Journey Toward Equity and Excellence

The Massachusetts Experience

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ACHIEVEMENTS - MCAS

Figure E-2: 1998–2013 Statewide Grade 10 MCAS Results

Percent of students scoring Proficient or higher

English Language Arts
Mathematics
Science and Technology/Engineering
In NAEP Reading and Math tests (4th and 8th grades), administered in 2005, 2009, 2011, and 2013, Massachusetts was 1st or tied for 1st on all four tests each year.
TIMMS 2011

- Eighth-graders ranked 2\textsuperscript{nd} in Science
- 6\textsuperscript{th} in Mathematics

### PISA 2012 Results

<table>
<thead>
<tr>
<th>Average</th>
<th>Mathematics</th>
<th>Science</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Massachusetts</td>
<td>514</td>
<td>527</td>
<td>527</td>
</tr>
<tr>
<td>U.S.</td>
<td>481</td>
<td>497</td>
<td>498</td>
</tr>
<tr>
<td>OECD</td>
<td>494</td>
<td>501</td>
<td>496</td>
</tr>
</tbody>
</table>
MCAS 2010 Results

**ELA - All tested grades**

**Mathematics - All tested grades**
## MCAS 2013 Results

<table>
<thead>
<tr>
<th>Subject</th>
<th>Grade 3</th>
<th>Grade 5</th>
<th>Grade 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts</td>
<td><strong>White</strong>: 65%</td>
<td><strong>White</strong>: 72%</td>
<td><strong>White</strong>: 84%</td>
</tr>
<tr>
<td></td>
<td><strong>Low-Income</strong>: 34%</td>
<td><strong>Low-Income</strong>: 46%</td>
<td><strong>Low-Income</strong>: 61%</td>
</tr>
<tr>
<td></td>
<td><strong>English Language Learners</strong>: 19%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td><strong>White</strong>: 73%</td>
<td><strong>White</strong>: 67%</td>
<td><strong>White</strong>: 61%</td>
</tr>
<tr>
<td></td>
<td><strong>Low-Income</strong>: 49%</td>
<td><strong>Low-Income</strong>: 41%</td>
<td><strong>Low-Income</strong>: 34%</td>
</tr>
<tr>
<td></td>
<td><strong>English Language Learners</strong>: 39%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td></td>
<td><strong>White</strong>: 59%</td>
<td><strong>White</strong>: 46%</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Low-Income</strong>: 30%</td>
<td><strong>Low-Income</strong>: 19%</td>
</tr>
</tbody>
</table>
GAPS

- Drop-out Rates
  - Black Males: 5.4%
  - White Males: 1.8%
  - Hispanic Males: 6.8%
- Low-income students are 20% less likely to graduate high school on time
  - 31% less likely to enroll in college
HISTORICAL ORIGINS OF REFORM

- Budget Pressure / Proposition 2½
- Court Case
- Business Involvement MBAE
- Executive and Legislative Leadership
- Grand Bargain
BUSINESS CONCERNS ABOUT EDUCATION SYSTEM

- Lack of Goals
- Lack of Performance Measurement
- Lack of HR System
- Uneven Performance and High Failure Rates
- Unsupported Educators
  - Inadequate, Irrational Finance System
- Lack of Choice and Competition
EDUCATION REFORM ACT OF 1993

- Standards, Assessments, and Accountability
- System Improvements
- Finance Reform and Reinvestment
IMPLEMENTATION SUCCESS

- Leadership - Deep, Non-Partisan, Persistent
- Clear, Powerful Equity and Excellence Rationale
- High Expectations, Standards, and Stakes
- Significant Investment in Capacity and Equity
- Inclusive Implementation Approach
- Long-term Commitment
KEY STRATEGIES

- Shared Ownership in Building Standards
- High Quality Assessments
- Focus on Building Educator Accountability
- Strengthening Districts
- Central Role of Data
- High Quality Charters and Other Innovations
- Strengthened Accountability
- Expanded Turn-arounds
- Limited Attention to Time and Wrap-around
- Balance on Teacher Evaluation
- Race to the Top
- Collaboration with Early and Higher Education
MAJOR CHALLENGES

- Gap Closing, Sub Groups
- Early Literacy
- Turn-arounds
- Career Readiness (STEM Inspiration Gap)
- Inadequate Time
- Problems Associated with Poverty
LOOKING AHEAD

- Need for a “New Engine”
- Schools Alone Cannot Do It
- Limits of School Reform and Standards Paradigm
NEW ENGINE

- Drives Achievement of “All Means All”
- Braided Systems
- Schools - Expanded, Extended and Differentiated
- Health and Human Services Integrated
- Out of School Learning Accessible