



Massachusetts Department of
**ELEMENTARY & SECONDARY
EDUCATION**

**Race to the Top
Application for Initial Funding**

Massachusetts

Submitted by:

Governor Deval Patrick

Commissioner Mitchell D. Chester

Maura Banta, Chair

Board of Elementary and Secondary Education

CFDA Number: 84.395A

V. ELIGIBILITY REQUIREMENTS

A State must meet the following requirements in order to be eligible to receive funds under this program.

Eligibility Requirement (a)

The State's applications for funding under Phase 1 and Phase 2 of the State Fiscal Stabilization Fund program must be approved by the Department prior to the State being awarded a Race to the Top grant.

The Department will determine eligibility under this requirement before making a grant award.

Eligibility Requirement (b)

At the time the State submits its application, there are no legal, statutory, or regulatory barriers at the State level to linking data on student achievement (as defined in this notice) or student growth (as defined in this notice) to teachers and principals for the purpose of teacher and principal evaluation.

The certification of the Attorney General addresses this requirement. The applicant may provide explanatory information, if necessary. The Department will determine eligibility under this requirement.

Massachusetts certifies that it does not have any legal, statutory, or regulatory barriers at the state level to linking data on student achievement or student growth to teachers and principals for the purpose of teacher and principal evaluation. Furthermore, the Board of Elementary and Secondary Education's regulations on evaluation of teachers and administrators include this provision, at 603 CMR 35.04(3) (emphasis added): *School committees are encouraged to establish programs and standards which provide for a rigorous and comprehensive evaluation process for teachers and administrators. **The evaluation process may include consideration of the extent to which students assigned to teachers and administrators satisfy student academic standards or individual education plans, and the successful implementation of professional development plans, as provided in M.G.L. c.69, §1B and c.71, §38.***

The language in bold mirrors the following provision in G.L. c. 71, s. 38, referring to arbitration of teacher performance standards (emphasis added): *In reaching a decision, the arbitrator shall seek to advance the goals of encouraging innovation in teaching and of **holding teachers accountable for improving student performance.***

I. SELECTION CRITERIA: PROGRESS AND PLANS IN THE FOUR EDUCATION REFORM AREAS

(A) State Success Factors (125 total points)

(A)(1) Articulating State's education reform agenda and LEAs' participation in it (65 points)

The extent to which—

- (i) The State has set forth a comprehensive and coherent reform agenda that clearly articulates its goals for implementing reforms in the four education areas described in the ARRA and improving student outcomes statewide, establishes a clear and credible path to achieving these goals, and is consistent with the specific reform plans that the State has proposed throughout its application; (5 points)
- (ii) The participating LEAs (as defined in this notice) are strongly committed to the State's plans and to effective implementation of reform in the four education areas, as evidenced by Memoranda of Understanding (MOUs) (as set forth in Appendix D) or other binding agreements between the State and its participating LEAs (as defined in this notice) that include— (45 points)
 - (a) Terms and conditions that reflect strong commitment by the participating LEAs (as defined in this notice) to the State's plans;
 - (b) Scope-of-work descriptions that require participating LEAs (as defined in this notice) to implement all or significant portions of the State's Race to the Top plans; and
 - (c) Signatures from as many as possible of the LEA superintendent (or equivalent), the president of the local school board (or equivalent, if applicable), and the local teachers' union leader (if applicable) (one signature of which must be from an authorized LEA representative) demonstrating the extent of leadership support within participating LEAs (as defined in this notice); and
- (iii) The LEAs that are participating in the State's Race to the Top plans (including considerations of the numbers and percentages of participating LEAs, schools, K–12 students, and students in poverty) will translate into broad statewide impact, allowing the State to reach its ambitious yet achievable goals, overall and by student subgroup, for—(15 points)
 - (a) Increasing student achievement in (at a minimum) reading/language arts and mathematics, as reported by the NAEP and the assessments required under the ESEA;

- (b) Decreasing achievement gaps between subgroups in reading/language arts and mathematics, as reported by the NAEP and the assessments required under the ESEA;
- (c) Increasing high school graduation rates (as defined in this notice); and
- (d) Increasing college enrollment (as defined in this notice) and increasing the number of students who complete at least a year's worth of college credit that is applicable to a degree within two years of enrollment in an institution of higher education.

In the text box below, the State shall describe its current status in meeting the criterion, as well as projected goals as described in (A)(1)(iii). The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Evidence for (A)(1)(ii):

- An example of the State's standard Participating LEA MOU, and description of variations used, if any.
- The completed summary table indicating which specific portions of the State's plan each LEA is committed to implementing, and relevant summary statistics (see Summary Table for (A)(1)(ii)(b), below).
- The completed summary table indicating which LEA leadership signatures have been obtained (see Summary Table for (A)(1)(ii)(c), below).

Evidence for (A)(1)(iii):

- The completed summary table indicating the numbers and percentages of participating LEAs, schools, K–12 students, and students in poverty (see Summary Table for (A)(1)(iii), below).
- Tables and graphs that show the State's goals, overall and by subgroup, requested in the criterion, together with the supporting narrative. In addition, describe what the goals would look like were the State not to receive an award under this program.

Evidence for (A)(1)(ii) and (A)(1)(iii):

- The completed detailed table, by LEA, that includes the information requested in the criterion (see Detailed Table for (A)(1), below).

Recommended maximum response length: Ten pages (excluding tables)

Note: Please see the general appendices for a letter certifying ESE's general counsel as the designee of the Attorney General; a glossary of Massachusetts education terminology; and a comprehensive list of works cited across section (A) through (F).

(A)(1)(i)

Massachusetts has worked tirelessly to earn its reputation as one of the nation's leaders in school reform and innovation. Fifteen years ago, our student performance was typical of the nation's. But beginning with the landmark Education Reform Act of 1993, we set—and stuck to—high, but achievable standards. We invested substantial amounts of money to increase and equalize funding for K–12 education, held both our students and teachers accountable, and helped to lead the nationwide charter school movement. Today, on both national and international assessments, our students consistently score at or near the top. At first glance, it would appear that we have completed our mission, but a closer look at our test results tells a more nuanced story. The numbers illustrate that not all of our students receive a world-class education in Massachusetts, and that too many of our teachers are not receiving the curricular and instructional support they need to help every student to excel. The job that began with the passage of the Education Reform Act of 1993 is unfinished.

We are poised to take on the next phase of education reform with an administration and legislature committed to action and with a broad set of stakeholder groups committed to ensuring all students succeed. We will not stop until we can say confidently that every student in Massachusetts graduates ready for success in the 21st century. That “success” may look different for every student, but we envision a responsive system that will have the tools, technology, and innovation in place to ensure that every student can say:

“I look forward to school each day because I am challenged and engaged there. I understand how what I’m learning connects with the real world. When I get in trouble in school or at home, my teachers reach out to me. I know what I’m good at, I know what I need to work on, and I know where to turn when I need help. My parents and my teachers have been talking to me about college for as long as I can remember, and I am on track to get there. One day, I plan to get a job that I’m great at and keep learning throughout my career.”

And every teacher can say:

“I know how to reach every student in my classroom and support them all to achieve high standards. I have access to curriculum and instructional tools inside and outside of my classroom that help me motivate each student. I receive honest, useful feedback from my peers and principal, recognition when I succeed, and support when I do not. I have the data to help me understand where kids are academically and what they need. And when students have needs I cannot address, I know where to turn for help. All of my students have the ability to go college, and I know that it’s my job to prepare them so they have that choice.”

Massachusetts has the momentum we need to achieve this vision for every student and teacher, and Race to the Top funding will provide the resources we need to get there faster.

In 1993, we embarked on a bold course for change, developing rigorous academic content and performance standards, strong assessments, an accountability system, and a revamped school finance system that increased levels of funding while addressing fiscal inequities. The results are evident: Our students ranked first against their peers nationally on the National Assessment of Educational Progress (NAEP) reading and mathematics assessments in 2005 and 2007. On the Trends in International Mathematics and Science Study (TIMSS), they ranked second (4th grade) and first (8th grade) in science, and third (4th grade) and sixth (8th grade) in mathematics, against their international peers.

But while every student has benefited from education reform, troubling achievement gaps remain. On the 2009 Massachusetts Comprehensive Assessment System (MCAS) tests, across all grades, 64% of white students scored proficient or advanced in mathematics, compared with 33% of their African American peers. Statewide, 87% of white students graduate in four years, compared with 58% of their Hispanic and 68% of their African American peers. Among the students who begin as a cohort of entering ninth graders, 10% drop out during high school, including 20% of low-income students, and 25% of English language learners. And more than one-third of public high school graduates entering Massachusetts public colleges take at least one remedial course in their first semester (DOE 2008).

We must address the root causes of the variation we see in student outcomes, recognizing that raising standards and conducting assessments are not good enough. In our first phase of education reform, we successfully increased accountability for results but did not provide teachers with the resources they needed to help all students achieve at high levels. Now we must provide more meaningful opportunities for teachers and leaders to develop professionally, with a focus on supports that help them individualize instruction and accelerate learning for every student. That said, we also must recognize that academic challenges are not the only ones students face. Teachers cannot teach a child who is distracted or absent because of issues outside the classroom. We need to better understand students' non-academic challenges and give them the physical, social, and emotional supports they need to focus on learning.

These issues are what drive Massachusetts' second phase of reform, which kicked off in 2008 with Governor Patrick's Education Action Agenda. This robust plan was the final product of the Commonwealth Readiness Project, a nine-month effort by a diverse group of education, business, and civic leaders charged with assessing the public education system in Massachusetts. Their effort created goals that aim to individualize learning, develop and retain effective teachers, heighten focus on college and career readiness, and unleash innovation and systemic change (see Appendix A1). These goals and the specific recommendations of the Education Action Agenda are the foundation for Massachusetts' Race to the Top (RTTT) proposal, as well as for groundbreaking January 2010 state legislation, which expands charter school caps, provides additional authority and strategies to intervene in the lowest performing districts, and creates Innovation Schools to foster greater experimentation and collaboration within districts.

Entering this next phase of education reform will require us to transform relationships within the education sector to promote greater continuity for students. The Patrick administration set the tone for this change two years ago by establishing the Executive Office of Education (EOE) and appointing a Secretary of Education who is responsible for developing a seamless, high quality, comprehensive education system from birth through higher education. The EOE works with the Departments of Early Education and Care (EEC), Elementary and Secondary Education (ESE), and Higher Education (DHE), as well as the University of Massachusetts (UMass). During its first year, the EOE built the architecture for an integrated P-16 education system. EOE also oversaw the appointment of an exceptional team of new leaders for the state's education departments and helped them launch coherent policy

agendas. It created a Child and Youth Readiness Cabinet co-chaired with the Secretary of Health and Human Services to build partnerships among all Massachusetts public agencies that serve children, focusing first on promoting school readiness for preschoolers and college and career readiness for students in K–12. And it established six regional Readiness Centers statewide to serve as hubs for collaboration among local, regional, and state education stakeholders and to deliver coherent professional development and instructional services to early education and out-of-school time programs, schools, districts, and communities. These partnerships and structures are foundational to our RTTT proposal.

Massachusetts will focus its RTTT dollars on work that will accelerate our Education Action Agenda, with the goal of transforming teaching and learning in every classroom and every school across the state. In our proposal, we have carefully selected investments that take advantage of this one-time infusion of dollars to build knowledge, expertise, systems, tools, and resources that will continue to pay off long after RTTT grant funding ends. These activities will be focused on achieving four objectives:

1. Developing and retaining an effective, academically capable, diverse, and culturally competent educator workforce
2. Providing curricular and instructional resources that support teacher effectiveness and success for all students
3. Concentrating great instruction and supports for educators, students, and families in our lowest performing schools
4. Increasing our focus on college and career readiness for all students

1. Developing and retaining an effective, academically capable, diverse, and culturally competent educator workforce: A pillar of the state’s reform plan is to develop an effective, academically capable, diverse, and culturally competent educator workforce. We will transform the entire career continuum and licensure system for both principals and teachers by emphasizing effectiveness as the key barometer of progress. Reaching this goal will require rewarding practices that work, changing practices that do not, and connecting consistent, high quality feedback to supports in the school and to opportunities to advance.

- **Embed educator effectiveness into the culture and professional processes of every school and district:** Massachusetts will develop an approach to differentiate educator effectiveness using multiple measures, including student growth data, and

align these measures of effectiveness with decisions along the educator career continuum. We will pursue this work in collaboration with participating LEAs and union partners, developing new approaches to measurement and evaluation with a representative set of 10 pilot LEAs and engaging regional networks to pursue this work in all participating LEAs so that we can achieve statewide implementation at the end of the grant. In LEAs, measures of effectiveness will inform local evaluation, professional development, career pathways, and the removal of ineffective educators. The state will incorporate effectiveness measures and performance-based components into a redesigned, tiered licensure system.

- **Ensure all educators receive high quality support to improve instruction and reach their professional potential:**

Massachusetts will use RTTT funds to make an unprecedented investment in educator development aligned with the state’s overall reform agenda. For principals and administrators, ESE will deliberately focus on strengthening instructional leadership and improving working conditions to better support staff. For teachers, ESE will focus on programs and activities that support individualized instruction for each student—including use of the PreK-12 teaching and learning system (see Objective 2 below) and strategies to proactively close achievement gaps.

2. Providing curricular and instructional resources that support teacher effectiveness and success for all students: Massachusetts

is widely regarded for its high quality academic standards and student assessments, but we have not provided adequate capacity and expertise to ensure that these resources inform day-to-day teaching and learning. Few schools or districts have the capacity to develop curriculum resources or instructional approaches powerful enough to sufficiently meet the learning needs of every student.

The state will take the lead, collaborating with LEAs, in developing a statewide PreK–12 teaching and learning system that will provide teachers and leaders with a unified system of standards, curricula, assessment tools, and online resources designed to support individualized instruction in every classroom and school. The anchors of our teaching and learning system are:

- **A new suite of diagnostic assessments to ensure timely, actionable information on student learning for teachers:** In a survey of teachers, principals, and superintendents we conducted as part of our RTTT planning, respondents identified interim and formative assessment as a top priority for RTTT funds, particularly for low achieving schools (see Appendix A2 for survey

results). Teachers need this information to improve instruction and individualize learning; leaders need it to help teachers in their schools develop; and districts need it to understand which curricula, training, and supports for teachers are most effective. The teaching and learning system will make formative, interim, and curriculum-embedded assessments available to every educator in the Commonwealth. ESE will provide intensive support through courses, supports for professional learning communities, and other modes of delivery to ensure this information informs daily classroom practice.

- **High quality curriculum materials, model units, and instructional resources accessible through a Digital Library:** Principals and superintendents also identified model curricula and instructional resources as top priorities. The PreK–12 teaching and learning system will include model curricula units and lesson plans based on common standards that are aligned within and across grade levels. These will be cross-linked to a Digital Library of instructional resources, to interim and formative assessments, and to a data system that will provide access to timely information to address individual student needs and improve programs. The system will also connect teachers to resources helpful to educators in other districts and states who have been successful in serving students facing similar challenges. Such proven methods will be especially important for differentiating instruction for students with disabilities and English language learners and for teachers of science, technology, engineering, and math (STEM).

3. Concentrating great instruction and additional supports for educators, students, and families in our lowest performing schools

To close the achievement gap and dramatically improve dropout and graduation rates, we must transform our lowest performing schools. This will require an infusion of additional supports to address the challenges faced by these schools. We plan to concentrate RTTT funds on investments to achieve the following goals:

- **Develop a specialized corps of educators prepared to tackle the challenges of low achieving schools:** Great principals and teachers are critical to rapidly improving low achieving schools. The state will work with LEAs to accelerate the flow of highly effective educators into these schools. We will recruit, train, support, and retain experienced teachers and leaders to take on this unique challenge. The state has a wealth of expertise and success to draw from: urban teacher and principal

residency networks, on-the-ground presence of national teacher recruiting and mentoring groups, innovative induction programs in districts, and strong professional development for instructional leaders. Working with these experts, we will design and implement a model to attract highly effective educators, provide them with the tools and training they need to succeed, and retain them in the low achieving schools where they are most needed.

- **Provide targeted supports to meet the needs of low income students:** Low income students and families often need additional social, emotional, and health supports to help students focus on learning and to foster school readiness among early learners. Massachusetts will identify the key supports needed and ensure they are available in the districts with greatest need. Success will hinge on coordinating and aligning the state, district, and community organizations that offer these services; Massachusetts has already identified several cities ready to create wrap-around zones with integrated services, including investments in early childhood education. Detailed evaluations will be conducted to determine the circumstances under which student achievement is most improved and will lead to recommendations on how these services can be locally funded and sustained.
- **Build district capacity to prevent low achievement and sustain progress:** Over the past year, the state, in collaboration with districts and experts, worked to define 11 Conditions for School Effectiveness that districts must put in place to ensure their schools operate effectively (see Appendix E5). Massachusetts' new accountability system has improved the state's ability to identify the lowest performing schools and the conditions they need support to implement, but many districts still lack the infrastructure and skills to actually create these conditions. We will use this new system to provide targeted assistance and to increase training, consultation, and direct service through proven partners. In addition to building district capacity, the state's strategy to turn around the lowest performing schools will also include the creation of a nonprofit turnaround intermediary to manage lead partners and school turnaround operators.

4. Increasing our focus on college and career readiness for all students

State policy requires proficiency on rigorous grade 10 tests to graduate from high school, but grade 10 proficiency is not a robust indicator of college and career readiness. Graduation requirements vary between districts, and half of our high school dropouts each year had already met state requirements for graduation. The implications are significant: more than one-third of public high school graduates who enroll in Massachusetts public colleges take at least one remedial course in their first semester, and nearly 20% of those who started out as first-time, full-time, degree-seeking candidates drop out by their second year (ESE 2009b). We must develop middle and high school pathways that keep students on track for high school graduation and ensure students arrive at college with the experience and skills they need to advance and succeed.

- **Provide high achievement by aligning existing scholarship opportunities to Common Core standards:** Massachusetts will make MassCore—currently a recommended program of high school studies—the *de facto* curriculum for the Commonwealth. The state will also strengthen two existing state programs that promote college and career readiness: the John and Abigail Adams Scholarship program and the Certification of Occupational Proficiency—by explicitly linking them to Common Core standards and providing incentives for achievement. We will also build an Early Warning Indicator System to identify students at the highest risk of dropout and develop school and district capacity to successfully intervene early and keep students on the path to graduation.
- **Embed rigorous curriculum in low performing schools:** We will provide funding for LEAs with struggling schools to scale proven, rigorous college and career pathways such as International Baccalaureate (IB) and Early College High School programs focusing on science, technology, engineering, and mathematics (STEM). This will take advantage of our state’s strong STEM sector and foster college readiness and interest in STEM careers among students participating in these programs. We will also engage Massachusetts Readiness Centers to work with secondary schools, colleges, and businesses to ensure alignment between core standards and the requirements of first-year college-credit-bearing courses.

Finally, achieving our four ambitious objectives hinges on the development of a robust state data and information infrastructure. Through RTTT we will transform our data systems so that they can efficiently deliver comprehensive, accessible, actionable, and timely data to all Massachusetts K–12 educators and key stakeholders; invest in technology to support the PreK–12 teaching and learning system and associated assessments and a more effective educator workforce; and strengthen and expand training and supports so that educators can use data effectively to inform instructional decisions.

Massachusetts is ready and eager to embark on the next generation of reform. We have used the RTTT planning process to mobilize stakeholders to agree on and launch new efforts; funding will enable us to accelerate these efforts and broaden their reach statewide. With our strong foundation, history of successful implementation, and longstanding nonpartisan political commitment to education reform, Massachusetts has what it takes to create a public education system that will prepare all students for success. We have traveled a great distance since 1993, and as we look ahead, we still have much to learn. However, we also believe Massachusetts can serve as a model for all states—and that our RTTT work will propel both the state and our nation into the next generation of education reform.

(A)(1)(ii–iii)

Conversations that began with the Commonwealth Readiness Project in 2008 have gained renewed vigor as we talked with LEAs, unions, school committees, early education and higher education professionals, business leaders, community groups, and other stakeholders to develop our RTTT proposal. We have been energized by the statewide momentum to identify and develop powerful solutions together and to ensure successful implementation in every classroom and school. We realize the magnitude of the work ahead, but we are confident that we have a solid platform and a clear design for how Massachusetts—with RTTT resources—can reach our goals.

We are joined in our work by 256 participating LEAs (65% of the 392 LEAs eligible to sign). These LEAs represent the full range of districts and charter schools in Massachusetts and cover 1,336 schools, 72% of K–12 student enrollment, and 86% of students in poverty statewide (see summary table for (A)(1)(iii)). We required all LEAs to obtain signatures on our standard Memorandum of

Understanding (MOU) from the LEA leader, school committee or board chair, and union leader (where applicable) in order to qualify as a participating LEA (see summary table for (A)(1)(ii)(c)) for our percentage of applicable signatures, Appendix A3 for our MOU and Appendix A4 for a map of participating LEAs). We also received, but did not accept, MOUs from an additional 62 LEAs that obtained only two of the three required signatures. This level of participation represents a major step forward for Massachusetts. In a culture of strong local control, we have secured broad statewide commitment to a common set of strategies for the next phase of education reform.

With the participation of these LEAs, we will be able to make strong progress in reducing the achievement gap and will show statewide improvement in student achievement, high school graduation, and college enrollment. We expect that students who are currently furthest behind will make faster, more dramatic improvements and that gains will accelerate in the two years following RTTT as the benefits from the state's investments take off. Our goals for each measure, described below, are ambitious yet grounded in the state's historic ability to continuously improve statewide performance (see Appendix A5). They are:

- 1) Increase historic rates of gain in student performance on NAEP and MCAS (our ESEA assessment) by 15% between 2010 and 2014 and another 25% between 2014 and 2016. This will increase the share of students scoring in *Advanced* and *Proficient* and reduce the share scoring in *Warning* or *Failing (Below Basic)* on NAEP).
- 2) Reduce achievement gaps in student performance on NAEP and MCAS by 25% between 2010 and 2014, and another 25% between 2014 and 2016.
- 3) Maintain our first-in-the-nation standing on all four NAEP assessments in 2010, 2012, and 2014.
- 4) Improve overall high school graduation and college enrollment rates by 5% between 2010 and 2014 and an additional 5% between 2014 and 2016.
- 5) Reduce achievement gaps in high school graduation, college enrollment, and college course completion rates by 15% between 2010 and 2014 and another 15% between 2014 and 2016.

If we attain these goals, by 2014, an additional 13% of students will score *Advanced* or *Proficient* on the mathematics MCAS. We will no longer have some of the largest achievement gaps on NAEP, and we will cut our MCAS achievement gap almost in half in just six years. About 3,000 more students will graduate from high school by 2014, and an additional 2,000 students in the class of 2014 will enroll in college. And we will accomplish this without compromising our standards.

While RTTT will enable us to reach these goals faster, Massachusetts is committed to pursuing our agenda with or without RTTT funding. We will support our most critical investments, such as implementing the Common Core Standards; redesigning our accountability, assistance, and educator development systems; and improving our data systems, through private or repurposed funding. These investments are part of the governor’s Education Action Agenda, and we have already established significant momentum among all stakeholders to succeed. But without funding, we will have to proceed more slowly and with less support for LEAs. We anticipate that it could take four to six additional years to achieve the results we could obtain by 2014 with RTTT funding.

Summary table for (A)(1)(ii)(b)

Elements of State Reform Plans	Number of Participating LEAs (#)	Percentage of Total Participating LEAs (%)
B. Standards and Assessments		
(B)(3) Supporting the transition to enhanced standards and high-quality assessments	242	95%
C. Data Systems to Support Instruction		
(C)(3) Using data to improve instruction:		
(i) Use of local instructional improvement systems	256	100%
(ii) Professional development on use of data	256	100%
(iii) Availability and accessibility of data to researchers	256	100%
D. Great Teachers and Leaders		
(D)(2) Improving teacher and principal effectiveness based on performance:		
(i) Measure student growth	256	100%
(ii) Design and implement evaluation systems	256	100%
(iii) Conduct annual evaluations	256	100%

(iv)(a) Use evaluations to inform professional development	256	100%
(iv)(b) Use evaluations to inform compensation, promotion and retention	256	100%
(iv)(c) Use evaluations to inform tenure and/or full certification	256	100%
(iv)(d) Use evaluations to inform removal	256	100%
(D)(3) Ensuring equitable distribution of effective teachers and principals:		
(i) High-poverty and/or high-minority schools	256	100%
(ii) Hard-to-staff subjects and specialty areas	256	100%
(D)(5) Providing effective support to teachers and principals:		
(i) Quality professional development	256	100%
(ii) Measure effectiveness of professional development	256	100%
E. Turning Around the Lowest-Achieving Schools		
(E)(2) Turning around the lowest-achieving schools	256	100%

Note: Massachusetts' MOU required signatures from the LEA leader, school committee or board chair, and union leader (where applicable) to become a participating LEA and a commitment to negotiate in good faith those portions of the MOU subject to collective bargaining. The extent to which a LEA needs to negotiate over issues in contract negotiations depends on the local collective bargaining agreement and past practice in the LEA. Massachusetts' MOU includes two optional initiatives in support of criteria B3: Roll out a statewide PreK–12 teaching and learning system; and Increase college and career readiness. If an LEA committed to implement either or both of those initiatives, it earned credit for participation in criteria B3.

Summary table for (A)(1)(ii)(c)

	Number of Signatures Obtained	Number of Signatures Applicable	Percentage (%) (Obtained/Applicable)
LEA Superintendent (or equivalent)	256	256	100%
President of Local School Board (or equivalent, if applicable)	256	256	100%
Local Teachers' Union Leader (if applicable)	203	203	100%

Summary table for (A)(1)(iii)

	Participating LEAs (#)	Statewide (#)	Percentage of total statewide (%)
LEAs	256	392	65%
Schools	1,336	1,832	73%
K-12 students	667,941	931,391	72%
Students in Poverty	252,392	294,692	86%

Note: Two schools were opened in the Fall of 2009, so K–12 enrollment and students in poverty data are not available for these two schools.

Detailed table follows on next page

Detailed table for (A)(1)

	LEA Demographics			Signatures on the MOUs			MOU terms	Preliminary Scope of Work -- Participation in each application Plan Criterion																	
	# of Schools	# of K-12 students	# of Students in Poverty	LEA Superintendent (or equivalent)	School Board (or President of Local School Board (or equivalent, if applicable))	Local Teachers' Union Leader (if applicable)	Uses standard terms and conditions	(B)(3)	(C)(3)(i)	(C)(3)(ii)	(C)(3)(iii)	(D)(2)(i)	(D)(2)(ii)	(D)(2)(iii)	(D)(2)(iv)(a)	(D)(2)(iv)(b)	(D)(2)(iv)(c)	(D)(2)(iv)(d)	(D)(3)(i)	(D)(3)(ii)	(D)(3)(iii)	(D)(5)(i)	(D)(5)(ii)	(E)(2)	
Participating LEAs																									
Abby Kelley Foster Charter Public (District)	1	1,425	772	Yes	Yes		Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Academy Of the Pacific Rim Charter Public (District)	1	474	248	Yes	Yes		Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Acushnet	2	1,002	172	Yes	Yes	Yes	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Advanced Math and Science Academy Charter (District)	1	633	28	Yes	Yes		Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Agawam	8	4,230	840	Yes	Yes	Yes	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Amesbury	4	2,324	421	Yes	Yes	Yes	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Amherst	4	1,314	443	Yes	Yes	Yes	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Amherst-Pelham	2	1,731	299	Yes	Yes	Yes	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Ashland	5	2,530	228	Yes	Yes	Yes	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Assabet Valley Regional Vocational Technical	1	933	252	Yes	Yes	Yes	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Atlantis Charter (District)	1	702	338	Yes	Yes		Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Attleboro	10	5,785	1,644	Yes	Yes	Yes	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Auburn	6	2,309	327	Yes	Yes	Yes	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

