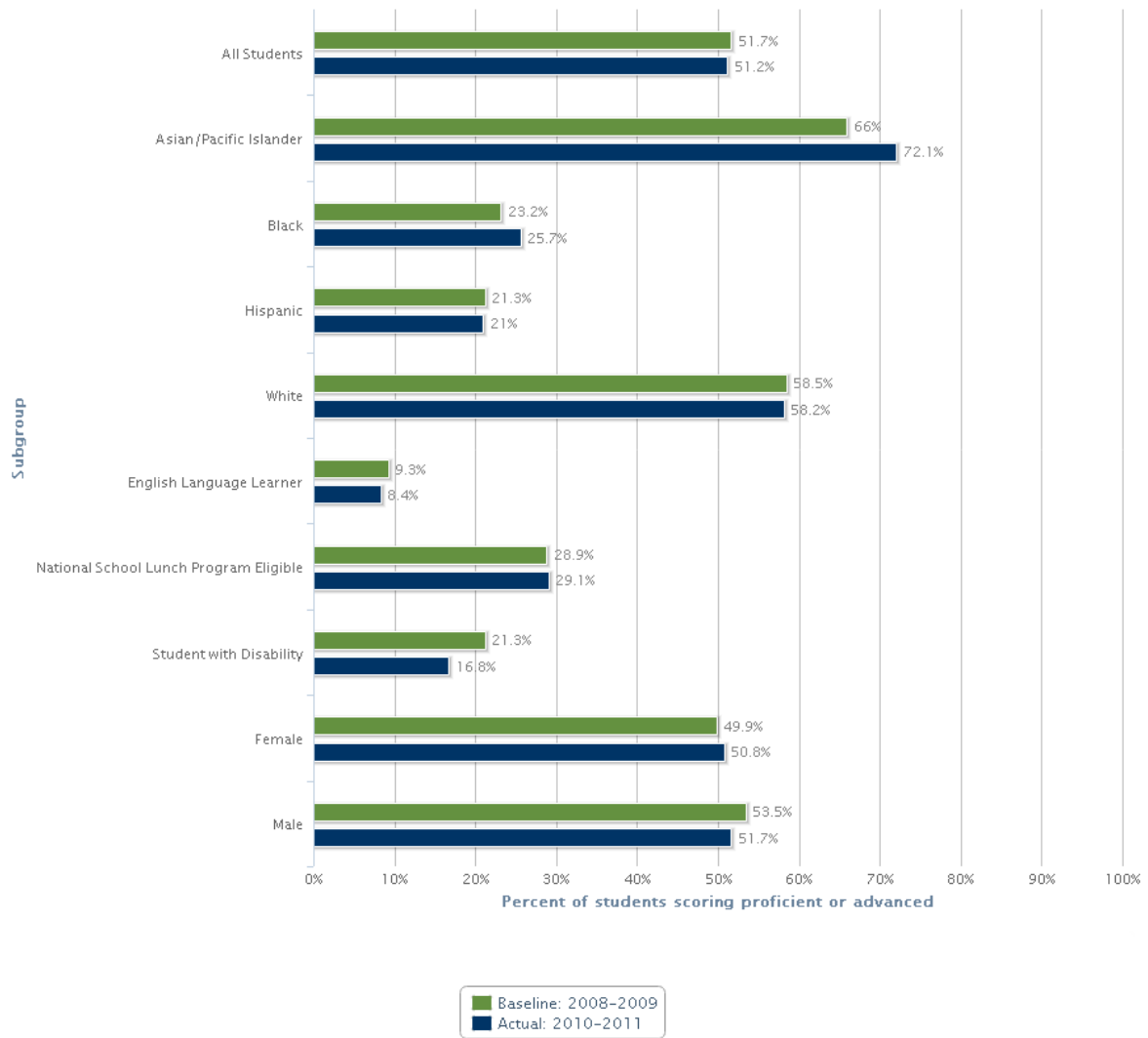
Percentages

Grade 4 Proficiency, NAEP Mathematics 2011



Scale Score Percentages

Grade 8 Proficiency, NAEP Mathematics 2011



Scale Score Percentages



Massachusetts

State-reported APR: Year One

Standard Version

Accessible Version

Student Outcomes Data: Closing Achievement Gaps

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Results in closing the achievement gap on Massachusetts' ELA assessment

Results in closing the achievement gap on Massachusetts' mathematics assessment

Results in closing the achievement gap on NAEP reading

Results in closing the achievement gap on NAEP mathematics

Collapse All

Results in closing the achievement gap on Massachusetts' ELA assessment

State-reported information

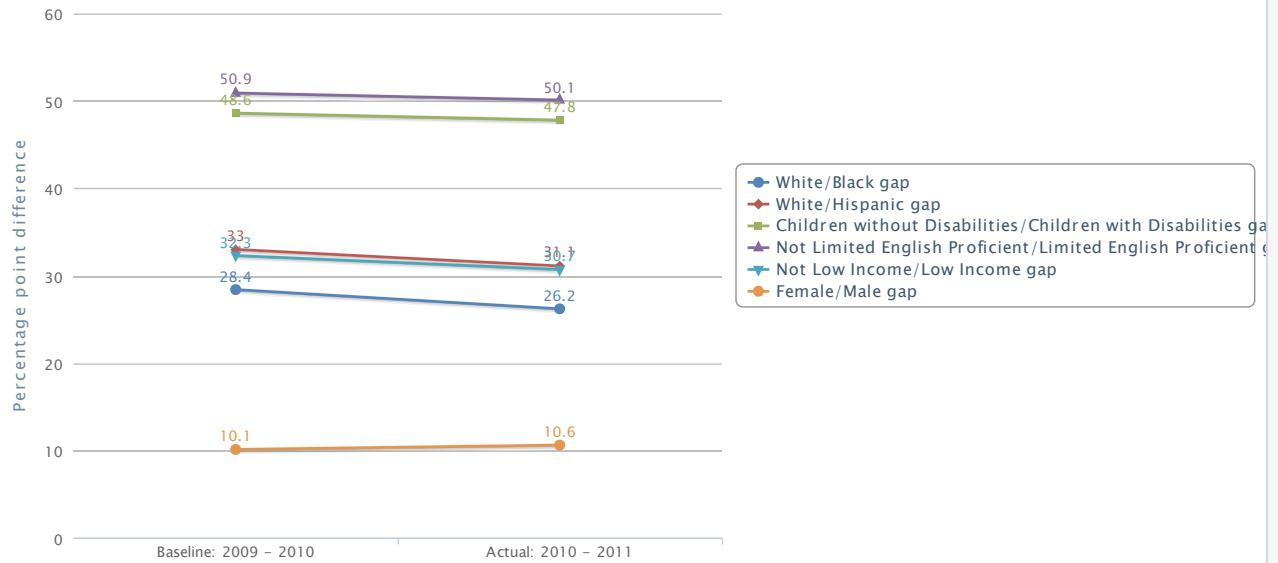
Preliminary SY 2010-2011 data reported as of: October 25, 2011

NOTE: Numbers in the graph represent the gap in a school year between two subgroups on the State's ELA assessment.

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.

Achievement Gap on Massachusetts' ELA Assessment SY 2010-2011



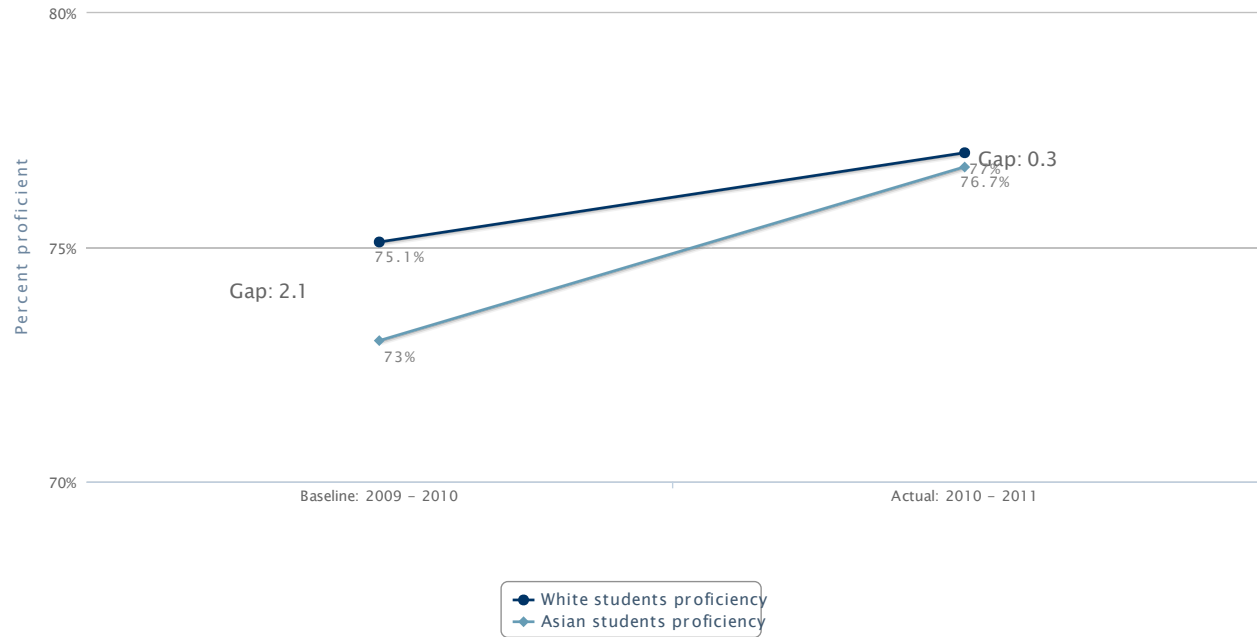
[View Table \(Accessible\)](#)

NOTE: To better view a specific achievement gap measure in the graph, click a name in the legend to hide that line. Click on the name in the legend again to have the line reappear in the graph.

Achievement gap as measured by percentage point difference on Massachusetts' ELA assessment SY 2010-2011. Preliminary data. Preliminary data reported as of October 25, 2011	Baseline: SY 2009-2010	Actual: SY 2010-2011	Target from Massachusetts' approved plan: SY 2010-2011
White/Black gap	28.4	26.2	13
White/Hispanic gap	33	31.1	16.5
Children without Disabilities/Children with Disabilities gap	48.6	47.8	21.3
Not Limited English Proficient/Limited English Proficient Gap	50.9	50.1	21.9
Not Low Income/Low Income gap	32.3	30.7	15.1
Female/Male gap	10.1	10.6	N/A
View Table Key			

Achievement Gaps: ELA Assessment SY 2010-2011

White/Asian Gap on Massachusetts' ELA Assessment SY 2010–2011



Gap 1

Gap 2

Gap 3

Gap 4

Gap 5

Gap 6

Gap 7

[View Table \(Accessible\)](#)

White/Asian Gap			
Category	Baseline: SY 2009-2010	Actual: SY 2010-2011	Target from Massachusetts' approved plan: SY 2010-2011
White students proficiency	75.1%	77%	N/A
Asian students proficiency	73%	76.7%	N/A
White/Asian gap (percentage point difference)	2.1	0.3	0.8
View Table Key			

White/Black Gap			
Category	Baseline: SY 2009-2010	Actual: SY 2010-2011	Target from Massachusetts' approved plan: SY 2010-2011
White students proficiency	75.1%	77%	N/A
Black students proficiency	46.7%	50.8%	N/A
White/Black gap (percentage point difference)	28.4	26.2	13
View Table Key			

White/Hispanic Gap			
Category	Baseline: SY 2009-2010	Actual: SY 2010-2011	Target from Massachusetts' approved plan: SY 2010-2011
White students proficiency	75.1%	77%	N/A
Hispanic students proficiency	42.1%	45.9%	N/A
White/Hispanic gap (percentage point difference)	33	31.1	16.5

[View Table Key](#)

White/ American Indian or Alaska Native Gap

Category	Baseline: SY 2009-2010	Actual: SY 2010-2011	Target from Massachusetts' approved plan: SY 2010-2011
White students proficiency	75.1%	77%	N/A
American Indian or Alaska Native students proficiency	58.5%	59.2%	N/A
White/ American Indian or Alaska Native gap (percentage point difference)	16.6	17.8	7.9

[View Table Key](#)

Children without Disabilities/Children with Disabilities Gap

Category	Baseline: SY 2009-2010	Actual: SY 2010-2011	Target from Massachusetts' approved plan: SY 2010-2011
Children without Disabilities Proficiency	76.4%	78.9%	N/A
Children with Disabilities Proficiency	27.8%	31.1%	N/A
Children without Disabilities/Children with Disabilities gap (percentage point difference)	48.6	47.8	21.3

[View Table Key](#)

Not Limited English Proficient/Limited English Proficient Gap

Category	Baseline: SY 2009-2010	Actual: SY 2010-2011	Target from Massachusetts' approved plan: SY 2010-2011
Not Limited English Proficient students proficiency	70.8%	73.2%	N/A
Limited English Proficient students proficiency	19.9%	23.1%	N/A
Not Limited English Proficient/Limited English Proficient gap (percentage point difference)	50.9	50.1	21.9

[View Table Key](#)

Not Low Income/Low Income Gap

Category	Baseline: SY 2009-2010	Actual: SY 2010-2011	Target from Massachusetts' approved plan: SY 2010-2011
Not Low Income students proficiency	78.8%	80.8%	N/A
Low Income students proficiency	46.5%	50.1%	N/A
Not Low Income/Low Income gap (percentage point difference)	32.3	30.7	15.1

[View Table Key](#)

[Close Graphs by Gap Types](#)

[Back to the Top](#)

Results in closing the achievement gap on Massachusetts' mathematics assessment

State-reported information

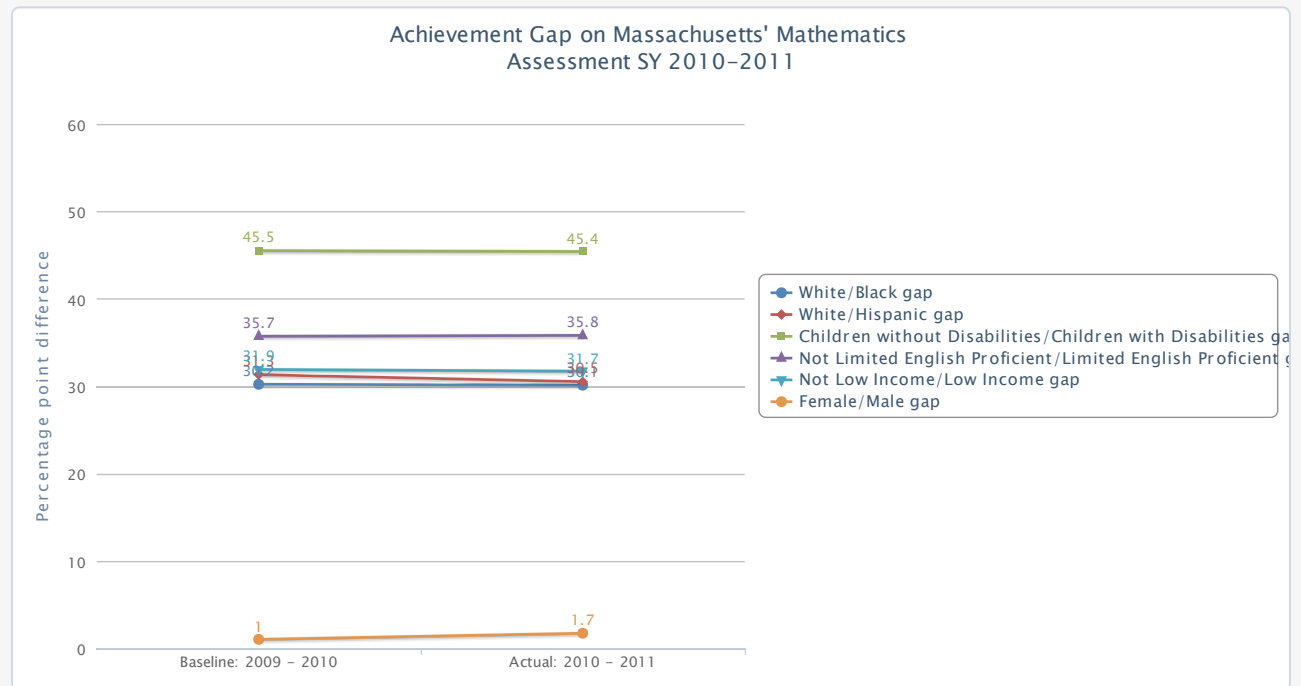
Preliminary SY 2010-2011 data reported as of: **October 25, 2011**

NOTE: Numbers in the graph represent the gap in a school year between two subgroups on the State's mathematics assessment.

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.



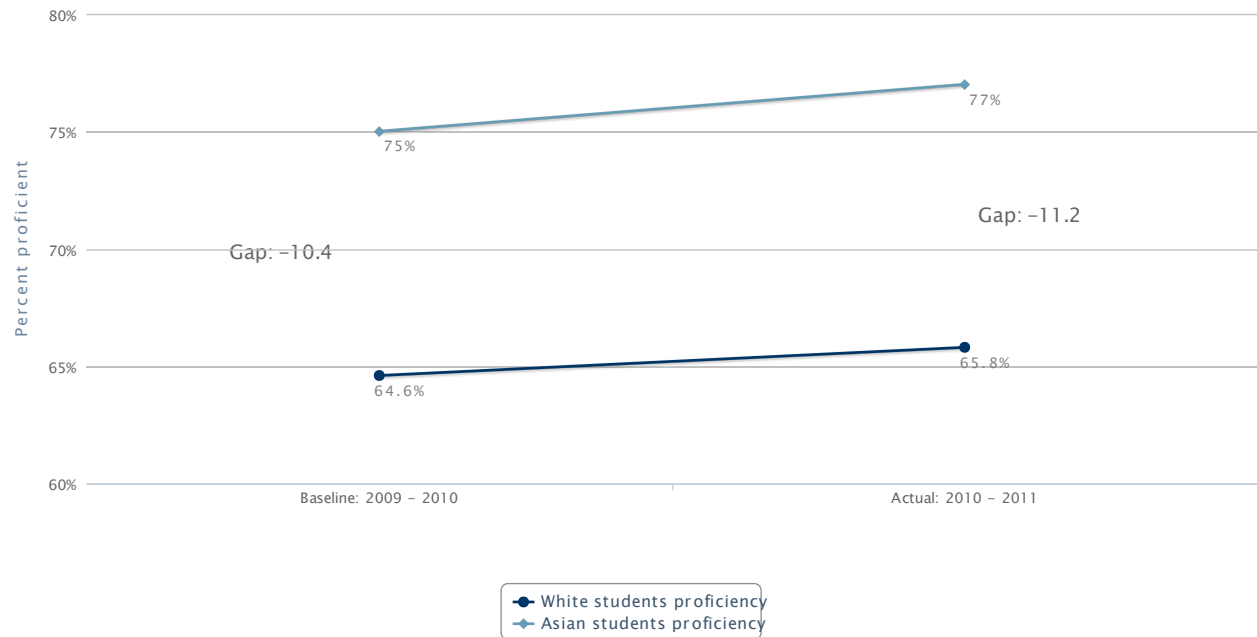
[View Table \(Accessible\)](#)

NOTE: To better view a specific achievement gap measure in the graph, click a name in the legend to hide that line. Click on the name in the legend again to have the line reappear in the graph.

Achievement gap as measured by percentage point difference on Massachusetts' mathematics assessment SY 2010-2011. Preliminary data. Preliminary data reported as of October 25, 2011	Baseline: SY 2009-2010	Actual: SY 2010-2011	Target from Massachusetts' approved plan: SY 2010-2011
White/Black gap	30.2	30.1	19.1
White/Hispanic gap	31.3	30.5	20.3
Children without Disabilities/Children with Disabilities gap	45.5	45.4	24.8
Not Limited English Proficient/Limited English Proficient gap	35.7	35.8	19.6
Not Low Income/ Low Income gap	31.9	31.7	19.2
Female/Male gap	1	1.7	N/A
View Table Key			

Achievement Gaps: Mathematics Assessment SY 2010-2011

White/Asian Gap on Massachusetts' Mathematics Assessment SY 2010–2011



Gap 1

Gap 2

Gap 3

Gap 4

Gap 5

Gap 6

Gap 7

[View Table \(Accessible\)](#)

White/Asian Gap			
Category	Baseline: SY 2009-2010	Actual: SY 2010-2011	Target from Massachusetts' approved plan: SY 2010-2011
White students proficiency	64.6%	65.8%	N/A
Asian students proficiency	75%	77%	N/A
White/Asian gap (percentage point difference)	-10.4	-11.2	N/A
View Table Key			

White/Black Gap			
Category	Baseline: SY 2009-2010	Actual: SY 2010-2011	Target from Massachusetts' approved plan: SY 2010-2011
White students proficiency	64.6%	65.8%	N/A
Black students proficiency	34.4%	35.7%	N/A
White/Black gap (percentage point difference)	30.2	30.1	19.1
View Table Key			

White/Hispanic Gap			
Category	Baseline: SY 2009-2010	Actual: SY 2010-2011	Target from Massachusetts' approved plan: SY 2010-2011
White students proficiency	64.6%	65.8%	N/A
Hispanic students proficiency	33.3%	35.3%	N/A
White/Hispanic gap (percentage point difference)	31.3	30.5	20.3

[View Table Key](#)

White/ American Indian or Alaska Native Gap			
Category	Baseline: SY 2009-2010	Actual: SY 2010-2011	Target from Massachusetts' approved plan: SY 2010-2011
White students proficiency	64.6%	65.8%	N/A
American Indian or Alaska Native students proficiency	45.4%	46.6%	N/A
White/Native American gap (percentage point difference)	19.2	19.2	12.1
View Table Key			

Children without Disabilities/Children with Disabilities Gap			
Category	Baseline: SY 2009-2010	Actual: SY 2010-2011	Target from Massachusetts' approved plan: SY 2010-2011
Children without Disabilities Proficiency	66.3%	67.7%	N/A
Children with Disabilities Proficiency	20.8%	22.3%	N/A
Children without Disabilities/Children with Disabilities gap (percentage point difference)	45.5	45.4	24.8
View Table Key			

Not Limited English Proficient/Limited English Proficient Gap			
Category	Baseline: SY 2009-2010	Actual: SY 2010-2011	Target from Massachusetts' approved plan: SY 2010-2011
Not Limited English Proficient students proficiency	60%	61.6%	N/A
Limited English Proficient students proficiency	24.3%	25.8%	N/A
Not Limited English Proficient/Limited English Proficient gap (percentage point difference)	35.7	35.8	19.6
View Table Key			

Not Low Income/ Low Income Gap			
Category	Baseline: SY 2009-2010	Actual: SY 2010-2011	Target from Massachusetts' approved plan: SY 2010-2011
Not Low Income students proficiency	68.9%	70.3%	N/A
Low Income students proficiency	37%	38.6%	N/A
Not Low Income/ Low Income gap (percentage point difference)	31.9	31.7	19.2
View Table Key			

[Close Graphs by Gap Types](#)

[Back to the Top](#)

Results in closing the achievement gap on NAEP reading

Department-reported information

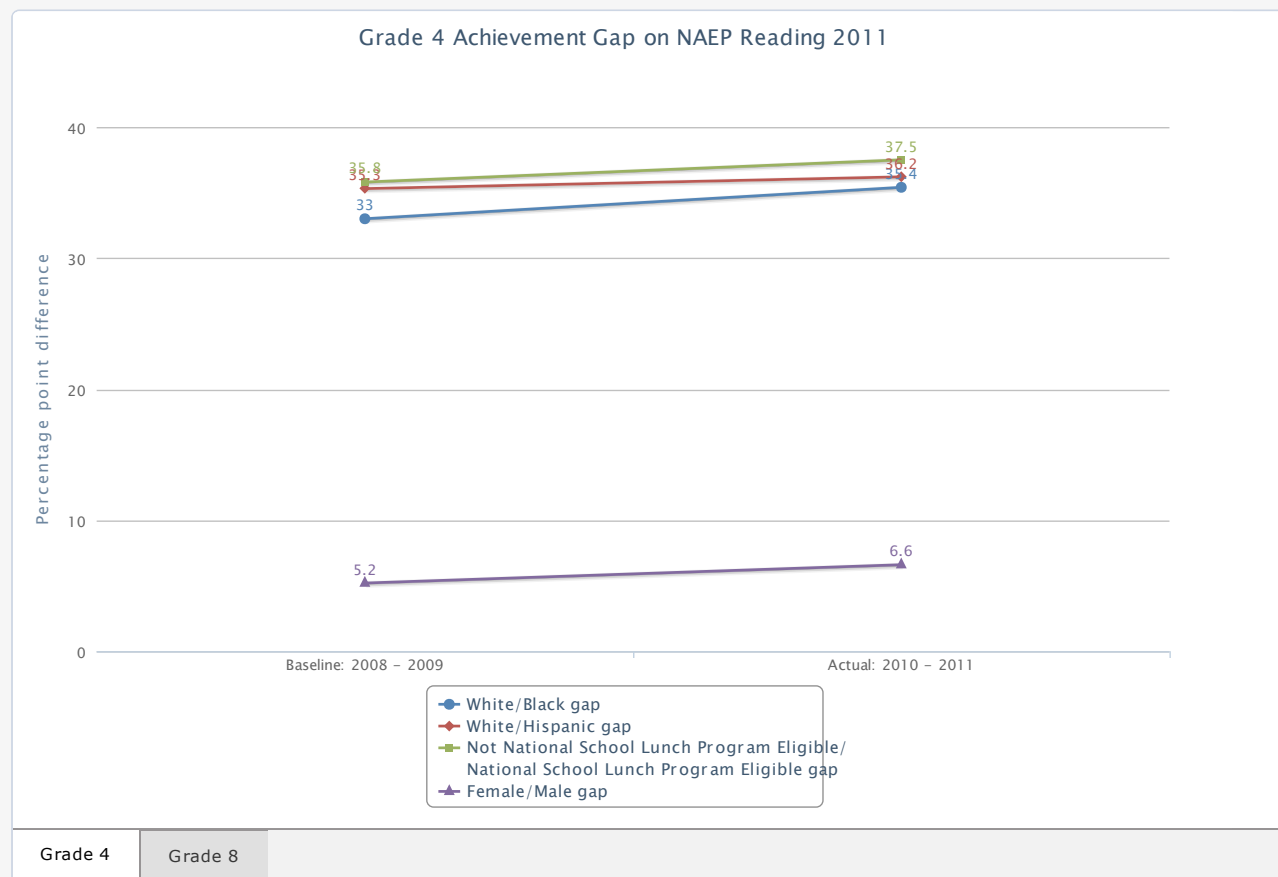
NOTE: NAEP is administered once every two years. The two most recent years are SY 2008-2009 and SY 2010-2011.

Massachusetts' NAEP reading results as provided by the Department of Education's Institute of Education Sciences. To learn more about the NAEP data, please visit <http://nces.ed.gov/nationsreportcard/>.

Numbers in the graph represent the gap in a school year between two subgroups on NAEP reading.

Achievement gaps were calculated by subtracting the percent of students scoring proficient or advanced in the lower-performing subgroup from the percent of students scoring proficient or advanced 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.



[View Table \(Accessible\)](#)

NOTE: To better view a specific achievement gap measure in the graph, click a name in the legend to hide that line. Click on the name in the legend again to have the line reappear in the graph.

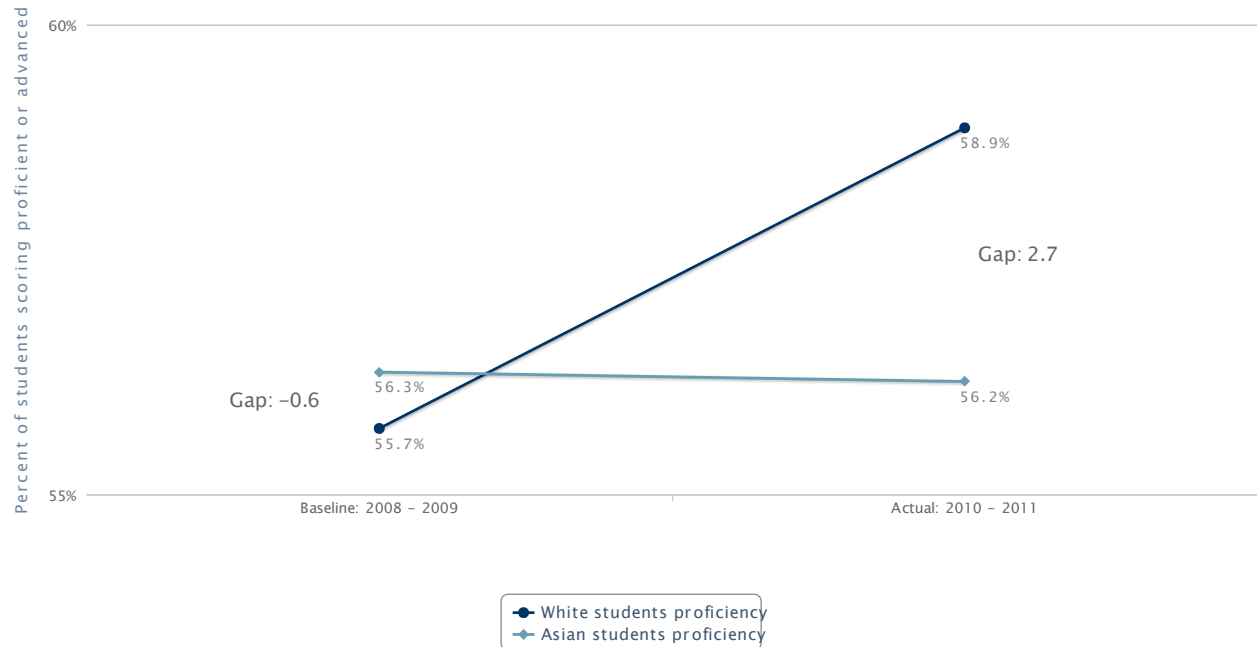
Grade 4 Achievement Gap			
Achievement gap as measured by percentage point difference on NAEP reading	Baseline: SY 2008-2009	Actual: SY 2010-2011	Target from Massachusetts' approved plan: SY 2010-2011
White/Black gap	33	35.4	30
White/Hispanic gap	35.3	36.2	30
Not National School Lunch Program Eligible/National School Lunch Program Eligible gap	35.8	37.5	27.3
Female/Male gap	5.2	6.6	3.75
View Table Key			

Grade 8 Achievement Gap			
Achievement gap as measured by percentage point difference on NAEP reading	Baseline: SY 2008-2009	Actual: SY 2010-2011	Target from Massachusetts' approved plan: SY 2010-2011
White/Black gap	31.6	32.6	22.5
White/Hispanic gap	31.9	35	24.5

Not National School Lunch Program Eligible/National School Lunch Program Eligible gap	32.6	32	30
Female/Male gap	11.2	10.5	9.25
View Table Key			

Achievement Gaps: NAEP Reading 2011

Grade 4 White/Asian Gap on NAEP Reading 2011



Gap 1	Gap 2	Gap 3	Gap 4	Gap 5	Gap 6	Gap 7	Gap 8
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[View Table \(Accessible\)](#)

White/Asian Gap						
Category	Grade 4			Grade 8		
	Baseline: SY 2008-2009	Actual: SY 2010-2011	Target from Massachusetts' approved plan: SY 2010-2011	Baseline: SY 2008-2009	Actual: SY 2010-2011	Target from Massachusetts' approved plan: SY 2010-2011
White students proficiency	55.7%	58.9%	N/A	48.7%	53%	N/A
Asian students proficiency	56.3%	56.2%	N/A	50.4%	61.5%	N/A
White/Asian gap (percentage point difference)	-0.6	2.7	N/A	-1.7	-8.5	N/A
View Table Key						

White/Black Gap						
Category	Grade 4			Grade 8		
	Baseline: SY 2008-2009	Actual: SY 2010-2011	Target from Massachusetts' approved plan: SY 2010-2011	Baseline: SY 2008-2009	Actual: SY 2010-2011	Target from Massachusetts' approved plan: SY 2010-2011
White students proficiency	55.7%	58.9%	N/A	48.7%	53%	N/A

Black students proficiency	22.7%	23.5%	N/A	17.1%	20.4%	N/A
White/Black gap (percentage point difference)	33	35.4	30	31.6	32.6	22.5
View Table Key						

White/Hispanic Gap						
Category	Grade 4			Grade 8		
	Baseline: SY 2008-2009	Actual: SY 2010-2011	Target from Massachusetts' approved plan: SY 2010-2011	Baseline: SY 2008-2009	Actual: SY 2010-2011	Target from Massachusetts' approved plan: SY 2010-2011
White students proficiency	55.7%	58.9%	N/A	48.7%	53%	N/A
Hispanic students proficiency	20.4%	22.7%	N/A	16.8%	18%	N/A
White/Hispanic gap (percentage point difference)	35.3	36.2	30	31.9	35	24.5
View Table Key						

White/American Indian/Alaska Native Gap						
Category	Grade 4			Grade 8		
	Baseline: SY 2008-2009	Actual: SY 2010-2011	Target from Massachusetts' approved plan: SY 2010-2011	Baseline: SY 2008-2009	Actual: SY 2010-2011	Target from Massachusetts' approved plan: SY 2010-2011
White students proficiency	55.7%	58.9%	N/A	48.7%	53%	N/A
American Indian/Alaska Native students proficiency	<n	<n	N/A	<n	<n	N/A
White/American Indian/Alaska Native gap (percentage point difference)	<n	<n	N/A	<n	<n	N/A
View Table Key						

Not National School Lunch Program Eligible/National School Lunch Program Eligible Gap						
Category	Grade 4			Grade 8		
	Baseline: SY 2008-2009	Actual: SY 2010-2011	Target from Massachusetts' approved plan: SY 2010-2011	Baseline: SY 2008-2009	Actual: SY 2010-2011	Target from Massachusetts' approved plan: SY 2010-2011
Not National School Lunch Program Eligible students proficiency	59%	62.9%	N/A	52.4%	56.6%	N/A
National School Lunch Program Eligible students proficiency	23.2%	25.4%	N/A	19.8%	24.6%	N/A
Not National School Lunch Program Eligible/National School Lunch Program Eligible gap (percentage point difference)	35.8	37.5	27.3	32.6	32	30
View Table Key						

Close Graphs by Gap Types

Back to the Top

Results in closing the achievement gap on NAEP mathematics

Department-reported information

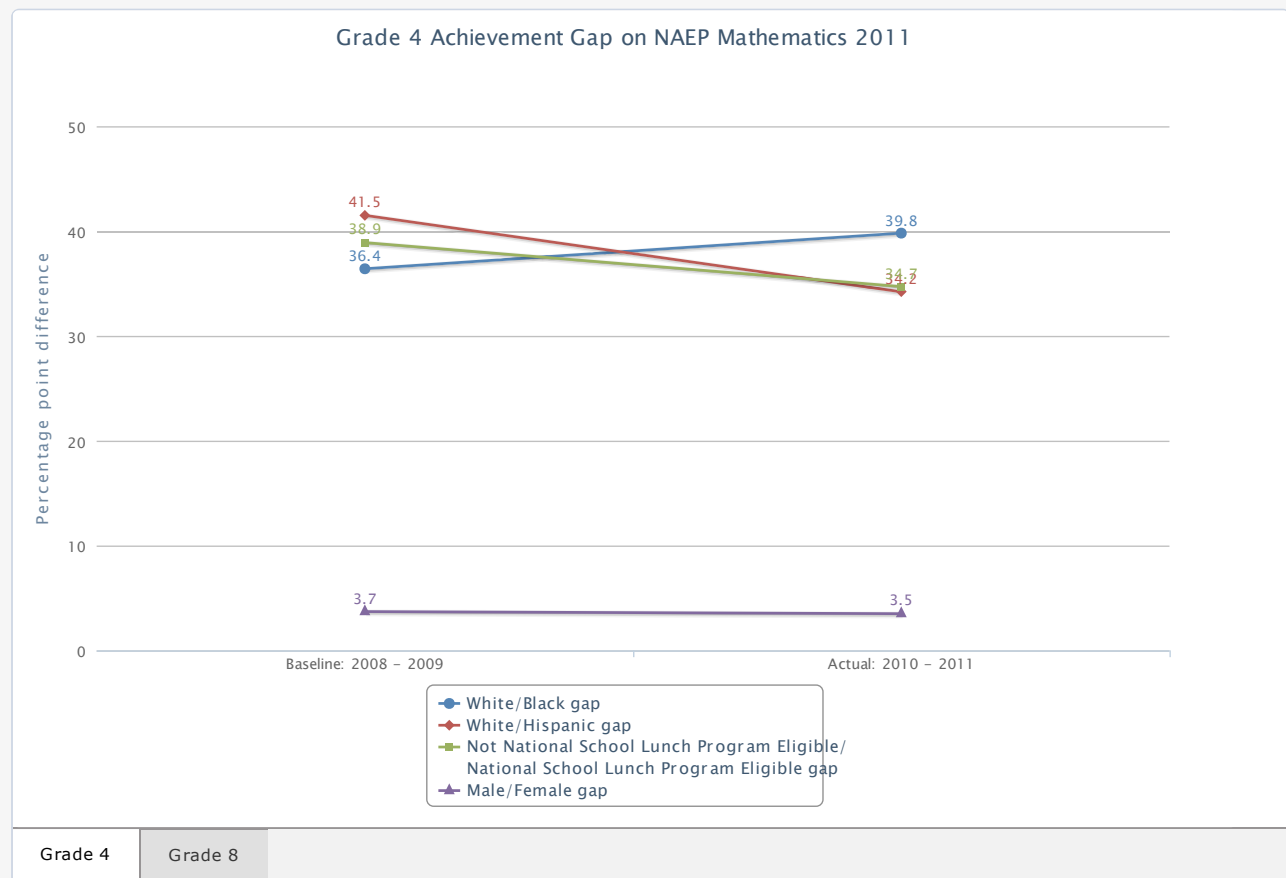
NOTE: NAEP is administered once every two years. The two most recent years are SY 2008-2009 and SY 2010-2011.

Massachusetts' NAEP mathematics results as provided by the Department of Education's Institute of Education Sciences. To learn more about the NAEP data, please visit <http://nces.ed.gov/nationsreportcard/>.

Numbers in the graph represent the gap in a school year between two subgroups on NAEP mathematics.

Achievement gaps were calculated by subtracting the percent of students scoring proficient or advanced in the lower-performing subgroup from the percent of students scoring proficient or advanced 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.



[View Table \(Accessible\)](#)

NOTE: To better view a specific achievement gap measure in the graph, click a name in the legend to hide that line. Click on the name in the legend again to have the line reappear in the graph.

Grade 4 Achievement Gap			
Achievement gap as measured by percentage point difference on NAEP mathematics 2011	Baseline: SY 2008-2009	Actual: SY 2010-2011	Target from Massachusetts' approved plan: SY 2010-2011
White/Black gap	36.4	39.8	19.8
White/Hispanic gap	41.5	34.2	24.3
Not National School Lunch Program Eligible/National School Lunch Program Eligible gap	38.9	34.7	21.5
Male/Female gap	3.7	3.5	2
View Table Key			

White/Black Gap						
Category	Grade 4			Grade 8		
	Baseline: SY 2008-2009	Actual: SY 2010-2011	Target from Massachusetts' approved plan: SY 2010-2011	Baseline: SY 2008-2009	Actual: SY 2010-2011	Target from Massachusetts' approved plan: SY 2010-2011
White students proficiency	66.6%	66.5%	N/A	58.5%	58.2%	N/A
Black students proficiency	30.2%	26.7%	N/A	23.2%	25.7%	N/A
White/Black gap (percentage point difference)	36.4	39.8	19.8	35.3	32.5	31
View Table Key						

White/Hispanic Gap						
Category	Grade 4			Grade 8		
	Baseline: SY 2008-2009	Actual: SY 2010-2011	Target from Massachusetts' approved plan: SY 2010-2011	Baseline: SY 2008-2009	Actual: SY 2010-2011	Target from Massachusetts' approved plan: SY 2010-2011
White students proficiency	66.6%	66.5%	N/A	58.5%	58.2%	N/A
Hispanic students proficiency	25.1%	32.3%	N/A	21.3%	21%	N/A
White/Hispanic gap (percentage point difference)	41.5	34.2	24.3	37.2	37.2	31.8
View Table Key						

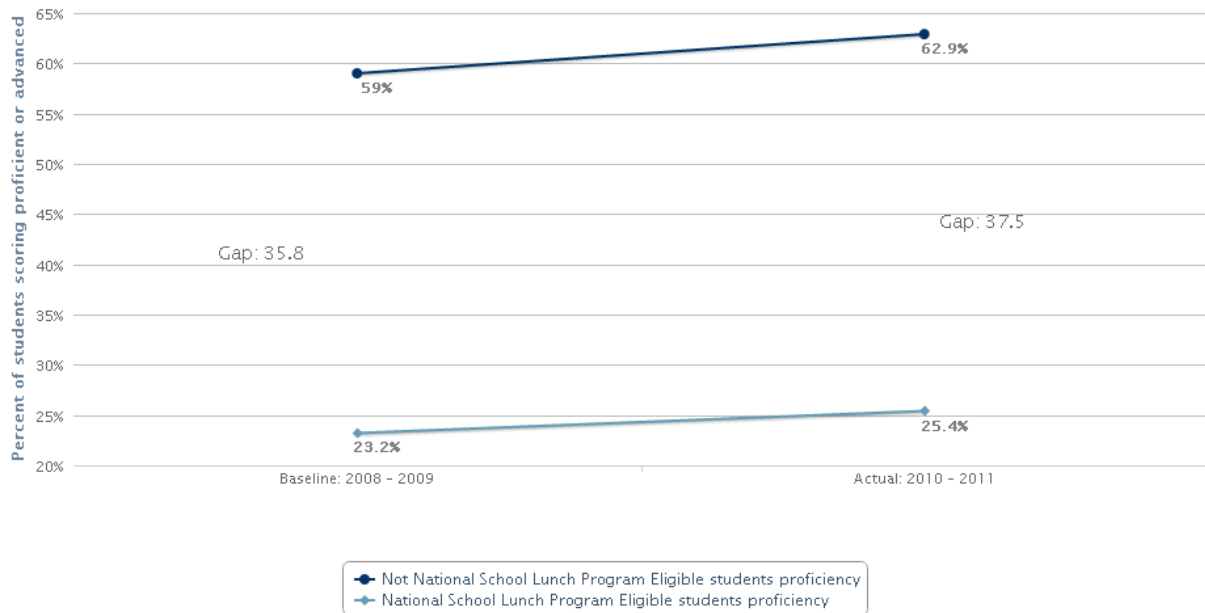
White/American Indian/Alaska Native Gap						
Category	Grade 4			Grade 8		
	Baseline: SY 2008-2009	Actual: SY 2010-2011	Target from Massachusetts' approved plan: SY 2010-2011	Baseline: SY 2008-2009	Actual: SY 2010-2011	Target from Massachusetts' approved plan: SY 2010-2011
White students proficiency	66.6%	66.5%	N/A	58.5%	58.2%	N/A
American Indian/Alaska Native students proficiency	<n	<n	N/A	<n	<n	N/A
White/American Indian/Alaska Native gap (percentage point difference)	<n	<n	N/A	<n	<n	N/A
View Table Key						

Not National School Lunch Program Eligible/National School Lunch Program Eligible Gap						
Category	Grade 4			Grade 8		
	Baseline: SY 2008-2009	Actual: SY 2010-2011	Target from Massachusetts' approved plan: SY 2010-2011	Baseline: SY 2008-2009	Actual: SY 2010-2011	Target from Massachusetts' approved plan: SY 2010-2011
Not National School Lunch Program Eligible students proficiency	70%	70.3%	N/A	61.2%	62.1%	N/A
National School Lunch Program Eligible students proficiency	31.1%	35.6%	N/A	28.9%	29.1%	N/A
Not National School Lunch Program Eligible/National School Lunch Program Eligible gap (percentage point difference)	38.9	34.7	21.5	32.3	33	27.3
View Table Key						

Table Key

< n	indicates data has been suppressed because of a small count or, for NAEP data, indicates reporting standards not met; sample size insufficient to permit a reliable estimate.
- -	indicates data are not provided.
N/A	indicates not applicable (e.g., the State did not specify a target in its approved plan, or the element is not applicable this year).

Grade 4 Not National School Lunch Program Eligible/National School Lunch Program Eligible Gap on NAEP Reading 2011



Gap 1

Gap 2

Gap 3

Gap 4

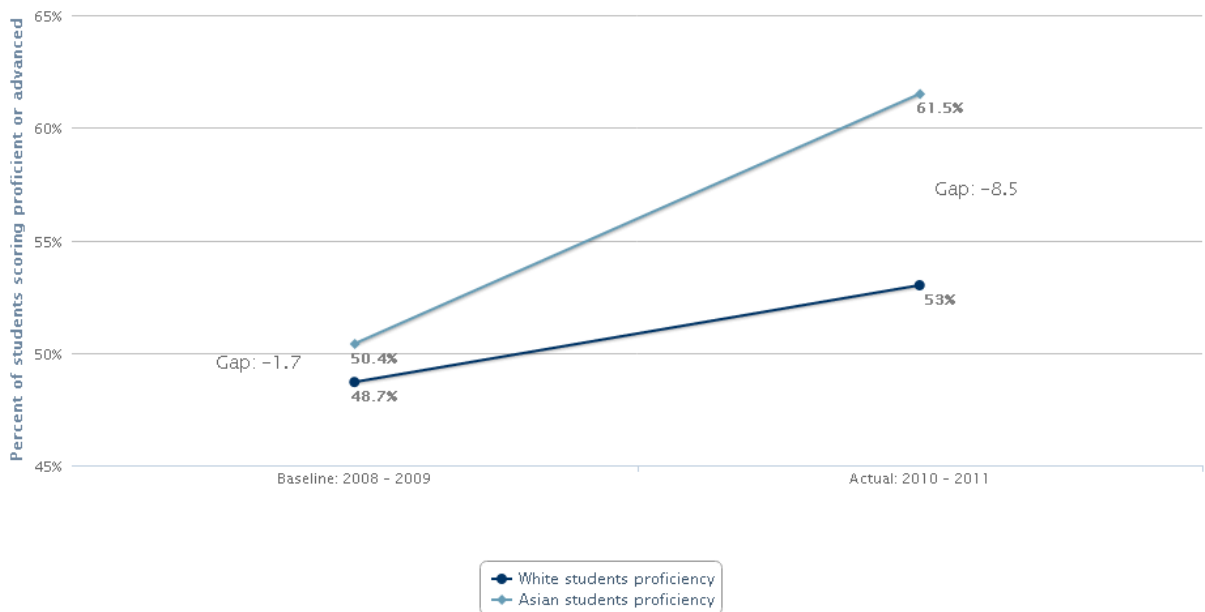
Gap 5

Gap 6

Gap 7

Gap 8

Grade 8 White/Asian Gap on NAEP Reading 2011



Gap 1

Gap 2

Gap 3

Gap 4

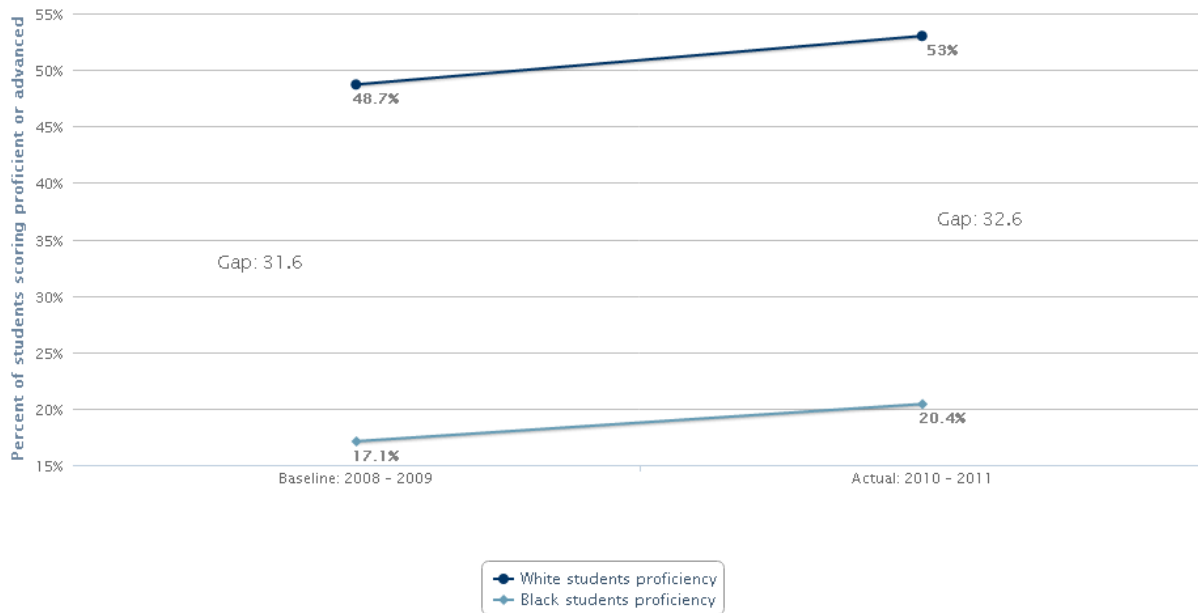
Gap 5

Gap 6

Gap 7

Gap 8

Grade 8 White/Black Gap on NAEP Reading 2011



Gap 1

Gap 2

Gap 3

Gap 4

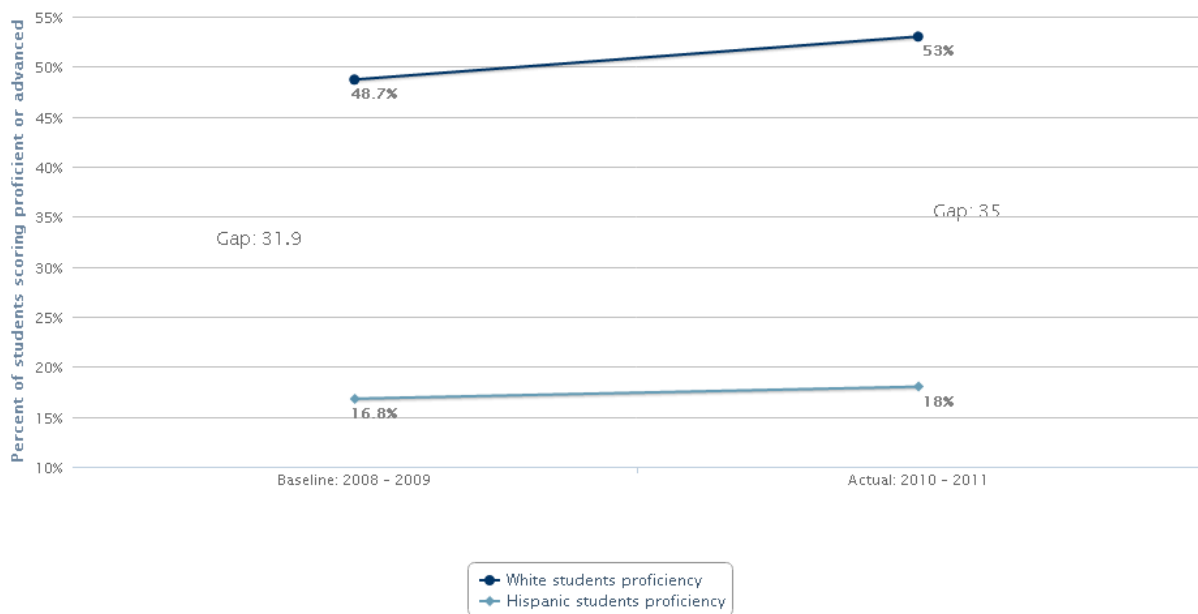
Gap 5

Gap 6

Gap 7

Gap 8

Grade 8 White/Hispanic Gap on NAEP Reading 2011



Gap 1

Gap 2

Gap 3

Gap 4

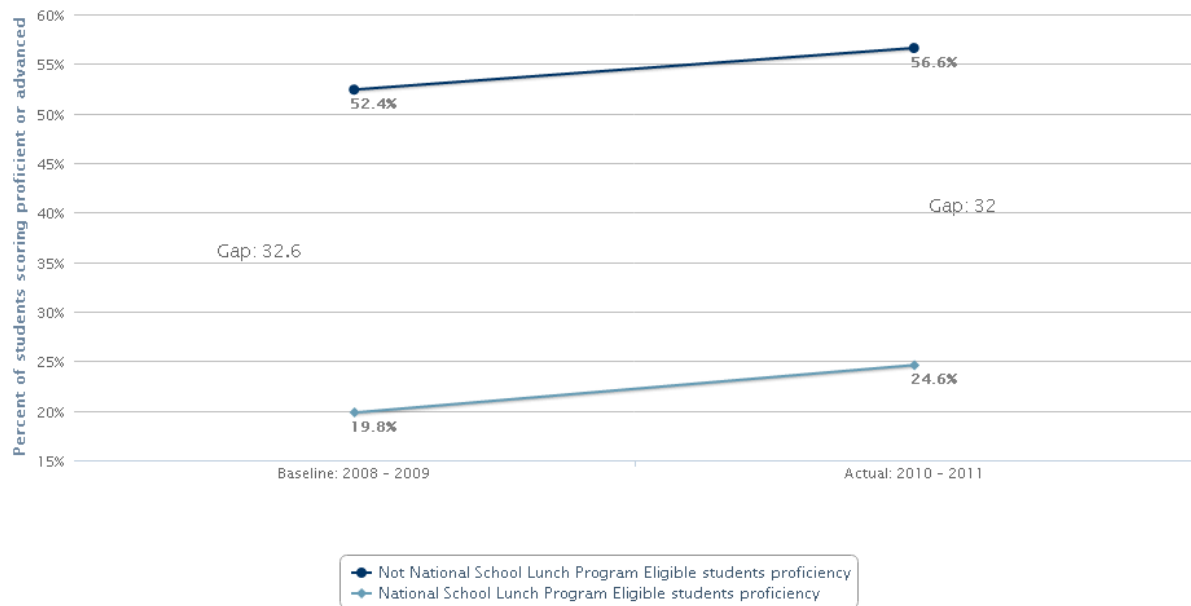
Gap 5

Gap 6

Gap 7

Gap 8

Grade 8 Not National School Lunch Program Eligible/National School Lunch Program Eligible Gap on NAEP Reading 2011



Gap 1

Gap 2

Gap 3

Gap 4

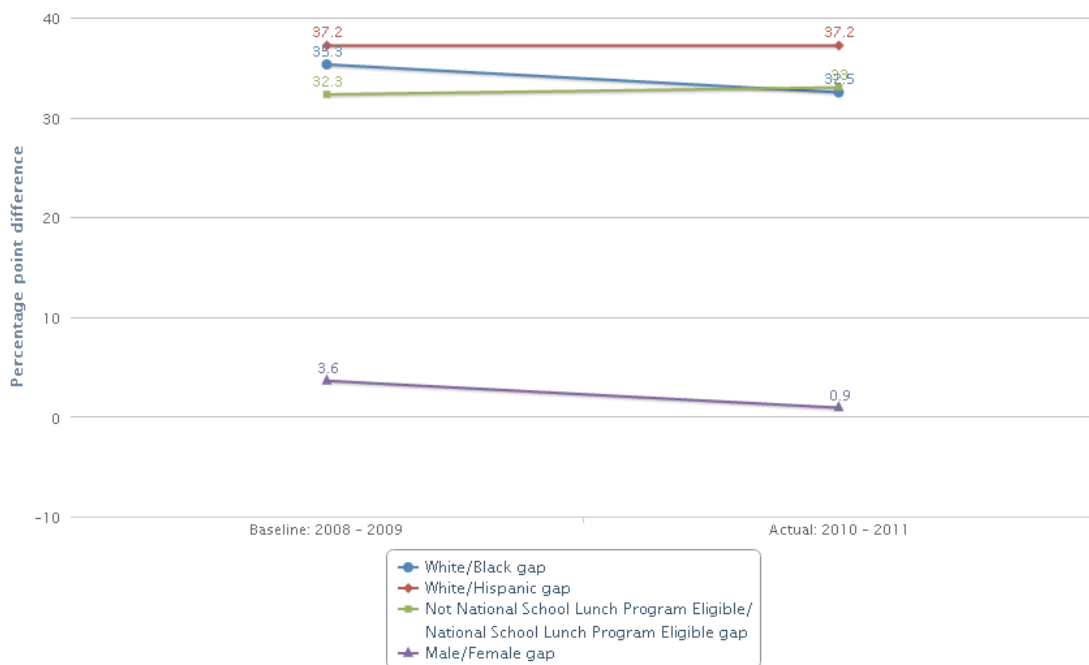
Gap 5

Gap 6

Gap 7

Gap 8

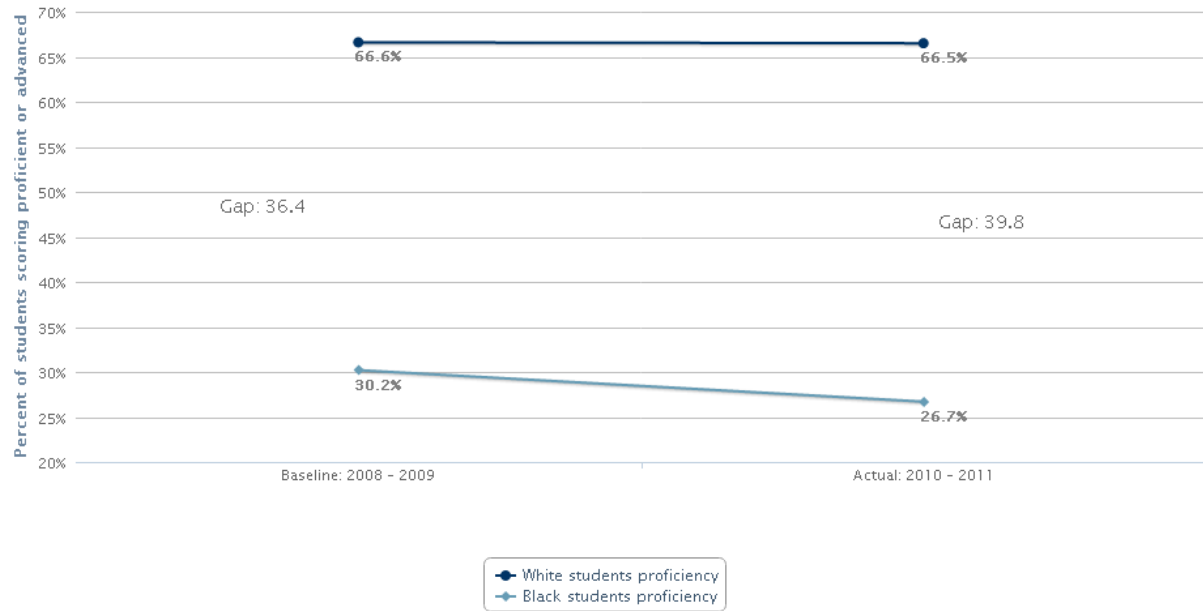
Grade 8 Achievement Gap on NAEP Mathematics 2011



Grade 4

Grade 8

Grade 4 White/Black Gap on NAEP Mathematics 2011



Gap 1

Gap 2

Gap 3

Gap 4

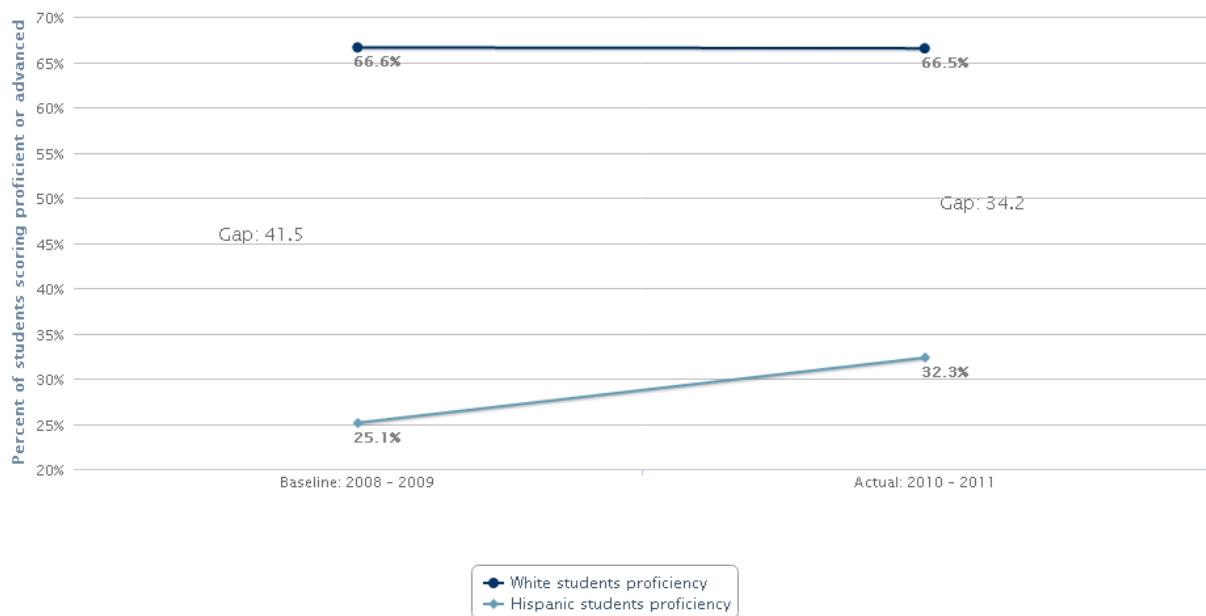
Gap 5

Gap 6

Gap 7

Gap 8

Grade 4 White/Hispanic Gap on NAEP Mathematics 2011



Gap 1

Gap 2

Gap 3

Gap 4

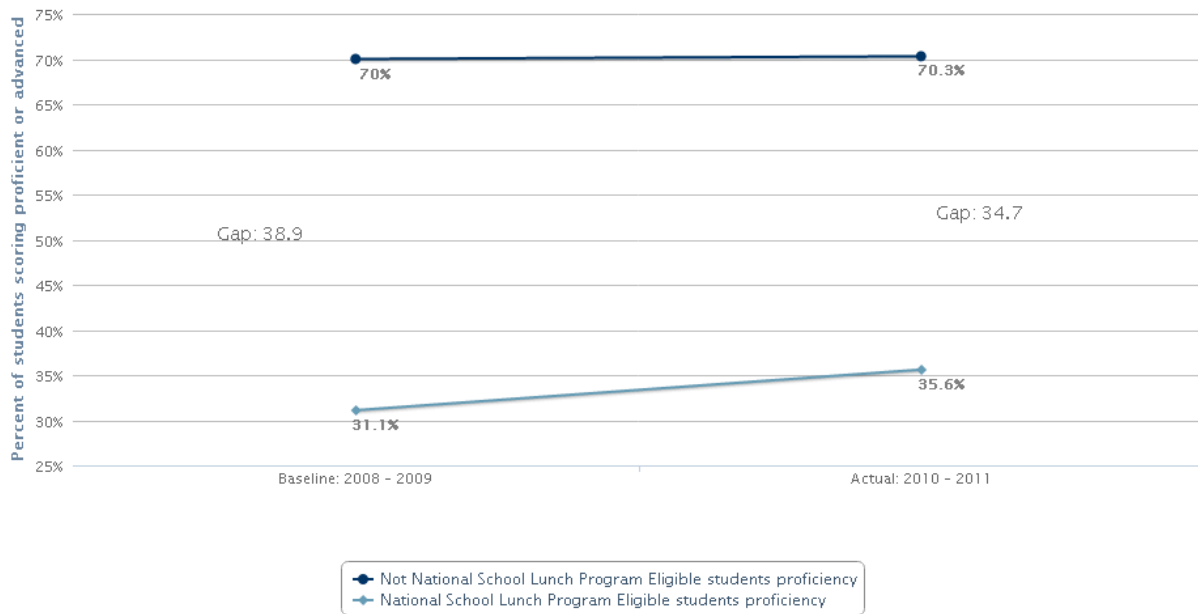
Gap 5

Gap 6

Gap 7

Gap 8

Grade 4 Not National School Lunch Program Eligible/National School Lunch Program Eligible Gap on NAEP Mathematics 2011



Gap 1

Gap 2

Gap 3

Gap 4

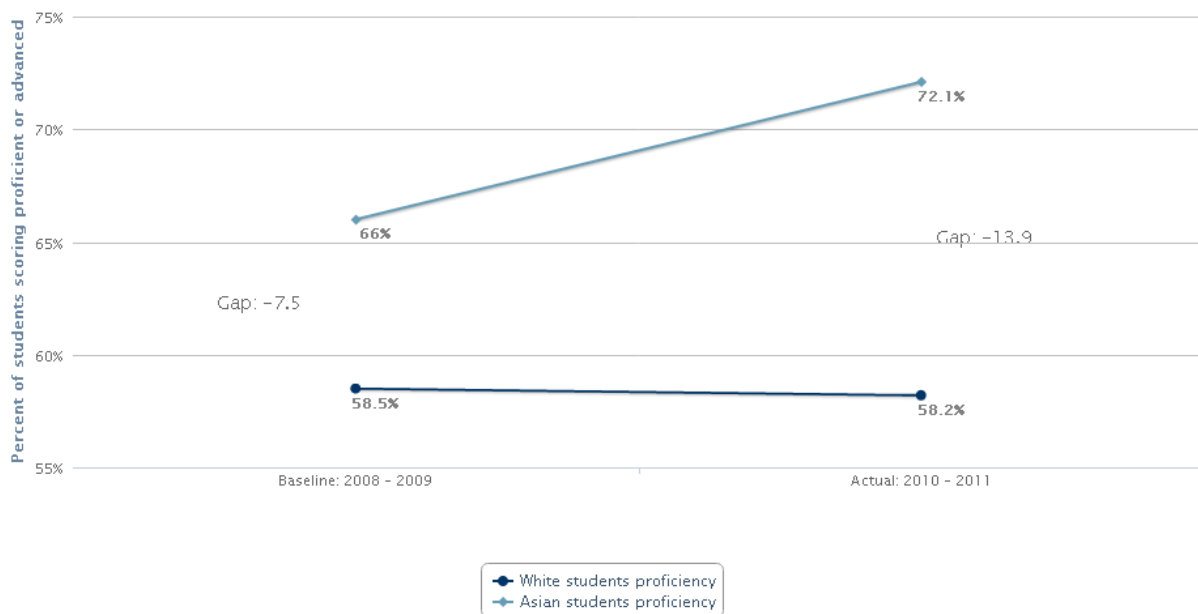
Gap 5

Gap 6

Gap 7

Gap 8

Grade 8 White/Asian Gap on NAEP Mathematics 2011



Gap 1

Gap 2

Gap 3

Gap 4

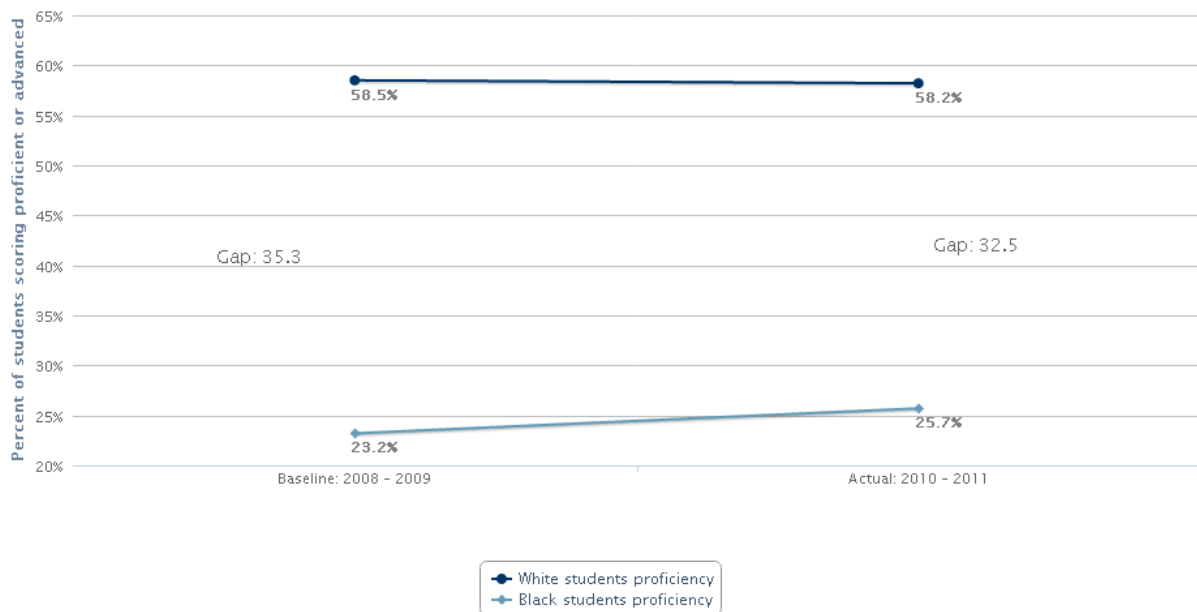
Gap 5

Gap 6

Gap 7

Gap 8

Grade 8 White/Black Gap on NAEP Mathematics 2011



Gap 1

Gap 2

Gap 3

Gap 4

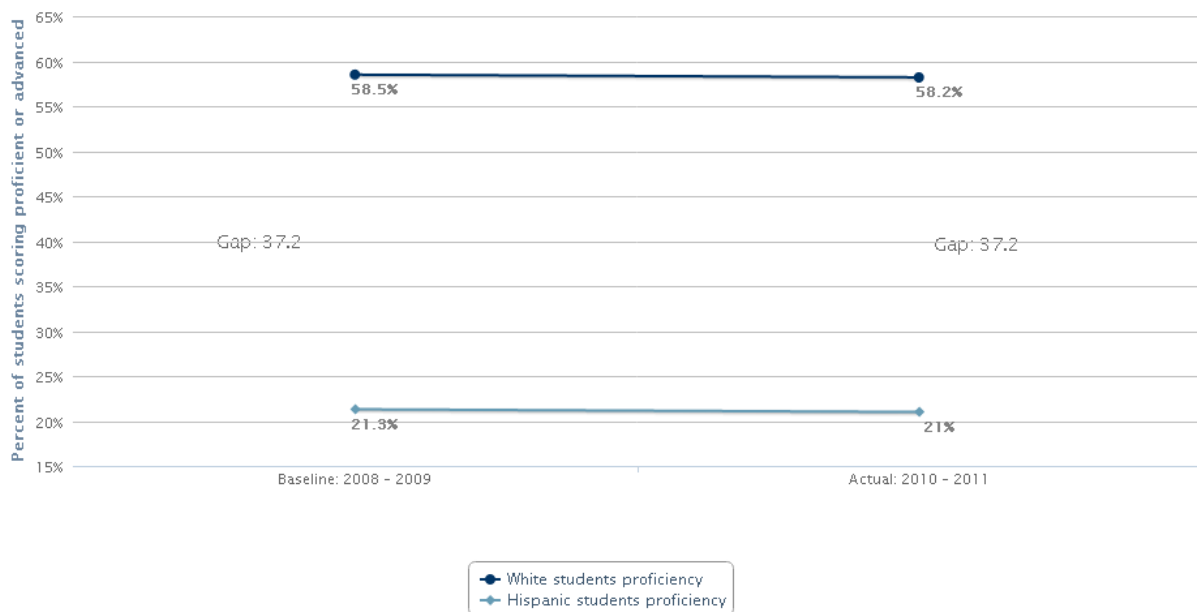
Gap 5

Gap 6

Gap 7

Gap 8

Grade 8 White/Hispanic Gap on NAEP Mathematics 2011



Gap 1

Gap 2

Gap 3

Gap 4

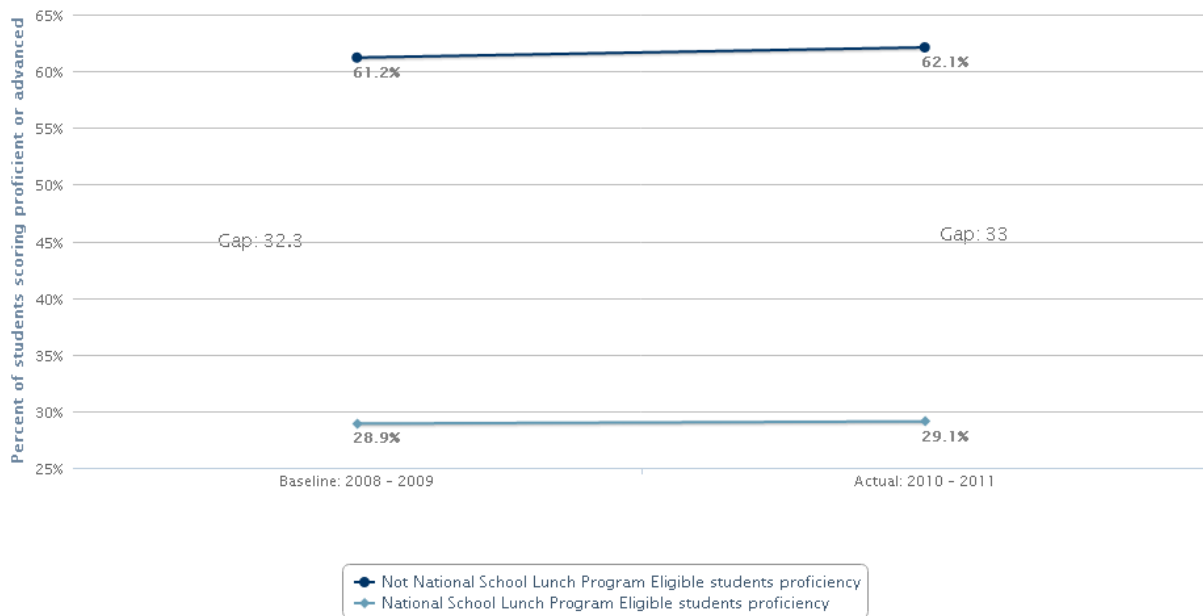
Gap 5

Gap 6

Gap 7

Gap 8

Grade 8 Not National School Lunch Program Eligible/National School Lunch Program Eligible Gap on NAEP Mathematics 2011



Gap 1

Gap 2

Gap 3

Gap 4

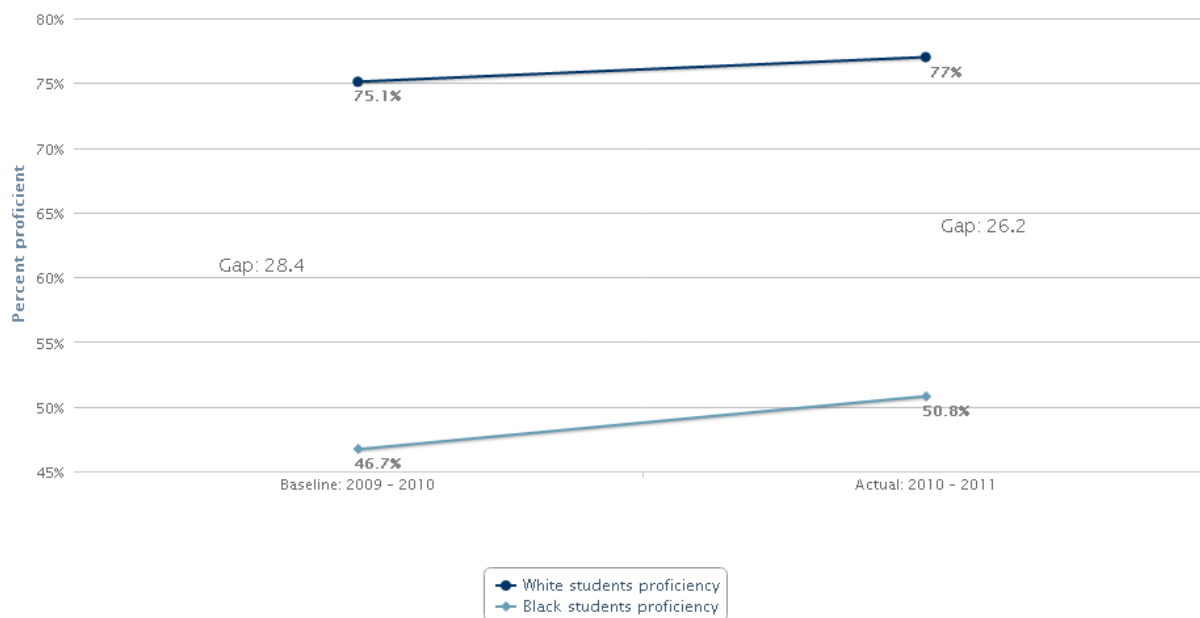
Gap 5

Gap 6

Gap 7

Gap 8

White/Black Gap on Massachusetts' ELA Assessment SY 2010-2011



Gap 1

Gap 2

Gap 3

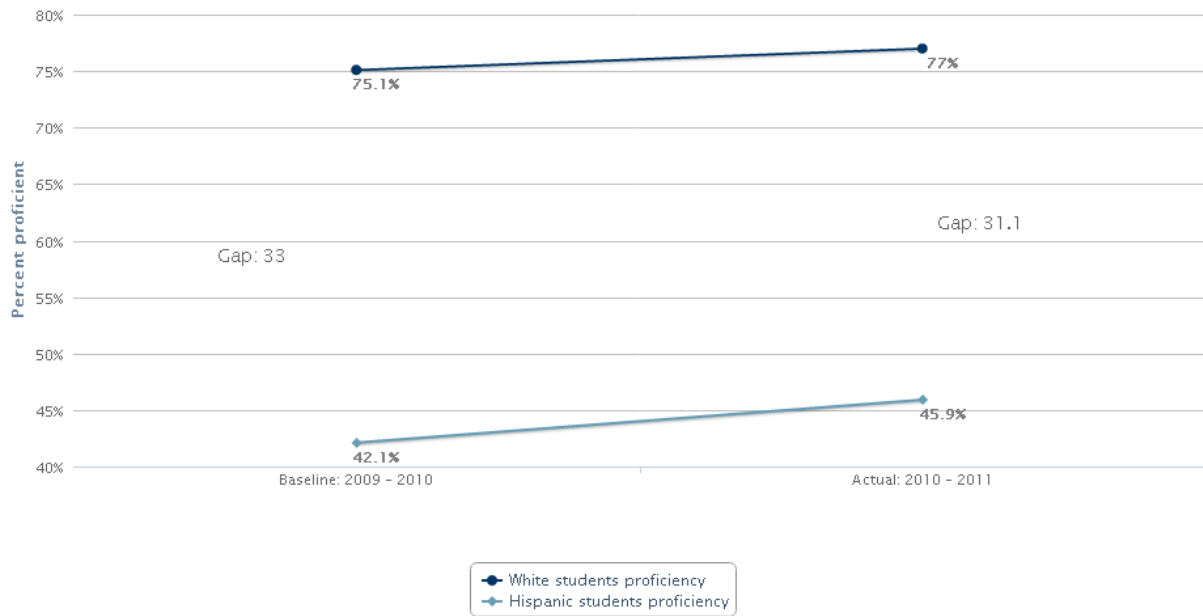
Gap 4

Gap 5

Gap 6

Gap 7

White/Hispanic Gap on Massachusetts' ELA Assessment SY 2010–2011



Gap 1

Gap 2

Gap 3

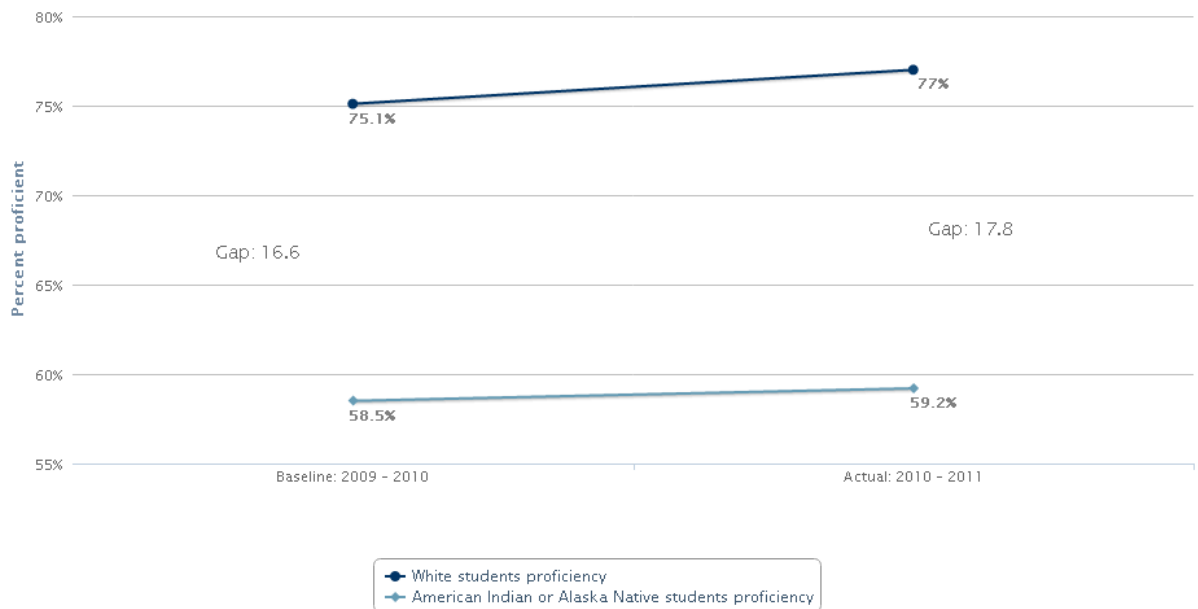
Gap 4

Gap 5

Gap 6

Gap 7

White/American Indian or Alaska Native Gap on Massachusetts' ELA Assessment SY 2010–2011



Gap 1

Gap 2

Gap 3

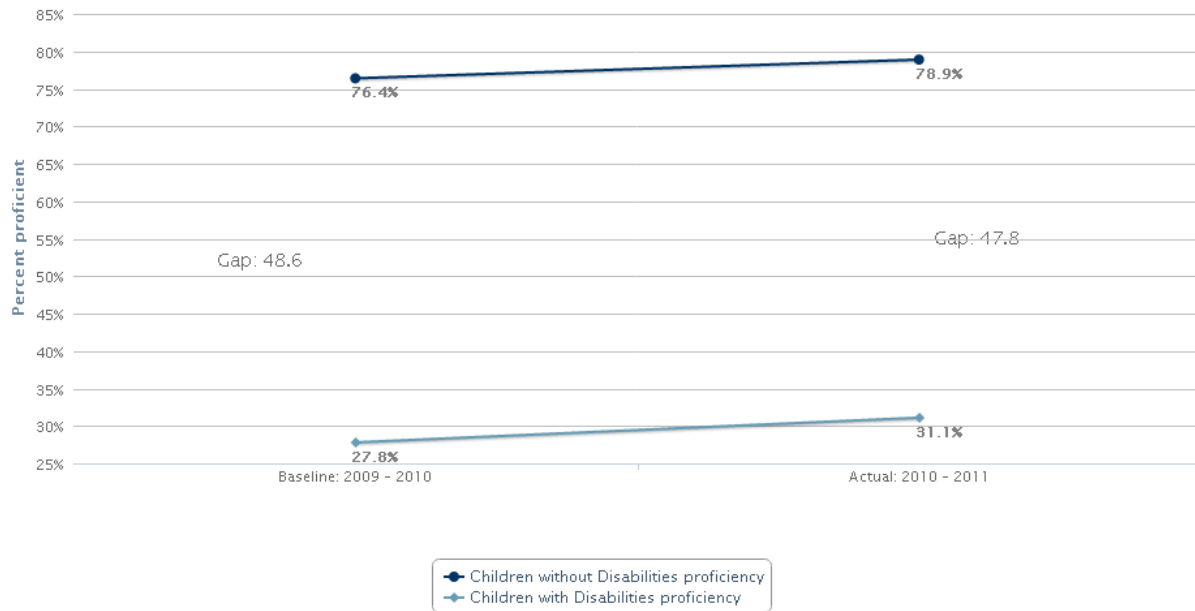
Gap 4

Gap 5

Gap 6

Gap 7

Children without Disabilities/Children With Disabilities Gap on Massachusetts' ELA Assessment SY 2010-2011



Gap 1

Gap 2

Gap 3

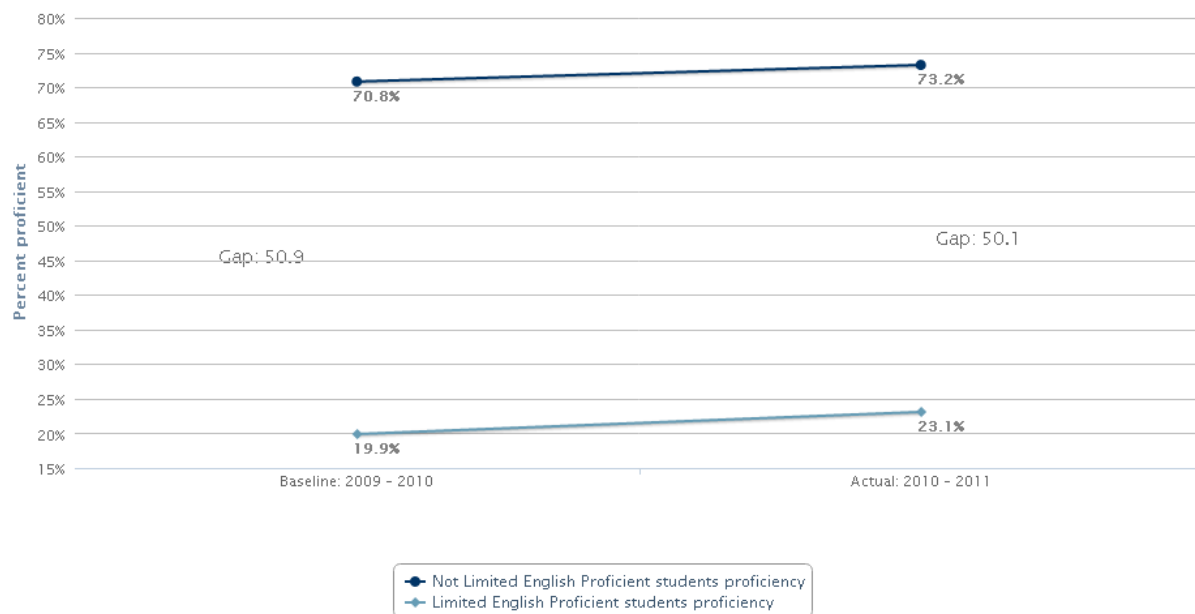
Gap 4

Gap 5

Gap 6

Gap 7

Not Limited English Proficient/Limited English Proficient Gap on Massachusetts' ELA Assessment SY 2010-2011



Gap 1

Gap 2

Gap 3

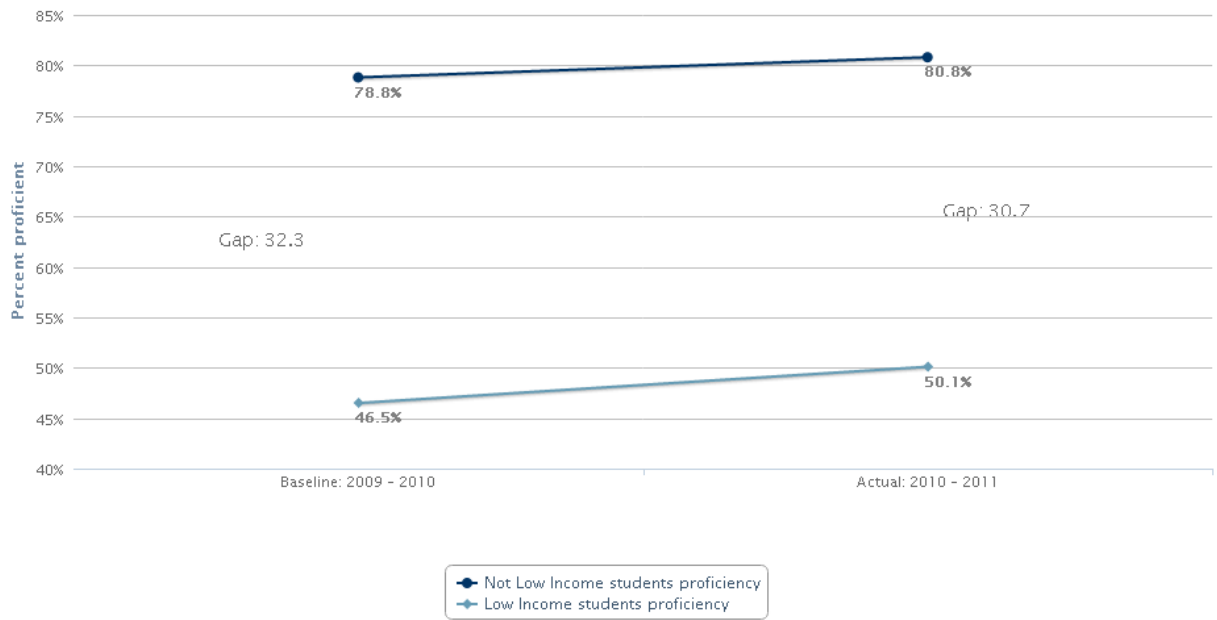
Gap 4

Gap 5

Gap 6

Gap 7

Not Low Income/Low Income Gap on Massachusetts' ELA Assessment SY 2010-2011



Gap 1

Gap 2

Gap 3

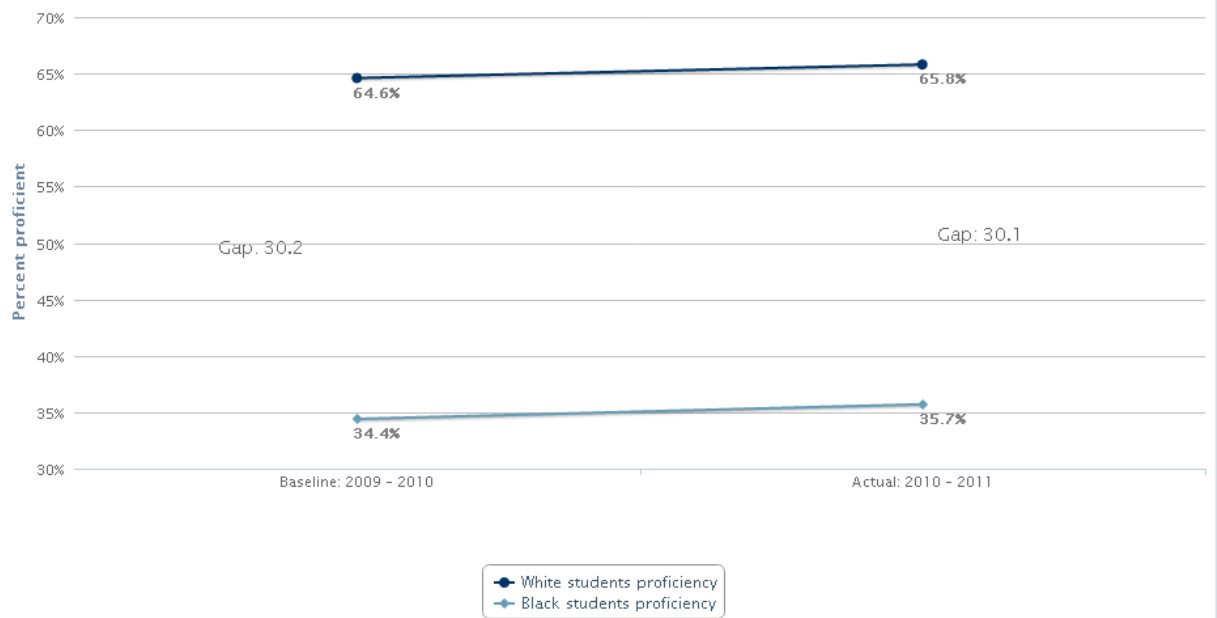
Gap 4

Gap 5

Gap 6

Gap 7

White/Black Gap on Massachusetts' Mathematics Assessment SY 2010-2011



Gap 1

Gap 2

Gap 3

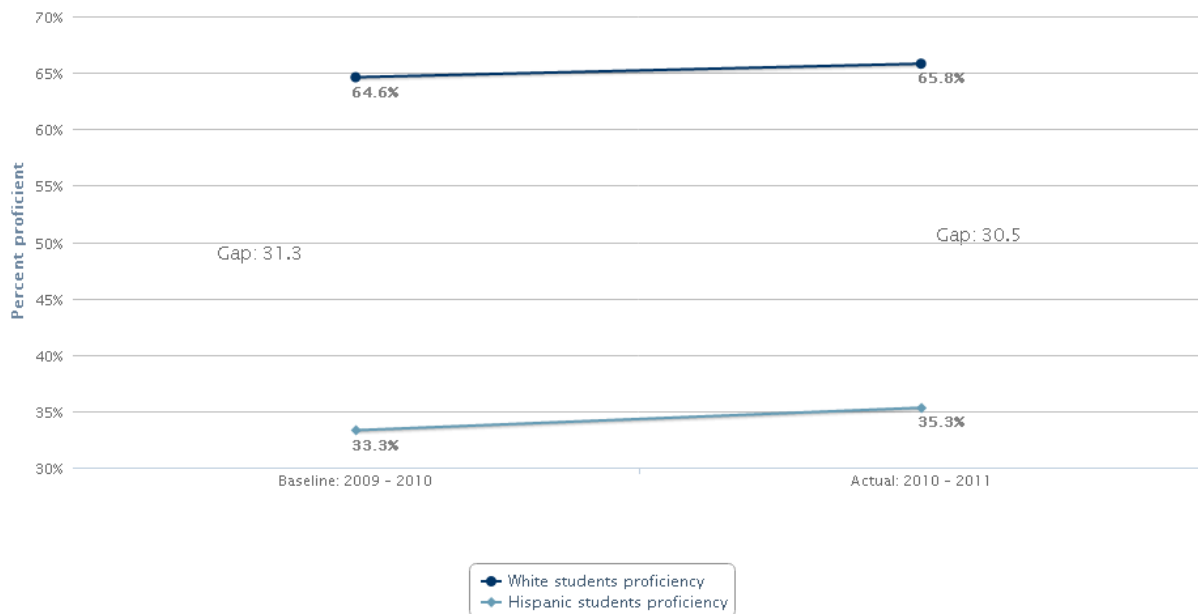
Gap 4

Gap 5

Gap 6

Gap 7

White/Hispanic Gap on Massachusetts' Mathematics Assessment SY 2010-2011



Gap 1

Gap 2

Gap 3

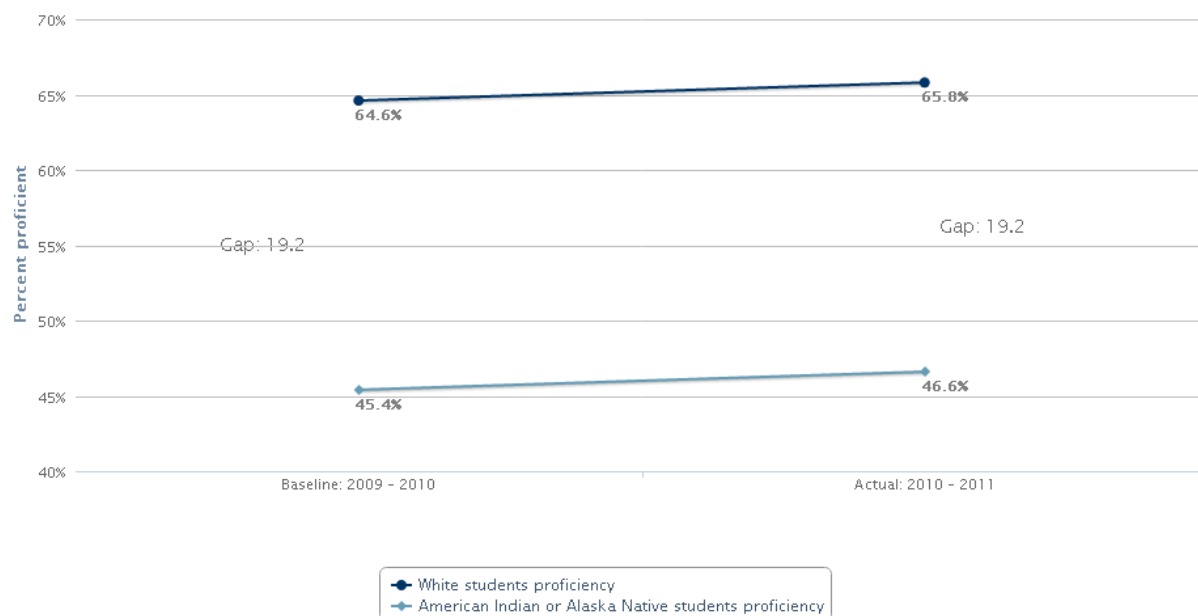
Gap 4

Gap 5

Gap 6

Gap 7

White/American Indian or Alaska Native Gap on Massachusetts' Mathematics Assessment SY 2010-2011



Gap 1

Gap 2

Gap 3

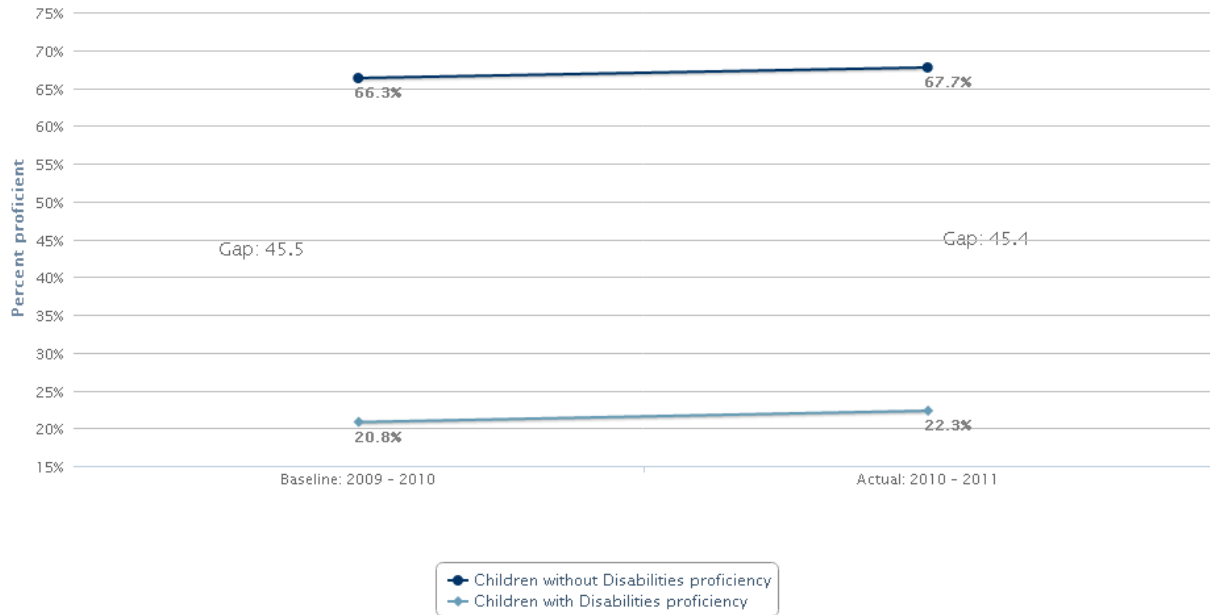
Gap 4

Gap 5

Gap 6

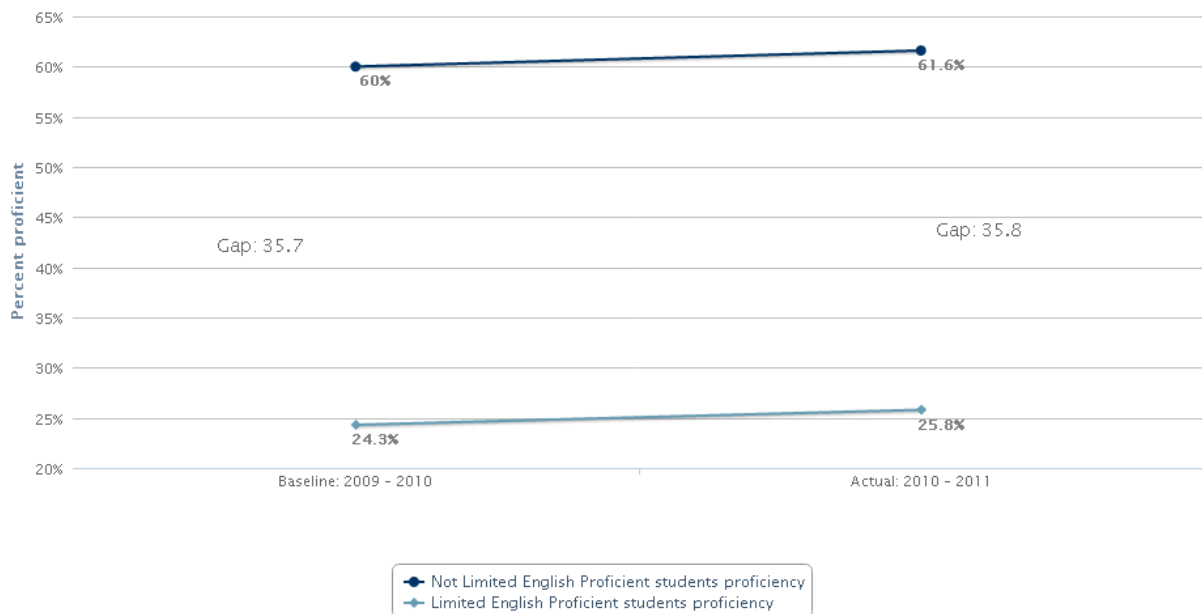
Gap 7

Children without Disabilities/Children With Disabilities Gap on Massachusetts' Mathematics Assessment SY 2010-2011



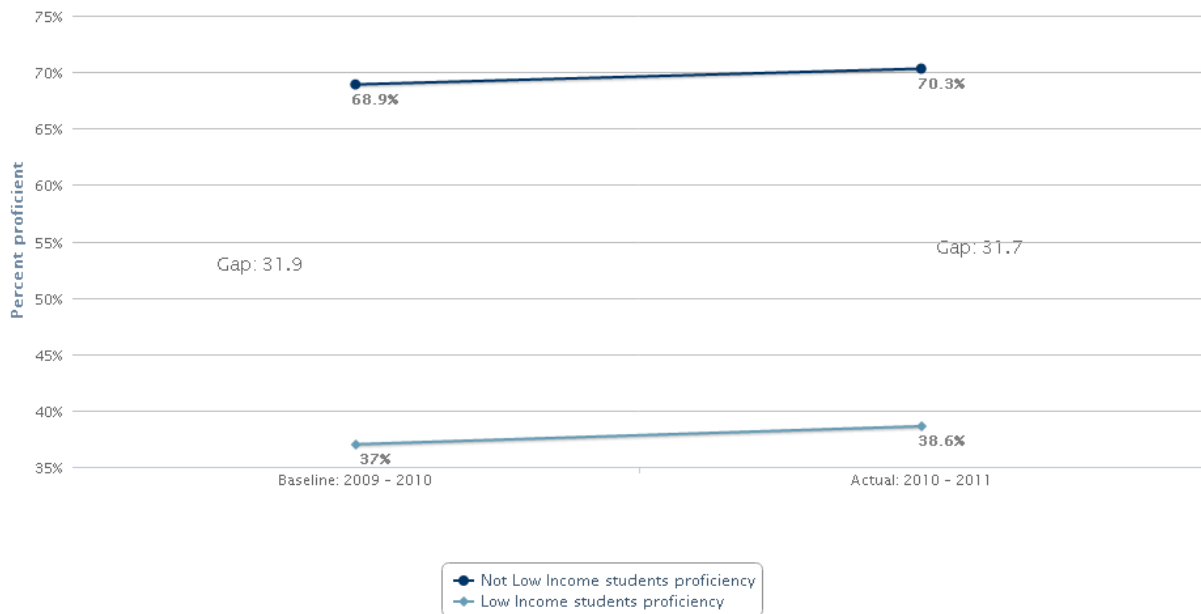
Gap 1 Gap 2 Gap 3 Gap 4 Gap 5 Gap 6 Gap 7

Not Limited English Proficient/Limited English Proficient Gap on Massachusetts' Mathematics Assessment SY 2010-2011



Gap 1 Gap 2 Gap 3 Gap 4 Gap 5 Gap 6 Gap 7

Not Low Income/Low Income Gap on Massachusetts' Mathematics Assessment SY 2010-2011



Gap 1

Gap 2

Gap 3

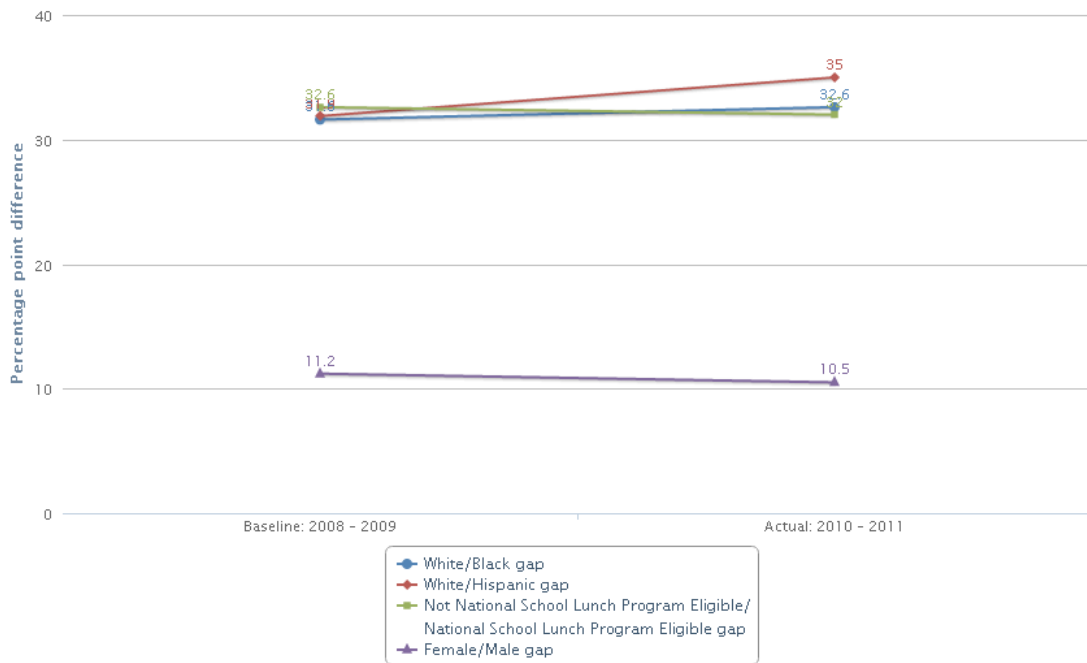
Gap 4

Gap 5

Gap 6

Gap 7

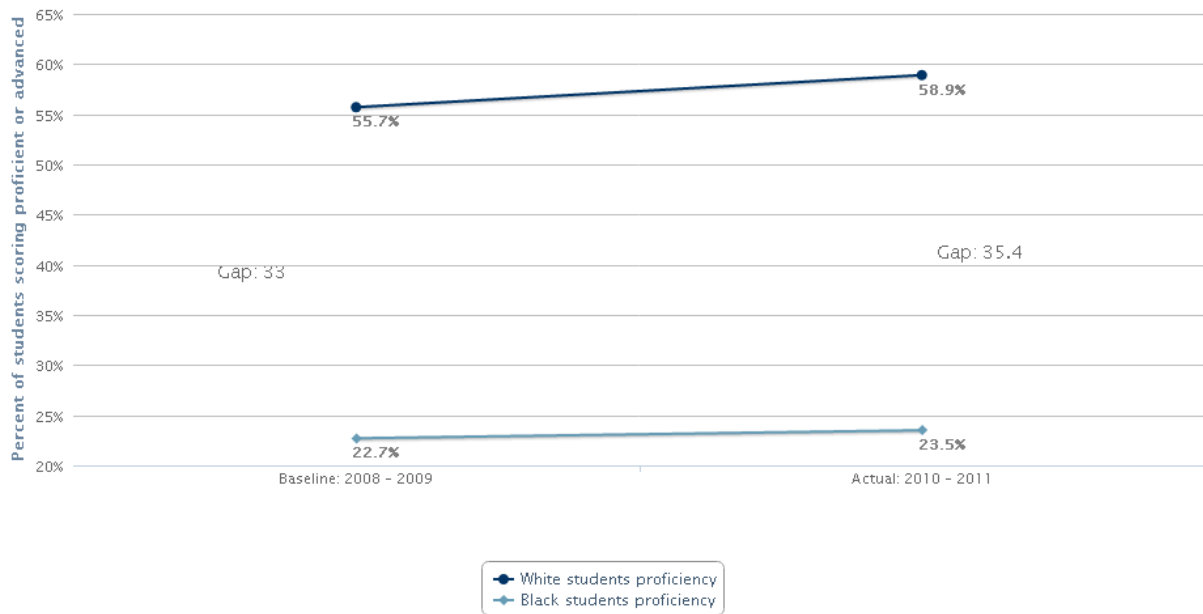
Grade 8 Achievement Gap on NAEP Reading 2011



Grade 4

Grade 8

Grade 4 White/Black Gap on NAEP Reading 2011



Gap 1

Gap 2

Gap 3

Gap 4

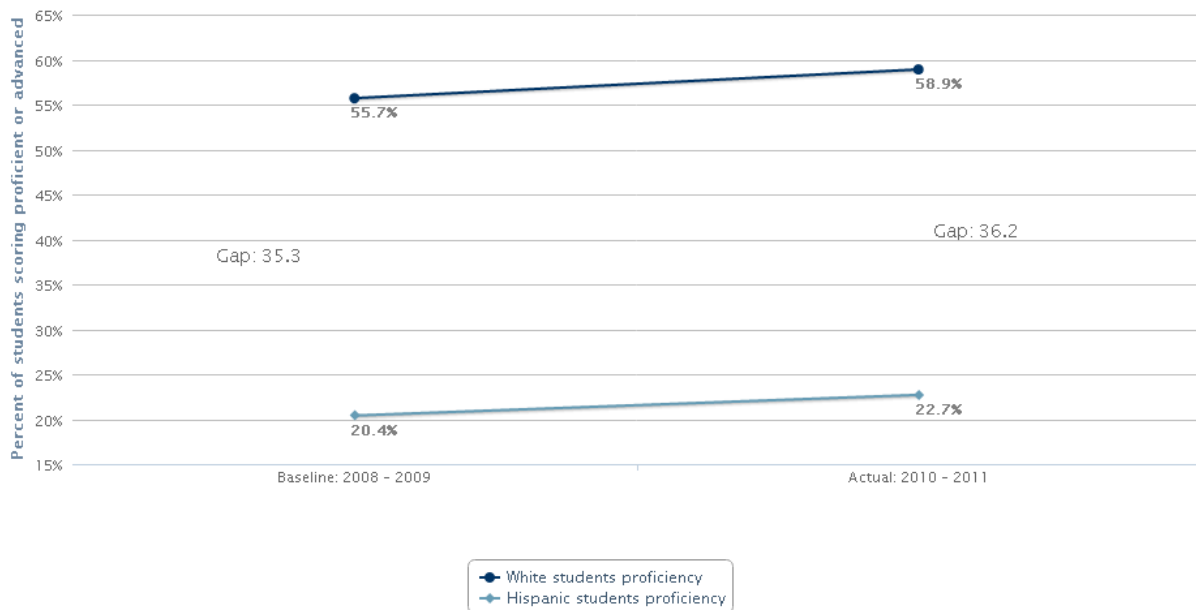
Gap 5

Gap 6

Gap 7

Gap 8

Grade 4 White/Hispanic Gap on NAEP Reading 2011



Gap 1

Gap 2

Gap 3

Gap 4

Gap 5

Gap 6

Gap 7

Gap 8



Massachusetts

State-reported APR: Year One

Standard Version

Accessible Version

Student Outcomes Data: Graduation Rates and Postsecondary Data

Page 4.4 of 12

High school graduation rates

College enrollment rates

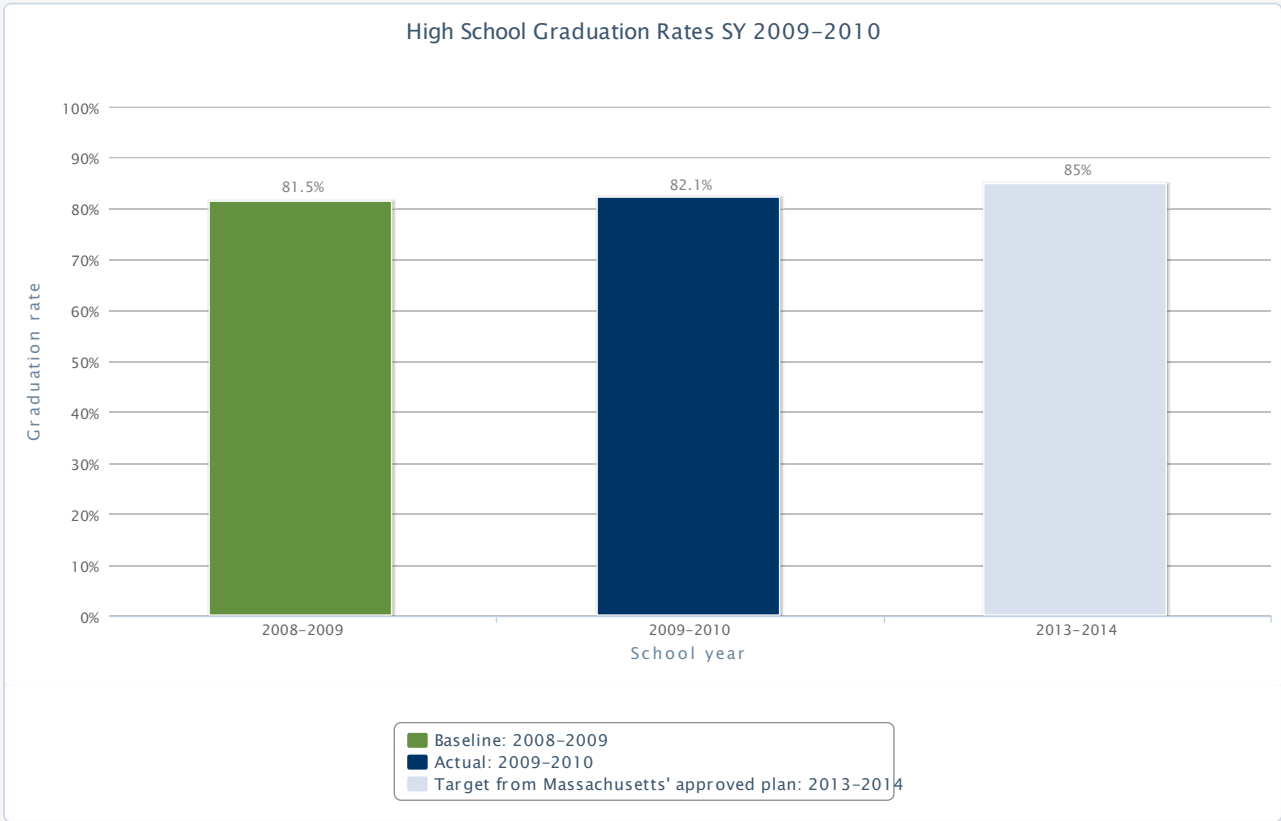
College course completion rates

Collapse All

High school graduation rates

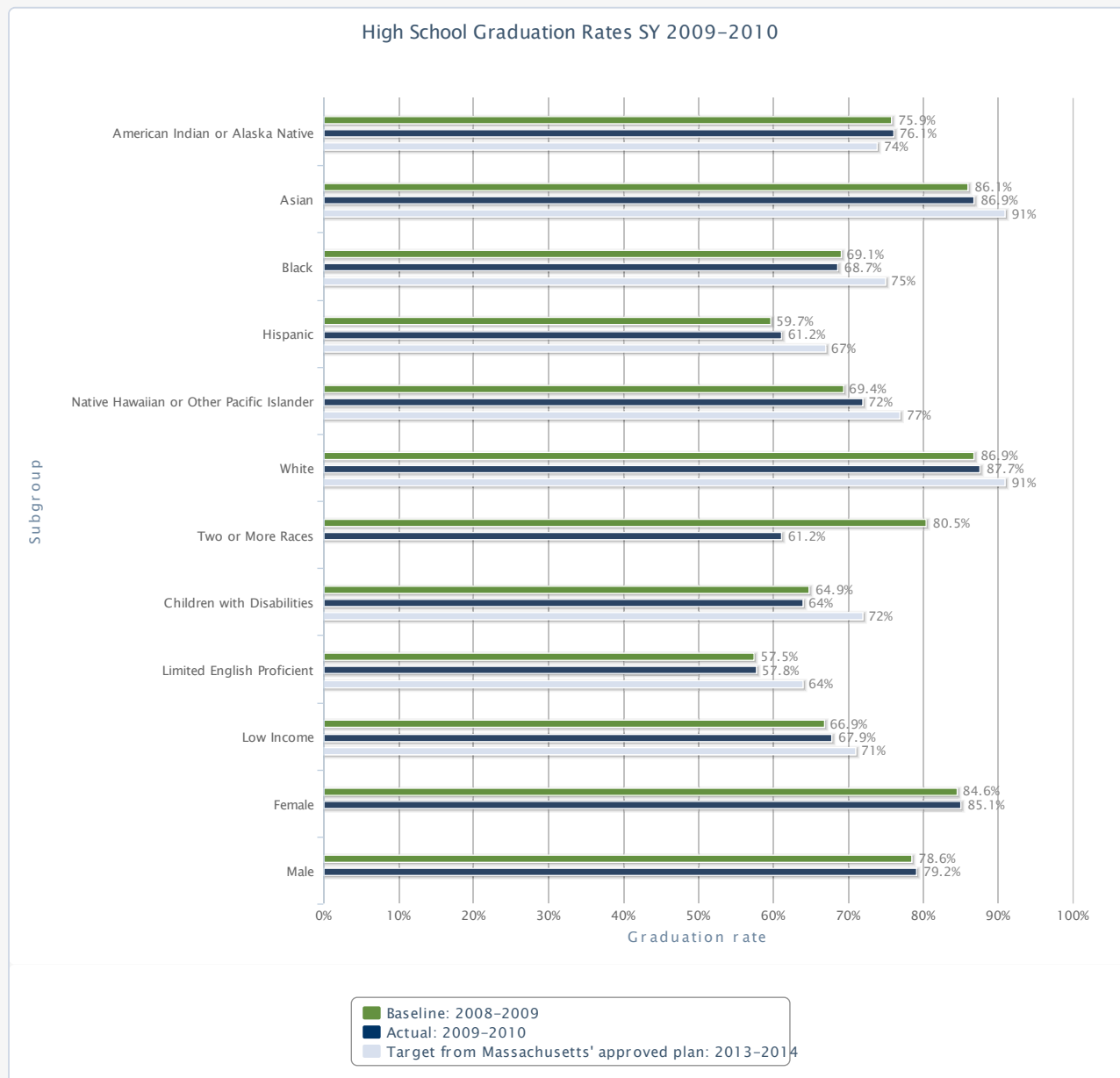
State-reported information

Preliminary SY 2009-2010 data reported as of: October 25, 2011



Preliminary high school graduation rates reported as of October 25, 2011	Baseline: SY 2008-2009	Actual: SY 2009-2010	Target from Massachusetts' approved plan: SY 2013-2014
All Students	81.5%	82.1%	85%
View Table Key			

Over the past three years, the Department has transitioned from five to seven racial and ethnic groups used for reporting data. For graduation rates, States will report on the seven racial and ethnic groups for the SY 2010-2011 data. This State has elected to transition to the seven racial and ethnic groups on an earlier timeframe.



[View Table \(Accessible\)](#)

Preliminary High School Graduation Rates			
Subgroup	Baseline: SY 2008-2009	Actual: SY 2009-2010	Target from Massachusetts' approved plan: SY 2013-2014
American Indian or Alaska Native	75.9%	76.1%	74%
Asian	86.1%	86.9%	91%

Black	69.1%	68.7%	75%
Hispanic	59.7%	61.2%	67%
Native Hawaiian or Other Pacific Islander	69.4%	72%	77%
White	86.9%	87.7%	91%
Two or More Races	80.5%	61.2%	N/A
Children with Disabilities	64.9%	64%	72%
Limited English Proficient	57.5%	57.8%	64%
Low Income	66.9%	67.9%	71%
Female	84.6%	85.1%	N/A
Male	78.6%	79.2%	N/A
View Table Key			

[Close Subgroup Graph](#)

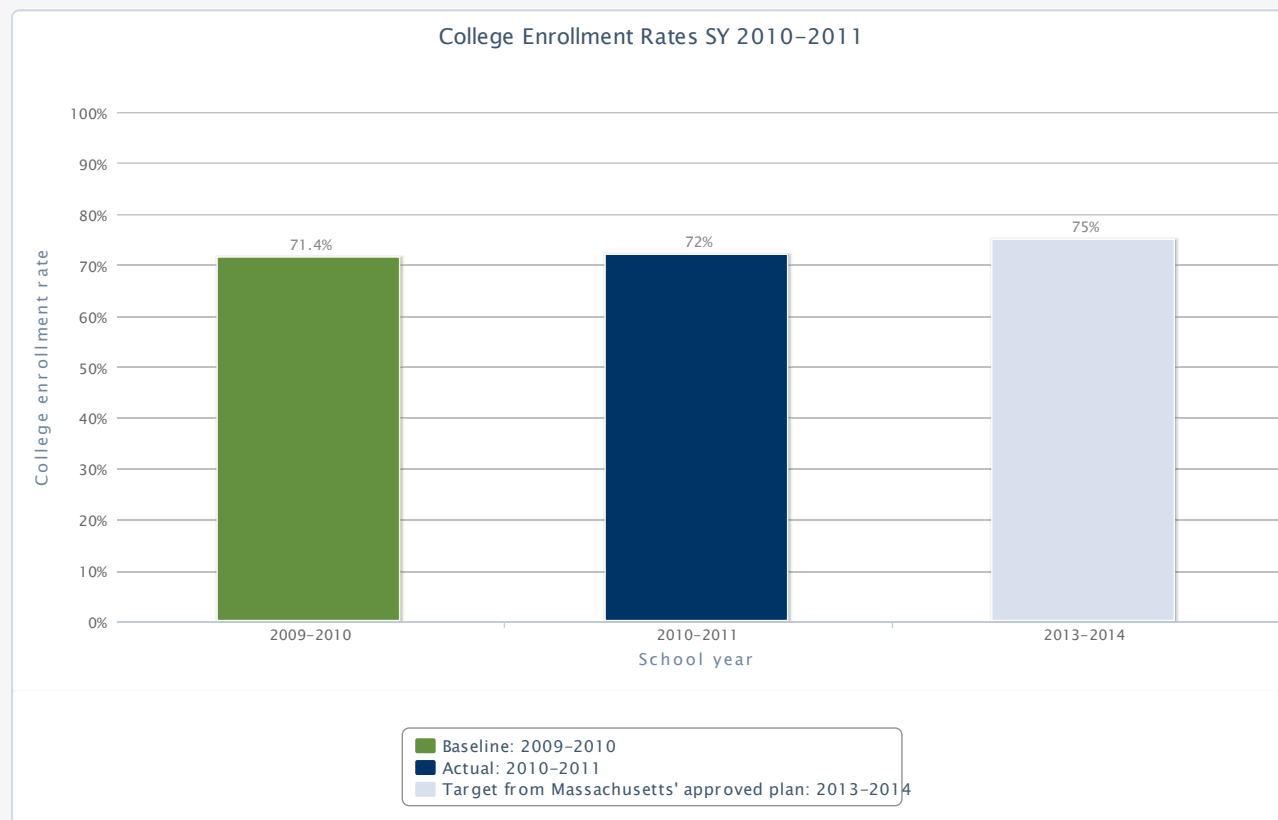
[Back to the Top](#)

College enrollment rates

State-reported information

Preliminary SY 2009-2010 data reported as of: **October 25, 2011**

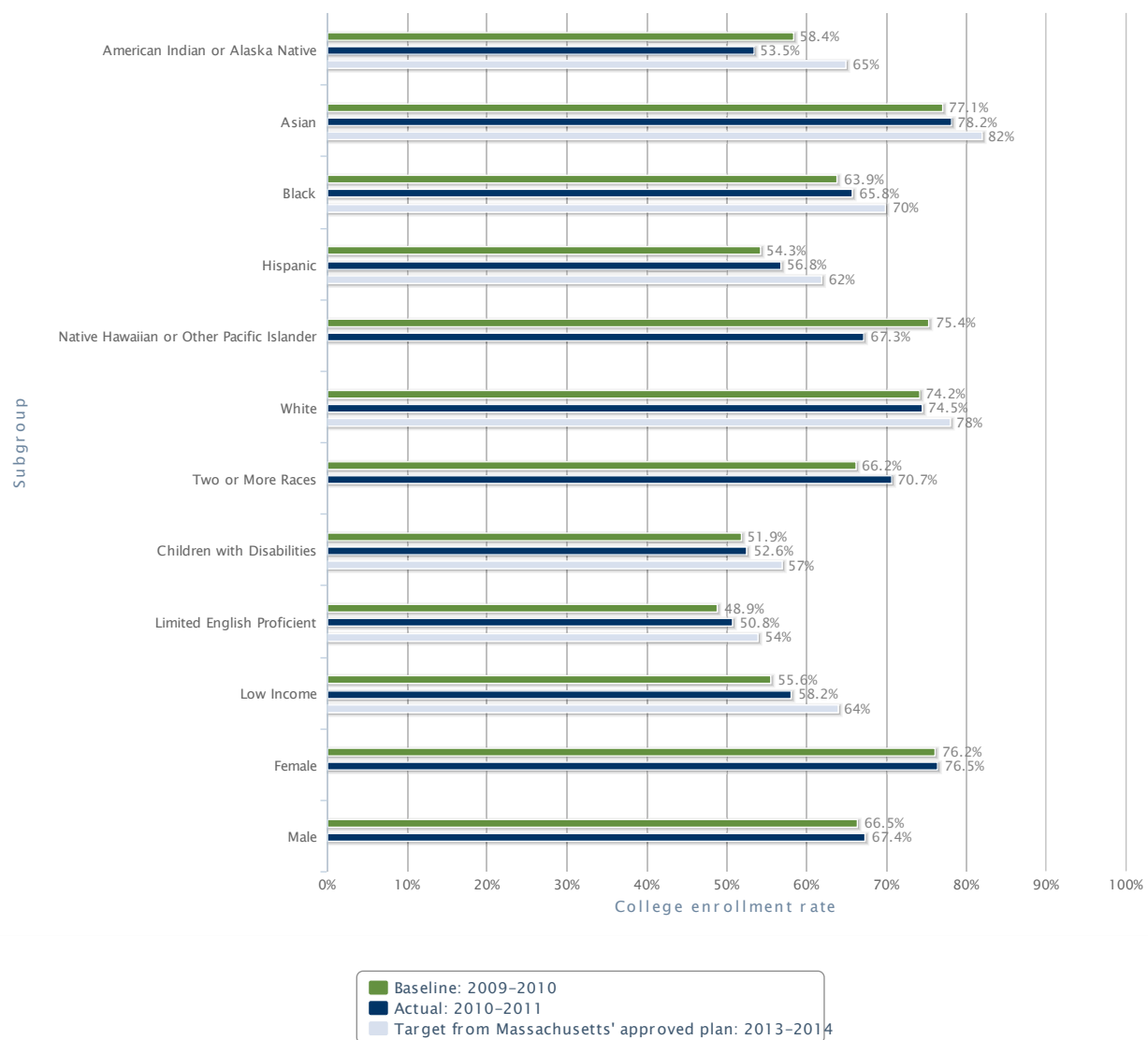
NOTE: The Department provided guidance to States regarding the reporting period for college enrollment. For example, for SY 2009-2010, a State would report on the students who graduated from high school in SY 2007-2008 and enrolled in an institution of higher education (IHE) within 16 months of graduation.



[View Table \(Accessible\)](#)

Preliminary college enrollment rates reported as of October 25, 2011	Baseline: SY 2009-2010	Actual: SY 2010-2011	Target from Massachusetts' approved plan: SY 2013-2014
All Students	71.4%	72%	75%
View Table Key			

College Enrollment Rate SY 2010–2011



[View Table \(Accessible\)](#)

Preliminary College Enrollment Rates			
Subgroup	Baseline: SY 2009-2010	Actual: SY 2010-2011	Target from Massachusetts' approved plan: SY 2013-2014
American Indian or Alaska Native	58.4%	53.5%	65%
Asian	77.1%	78.2%	82%
Black	63.9%	65.8%	70%
Hispanic	54.3%	56.8%	62%

Native Hawaiian or Other Pacific Islander	75.4%	67.3%	N/A
White	74.2%	74.5%	78%
Two or More Races	66.2%	70.7%	N/A
Children with Disabilities	51.9%	52.6%	57%
Limited English Proficient	48.9%	50.8%	54%
Low Income	55.6%	58.2%	64%
Female	76.2%	76.5%	N/A
Male	66.5%	67.4%	N/A
View Table Key			

[Close Subgroup Graph](#)

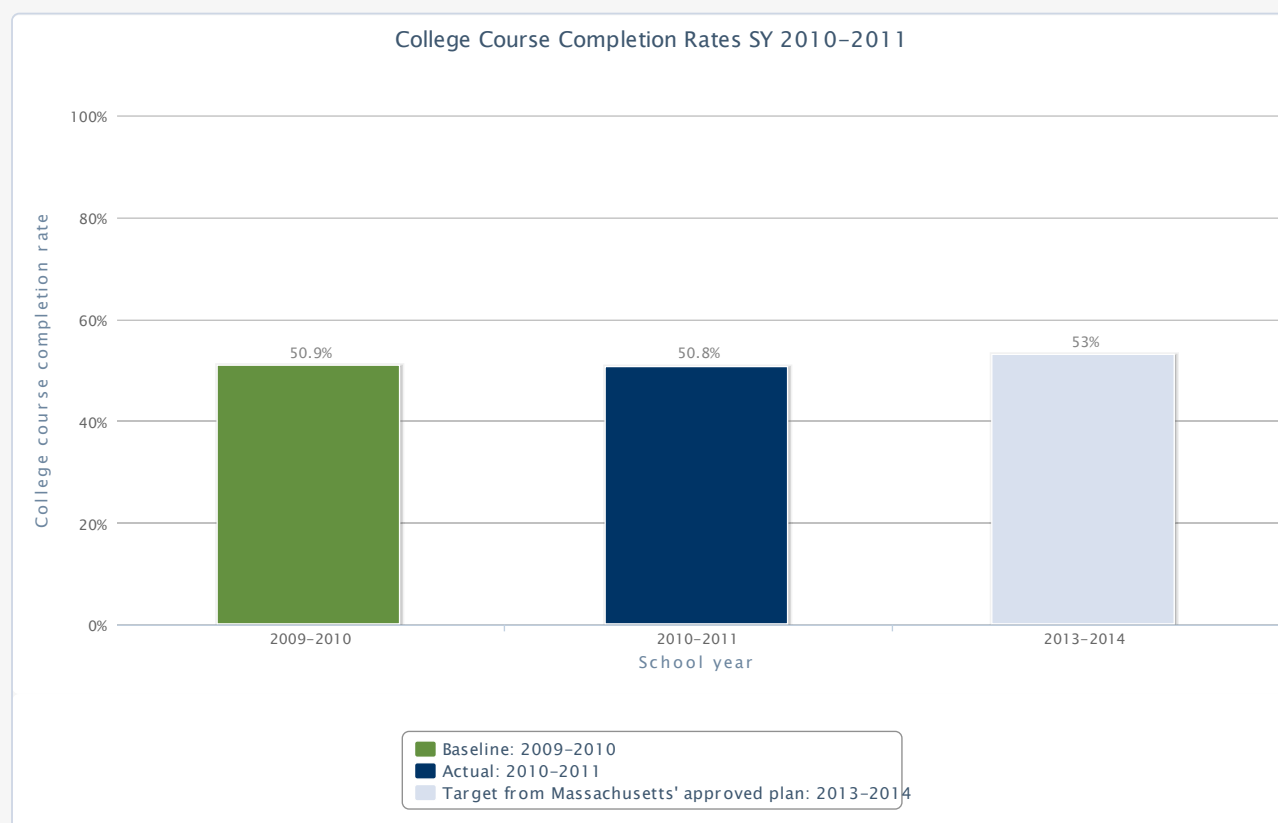
[Back to the Top](#)

College course completion rates

State-reported information

Preliminary SY 2009-2010 data reported as of: [October 25, 2011](#)

NOTE: The Department provided guidance to States regarding the reporting period for college course completion. For example, for SY 2009-2010, a State would report on the students who graduated from high school in SY 2005-2006, enroll in an institution of higher education (IHE) within 16 months of graduation, and complete at least one year's worth of college credit (applicable to a degree) within two years of enrollment in the IHE.



[View Table \(Accessible\)](#)

Preliminary college course completion rates reported as of October	Baseline:	Actual:	Target from
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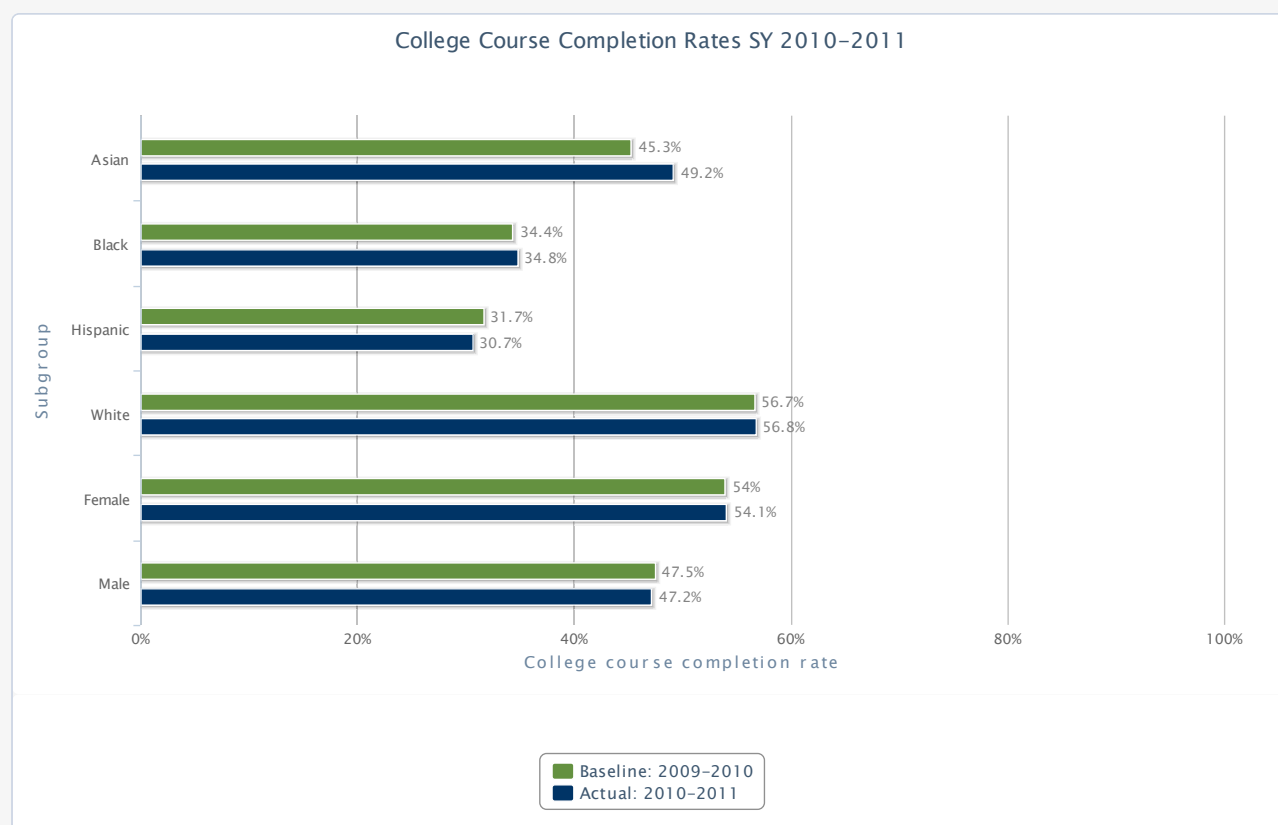
25, 2011	SY 2009-2010	SY 2010-2011	Massachusetts' approved plan: SY 2013-2014
All Students	50.9%	50.8%	53%
View Table Key			

Additional information provided by the State:

The college course completion file provides the best information we have available at this time.

The ESE has agreed to terms with the Department of Early Education and Care (EEC) and the Department of Higher Education (DHE) on a plan to share data to create a P-20 database. Each of the three educational agencies has agreed to share their data with the Executive Office of Education and a Memorandum of Understanding will be signed in September 2011. Until this MOU is in place, we aren't able to report out disaggregations where we have to merge ESE data into DHE data. We would welcome the opportunity to update this data file.

[Close](#)



[View Table \(Accessible\)](#)

Preliminary College Course Completion Rates			
Subgroup	Baseline: SY 2009-2010	Actual: SY 2010-2011	Target from Massachusetts' approved plan: SY 2013-2014
American Indian or Alaska Native	- -	- -	N/A
Asian	45.3%	49.2%	N/A
Black	34.4%	34.8%	N/A
Hispanic	31.7%	30.7%	N/A
Native Hawaiian or Other Pacific Islander	- -	- -	N/A

White	56.7%	56.8%	N/A
Two or More Races	- -	- -	N/A
Children with Disabilities	- -	- -	42%
Limited English Proficient	- -	- -	40%
Low Income	- -	- -	44%
Female	54%	54.1%	N/A
Male	47.5%	47.2%	N/A
View Table Key			

[Close Subgroup Graph](#)

[Back to the Top](#)

Table Key

< n	indicates data has been suppressed because of a small count or, for NAEP data, indicates reporting standards not met; sample size insufficient to permit a reliable estimate.
- -	indicates data are not provided.
N/A	indicates not applicable (e.g., the State did not specify a target in its approved plan, or the element is not applicable this year).

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State-reported APR: Year One

Massachusetts

Standard Version

Accessible Version

College and Career-Ready Standards and Assessments

Page 5 of 12

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

Standards and assessments: Optional measures

Collapse All

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

State-reported information

NOTE: The Department does not expect States to begin implementing such assessments until school year 2014-2015.

Question: Has the State implemented any common, high-quality assessments aligned to college and career-ready standards in SY 2010-2011? If so, please indicate what assessment and for which grades.

State-reported response:

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Standards and assessments: Optional measures

State-reported information

Performance measure	Race to the Top plan subcriterion	Baseline: SY 2009-2010	Actual: SY 2010-2011	Target from Massachusetts' approved plan: SY 2010-2011
Number of interim assessment forms completed for English and math	(B)(3)	N/A	0	72
Number of teachers participating in pre-AP training	(B)(3)	N/A	462	1,000
Number of curriculum embedded performance tasks developed	(B)(3)	N/A	40	25
Percentage of high school students with a plan on YourPlanforCollege.com or a similar college and career readiness planning tool	(B)(3)	N/A	42	10
Percentage of Massachusetts standards documents aligned to the Common Core	(B)(3)	0	28	22
Percentage of LEAs implementing the Common Core Standards	(B)(3)	N/A	N/A	N/A
Number of Early College High Schools (ECHS) established as a direct result of Race to the Top funding	(B)(3)	N/A	6	N/A
Percentage of LEAs participating in the teaching and learning system project that are using one or more component of the teaching and learning system, other than the EDW (also a performance measure for C2)	(B)(3)	N/A	N/A	N/A

Percentage of high school graduates successfully completing MassCore	(B)(3)	50	70	55
Percentage of grades and subjects with curriculum maps and at least one model curriculum unit	(B)(3)	N/A	71	25
Percentage of participating LEAs using curriculum-embedded performance tasks	(B)(3)	N/A	N/A	N/A
MassCore established as the default curriculum and aligned with four-year college entrance requirements	(B)(3)	N/A	N/A	N/A
Percentage of participating LEAs using the interim / formative assessment system	(B)(3)	N/A	N/A	N/A
View Table Key				

Additional information provided by the State:

The baseline percentage of high school graduates successfully completing MassCore reflected the best estimate at the time.

We are not developing fixed form Interim Assessments because we have concluded that the state should not be stipulating curriculum scope and sequence for the districts. Rather, we will build a robust set of tools accompanied by extensive training and related supports that will enable districts to develop and/or modify interim assessments that are aligned with their own scope and sequence. We will modify this performance measure in our next amendment request.

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Table Key

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Data Systems to Support Instruction

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Fully implementing a statewide longitudinal data system

Data systems to support instruction: Optional measures

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Fully implementing a statewide longitudinal data system

State-reported information

America COMPETES elements	State included this element as of June 30, 2011	Optional explanatory comment provided by the State
(1) A unique statewide student identifier that does not permit a student to be individually identified by users of the system	Yes	
(2) Student-level enrollment, demographic, and program participation information	Yes	
(3) Student-level information about the points at which students exit, transfer in, transfer out, drop out, or complete P-16 education programs	Yes	
(4) The capacity to communicate with higher education data systems	Yes	
(5) A State data audit system assessing data quality, validity, and reliability	Yes	
(6) Yearly test records of individual students with respect to assessments	Yes	
(7) Information on students not tested by grade and subject	Yes	
(8) A teacher identifier system with the ability to match teachers to students	Yes	
(9) Student-level transcript information, including information on courses completed and grades earned	Yes	
(10) Student-level college readiness test scores	Yes	
(11) Information regarding the extent to which students transition successfully from secondary school to postsecondary education, including whether students enroll in remedial coursework	Yes	
(12) Other information determined necessary to address alignment and adequate preparation for success in postsecondary education	Yes	
View Table Key		

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Data systems to support instruction: Optional measures

State-reported information

Performance measure	Race to the Top plan subcriterion	Baseline: SY 2009-2010	Actual: SY 2010-2011	Target from Massachusetts' approved plan: SY 2010-2011
Number of educators trained on how to effectively use data and instructional tools to improve student achievement and growth	(C)(3)	100	1,742	1,000
Percent of districts using EDW data to improve instruction, assessment, and operations	(C)(2)	40	100	55
Percentage of user visits during which the teaching & learning system meets published service level agreements for responsiveness: loads pages in less than 3 seconds	(C)(3)	N/A	N/A	N/A
Percent of participating LEAs participating in the teaching and learning system project that are using one or more components of the system, other than the EDW (also a performance measure for B3)	(C)(3)	N/A	N/A	N/A
Number of LEAs implementing Schools Interoperability Framework	(C)(2)	40	65	122
Percent of LEAs using EDW to inform instructional decisions	(C)(3)	60	100	70
Number of data sets available in EDW	(C)(2)	3	3	3
Percentage of user visits during which the teaching & learning system meets published service level agreements for availability: continuously available other than at scheduled maintenance times	(C)(3)	N/A	N/A	N/A
Percentage of user visits during which the teaching & learning system meets published service level agreements for usability: easy to use and navigate	(C)(3)	N/A	N/A	N/A
Percent increase in Profiles traffic after usability improvements and addition of finance and district comparison data	(C)(2)	0	N/A	N/A
View Table Key				

Additional information provided by the State:

The percent of districts using the EDW has grown to 100%. During the 2010-2011 school year the department put a policy in place to utilize the EDW to release student level assessment results along with useful aggregate reports. As a result of this policy all school districts are using the EDW to download assessment files and use assessment reports. At a future date we would like to replace the performance measure with a measure that will allow us to track the growth in the number of users rather than the percent of district use.

65 districts will have implemented SIF in our production environment by early September. A group of 37 districts will be in our production environment in October 2011.

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Great Teachers and Leaders

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- Providing high-quality pathways for aspiring teachers and principals
- Improving teacher and principal effectiveness based on performance
- Ensuring equitable distribution of effective teachers and principals
- Improving the effectiveness of teacher and principal preparation programs
- Great teachers and leaders: Optional measures

Collapse All

Providing high-quality pathways for aspiring teachers and principals

State-reported information

Question: In narrative form, describe any changes to legal, statutory, or regulatory provisions made since the submission of the Race to the Top application that allow [alternative routes to certification](#) for teachers and principals.

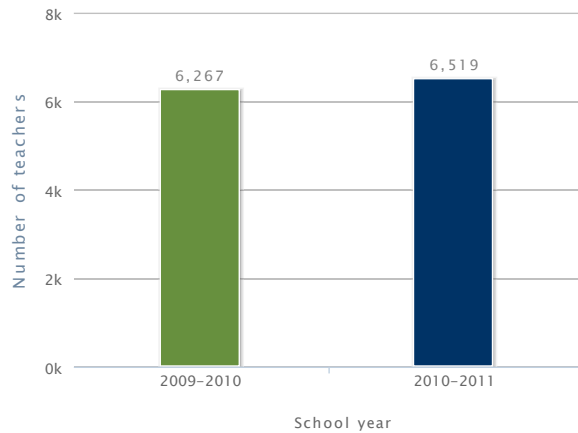
State-reported response: N/A

Question: Report the number of programs that currently provide [alternative routes to certification](#).

Category	Prior year: SY 2007-2008	Most recent year: SY 2008-2009
Number of alternative certification programs for teachers	21	21
Number of alternative certification programs for principals	10	10
Footnote: Seven programs in Massachusetts provide alternative routes to certification for both teachers and principals.		
View Table Key		

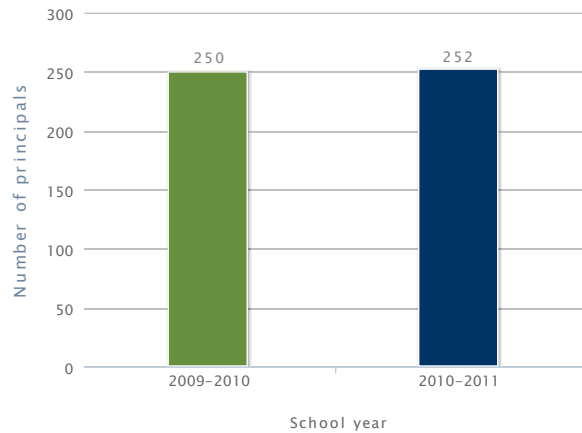
Question: Report the number of teachers and principals who completed an [alternative routes to certification](#) in the State.

Teachers Completing Alternative Certification



[View Table \(Accessible\)](#)

Principals Completing Alternative Certification



[View Table \(Accessible\)](#)

Category	Prior year: SY 2009-2010	Most recent year: SY 2010-2011
Number of teachers who have completed alternative certifications	6,267	6,519
Number of principals who have completed alternative certifications	250	252
View Table Key		

Additional information provided by the State:

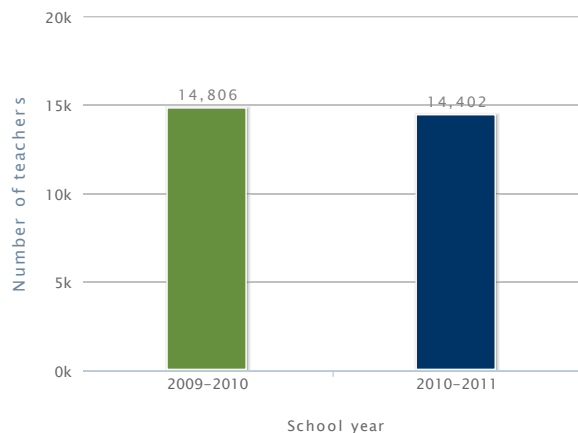
We have a total of 24 programs that provide alternative routes to certification. The break out is as follows for both 2007-2008 and 2008-2009.

Teachers - 14, principals - 3, both - 7.

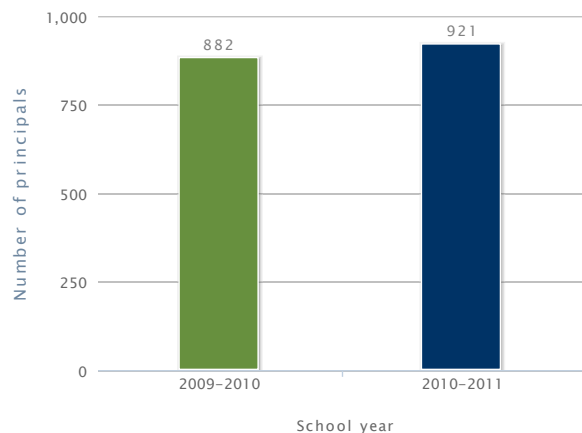
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Question: Report on the number of teachers and principals who were newly certified statewide.

Teachers Newly Certified Statewide



Principals Newly Certified Statewide



[View Table \(Accessible\)](#)[View Table \(Accessible\)](#)

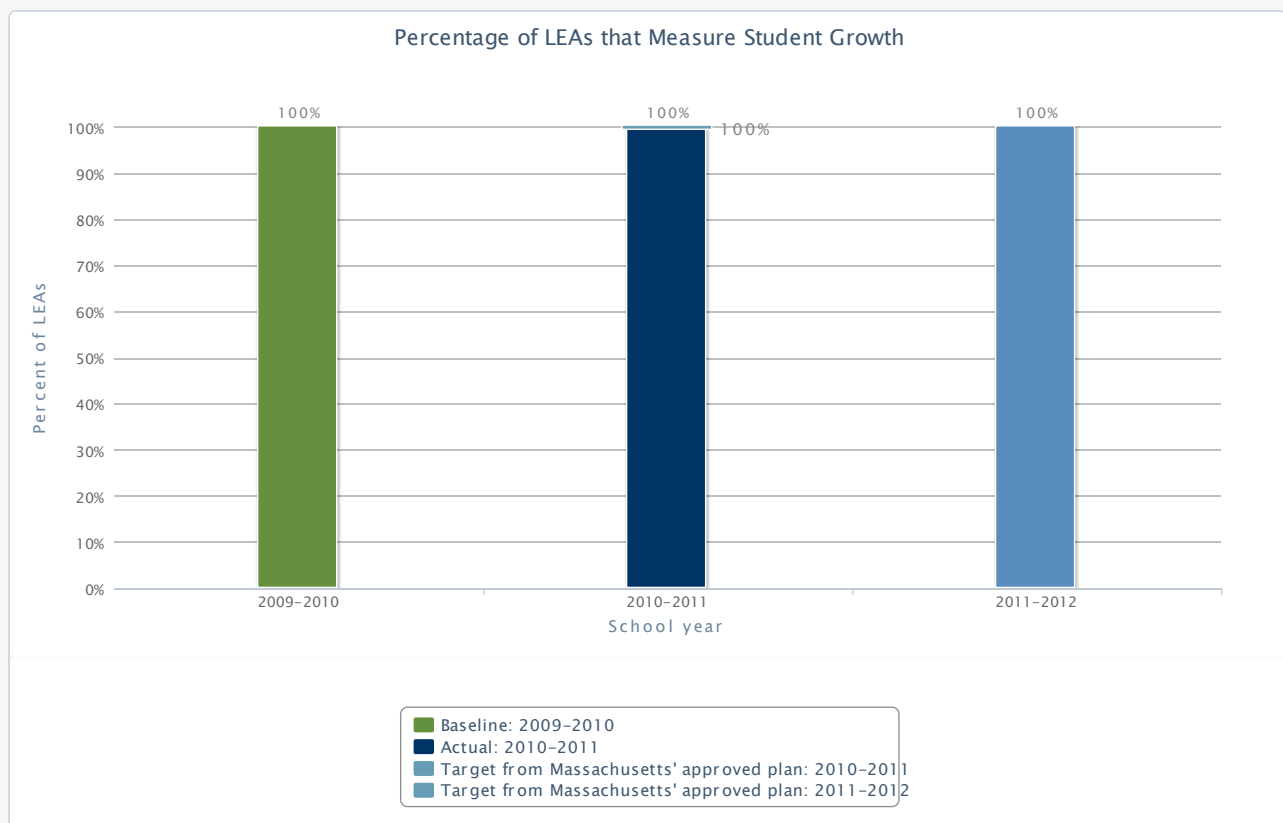
Category	Prior year: SY 2009-2010	Most recent year: SY 2010-2011
Teachers	14,806	14,402
Principals	882	921
View Table Key		

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Improving teacher and principal effectiveness based on performance

State-reported information

Question: Report on the number of participating LEAs that measure [student growth](#).

[View Table \(Accessible\)](#)

NOTE: Based on State's approved Race to the Top plans, the Department does not expect that grantee States will implement qualifying evaluation systems prior to SY 2011-2012.

Performance measure	Baseline: SY 2009-2010	Actual: SY 2010-2011	Target from Massachusetts' approved plan: SY 2010-2011	Target from Massachusetts' approved plan: SY 2011-2012
Percentage of participating LEAs that measure student growth (as defined in the Race to the Top application)	100%	100%	100%	100%
View Table Key				

Performance measure	Baseline: SY 2009-2010	Actual: SY 2010-2011	Target from Massachusetts' approved plan: SY 2010-2011
Percentage of participating LEAs with qualifying evaluation systems for teachers	0%	N/A	0%

Percentage of participating LEAs with qualifying evaluation systems for principals	0%	N/A	0%
Percentage of participating LEAs with qualifying evaluation systems that are used to inform:			
• Teacher and principal development	0%	N/A	N/A
• Teacher and principal compensation	0%	N/A	N/A
• Teacher and principal promotion	0%	N/A	N/A
• Retention of effective teachers and principals	0%	N/A	N/A
• Granting of tenure and/or full certification (where applicable) to teachers and principals	0%	N/A	N/A
• Removal of ineffective tenured and untenured teachers and principals	0%	N/A	N/A
View Table Key			

Performance measure	Baseline: SY 2009-2010		Actual: SY 2010-2011		Target from Massachusetts' approved plan: SY 2010-2011	
	Teachers	Principals	Teachers	Principals	Teachers	Principals
Percentage of teachers and principals in participating LEAs with qualifying evaluation systems	N/A	N/A	N/A	N/A	N/A	N/A
Percentage of teachers and principals in participating LEAs with qualifying evaluation systems who were evaluated as effective or better in the prior academic year	N/A	N/A	N/A	N/A	N/A	N/A
Percentage of teachers and principals in participating LEAs with qualifying evaluation systems who were evaluated as ineffective in the prior academic year	N/A	N/A	N/A	N/A	N/A	N/A
Percentage of teachers and principals in participating LEAs with qualifying evaluation systems whose evaluations were used to inform compensation decisions in the prior academic year	N/A	N/A	N/A	N/A	N/A	N/A
Percentage of teachers and principals in participating LEAs with qualifying evaluation systems who were evaluated as effective or better and were retained in the prior academic year	N/A	N/A	N/A	N/A	N/A	N/A
Percentage of teachers in participating LEAs with qualifying evaluation systems who were eligible for tenure in the prior academic year	N/A	N/A	N/A	N/A	N/A	N/A
Percentage of teachers in participating LEAs with qualifying evaluation systems whose evaluations were used to inform tenure decisions in the prior academic year	N/A	N/A	N/A	N/A	N/A	N/A
Percentage of teachers and principals in participating LEAs who were removed for being ineffective in the prior academic year	N/A	N/A	N/A	N/A	N/A	N/A
View Table Key						

Additional information provided by the State:

Educator Evaluation Implementation Timeline:

For SY 2011-12: All 34 Level 4 schools and 12 "early adopter" districts

For SY 2012-13: All Race to the Top districts

For SY 2013-14: All other MA districts

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Ensuring equitable distribution of effective teachers and principals

State-reported information

NOTE: Based on States' approved Race to the Top plans, the Department does not expect the grantee States will implement qualifying evaluation systems prior to SY 2011-2012

Performance measure	Baseline: SY 2009-2010	Actual: SY 2010-2011	Target from Massachusetts'
---------------------	------------------------	----------------------	----------------------------

			approved plan: SY 2010-2011
Percentage of teachers in schools that are high-poverty, high-minority, or both (as defined in this notice) who are highly effective (as defined in the application)	0%	N/A	N/A
Percentage of teachers in schools that are low-poverty, low-minority, or both (as defined in the application) who are highly effective (as defined in the application)	N/A	N/A	N/A
Percentage of teachers in schools that are high-poverty, high-minority, or both (as defined in the application) who are effective or better (as defined in the application)	N/A	N/A	N/A
Percentage of teachers in schools that are low-poverty, low-minority, or both (as defined in the application) who are effective or better (as defined in the application)	0%	N/A	N/A
Percentage of teachers in schools that are high-poverty, high-minority, or both (as defined in the application) who are ineffective	0%	N/A	N/A
Percentage of teachers in schools that are low-poverty, low-minority, or both (as defined in the application) who are ineffective	0%	N/A	N/A
Percentage of principals in schools that are high-poverty, high-minority, or both (as defined in the application) who are highly effective (as defined in the application)	0%	N/A	N/A
Percentage of principals in schools that are low-poverty, low-minority or both (as defined in the application) who are highly effective (as defined in the application)	0%	N/A	N/A
Percentage of principals in schools that are high-poverty, high-minority, or both (as defined in the application) who are effective or better (as defined in the application)	N/A	N/A	N/A
Percentage of principals in schools that are low-poverty, low-minority, or both (as defined in the application) who are effective or better (as defined in the application)	N/A	N/A	N/A
Percentage of principals in schools that are high-poverty, high-minority, or both (as defined in the application) who are ineffective	0%	N/A	N/A
Percentage of principals in schools that are low-poverty, low-minority, or both (as defined in the application) who are ineffective	0%	N/A	N/A
Percentage of mathematics teachers who were evaluated as effective or better	0%	N/A	N/A
Percentage of science teachers who were evaluated as effective or better	0%	N/A	N/A
Percentage of special education teachers who were evaluated as effective or better	0%	N/A	N/A
Percentage of teachers in language instructional programs who were evaluated as effective or better	0%	N/A	N/A
View Table Key			

Term	State's Definition
Mathematics teachers	A classroom teacher providing instruction in one of the identified mathematics courses.
Science teachers	A classroom teacher providing instruction in one of the identified science courses.
Special education teachers	A classroom teacher providing instruction to special education students in a range of settings (resource room, self-contained classroom etc.)
Teachers in language instruction educational programs	Teacher providing English language development or English as a second language (ELD/ESL) instruction to students who are limited English proficient (LEP).
View Table Key	

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Improving the effectiveness of teacher and principal preparation programs

State-reported information

Performance measure	Baseline: SY 2009-2010	Actual: SY 2010-2011	Target from Massachusetts' approved plan: SY 2010-2011

Number of teacher preparation programs in the State for which the public can access data on the achievement and growth (as defined in the Race to the Top application) of the graduates' students	N/A	0	N/A
Number of principal preparation programs in the State for which the public can access data on the achievement and growth (as defined in the Race to the Top application) of the graduates' students	N/A	0	N/A
Total number of teacher preparation programs in the State	0	0	N/A
Total number of principal preparation programs in the State	0	0	N/A
Percentage of teacher preparation programs in the State for which the public can access data on the achievement and growth (as defined in the Race to the Top application) of the graduates' students	0	0	0
Percentage of principal preparation programs in the State for which the public can access data on the achievement and growth (as defined in the Race to the Top application) of the graduates' students	0	0	0
Number of teachers prepared by each credentialing program in the State for which the information (as described in the criterion) is publicly reported	N/A	0	N/A
Number of principals prepared by each credentialing program in the State for which the information (as described in the criterion) is publicly reported	N/A	0	N/A
Number of teachers in the State whose data are aggregated to produce publicly available reports on the State's credentialing programs	N/A	0	N/A
Number of principals in the State whose data are aggregated to produce publicly available reports on the State's credentialing programs	N/A	0	N/A
View Table Key			

Additional information provided by the State:

The number of teacher preparation programs for 2010-2011 is not yet available. For school year 2008-2009 the number of teacher preparation programs was 1823. For school year 2008-2009 the number of principal preparation programs was 101.

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Great teachers and leaders: Optional measures

State-reported information

Performance measure	Race to the Top plan subcriterion	Baseline: SY 2009-2010	Actual: SY 2010-2011	Target from Massachusetts' approved plan: SY 2010-2011
Percent of PD offered through DSACs, Readiness Centers, Professional Development Institutes, and ESE grant-funded PD programs that is aligned to new standards	(D)(5)	N/A	N/A	N/A
Preferred provider list based on new professional development standards is available	(D)(5)	N/A	N/A	N/A
Percent of LEAs using ESE-developed tool and processes to evaluate the impact of professional supports	(D)(5)	0	0	0
Revised standards for professional development are complete	(D)(5)	N/A	N/A	N/A
View Table Key				

Additional information provided by the State:

N/A

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Turning Around the Lowest-Achieving Schools

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Schools that initiated one of the four school intervention models in SY 2010-2011

Changes to Massachusetts' legal, statutory, or regulatory authority to intervene in Massachusetts' persistently lowest-achieving schools and in LEAs that are in improvement or corrective action status

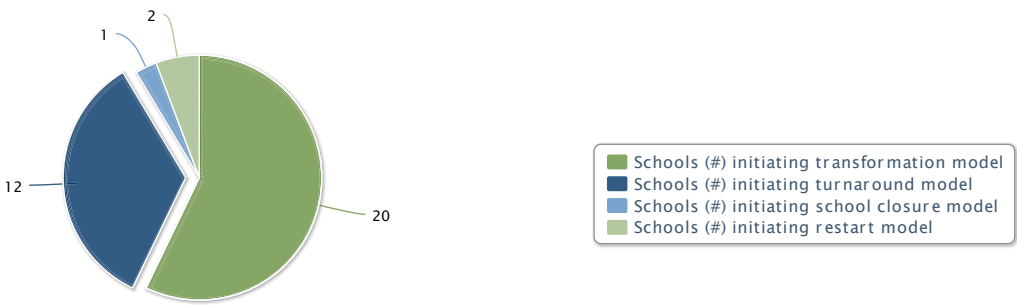
Turning around the lowest-achieving schools: Additional information

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Schools that initiated one of the four school intervention models in SY 2010-2011

State-reported information

School Intervention Models Initiated in Massachusetts in SY 2010-2011



[View Table \(Accessible\)](#) | [School Intervention Models Definition](#)

[Click to see list of schools for which one of the four school intervention models was initiated in SY 2010-2011](#)

Performance measure	Baseline: SY 2009-2010	Actual: SY 2010-2011	Target from Massachusetts' approved plan: SY 2010-2011
The number of schools for which one of the four school intervention models will be initiated	0	35	35
View Table Key			

Question: For each school for which one of the four school intervention models was initiated (that is, school(s) in the first

year of implementation) in SY 2010-2011, list the school name and the respective school ID. For each of those schools, indicate the LEA with which it is affiliated and that LEA's NCES ID number. Lastly, indicate which of the four school intervention models was initiated.

School name	School ID	LEA	NCES ID	School intervention model initiated in SY 2010-2011
Elihu Greenwood School	250279000229	Boston	2502790	Turnaround model
The English High	250279000327	Boston	2502790	Transformation model
Harbor School	250279000952	Boston	2502790	Turnaround model
John F. Kennedy School	250279000265	Boston	2502790	Transformation model
John P. Holland School	250279000268	Boston	2502790	Transformation model
Orchard Gardens School	250279002006	Boston	2502790	Turnaround model
Paul A. Dever School	250279000304	Boston	2502790	Turnaround model
William Monroe Trotter	250279000343	Boston	2502790	Turnaround model
Jeremiah E. Burke High School	250279000261	Boston	2502790	Turnaround model
UP Academy (formerly Patrick F. Gavin Middle)	250279000300	Boston	2502790	Restart model
Blackstone School	250279000201	Boston	2502790	Turnaround model
Dearborn School	250279000222	Boston	2502790	Transformation model
Agassiz	250279000196	Boston	2502790	School closure model
Chelsea High School	250354000482	Chelsea	2503540	Transformation model
John J. Doran	250483000666	Fall River	2504830	Transformation model
Henry Lord Middle	250483000661	Fall River	2504830	Transformation model
Morgan Elementary	250627000910	Holyoke	2506270	Transformation model
Wm. J. Dean Vocational Technical High School	250627000913	Holyoke	2506270	Restart model
Arlington Elementary School	250666001919	Lawrence	2506660	Transformation model
South Lawrence East Middle	250666001920	Lawrence	2506660	Transformation model
Charlotte M. Murkland Elementary	250702000092	Lowell	2507020	Transformation model
EJ Harrington	250711001070	Lynn	2507110	Transformation model
Connery	250711001087	Lynn	2507110	Transformation model
M. Marcus Kiley Middle School	251113002602	Springfield	2511130	Transformation model
Alfred G. Zanetti	251113001809	Springfield	2511130	Transformation model
Brightwood	251113001796	Springfield	2511130	Turnaround model
Chestnut Street Middle	251113002598	Springfield	2511130	Transformation model
Elias Brookings	251113001801	Springfield	2511130	Turnaround model
Gerena	251113001822	Springfield	2511130	Transformation model
Homer Street	251113001808	Springfield	2511130	Transformation model
John F. Kennedy Middle	251113002601	Springfield	2511130	Turnaround model
White Street	251113001837	Springfield	2511130	Turnaround model
High School of Commerce	251113001806	Springfield	2511130	Turnaround model
Chandler Elementary Community	251323002204	Worcester	2513230	Transformation model
Union Hill School	251323002248	Worcester	2513230	Transformation model
View Table Key				

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Changes to Massachusetts' legal, statutory, or regulatory authority to intervene in Massachusetts' persistently lowest-achieving schools and in LEAs that are in improvement or corrective action status

State-reported information

Question: Report any changes, from the time of application through June 30, 2011, in the State's legal, statutory, or regulatory authority to intervene in the State's [persistently lowest-achieving schools](#) and in LEAs that are in improvement or corrective action status.

State-reported response: N/A

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Turning around the lowest-achieving schools: Additional information

State-reported information

Additional information provided by the State:

N/A

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Turning Around the Lowest-Achieving Schools

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Education Funding and Charter Schools

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[Making education funding a priority](#)

[Ensuring successful conditions for high-performing charter schools and other innovative schools](#)

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Making education funding a priority

State-reported information

Question: Describe in narrative form any changes from the time of application through June 30, 2011, to State policies that relate to equitable funding (a) between [high-need LEAs](#) and other LEAs, and (b) within LEAs, between [high-poverty schools](#) and other schools.

State-reported response: N/A

Additional information provided by the State:

N/A

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Ensuring successful conditions for high-performing charter schools and other innovative schools

State-reported information

Question: Describe in narrative form any changes, from the time of application through June 30, 2011, in the extent to which the State has a charter school law that does not prohibit or effectively inhibit increasing the number of [high-performing charter schools](#) in the State, measured by the percentage of total schools in the State that are allowed to be charter schools or otherwise restrict student enrollment in charter schools.

State-reported response: N/A

Question: Describe in narrative form any changes, from the time of application through June 30, 2011, in the extent to which the State has laws, statutes, regulations, or guidelines regarding how charter school authorizers approve, monitor, hold accountable, reauthorize, and close charter schools; in particular, whether authorizers require that [student achievement](#) be one significant factor, among others, in authorization or renewal; encourage charter schools that serve

student populations that are similar to local district student populations, especially relative to [high-need students](#) and have closed or not renewed ineffective charter schools.

State-reported response: N/A

Question: Describe in narrative form any changes, from the time of application through June 30, 2011, in the extent to which the State's charter schools receive equitable funding compared to traditional public schools, and a commensurate share of local, State, and Federal revenues.

State-reported response: N/A

Question: Describe in narrative form any changes, from the time of application through June 30, 2011, in the extent to which the State provides charter schools with funding for facilities (for leasing facilities, purchasing facilities, or making tenant improvements), assistance with facilities acquisition, access to public facilities, the ability to share in bonds and mill levies, or other supports; and the extent to which the State does not impose any facility-related requirements on charter schools that are stricter than those applied to traditional public schools.

State-reported response: N/A

Question: Describe in narrative form any changes, from the time of application through June 30, 2011, in the extent to which the State enables LEAs to operate [innovative, autonomous public schools](#) other than charter schools.

State-reported response: N/A

Additional information provided by the State:

N/A

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Emphasis on Science, Technology, Engineering, and Mathematics (STEM) Page 10 of 12

STEM performance measures

STEM performance measures: Additional information

Progress in implementing a high-quality STEM plan (Optional)

Collapse All

STEM performance measures

State-reported information

Question: Provide at least two performance measures to report on the State's progress in STEM.

Performance measure	Baseline		End of the Year Target		
	SY 2009-2010	SY 2010-2011	SY 2011-2012	SY 2012-2013	SY 2013-2014
Increase the % of high school graduates completing MassCore	50	70	71.4	79.8	85
Accelerate the increase in overall achievement on the mathematics MCAS by 15% from 2009 to 2014.	57.1	58	65.2	67.9	70.6
View Table Key					

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STEM performance measures: Additional information

State-reported information

Additional information provided by the State:

No response provided.

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Progress in implementing a high-quality STEM plan (Optional)

State-reported information

NOTE: Reporting in this section is optional.

Question: Describe the State's progress in implementing, consistent with its approved application, a high-quality plan to

address the need to (i) offer a rigorous course of study in mathematics, the sciences, technology, and engineering; (ii) cooperate with industry experts, museums, universities, research centers, or other STEM-capable community partners to prepare and assist teachers in integrating STEM content across grades and disciplines, in promoting effective and relevant instruction, and in offering applied learning opportunities for students; and (iii) prepare more students for advanced study and careers in the sciences, technology, engineering, and mathematics, including by addressing the needs of underrepresented groups and of women and girls in the areas of science, technology, engineering, and mathematics.

State-reported response: Our state proposal included three strategies related to the competitive priority on science, technology, engineering, and mathematics.

Individualize STEM instruction

- We included both science and mathematics in our work to increase access to high quality curriculum materials, model units, and lesson plans designed to model what an effective STEM classroom looks like. Of the 175 educators participating on the committees to develop these materials, 94 are science or mathematics specialists. Of the 40 curriculum units developed so far, 19 are on science and/or mathematics topics. Two of the four curriculum-embedded performance assessments being developed this year are on STEM topics.

Expand the supply of effective STEM educators

- We have nearly completed establishing a U-Teach program site in Massachusetts. UTeach began at the University of Texas at Austin in 1997 as a model for increasing the number of STEM teachers and has now expanded nationally. We received three proposals for site locations from Massachusetts colleges and universities and expect to name a site shortly. The site is positioned to begin as soon as the grant is awarded, so we expect the program to begin in fall semester 2011. The site will produce over 100 new STEM teachers.
- Through our regional District and School Assistance Centers, we provided professional development to 148 educators in eight different mathematics courses. Examples include mathematics coaching, developing algebraic thinking, increasing accessibility of algebra and geometry, and the Massachusetts Intel Mathematics Initiative. In addition, approximately 200 mathematics teachers participated in regional network meetings.
- To strengthen the rigor of coursework leading to AP courses in high school, we provided professional development to vertical teams of middle and high school teachers in mathematics, science, and English language arts. A total of 255 mathematics and science teachers participated in the program in its first year.
- We are offering a program to expand the number of qualified and effective mentors statewide, with the goal to reduce the turnover rate for new teachers. STEM teachers, along with special education and English language learner teachers, will receive priority if the program is oversubscribed.

Increase STEM college and career readiness among underrepresented groups

- Our state Board of Higher Education changed its college entrance requirements so that students will be required to take four years of mathematics in high school, including in the senior year, to gain admission to Massachusetts public universities beginning in fall 2015. This change emphasizes the importance of STEM subjects in preparing for college entrance. Further, the Department of Education and Department of Higher Education are close to completing a policy alignment to ensure that STEM expectations for high school graduation (as reflected in MassCore) are the same as STEM expectations for admissions to public colleges and universities.
- 126 districts are working to implement the MassCore high school program of study as a requirement for high school graduation. MassCore includes at least three years of coursework in science and technology/engineering and four years of mathematics.
- Beyond the pre-AP program described above, we also provided planning and implementation grants to establish STEM

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< n	indicates data has been suppressed because of a small count or, for NAEP data, indicates reporting standards not met; sample size insufficient to permit a reliable estimate.
- -	indicates data are not provided.
N/A	indicates not applicable (e.g., the State did not specify a target in its approved plan, or the element is not applicable this year).

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Progress Updates on Invitational Priorities

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- Innovations for improving early learning outcomes (Optional)
- Expansion and adaption of statewide longitudinal data systems (Optional)
- P-20 coordination, vertical and horizontal alignment (Optional)
- School-level conditions for reform, innovation, and learning (Optional)
- Additional optional performance measures (Optional)

Collapse All

Innovations for improving early learning outcomes (Optional)

State-reported information

NOTE: Reporting in this section is optional.

Question: Describe the State's progress in implementing, consistent with its approved application, practices, strategies, or programs to improve educational outcomes for high-need students who are young children (pre-kindergarten through third grade) by enhancing the quality of preschool programs. Describe the State's progress specifically in implementing practices that (i) improve school readiness (including social, emotional, and cognitive); and (ii) improve the transition between preschool and kindergarten.

State-reported response:

- One of Massachusetts' goals is to substantially increase reading proficiency by grade 3. This goal is related to overarching goals of increasing school readiness and eliminating developmental and attainment gaps for our youngest and neediest children in the state. In keeping with our commitment to increasing coherence and alignment across the education continuum, and in order to leverage expertise and resources across sectors, Secretary of Education Paul Reville convened a cross-agency early literacy task force that included the commissioners from the Departments of Early Education and Care, Elementary and Secondary Education, and Higher Education; and also the board chairs for each of these state agencies. This group was charged with developing recommendations for boosting early literacy rates and increasing reading proficiency, and their efforts will inform ongoing discussions about increasing alignment between pre-K and K-12 standards and assessments, educator effectiveness, and professional development for educators (among other state priorities).
- The Department of Elementary and Secondary Education has worked collaboratively with the Department of Early Education and Care on developing a birth to grade 3 framework. The framework is aimed at addressing third grade reading scores by aligning practices across the birth to five system of early childhood services and the 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; engaged families; administrators and leadership quality; transition and pathways; teacher quality and capacity; and mechanisms for cross-sector alignment.
- When our state adopted our new Massachusetts Curriculum Frameworks incorporating the Common Core State Standards, we used our flexibility to add 15% state-specific content to include standards for pre-kindergarten in both English language arts and mathematics.
- The curriculum and instruction materials being developed for our teaching and learning system includes materials for

K-3 in all four core subjects.

- The Department is working on the development of an Early Warning Indicator System (EWIS) that is funded primarily through the LDS-2, but will also include funding from RTTT. The Department is partnering with the Dept. of Early Education and Care to create a system that will provide early education sites and school districts with aggregate and student-level reports that identify students who are at risk of falling off track based on their development and academic level. The EWIS will provide data on children and youth from birth through high school graduation using at risk model that is currently being designed by a contracted partner, the American Institutes for Research. RTTT funds will be used in

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Expansion and adaption of statewide longitudinal data systems (Optional)

State-reported information

NOTE: Reporting in this section is optional.

Question: Describe the State's progress expanding, consistent with its approved application, statewide longitudinal data systems to include or integrate data from special education programs, English language learner programs, early childhood programs, at-risk and dropout prevention programs, and school climate and culture programs, as well as information on student mobility, human resources (i.e., information on teachers, principals, and other staff), school finance, student health, postsecondary education, and other relevant areas, with the purpose of connecting and coordinating all parts of the system to allow important questions related to policy, practice, or overall effectiveness to be asked, answered, and incorporated into effective continuous improvement practices. In addition, describe the State's progress in working together with other States to adapt one State's statewide longitudinal data system so that it may be used, in whole or in part, by one or more other States, rather than having each State build or continue building such systems independently."

State-reported response:

The ESE has designated data systems as one of its six priority projects that will guide the work of the agency through its delivery process of strategic planning. A core team has 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."

The following progress points are a reflection of this aspiration:

- The ESE has agreed to terms with the Department of Early Education and Care (EEC) and the Department of Higher Education (DHE) on a plan to share data to create a P-20 database. Each of the three educational agencies has agreed to share their data with the Executive Office of Education and a Memorandum of Understanding will be signed in September 2011.
- The ESE has taken steps to assign the same unique identifier throughout all three education agencies. To date, nearly 10,000 SASIDs have been assigned to children served by EEC, and the ESE is working with the DHE to build the technical infrastructure to do the same.
- 65 school districts will begin to submit near real-time data to the ESE using the Schools Interoperability Framework (SIF) for the October 1, 2011 data collection. A successful SIF implementation is the key to ability to out accurate and actionable data in the hands of educators.
- The ESE has purchased an Exadata storage server which will provide the capability to store large amounts of data and allow the efficiencies for up to 100,000 educators to access to the ESE data systems.
- In August 2011, the ESE released version 2.0 of its Education Data Warehouse in time for the release of its 2011 state assessment results. The redesigned warehouse has allowed districts to access their results and accompanying reports in

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P-20 coordination, vertical and horizontal alignment (Optional)

State-reported information

NOTE: Reporting in this section is optional.

Question: Describe the State's progress addressing, consistent with the approved application, how early childhood programs, K-12 schools, postsecondary institutions, workforce development organizations, and other State agencies and community partners (e.g., child welfare, juvenile justice, and criminal justice agencies) will coordinate to improve all parts of the education system and create a more seamless preschool-through-graduate school (P-20) route for students. Vertical alignment across P-20 is particularly critical at each point where a transition occurs (e.g., between early childhood and K-12, or between K-12 and postsecondary/careers) to ensure that students exiting one level are prepared for success, without remediation, in the next. Horizontal alignment, that is, coordination of services across schools, State agencies, and community partners, is also important in ensuring that [high-need students](#) (as defined in the Race to the Top application) have access to the broad array of opportunities and services they need and that are beyond the capacity of a school itself to provide.

State-reported response:

- The Department of Elementary and Secondary Education (the Department) has worked collaboratively with the Department of Early Education and Care (EEC) on developing a birth to grade 3 framework. The framework is aimed at addressing 3rd grade reading scores by aligning practices across the birth to five system of early childhood services and the 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; engaged families; administrators and leadership quality; transition and pathways; teacher quality and capacity; and mechanisms for cross-sector alignment.
- Each of the six Readiness Centers hosted a regional event to introduce educators from early education, elementary and secondary education, and higher education to the newly adopted Common Core Standards. The sessions included presentations from staff members at the Department of Elementary and Secondary Education, who presented a wide array of guidance materials to attendees, and also small group sessions that were facilitated by regional educators. Attendees also left with resource and tools that they could use 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 to plan additional events for the 2011-12 school year.
- The ESE has agreed to terms with the Department of Early Education and Care (EEC) and the Department of Higher Education (DHE) on a plan to share data to create a P-20 database. Each of the three educational agencies has agreed to share their data with the Executive Office of Education and a Memorandum of Understanding will be signed in September 2011.
- Representatives from higher education served on our statewide task force to develop our new educator evaluation framework. Higher education has also been involved in developing new performance-based standards for licensure of administrators.
- To support school turnaround, we funded a model wraparound zone program designed to help districts with Level 4 schools address social and emotional, non-academic barriers to learning for at-risk students. Through this grant

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School-level conditions for reform, innovation, and learning (Optional)

State-reported information

NOTE: Reporting in this section is optional.

Question: Describe progress consistent with the State's approved application, of participating LEAs creating the conditions for reform and innovation as well as the conditions for learning by providing schools with flexibility and autonomy in such areas as—

- (i) Selecting staff;
- (ii) Implementing new structures and formats for the school day or year that result in [increased learning time](#) (as defined in the Race to the Top application);
- (iii) Controlling the school's budget;
- (iv) Awarding credit to students based on student performance instead of instructional time;
- (v) Providing comprehensive services to [high-need students](#) (as defined in the Race to the Top application) (e.g., by

mentors and other caring adults; through local partnerships with community-based organizations, nonprofit organizations, and other providers);

(vi) Creating school climates and cultures that remove obstacles to, and actively support, student engagement and achievement; and

(vii) Implementing strategies to effectively engage families and communities in supporting the academic success of their students.

State-reported response:

- A signature element of our January 2010 education reform legislation was the creation of Innovation Schools, in-district public schools with increased autonomy in the areas of curriculum, budget, school schedule and calendar, staffing, and school district policies. Twenty-six districts received planning grants to develop Innovation Schools during FY2010.
- The reform legislation also increased flexibility and autonomy to facilitate the turnaround of low performing schools in Massachusetts. The new law gives local superintendents and the commissioner the ability to increase flexibility in these schools, including budgetary flexibility, increased planning time for teachers, and provisions to authorize 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.
- After one year of the statute's implementation, each of the 35 Level 4 ("underperforming") 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 School Improvement Grant (SIG) models gave 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.

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Additional optional performance measures (Optional)

State-reported information

Performance measure	Race to the Top plan subcriterion	Baseline: SY 2009-2010	Actual: SY 2010-2011	Target from Massachusetts' approved plan: SY 2010-2011
Reduce gaps in high school graduation and college enrollment for each low performing subgroup	(A)(1)(iii)	N/A	N/A	File
Reduce MCAS achievement gaps for each low performing subgroup, as measured by CPI	(A)(1)(iii)	N/A	N/A	File
Accelerate the increase in overall achievement on the mathematics NAEP in Grade 4 by 15%	(A)(1)(iii)	252	N/A	255.25
Accelerate the increase in overall achievement on the mathematics NAEP in Grade 8 by 15%	(A)(1)(iii)	299	N/A	302.25
Increase the percentage of graduates who have completed a year of college credits within two years	(A)(1)(iii)	51	N/A	52
Increase the percentage of students who graduate from high school within four years	(A)(1)(iii)	81	N/A	82
Accelerate the increase in overall achievement on the ELA MCAS	(A)(1)(iii)	68	69	70.1
Increase the percentage of graduates who enroll in college within 16 months of high school graduation	(A)(1)(iii)	72	N/A	73
Reduce NAEP achievement gaps for each low performing subgroup by 25%	(A)(1)(iii)	N/A	N/A	File

Increase the percentage of high school graduates who have completed MassCore	(A)(1)(iii)	70	70	70
Accelerate the increase in overall achievement on the reading NAEP in Grade 8 by 15%	(A)(1)(iii)	274	N/A	275.75
Accelerate the increase in overall achievement on the mathematics MCAS	(A)(1)(iii)	57	58	60.48
Accelerate the increase in overall achievement on the reading NAEP in Grade 4 by 15%	(A)(1)(iii)	239	N/A	241.25
View Table Key				

Additional information provided by the State:

NOTE: Massachusetts provided targets for reducing the high school graduation rate and college enrollment rate achievement gaps. Please see the supporting files section to access this data.

File= Files uploaded below containing this information.

In End of 2010-2011 Actual data column is not yet available. (NAEP, HS Graduation, college enrollment)

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Table Key

< n	indicates data has been suppressed because of a small count or, for NAEP data, indicates reporting standards not met; sample size insufficient to permit a reliable estimate.
- -	indicates data are not provided.
N/A	indicates not applicable (e.g., the State did not specify a target in its approved plan, or the element is not applicable this year).

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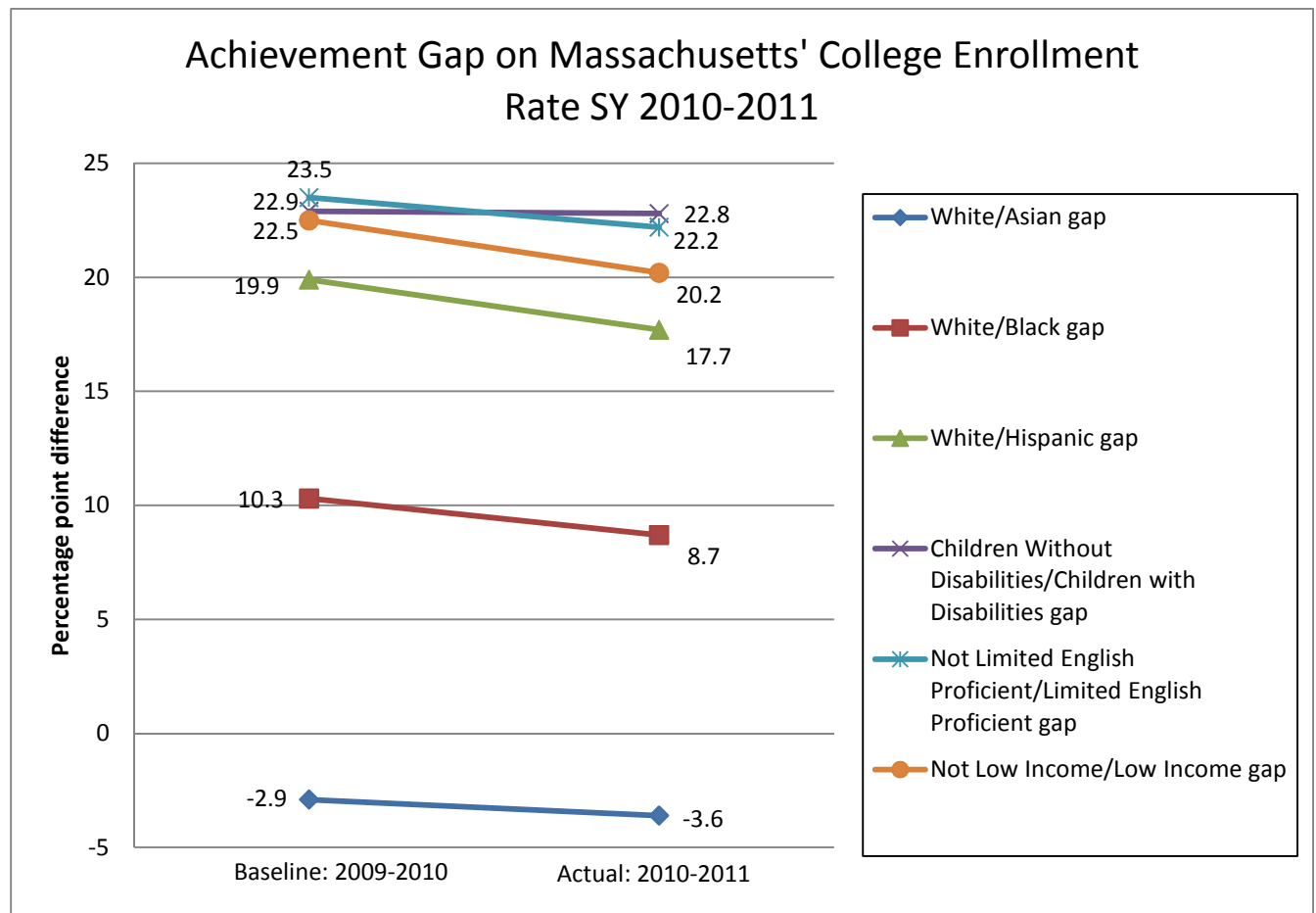
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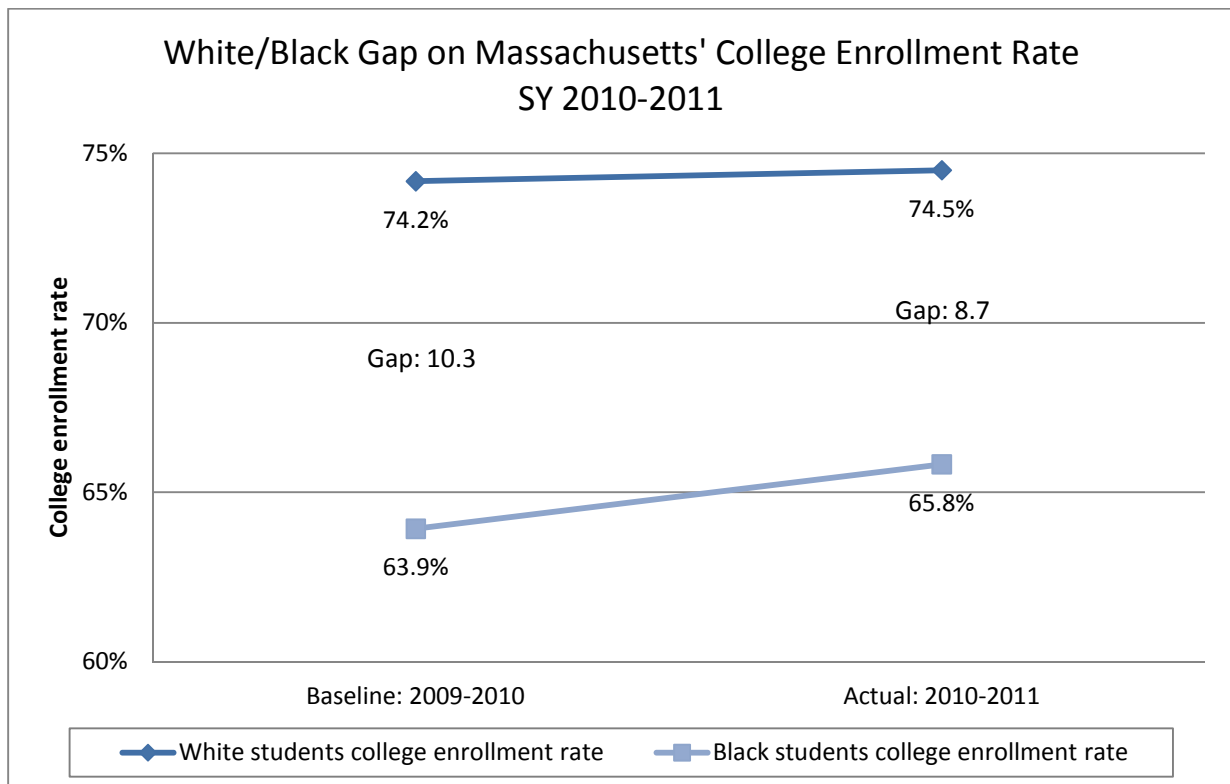
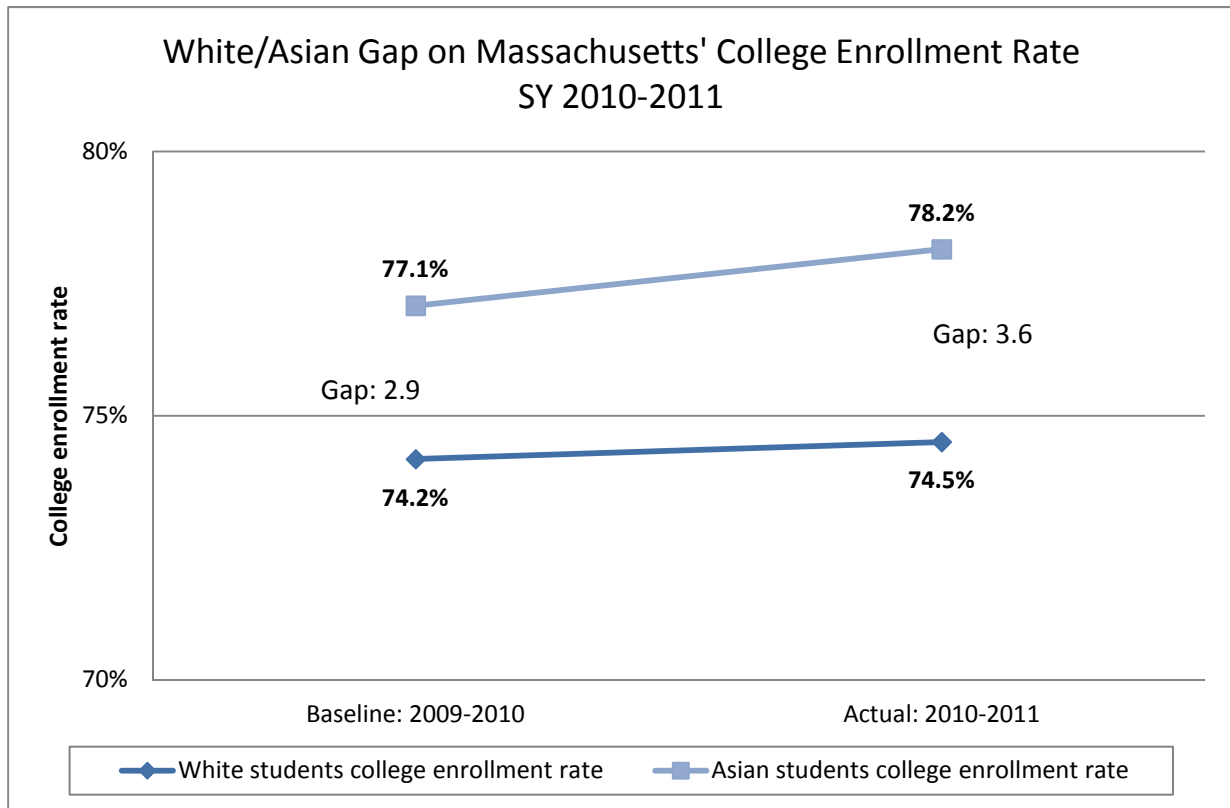
Results in closing the achievement gap on Massachusetts' college enrollment rate

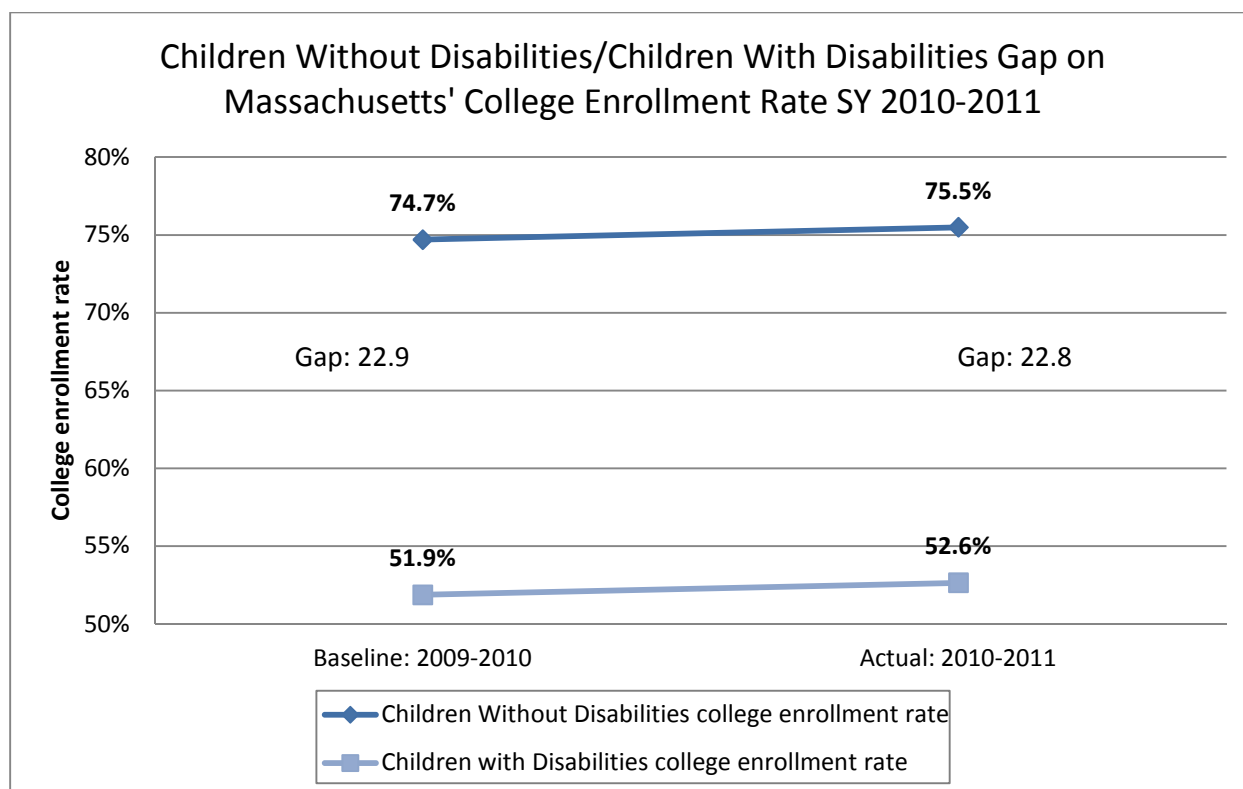
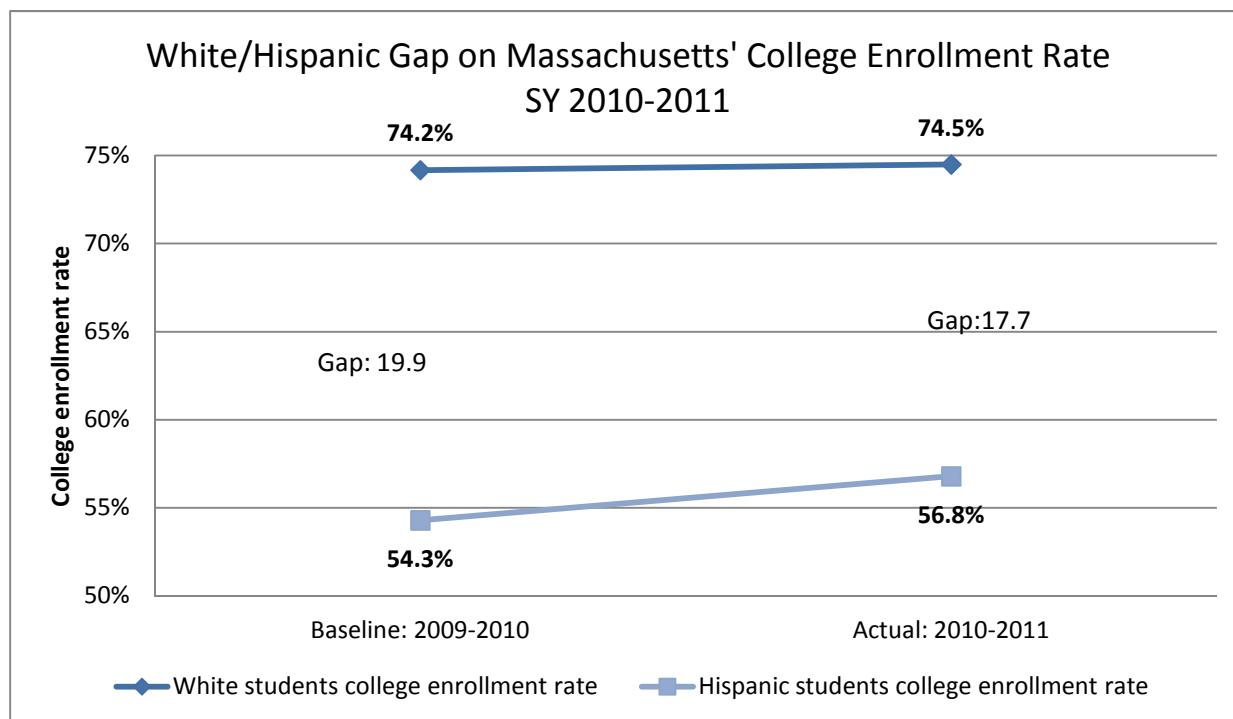
Preliminary SY 2010-2011 data reported as of: **October 25, 2011**



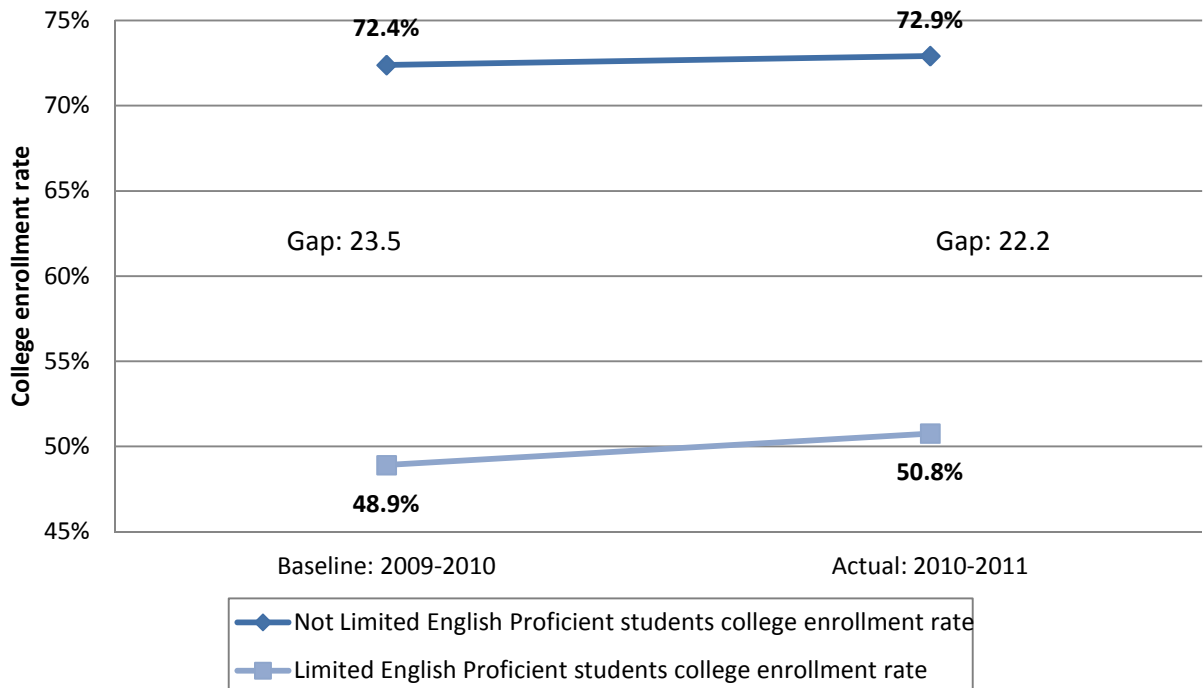
Achievement gap as measured by percentage point difference on Massachusetts' college enrollment rate SY 2009-2010 reported as of October 25, 2011	Baseline: SY 2008-2009	Actual: SY 2010-2011	Target from Massachusetts' approved plan: SY 2010-2011
White/Asian gap	-2.9	-3.6	N/A
White/Black gap	10.3	8.7	8.0
White/Hispanic gap	19.9	17.7	16.4
Children Without Disabilities/Children with Disabilities gap	22.9	22.8	23.3
Not Limited English Proficient/Limited English Proficient gap	23.5	22.2	22.6
Not Low Income/Low Income gap	22.5	20.2	16.4

Achievement Gaps: College Enrollment Rate SY 2010-2011

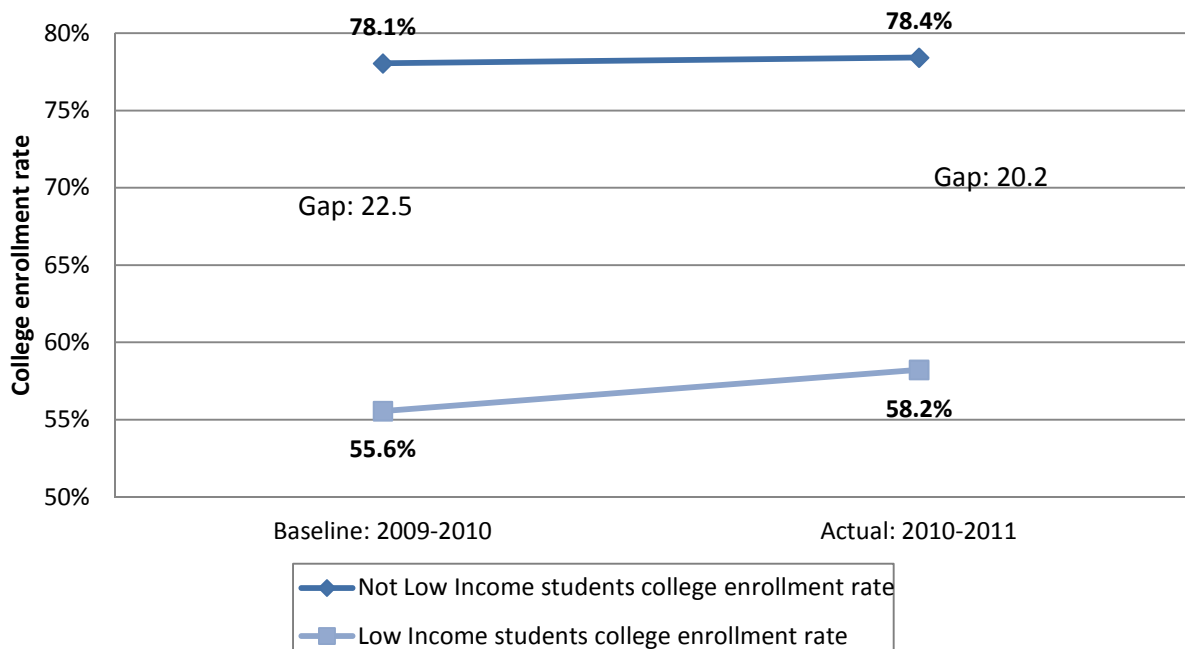




Not Limited English Proficient/Limited English Proficient Gap on Massachusetts' College Enrollment Rate SY 2010-2011



Not Low Income/Low Income Gap on Massachusetts' College Enrollment Rates SY 2010-2011



White/Asian Gap			
Category	Baseline: SY 2009-2010	Actual: SY 2010-2011	Target from Massachusetts' approved plan: SY 2010-2011
White students college enrollment rate	74.2%	74.5%	N/A
Asian students college enrollment rate	77.1%	78.2%	N/A
White/Asian gap (percentage point difference)	-2.9	-3.6	N/A

White/Black Gap			
Category	Baseline: SY 2009-2010	Actual: SY 2010-2011	Target from Massachusetts' approved plan: SY 2010-2011
White students college enrollment rate	74.2%	74.5%	N/A
Black students college enrollment rate	63.9%	65.8%	N/A
White/Black gap (percentage point difference)	10.3	8.7	8.4

White/Hispanic Gap			
Category	Baseline: SY 2009-2010	Actual: SY 2010-2011	Target from Massachusetts' approved plan: SY 2010-2011
White students college enrollment rate	74.2%	74.5%	N/A
Hispanic students college enrollment rate	54.3%	56.8%	N/A
White/Hispanic gap (percentage point difference)	19.9	17.7	17.0

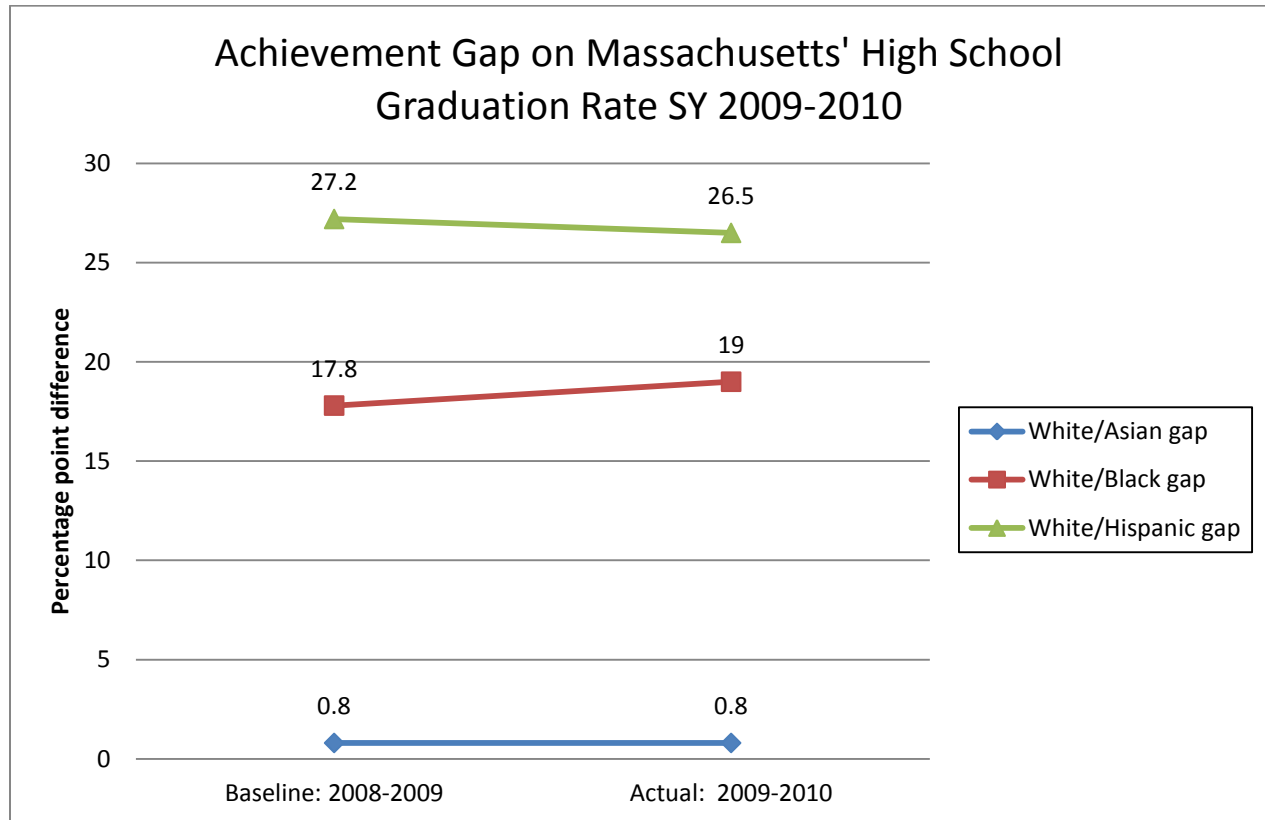
Children Without Disabilities/Children With Disabilities Gap			
Category	Baseline: SY 2009-2010	Actual: SY 2010-2011	Target from Massachusetts' approved plan: SY 2010-2011
Children Without Disabilities college enrollment rate	74.7%	75.5%	N/A
Children With Disabilities college enrollment rate	51.9%	52.6%	N/A
Children Without Disabilities/Children With Disabilities gap (percentage point difference)	22.9	22.8	23.3

Not Limited English Proficient/Limited English Proficient Gap			
Category	Baseline: SY 2009-2010	Actual: SY 2010-2011	Target from Massachusetts' approved plan: SY 2010-2011
Not Limited English Proficient students college enrollment rate	72.4%	72.9%	N/A
Limited English Proficient students college enrollment rate	48.9%	50.8%	N/A
Not Limited English Proficient/Limited English Proficient gap (percentage point difference)	23.5	22.2	22.6

Not Low Income/Low Income Gap			
Category	Baseline: SY 2009-2010	Actual: SY 2010-2011	Target from Massachusetts' approved plan: SY 2010-2011
Not Low Income students college enrollment rate	78.1%	78.4%	N/A
Low Income students college enrollment rate	55.6%	58.2%	N/A
Not Low Income/Low Income gap (percentage point difference)	22.5	20.2	16.4

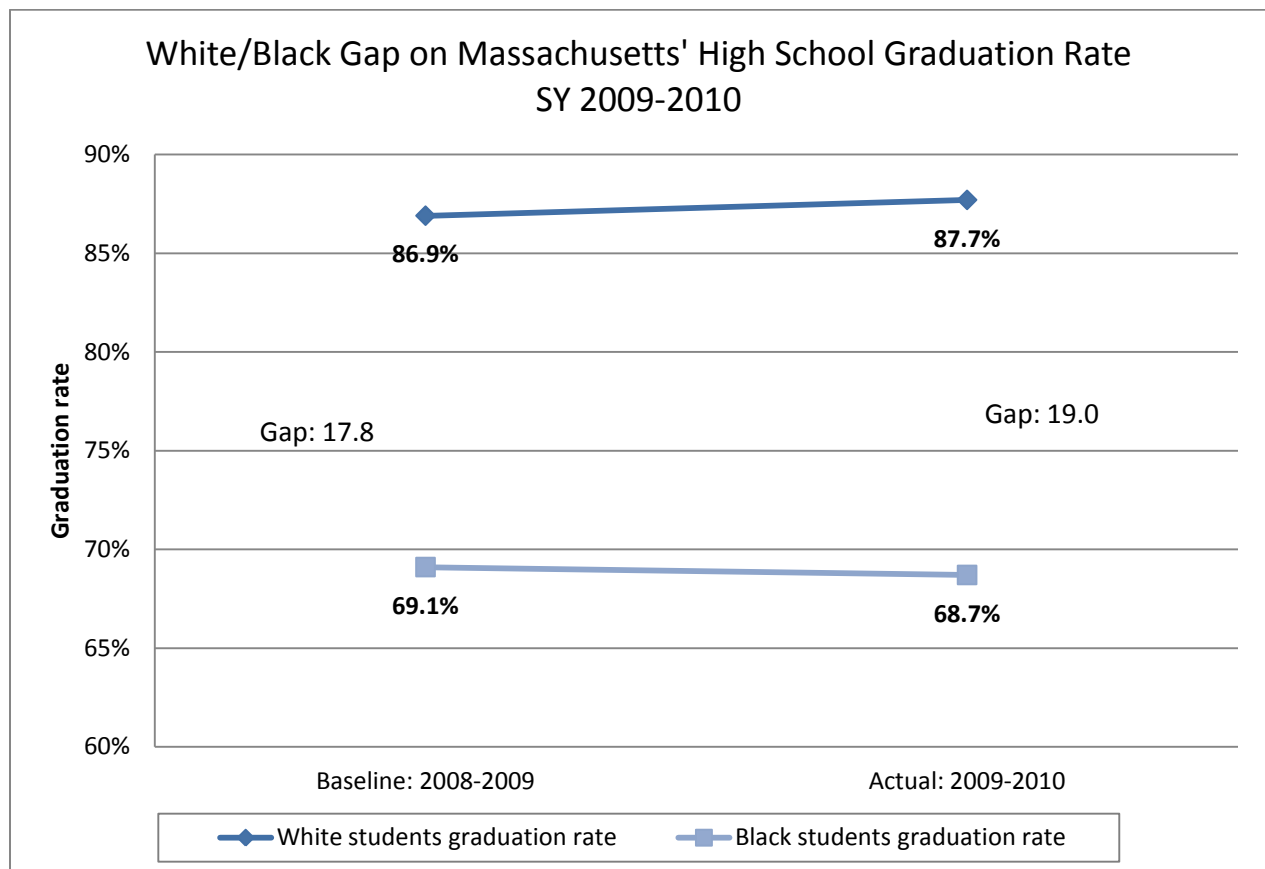
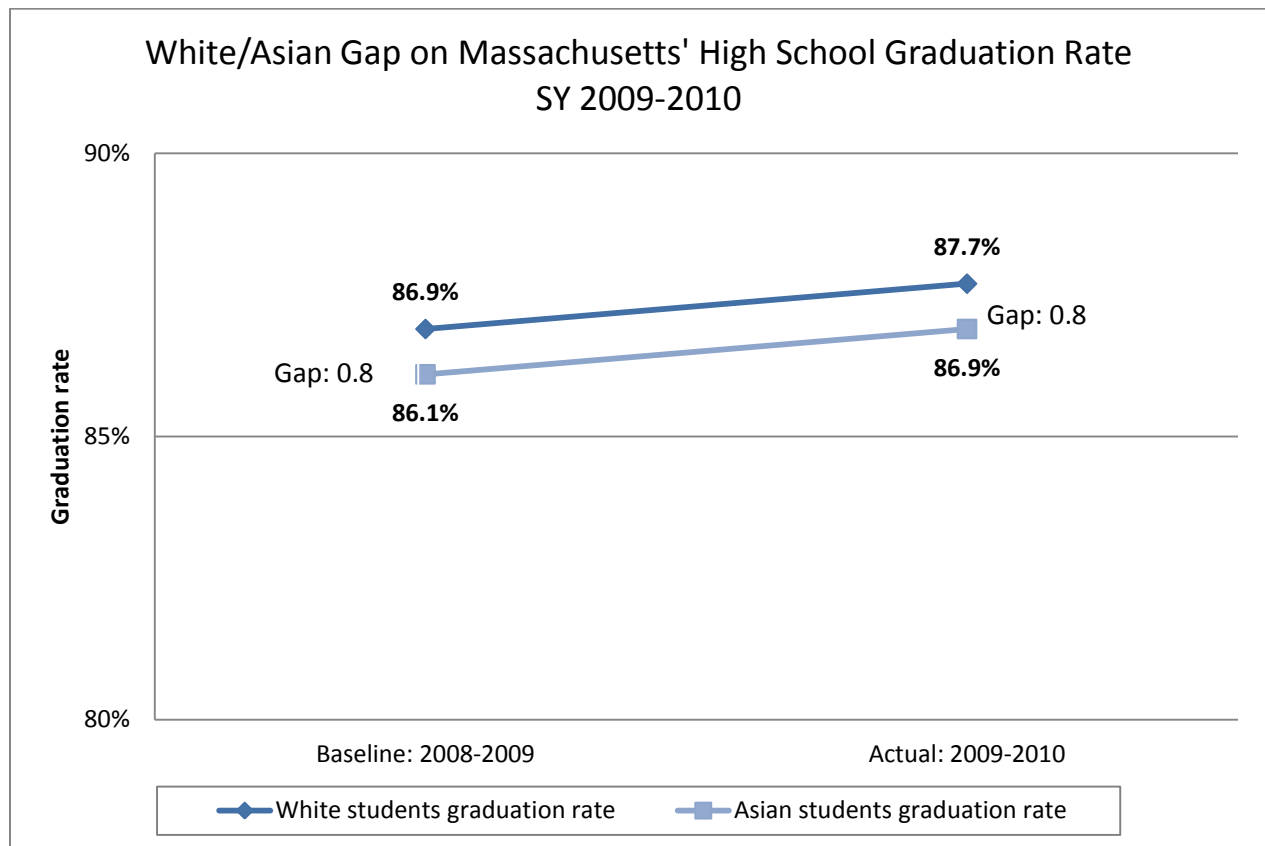
Results in closing the achievement gap on Massachusetts' high school graduation rate

Preliminary SY 2009-2010 data reported as of: [October 25, 2011](#)

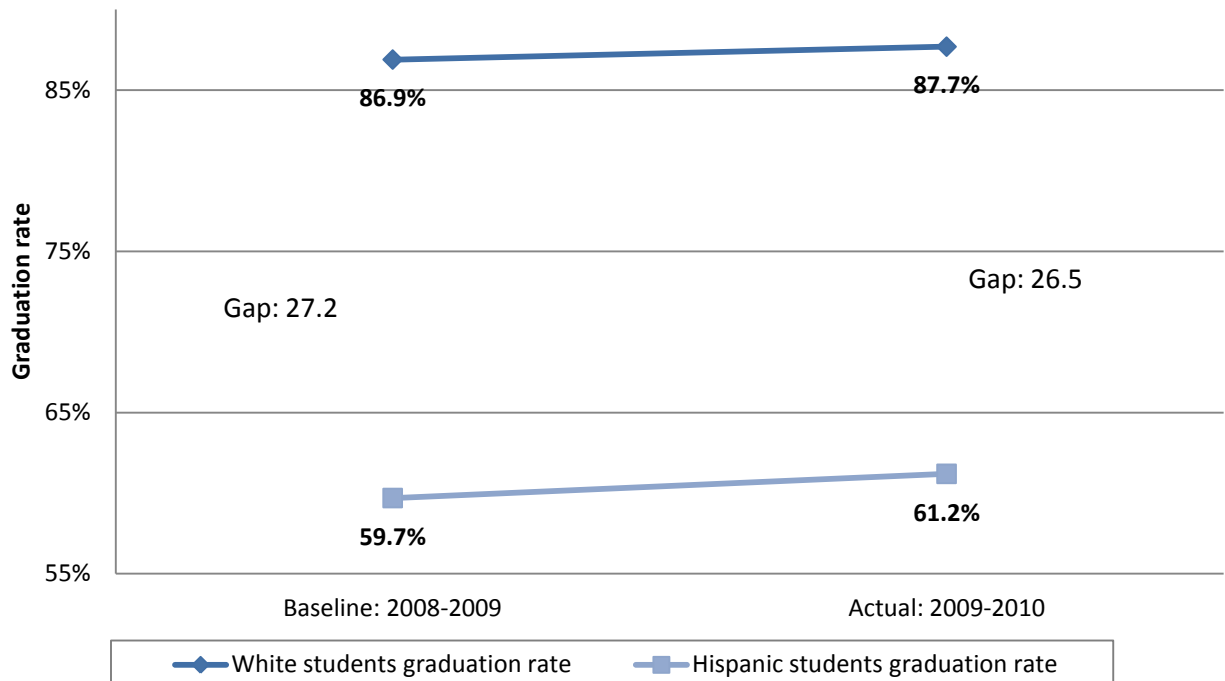


Achievement gap as measured by percentage point difference on Massachusetts' graduation rate SY 2009-2010 reported as of October 25, 2011	Baseline: SY 2008-2009	Actual: SY 2009-2010	Target from Massachusetts' approved plan: SY 2010-2011
White/Asian gap	0.8	0.8	N/A
White/Black gap	17.8	19	8.7
White/Hispanic gap	27.2	26.5	17.7

Achievement Gaps: High School Graduation Rate SY 2009-2010



White/Hispanic Gap on Massachusetts' High School Graduation Rate SY 2009-2010



White/Asian Gap			
Category	Baseline: SY 2008-2009	Actual: SY 2009-2010	Target from Massachusetts' approved plan: SY 2010-2011
White students graduation rate	86.9%	87.7%	N/A
Asian students graduation rate	86.1%	86.9%	N/A
White/Asian gap (percentage point difference)	0.8	0.8	N/A

White/Black Gap			
Category	Baseline: SY 2008-2009	Actual: SY 2009-2010	Target from Massachusetts' approved plan: SY 2010-2011
White students graduation rate	86.9%	87.7%	N/A
Black students graduation rate	69.1%	68.7%	N/A
White/Black gap (percentage point difference)	17.8	19.0	17.5

White/Hispanic Gap			
Category	Baseline: SY 2008-2009	Actual: SY 2009-2010	Target from Massachusetts' approved plan: SY 2010-2011
White students graduation rate	86.9%	87.7%	N/A
Hispanic students graduation rate	59.7%	61.2%	N/A
White/Hispanic gap (percentage point difference)	27.2	26.5	24.1



Massachusetts

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Year One Budget

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Summary expenditure table

Obligations (Optional)

Project-level expenditure tables

Collapse All

Summary expenditure table

State-reported information

Question: Report the actual expenditure totals for each of the categories listed in the summary budget table and project-level budget tables in the State's approved budget as of June 30, 2011

Expenditure Categories	Project Year 1
1. Personnel	580,268.93
2. Fringe Benefits	149,583.72
3. Travel	31,536.47
4. Equipment	40,165.88
5. Supplies	1,710.28
6. Contractual	464,042.24
7. Training Stipends	0.00
8. Other	28,276.78
9. Total Direct Costs (lines 1–8)	1,295,584.30
10. Indirect Costs	99,003.27
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	3,753,138.00
13. Total Costs (lines 9–12)	5,147,725.57
14. Funding Subgranted to Participating LEAs (50% of Total Grant)	0.00
15. Total Expenditure (lines 13–14)	5,147,725.57
View Table Key	

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Obligations (Optional)

State-reported information

NOTE: Reporting in this section is optional.

Question: To provide additional context for the spending activity on the Race to the Top grant, grantees may include additional budgetary information, such as figures for funds obligated in addition to funds expended or descriptive text.

State-reported response: Note 1: The actual and budgeted cost data is included in the Supporting Files listed below.

Note 2: The budget data contains one transaction for \$271,412 that was submitted as a budget change request to the USDE in August, 2011 and subsequently approved. The transaction increased Salaries, Benefits and Indirect Costs in Project 8 and reduced Supplemental Funding to LEA's in Project 9.

General Note: The MA RTTT expenditures represent spending through June 30, 2011. Once the Commonwealth's SFY11 books are closed, final fringe and indirect costs are recorded after 09/30/11. At this time we will produce a final year one expenditures report and will update our Annual Performance Report as required.

Note on Project #1 (Overall Program and Grant Management) - This project shows an expended balance of \$32K vs. a year 1 budget of \$5K. The \$32K includes all of the computers for staff; in the Budget these computers are considered Supplies, rather than Equipment. In reviewing the report structure as well as the Commonwealth's Object Classification handbook, we've found that there is no way for us to segregate computer costs (identified by US ED as Supplies) from the Equipment category. There is a basic difference in the way in which US ED views these purchases vs. the way in which the Commonwealth categorizes them.

Note on Project #6 (Invest in the Data system and technology necessary to support the statewide Pre K-12 teaching and learning System) - The Equipment category includes an \$8K expenditure without a Year 1 budget. In this case the expenditure was subsequently corrected but the correction will not appear until August. This expenditure will be picked up in the Year 2 report.

Note on Project #8 (Improve teacher and principal effectiveness based on performance) - Supplemental Funding shows \$70K in Year 1 expenditures without a Year 1 budget. This was actually approved in MA Amendment # 4, but it was not in

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Project-level expenditure tables

State-reported information

Project Name	Associated With Criteria
Overall program and grant management	(A)(2)(i)
Create a unified PreK	(B)(3)
Expand implementation of proven secondary school programs, policies, and incentives	(B)(3)
Disseminate the Common Core Standards	(B)(3)
Transform state data systems	(C)(2)
Invest in the data systems and technology necessary to support the statewide PreK	(C)(3)
Strengthen and expand educator training and supports for data use	(C)(3)
Improve teacher and principal effectiveness based on performance	(D)(2)
Ensure equitable distribution of effective teachers and principals	(D)(3)
Improve the effectiveness of teacher and principal preparation programs	(D)(4)

Provide effective support to teachers and principals

(D)(5)

Turnaround Program

(E)(2)(ii)

[View Table Key](#)

Question: Report the actual expenditure totals for each of the categories listed in the summary budget table and project-level budget tables in the State's approved budget as of June 30, 2011

Project Name: Overall program and grant management Associated With Criteria: (A)(2)(i)	
Expenditure Categories	Project Year 1
1. Personnel	123,438.12
2. Fringe Benefits	31,350.74
3. Travel	9,778.29
4. Equipment	32,091.26
5. Supplies	1,300.28
6. Contractual	287,621.65
7. Training Stipends	0.00
8. Other	24,425.28
9. Total Direct Costs (lines 1–8)	510,005.62
10. Indirect Costs	31,107.36
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00
13. Total Costs (lines 9–12)	541,112.98
View Table Key	

Project Name: Create a unified PreK Associated With Criteria: (B)(3)	
Expenditure Categories	Project Year 1
1. Personnel	39,117.20
2. Fringe Benefits	10,139.61
3. Travel	213.45
4. Equipment	0.00
5. Supplies	0.00
6. Contractual	334.12
7. Training Stipends	0.00
8. Other	0.00
9. Total Direct Costs (lines 1–8)	49,804.38
10. Indirect Costs	5,706.36
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00
13. Total Costs (lines 9–12)	55,510.74
View Table Key	

Additional information provided by the State for project: Overall program and grant management

This project shows an expended balance of \$32K vs. a year 1 budget of \$5K. The \$32K includes all of the computers for staff; in the Budget these computers are considered Supplies, rather than Equipment. In reviewing the report structure as well as the Commonwealth's Object Classification handbook, we've found that there is no way for us to segregate computer costs (identified by US ED as Supplies) from the Equipment category. There is a basic difference in the way in which US ED views these purchases vs. the way in which the Commonwealth categorizes them

[Close](#)

Project Name: Expand implementation of proven secondary school programs, policies, and incentives Associated With Criteria: (B)(3)	
Expenditure Categories	Project Year 1
1. Personnel	40,267.17
2. Fringe Benefits	10,276.32
3. Travel	921.40
4. Equipment	0.00
5. Supplies	0.00
6. Contractual	0.00
7. Training Stipends	0.00
8. Other	0.00
9. Total Direct Costs (lines 1–8)	51,464.89
10. Indirect Costs	5,734.87
11. Funding for Involved LEAs	0.00

Project Name: Disseminate the Common Core Standards Associated With Criteria: (B)(3)	
Expenditure Categories	Project Year 1
1. Personnel	0.00
2. Fringe Benefits	0.00
3. Travel	0.00
4. Equipment	0.00
5. Supplies	0.00
6. Contractual	0.00
7. Training Stipends	0.00
8. Other	3,577.00
9. Total Direct Costs (lines 1–8)	3,577.00
10. Indirect Costs	0.00
11. Funding for Involved LEAs	0.00

12. Supplemental Funding for Participating LEAs	3,553,770.00
13. Total Costs (lines 9–12)	3,610,969.76
View Table Key	

12. Supplemental Funding for Participating LEAs	0.00
13. Total Costs (lines 9–12)	3,577.00
View Table Key	

Project Name: Transform state data systems Associated With Criteria: (C)(2)	
Expenditure Categories	Project Year 1
1. Personnel	34,796.18
2. Fringe Benefits	8,635.10
3. Travel	0.00
4. Equipment	0.00
5. Supplies	0.00
6. Contractual	17,855.00
7. Training Stipends	0.00
8. Other	0.00
9. Total Direct Costs (lines 1–8)	61,286.28
10. Indirect Costs	6,604.47
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	129,336.00
13. Total Costs (lines 9–12)	197,226.75
View Table Key	

Project Name: Invest in the data systems and technology necessary to support the statewide PreK Associated With Criteria: (C)(3)	
Expenditure Categories	Project Year 1
1. Personnel	17,173.08
2. Fringe Benefits	3,774.92
3. Travel	70.90
4. Equipment	8,074.62
5. Supplies	0.00
6. Contractual	0.00
7. Training Stipends	0.00
8. Other	274.50
9. Total Direct Costs (lines 1–8)	29,368.02
10. Indirect Costs	2,106.66
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00
13. Total Costs (lines 9–12)	31,474.68
View Table Key	

Additional information provided by the State for project: Invest in the data systems and technology necessary to support the statewide PreK

The Equipment category includes an \$8K expenditure without a Year 1 budget. In this case the expenditure was subsequently corrected but the correction will not appear until August. This expenditure will be picked up in the Year 2 report.

Project Name: Strengthen and expand educator training and supports for data use Associated With Criteria: (C)(3)	
Expenditure Categories	Project Year 1
1. Personnel	0.00
2. Fringe Benefits	0.00
3. Travel	0.00
4. Equipment	0.00
5. Supplies	0.00
6. Contractual	0.00
7. Training Stipends	0.00
8. Other	0.00
9. Total Direct Costs (lines 1–8)	0.00
10. Indirect Costs	0.00
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00
13. Total Costs (lines 9–12)	0.00
View Table Key	

Project Name: Improve teacher and principal effectiveness based on performance Associated With Criteria: (D)(2)	
Expenditure Categories	Project Year 1
1. Personnel	8,031.32
2. Fringe Benefits	1,920.64
3. Travel	2,657.59
4. Equipment	0.00
5. Supplies	410.00
6. Contractual	154,231.47
7. Training Stipends	0.00
8. Other	0.00
9. Total Direct Costs (lines 1–8)	167,251.02
10. Indirect Costs	1,152.56
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	70,032.00
13. Total Costs (lines 9–12)	238,435.58
View Table Key	

Additional information provided by the State for project: Improve teacher and principal effectiveness based on performance

Supplemental Funding shows \$70K in Year 1 expenditures without a Year 1 budget. This was actually approved in MA Amendment # 4, but it was not in place for MA Amendment # 3, which this report reflects.

Project Name: Ensure equitable distribution of effective teachers and principals Associated With Criteria: (D)(3)	
Expenditure Categories	Project Year 1
1. Personnel	0.00
2. Fringe Benefits	0.00
3. Travel	0.00
4. Equipment	0.00
5. Supplies	0.00
6. Contractual	0.00
7. Training Stipends	0.00
8. Other	0.00
9. Total Direct Costs (lines 1–8)	0.00
10. Indirect Costs	0.00
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00
13. Total Costs (lines 9–12)	0.00
View Table Key	

Project Name: Improve the effectiveness of teacher and principal preparation programs Associated With Criteria: (D)(4)	
Expenditure Categories	Project Year 1
1. Personnel	56,522.80
2. Fringe Benefits	14,365.12
3. Travel	966.72
4. Equipment	0.00
5. Supplies	0.00
6. Contractual	0.00
7. Training Stipends	0.00
8. Other	0.00
9. Total Direct Costs (lines 1–8)	71,854.64
10. Indirect Costs	8,016.70
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00
13. Total Costs (lines 9–12)	79,871.34
View Table Key	

Project Name: Provide effective support to teachers and principals Associated With Criteria: (D)(5)	
Expenditure Categories	Project Year 1
1. Personnel	255,064.97
2. Fringe Benefits	68,184.92
3. Travel	16,928.12
4. Equipment	0.00
5. Supplies	0.00
6. Contractual	0.00
7. Training Stipends	0.00
8. Other	0.00
9. Total Direct Costs (lines 1–8)	340,178.01
10. Indirect Costs	38,051.75
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00
13. Total Costs (lines 9–12)	378,229.76
View Table Key	

Project Name: Turnaround Program Associated With Criteria: (E)(2)(ii)	
Expenditure Categories	Project Year 1
1. Personnel	5,858.09
2. Fringe Benefits	936.35
3. Travel	0.00
4. Equipment	0.00
5. Supplies	0.00
6. Contractual	4,000.00
7. Training Stipends	0.00
8. Other	0.00
9. Total Direct Costs (lines 1–8)	10,794.44
10. Indirect Costs	522.55
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00
13. Total Costs (lines 9–12)	11,316.99
View Table Key	

Table Key

< n	indicates data has been suppressed because of a small count or, for NAEP data, indicates reporting standards not met; sample size insufficient to permit a reliable estimate.
- -	indicates data are not provided.
N/A	indicates not applicable (e.g., the State did not specify a target in its approved plan, or the element is not applicable this year).

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Year One Budget

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Massachusetts APR Supporting Files Provided by the State

1. Progress Updates on Invitational Priorities (page 11): "MCAS Gap Analysis"
2. Progress Updates on Invitational Priorities (page 11): "NAEP RTTT Targets"
3. Progress Updates on Invitational Priorities (page 11): "State Level Grad College Gap Targets"

2009**ENGLISH LANGUAGE ARTS**

Subgroup	CPI	Subgroup	CPI	Gap
Non Low Income	91.6	Low Income	75.5	16.1
Non SPED	90.6	SPED	67.8	22.8
Non LEP/FLEP	88.2	LEP/FLEP	64.8	23.4
White	90.2	Black	76.3	13.9
White	90.2	Asian	89.3	0.8
White	90.2	Hispanic	72.6	17.6
White	90.2	Native American	81.7	8.4

2011**ENGLISH LANGUAGE ARTS**

Subgroup	CPI	Subgroup	CPI	Gap
Non Low Income	92.6	Low Income	77.1	15.5
Non SPED	91.5	SPED	68.3	23.2
Non LEP/FLEP	89.2	LEP/FLEP	66.2	22.9
White	90.9	Black	77.4	13.5
White	90.9	Asian	90.1	0.8
White	90.9	Hispanic	74.2	16.8
White	90.9	Native American	82.6	8.3

2011 Goal	2012 Goal	2013 Goal	2014 Goal
15.1	14.1	13.1	12.1
21.3	19.9	18.5	17.1
21.9	20.4	19.0	17.5
13.0	12.2	11.3	10.4
0.8	0.7	0.7	0.6
16.5	15.4	14.3	13.2
7.9	7.4	6.8	6.3

2009**MATHEMATICS**

Subgroup	CPI	Subgroup	CPI	Gap
Non Low Income	85.0	Low Income	64.5	20.5
Non SPED	83.3	SPED	56.9	26.4
Non LEP/FLEP	80.1	LEP/FLEP	59.2	20.9
White	83.0	Black	62.7	20.4
White		Asian		
White	83.0	Hispanic	61.4	21.6
White	83.0	Native American	70.1	12.9

2011**MATHEMATICS**

Subgroup	CPI	Subgroup	CPI	Gap
Non Low Income	86.7	Low Income	67.3	19.4
Non SPED	84.9	SPED	57.6	27.3
Non LEP/FLEP	81.6	LEP/FLEP	61.9	19.6
White	84.3	Black	64.9	19.4
White		Asian		
White	84.3	Hispanic	64.4	19.9
White	84.3	Native American	72.6	11.7

2011 Goal	2012 Goal	2013 Goal	2014 Goal
19.2	18.0	16.7	15.4
24.8	23.1	21.5	19.8
19.6	18.3	17.0	15.7
19.1	17.8	16.6	15.3
20.3	18.9	17.6	16.2
12.1	11.3	10.5	9.7

Progress Since 2009	Percent Change Since 2009
-0.6	-3.9%
0.5	2.1%
-0.4	-1.9%
-0.4	-3.1%
-0.1	-6.6%
-0.8	-4.8%
-0.1	-1.1%

Progress Since 2009	Percent Change Since 2009
-1.1	-5.2%
0.9	3.3%
-1.3	-6.1%
-1.0	-5.1%
-1.8	-8.2%
-1.3	-9.8%

GRADE 4 MATH

	2009	2011	2012	2013	2014
Gender	2	2	2	2	2
Black/White	21	19.8	18.5	17.3	16
Hispanic/White	26	24.3	22.5	20.8	19
SPED/Non-SPED	18	17	16	15	14
ELL/Non-ELL	33	31	29	27	25
Low-Income/Non Low-Income	23	21.5	20	18.5	17

GRADE 8 MATH

	2009	2011	2012	2013	2014
Gender	2	2	2	2	2
Black/White	33	31	29	27	25
Hispanic/White	34	31.8	29.5	27.3	25
SPED/Non-SPED	29	27.3	25.5	23.8	22
ELL/Non-ELL	63	59	55	51	47
Low-Income/Non Low-Income	33	31	29	27	25

GRADE 4 READING

	2009	2011	2012	2013	2014
Gender	4	3.75	3.5	3.25	3
Black/White	32	30	28	26	24
Hispanic/White	32	30	28	26	24
SPED/Non-SPED	25	23.3	21.5	19.8	18
ELL/Non-ELL	30	28	26	24	22
Low-Income/Non Low-Income	29	27.3	25.5	23.8	22

GRADE 8 READING

	2009	2011	2012	2013	2014
Gender	10	9.25	8.5	7.75	7
Black/White	24	22.5	21	19.5	18
Hispanic/White	26	24.5	23	21.5	20
SPED/Non-SPED	22	20.8	19.5	18.3	17
ELL/Non-ELL	38	35.5	33	30.5	28
Low-Income/Non Low-Income	32	30	28	26	24

STATE-LEVEL RTTT

		TARGETS			
Graduation Gap	2008	2011	2012	2013	2014
Low Income/Non-Low-Income	16.4	15.8	15.2	14.6	13.9
SPED/Non-SPED	23.7	22.8	21.9	21.0	20.2
LEP/Non-LEP	27.0	26.0	24.9	23.9	22.9
African American/White	18.2	17.5	16.8	16.2	15.5
Asian/White					
Hispanic/White	28.3	27.2	26.2	25.1	24.1

		TARGETS			
College Enrollment Gap	2009	2011	2012	2013	2014
Low Income/Non-Low-Income	17.0	16.4	15.8	15.1	14.5
SPED/Non-SPED	24.2	23.3	22.4	21.5	20.6
LEP/Non-LEP	23.5	22.6	21.8	20.9	20.0
African American/White	8.7	8.4	8.0	7.7	7.4
Asian/White					
Hispanic/White	17.7	17.0	16.4	15.7	15.0