



Condition of Education

IN THE COMMONWEALTH

Measuring Student Success: Innovative Approaches to Understanding Diverse Learners



WELCOME

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COE REPORT

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WHERE WE ARE NOW



#1 IN THE NATION

Massachusetts leads the nation in academic achievement but is falling behind in preparing all students for success after graduation



INEQUITY OF OPPORTUNITY

Chronic achievement gaps persist between white students and black/Latino students



COLLEGE READINESS

30% of MA public school graduates attending the state's public colleges require developmental (remedial) courses



CAREER READINESS

Only 23% of employers think recent grads are prepared to apply knowledge and skills to the real world.



UNEQUAL OPPORTUNITY IN MA

- Black and Latino students are **3x** more likely than White students to have a teacher who **lacks content expertise** in their subject area
- Black and Latino students are **overrepresented among students suspended**
- **Less than 1 in 3** Black and Latino 4th graders is on grade level in reading



Measuring Student Success

Innovative Approaches to
Understanding Diverse
Learners

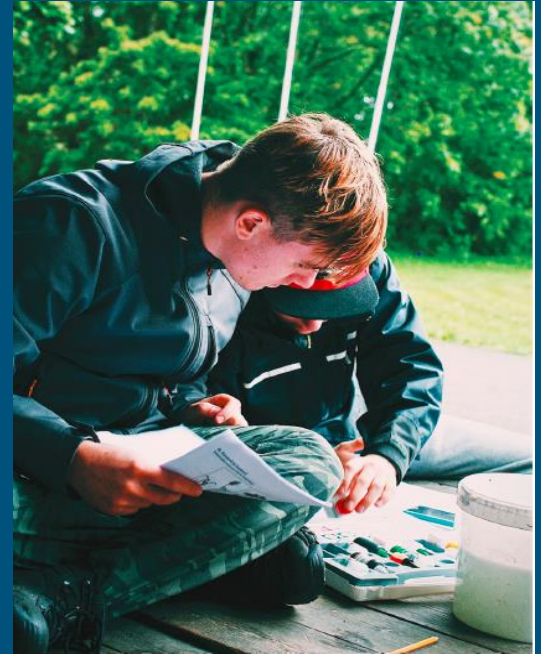
How do we broaden measures of success to provide a more holistic, comprehensive, and equitable view of student progress?



SUPPORTING THE WHOLE CHILD

How can education systems examine vital non-academic factors that contribute to students' long-term success?

- Use multi-tiered supports and universal screening to identify and address needs
- Prepare and equip staff with skills and tools to implement, monitor, and interpret non-academic results
- Engage students, parents, and community partners to better understand out-of-school experiences



PROGRAM SPOTLIGHT:
METHUEN PUBLIC
SCHOOLS

SERVING ALL STUDENTS

How can assessment practices value and strengthen students' learning regardless of their race, cultural background, or current level of proficiency?

- Use multiple methods for assessing learning within daily pedagogy
- Support assessment models that integrate culturally and linguistically sustaining practices
- Bring students into the process of co-designing assessments and examining their own learning



**PROGRAM SPOTLIGHT:
NATICK & NEWTON
PUBLIC SCHOOLS**

BUILDING MULTIPLE PATHWAYS TO COLLEGE & CAREER



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How can education systems better support students in exploring and obtaining skills and credentials necessary for sustained life success?

- Leverage community and business partnerships for real-world learning experiences.
- Provide postsecondary planning centered on students' values, passions and aptitudes.
- Ensure students develop transferrable skills and competencies to support success beyond high school



PROGRAM SPOTLIGHT:
VERMONT AGENCY OF
EDUCATION

Excellence and equity in education present a false dichotomy. These goals are not separate and distinct, but rather the inevitable result of attending to the whole child.

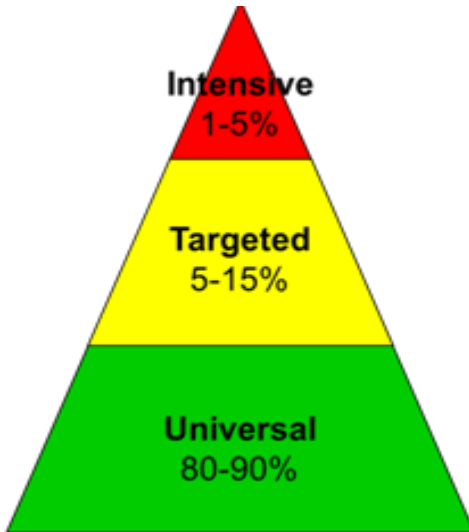


THE PRACTITIONER PERSPECTIVE

Jessica Lowe
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Guidance Counselors,
Methuen Public Schools

Social Emotional / Mental Health Tiered System of Supports



Multi-tiered System of Services & Supports:

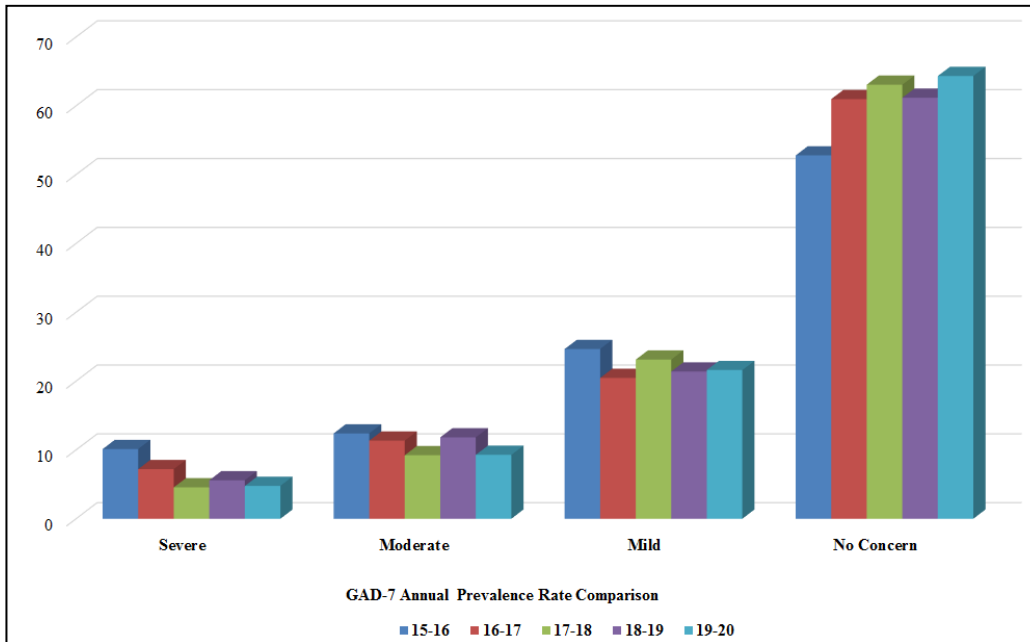
- Tier I - Universal Supports and Interventions; Promotion & Prevention Practices
 - Promoting positive mental health in ALL students (SEL Lessons)
- Tier II - Targeted/Selected/Group Supports and Interventions
 - Focus on students at-risk of developing a mental health challenge
- Tier III - Intensive/Individualized Supports and Interventions
 - Focus on students experiencing a mental health challenge

Mental Health Initiative

Implementation Highlights

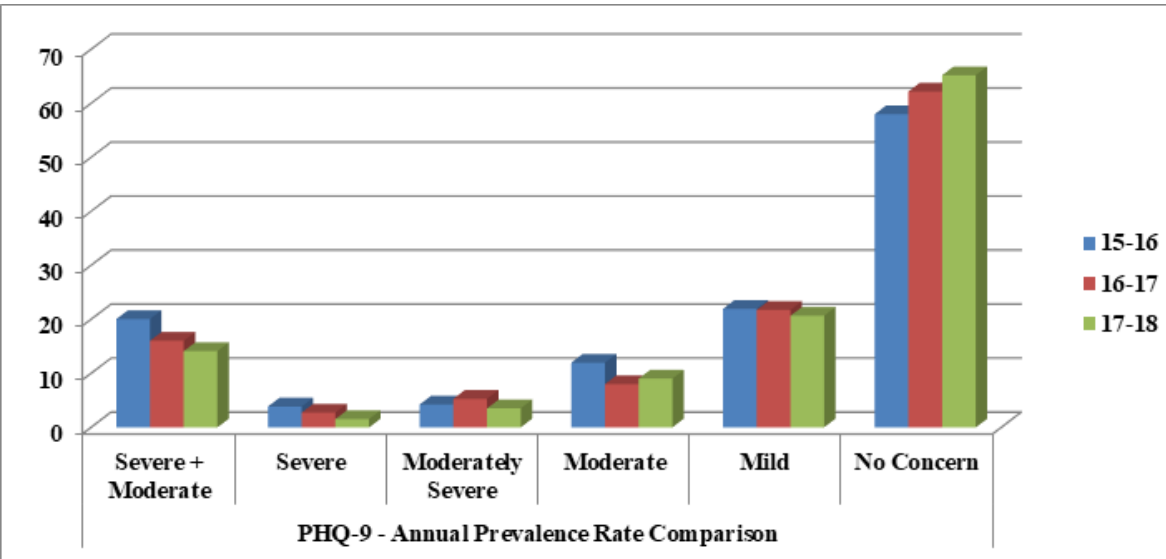
- District and building-based school mental health teaming
- District-wide SMH resource mapping and needs assessment
- Universal mental health screening in grades 3-12
- Group therapy program established in all schools
- Mental Health Parent and Student Advisory Council
- CSMHS accountability report
- MOUs established with local CBH providers to increase access to
- Established the Massachusetts School Mental Health Consortium (MASMHC)
- MHS Bridge program
- Professional development:
 - Cognitive Behavioral Therapy (CBT)
 - Treatment planning
 - Suicide risk assessment
 - Use of psychosocial and behavioral data
 - PBIS

5-Year Anxiety Screening Comparison Data



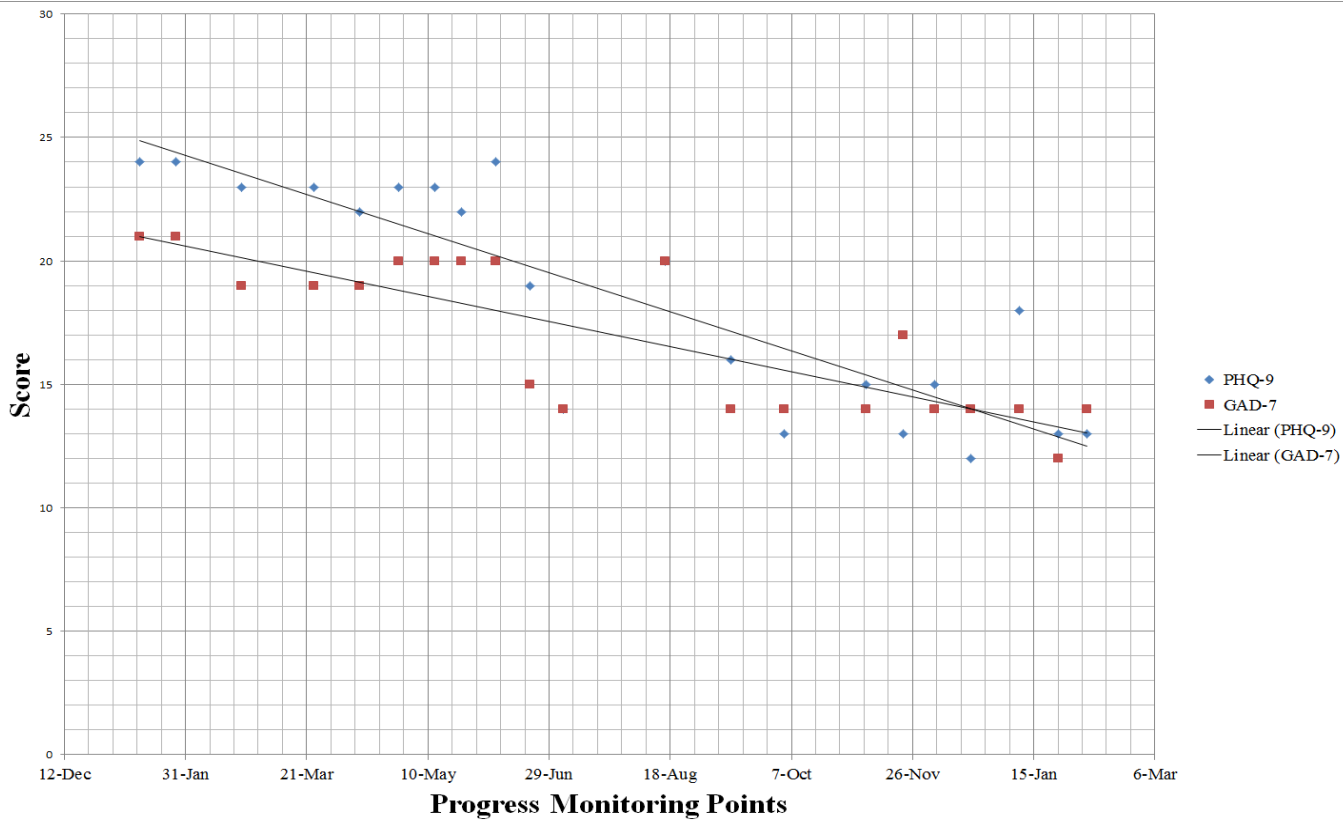
- **8.47% decrease** in students scoring in the moderate to severe range for anxiety
- **11.54% increase** in students reporting in the “No concern” range for anxiety

3-Year Depression Screening Comparison Data



16.7 percent of students score in the moderate to severe range for depression, on average

Methuen Public Schools (2018)



MODERATOR

SARAH CARR
Boston Globe

PANELISTS

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CLOSING REMARKS

JAMES PEYSER

Massachusetts Secretary of Education



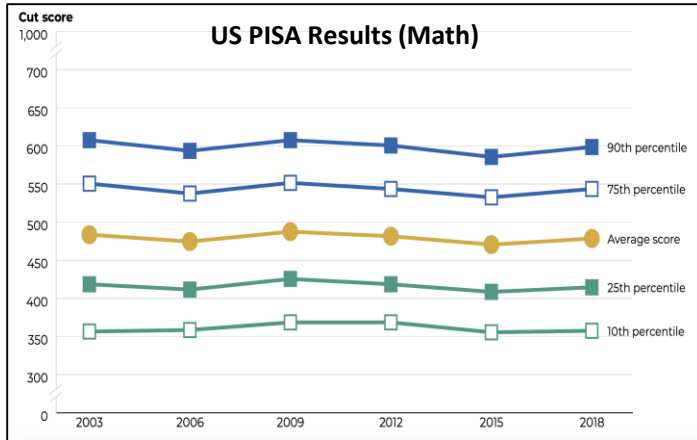
Commonwealth of Massachusetts

Executive Office of Education

Condition of Education

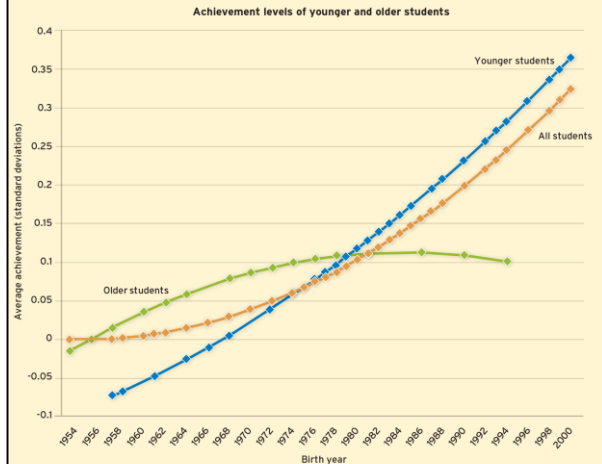
January 23, 2020

Data: Long-Term US Trends are Flat



Steady Gains for Younger, but not Older, Adolescents (Figure 3)

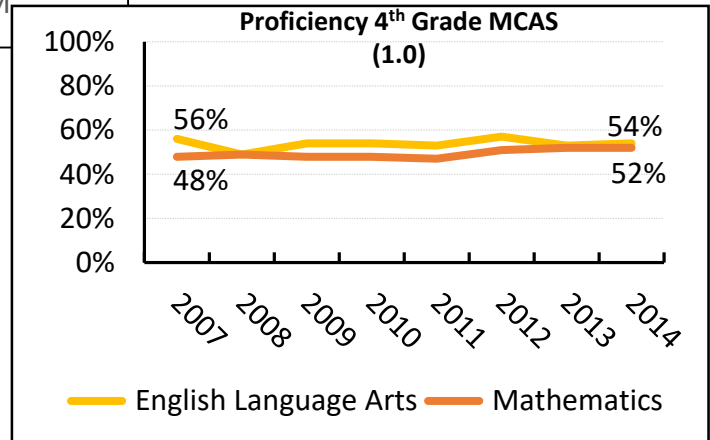
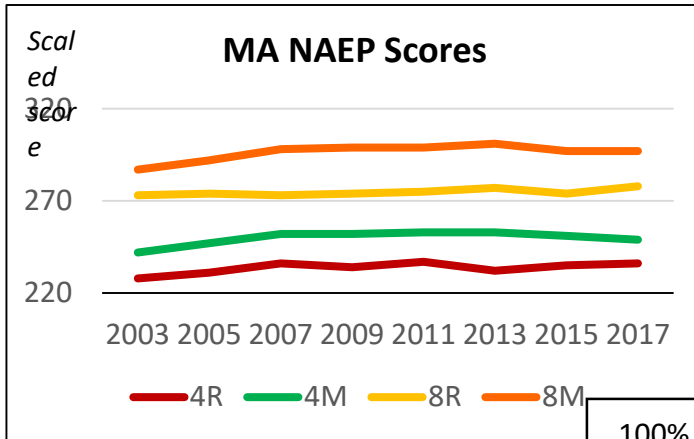
Average achievement for adolescent students increased by more than a year's worth of learning (over 0.3 standard deviations) from the 1954 to 2001 birth cohorts. However, the gains of 0.4 standard deviations realized by age 14 do not persist until age 17 in the most recent quarter century.



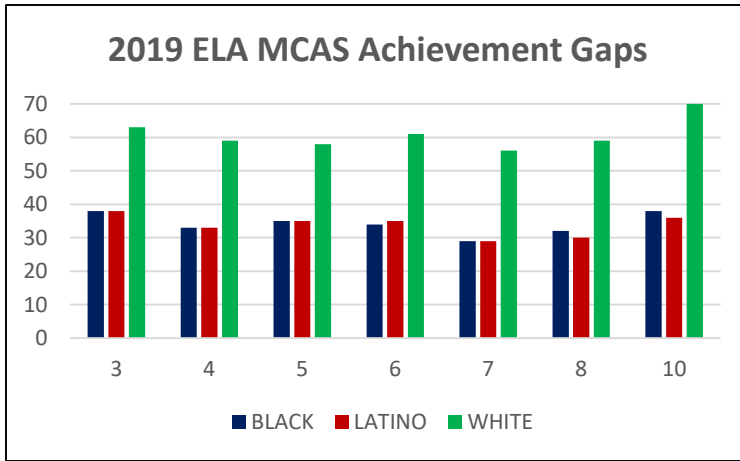
NOTE: Younger students are those between ages 13 and 15 or in 8th grade, depending on the test; the modal age is 14. Older students are those age 17 or in 12th grade, depending on the test. Markers indicate years a test was administered.

SOURCE: Tests administered by ITT, NAEP, Main NAEP, PISA, and TIMSS

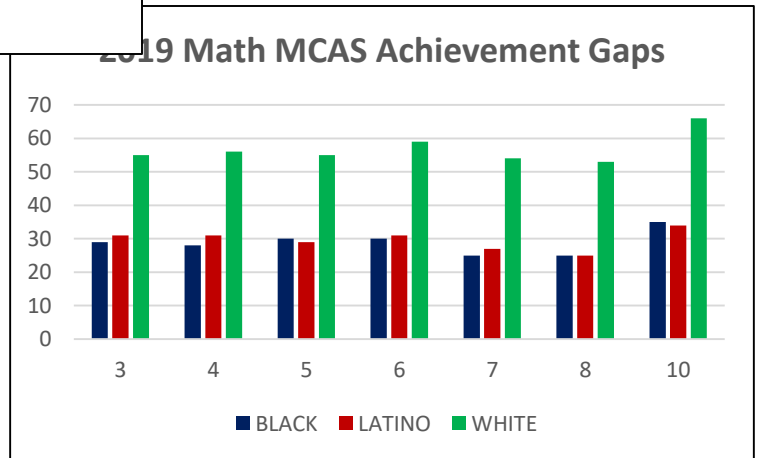
Data: Long-Term MA Trends are Flat



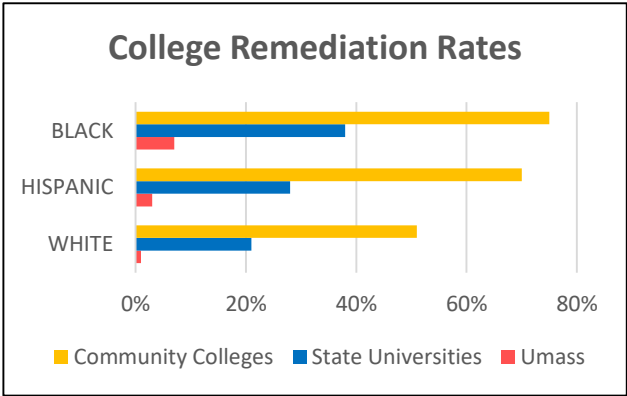
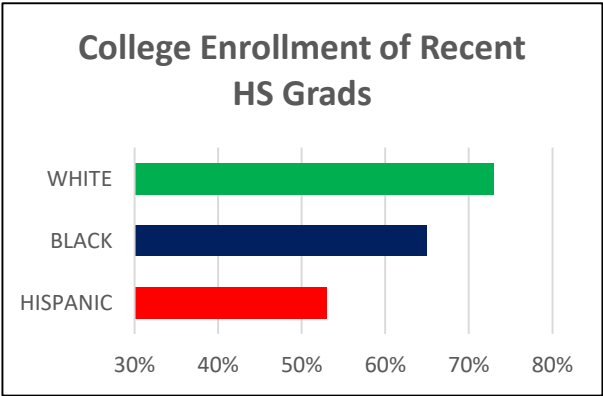
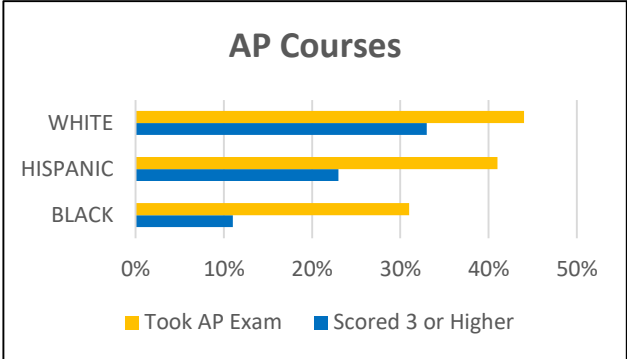
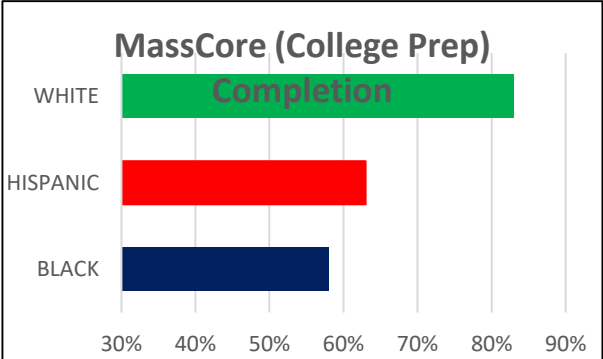
Data: Large & Persistent Achievement Gaps



Percent Meeting or Exceeding Expectations (i.e., on-track)

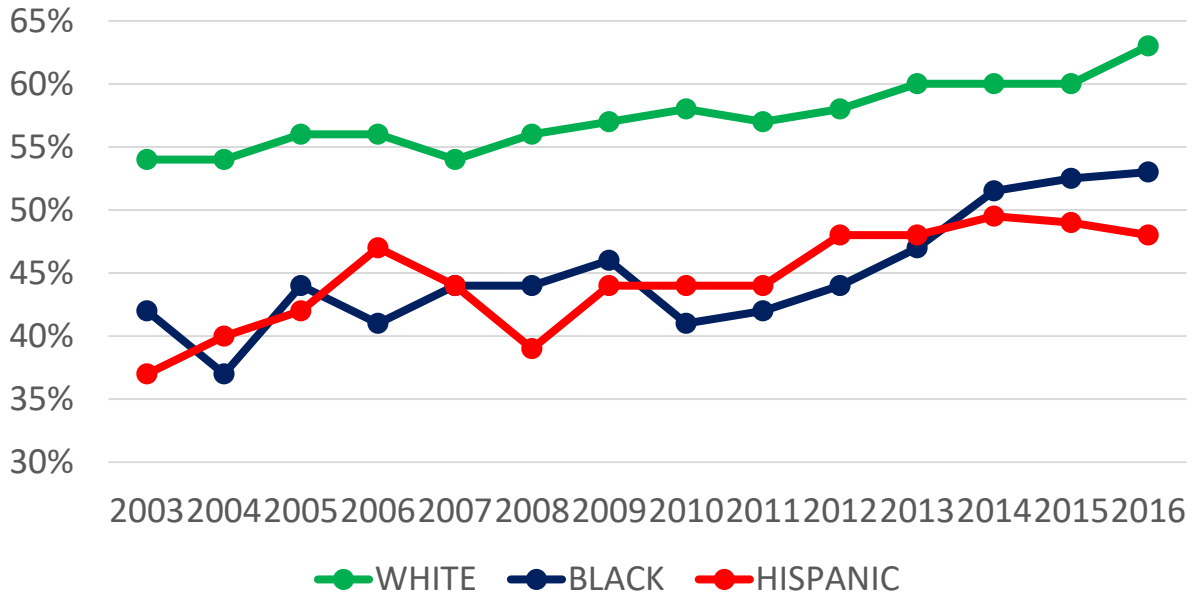


Data: College Readiness Gaps

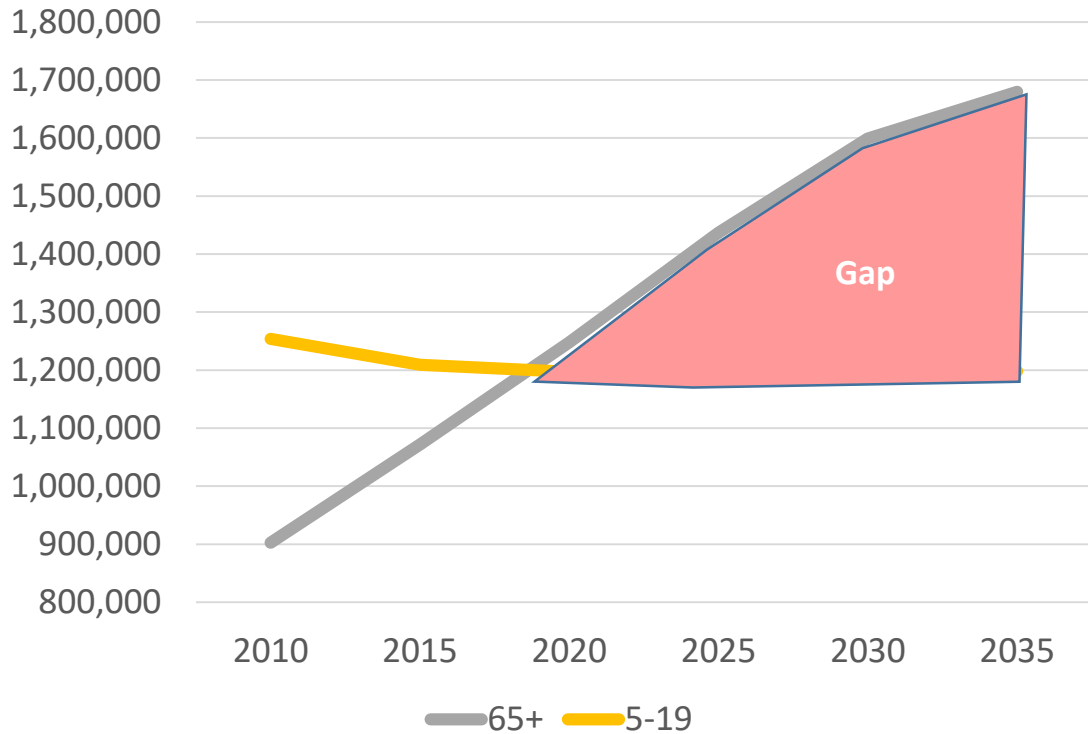


Data: College Graduation Rates are Up, But Gaps are Still Large

6-Year Graduation Rates at Public 4-Year Colleges



Data: Emerging Workforce Shortage & Skills Gap



Source: Donahue Institute (2015)

Baker-Polito Major Accomplishments to Date in Education:

Closing the Achievement Gap

- Added over \$1B to Chapter 70 and signed largest increases in the foundation formula since 1993
- Enacted biggest increases ever in early ed (\$240M), including rates paid to early education providers (\$150M)
- Strengthened curriculum frameworks in core academic subjects, including a new full-year 8th grade civics course
- Implemented “next gen” assessments in ELA and math
- Updated school/district accountability system, with new focus on improving results for the bottom quartile
- Signed legislation enabling alternative research-based instructional methods for English language acquisition

Improving College Affordability & Completion

- Authorized biggest increase in student financial aid in more than two decades to fully cover unmet need for low-income community college students
- Launched Early College programs at 35 high schools and 17 colleges
- Established Commonwealth Commitment, a low-cost (~\$30K) pathway to a four-year degree
- Enacted the first higher education bond bill in a decade, valued at \$950 million and focused on deferred maintenance backlog; established strategic, transparent capital allocation process
- Introduced and signed legislation providing BHE with new authority to oversee fiscal health of private colleges

Expanding STEM/Career Technical Education

- Unprecedented \$78M investment in upgrading equipment for vocational-technical programs
- Launched early career Innovation Pathways in 26 high schools
- Adopted first Digital Literacy and Computer Science standards, incorporated computer science into the core high school curriculum, and developed new teacher license for computer science
- Funded the expansion of applied learning STEM curricula (Project Lead the Way and Museum of Science Engineering the Future)
- Sponsored the country’s first STEM Week

FY21 House 2 Education Budget Highlights:

- ❑ Fully funds the first year of the **Student Opportunity Act**, adding **\$354M in new spending** for Chapter 70, special education, charter school reimbursements, and targeted school improvement initiatives
- ❑ Continues the Baker-Polito Administration’s unprecedented investment in **early childhood education** with **\$55M funding increase above FY20 spending**, expanding access for DTA and DCF children & raising rates for providers to improve quality, enable lower costs to parents, and increase salaries
- ❑ Deepens support for college readiness, affordability, and degree completion by **expanding early college, increasing “high-demand” STEM scholarships, and establishing a new \$5M need-based financial aid program** for students at public universities who participate in proven college success programs – in addition to \$7M MassGrant Plus program for Community Colleges
- ❑ Closes skills gaps in high demand trades by **transforming vocational schools into Career Technical Institutes**, running three shifts per day for youth and adults, including afternoon access to shop programs for students in academic high schools

Keys to Implementation of SOA:

“Plans are useless, but **planning** is indispensable.”

--Dwight

Eisenhower

- Focus on evidence-based practices to close achievement gaps
- System-level thinking, complemented by school-level empowerment
- Strategic and equitable allocation of new resources
- State-local partnership (“accountability is not a dirty word”)

Key Cross-Agency Themes:

- ❑ Equity—addressing persistent gaps in:
 - ✓ School readiness
 - ✓ Academic achievement
 - ✓ College completion
 - ✓ Career success

- ❑ Alignment of Strategies Across Sectors
 - ✓ Strength & Diversity of Educator Workforce
 - ✓ Early Literacy & Research-Based Reading Instruction
 - ✓ Early College & Career Pathways

- ❑ Increased Use of Longitudinal Data to Drive Decision-Making



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