

COMMONWEALTH OF MASSACHUSETTS

Executive Office of Education



STRATEGIC PLAN
2013 – 2015

Matthew H. Malone
Secretary of Education

A MESSAGE FROM THE SECRETARY

To the Citizens of the Commonwealth:

It is an incredibly exciting time for public education in Massachusetts.

With the leadership of Governor Patrick and the Legislature; the commitment and incredible service of our educators; the hard work of our students; and the support of parents and family members and also local, regional, and community partners, we are building a 21st century public education system in the Commonwealth, one that will meet each student where he or she is and provide the targeted support that each student needs to be truly successful.

Massachusetts is at the forefront of education reform and improvement efforts, and the state is implementing bold and innovative strategies in early education, elementary and secondary education, and higher education that are improving the quality of educational experiences for students across the state. In addition, many of our students continue to lead their peers on national and international measures of student achievement. We are extremely proud of our accomplishments, but there is much work that still needs to be done. In Massachusetts, doing well is simply not good enough.

The Executive Office of Education (EOE) is responsible for achieving Governor Patrick's vision for public education in Massachusetts, and we are working in collaboration with

state, regional, and local partners to achieve two overarching goals of the Patrick-Murray Administration:

- Ensure that all students have access to high-quality educational opportunities from birth through postsecondary education; and
- Close persistent and unacceptable achievement and attainment gaps among different groups of students.

In order to achieve these goals, the EOE is implementing multiple strategies that will enable the Commonwealth to:

- Meet the learning needs of each student and provide the knowledge, encouragement, and skills that they need to meet our high expectations for student growth and achievement, and also provide comprehensive support services to address out-of-school factors;
- Ensure that every student in the state is taught by highly competent educators who continually receive the tools and professional support that they need;
- Prepare every student for postsecondary educational and career opportunities and also lifelong success; and
- Unleash innovation and change throughout the public education system.

Pursuant to [Executive Order 540](#), our strategic plan represents a critical first step in implementing a performance management program that will help us to allocate different types of resources more effectively and achieve better outcomes for students and their families. Our strategic goals for the next two years are as follows:

- Increase levels of third grade reading proficiency for all Massachusetts children;
- Enhance the effectiveness of the educator workforce;
- Successfully turn around our lowest performing schools and districts; and
- Increase college and career readiness.

By executing this plan, the EOE will better ensure that all children and students across the state will have the knowledge, skills, and experiences that they need to be effective members of their families and communities, lifelong learners, and successful citizens. The EOE is eager to continue working with our educators at every level of the public education system, our parents and family members, local officials, members of the Legislature, our state education partners, and community partners to implement the Governor's comprehensive agenda for building a 21st century public education system in Massachusetts.

Sincerely yours,

A handwritten signature in blue ink that reads "Matthew H. Malone". The signature is fluid and cursive, with the first name being the most prominent.

Matthew H. Malone, Secretary of Education

Changing the way we do business

Never before has Massachusetts been under greater pressure to make government more effective and efficient. We must make even more informed decisions and respond to a public that is demanding greater accountability and transparency. The Executive Office of Administration and Finance (A&F) is leading the way in building a state government that thinks and acts more strategically.

Through the Office of Commonwealth Performance, Accountability and Transparency (CPAT), A&F is helping to drive strategic planning and performance management across state government to produce better results for the people of the Commonwealth.

The EOE is working in partnership with A&F and state education agencies to implement education policies and initiatives effectively and efficiently in order to maximize results for students, educators, families, and the Commonwealth as a whole.

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This document was prepared pursuant to Executive Order 540 and will be officially released alongside the Fiscal Year 2014 Governor's Budget Recommendation.

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MISSION, VISION, AND POLICY CONTEXT

OVERVIEW

Governor Patrick proposed the re-establishment of the EOE to create a more coherent, aligned, and comprehensive public education *system* in Massachusetts, one that would truly support children and students from birth all the way through postsecondary education.

In early 2008, the Legislature overwhelmingly approved the Governor's proposal. Governor Patrick appointed Paul Reville as the first Secretary of Education in March 2008, and the EOE began its operations on July 1, 2008. In December 2012, Dr. Matthew Malone was appointed as Secretary of Education, and he began his tenure on January 14, 2013.

The EOE is at the center of the Commonwealth's public education system that also includes the Department of Early Education and Care (EEC), the Department of Elementary and Secondary Education (ESE), the Department of Higher Education (DHE), and the University of Massachusetts system (UMass).

The EOE is responsible for coordinating the development and implementation of statewide education policies from birth through postsecondary education, and it also supports the creation of the organizational structures and mechanisms necessary to successfully implement and sustain such policies.

This governance system has increased policy coherence across the three education sectors, and is also creating more

MISSION AND VISION

The EOE is committed to creating a more ***aligned, comprehensive, and successful 21st century public education system*** that builds on our achievements so that we can better ensure that all Massachusetts students are prepared to be ***lifelong learners*** and ***succeed in the global economy***.

By investing in ***research-based strategies, raising standards and accountability, improving assessments, increasing the quality of teaching, promoting innovation, enhancing student supports and rewarding excellence***, Governor Patrick is ensuring that all Massachusetts students not only remain at the head of the class nationally, but are positioned to ***successfully compete internationally and to fully realize the American Dream***.

seamless educational pathways for students across the state. In partnership with the EEC, ESE, DHE, and UMass, the EOE is committed to advancing actions and initiatives that will provide children and youth with access to high-quality educational opportunities from birth through postsecondary education; improve achievement levels for all students and close persistent achievement and attainment gaps that disproportionately affect students from lower-income families, students who are English language learners, students of color, and students with disabilities; and create a 21st century public education system that prepares students for higher education, work, and life in a world economy and global society.

Our coherent policy agenda plus our governance structure that promotes more effective cross-sector collaboration are enabling the EOE to achieve our strategic goals for the next two years:

- Increase levels of third grade reading proficiency for all Massachusetts children;
- Enhance the effectiveness of the educator workforce;
- Successfully turn around our lowest performing schools and districts; and
- Increase college and career readiness.

PRIMARY ACHIEVEMENTS

The establishment of the EOE has had significant impact on the quality of educational services provided to children and students across the state as well as their access to educational opportunities. Our primary achievements to date are moving the Commonwealth closer to accomplishing the Governor's goals for our public education system.

DEVELOPMENT AND IMPLEMENTATION OF EDUCATION POLICY

An Act Relative to the Achievement Gap – Governor Patrick signed this landmark education legislation in January 2010, the most comprehensive and innovative bill since the passage of the Massachusetts Education Reform Act of 1993. This legislation established the first “smart” charter school cap lift in the nation as well as new requirements regarding the enrollment and retention of specific subgroups of students in charter schools; created new rules, tools, and supports to aggressively turn around our lowest-performing schools; and established the framework for Innovation Schools, in-district schools that operate with increased autonomy and flexibility with regard to curriculum, professional development, school schedule/calendar, staffing, budgeting, and district policies – all while keeping school funding within public school districts.

Twenty new charter schools are serving students in some of our neediest communities in Massachusetts, our lowest-performing schools have demonstrated notable gains in student achievement and closing achievement gaps, and there are now 44 Innovation Schools serving students in communities across the state.

Early Education and K-12 Race to the Top Initiatives –

Massachusetts was one of only six states in the nation to be awarded both a Race to the Top – Early Learning Challenge (RTT-ELC) grant as well as a K-12 Race to the Top (RTTT) grant by the U.S. Department of Education; in fact, Massachusetts received the highest score in the nation for the RTTT competition, and we received the second highest score for the RTT-ELC competition.

With the four-year, \$50 million RTT-ELC grant, EEC is strengthening our system of early education and care and providing a healthy start for all infants, toddlers, and pre-school children by enhancing the quality of early education programs with our Quality Rating and Improvement System, creating a robust kindergarten assessment system, enhancing the quality of the early education workforce, and increasing engagement with parents and family members. With the four-year, \$250 million RTTT grant, ESE is dramatically increasing college and career readiness for all Massachusetts students and building school and district capacity by providing high-quality curricular and instructional resources to educators, enhancing the quality of the K-12 educator workforce, accelerating improvement in our lowest-performing schools, and creating a comprehensive system that will collect and analyze essential student and educator data.¹

As a result of implementing our RTT-ELC plan, kindergarten teachers are using new tools to better assess students' developmental, social-emotional, and learning needs; we are

¹ Additional information about Massachusetts' RTTT plan is available at <http://www.doe.mass.edu/rttt/>.

creating stronger and more comprehensive birth to age five early learning and development standards; and we are implementing strategies to increase reading proficiency by grade 3. As a result of implementing our K-12 RTTT plan, Massachusetts has adopted new pre-K through grade 12 Curriculum Frameworks that include the Common Core State Standards (new curricular standards to increase students' levels of college and career readiness), we are implementing new educator evaluation strategies to continually enhance the quality of instructional services provided to students, we have created new curricular and instructional tools for educators, and our lowest-performing schools demonstrated notable increases in student achievement.²

Massachusetts is also leading a national effort across 23 states – the Partnership for Assessment of Readiness for College and Careers – to establish new K-12 student assessments that are aligned to the Common Core State Standards.

College and Career Readiness – The EOE and its state education partners are implementing an array of strategies to increase college and career readiness for all students across the state. In keeping with our mission of building a more comprehensive, integrated, and 21st century public education system, we are building more seamless and integrated pathways – starting in the earliest stages of a child's

² In order to supplement our efforts to enhance the quality of our educator workforce, the EOE established an Educator Preparation Advisory Group to build a 21st century educator *preparation* system, one that will ensure that all educators who enter the early education or K-12 sectors are well prepared to successfully serve their children and students.

educational career – to postsecondary educational and career opportunities.

In addition to implementing new pre-K through grade 12 Curriculum Frameworks, using better assessments to provide differentiated support to students, and enhancing the quality of the educator workforce – we are redesigning some of our high schools to provide students with essential information about career opportunities earlier in their academic careers and give them access to work-based, experiential learning opportunities; we are redefining what it means to be college- and career-ready in Massachusetts and how the public education system must prepare students for postsecondary success; and we are creating career standards to better define what types of knowledge and skills students need to enter the workforce. In addition, we are implementing targeted strategies to ensure that more students stay in school.

Postsecondary Education – Massachusetts is implementing an array of strategies to ensure that students of different ages and educational experiences have affordable access to postsecondary educational opportunities and can successfully complete their degree and certificate programs once enrolled at our community colleges, state universities, and UMass campuses. Anchoring our work is the DHE Vision Project, a statewide effort to produce the best-educated citizenry and workforce in the nation and ensure that Massachusetts is a national leader with regard to research that drives economic development. The Vision Project uses data to continually assess the performance of our public campuses and the public higher education system as a whole, increase accountability

with multiple stakeholders, and implement innovative and aggressive policies across the state.

Our community colleges, state universities, and UMass campuses are continuing to refine existing degree and certificate programs and add new programs to provide students with a diverse and exciting array of educational opportunities and reflect state workforce needs. Our public campuses are also implementing new strategies to better address the academic, social/emotional, and other needs of students to ensure that they can successfully complete their degree and certificate programs in a timely manner. They are also engaging in efforts to increase efficiency with regard to both academic and operational activities to ensure that students have access to high-quality and affordable postsecondary educational experiences.

The Patrick-Murray Administration has maintained strong levels of fiscal support for our 29 community colleges, state universities, and UMass campuses, and the EOE continues to work in partnership with DHE, UMass, and our campuses to ensure that students who are eligible for financial aid are applying for and receiving such aid and also to enhance the quality of academic and other services provided to students.

The Vision Project has prompted the development of different strategies to increase graduation and success rates, more accurately measure students' learning outcomes, and bridge

the gap between high school and college courses. The first annual Vision Project report was issued in September 2012.³

Workforce Development – In the fall of 2011, Governor Patrick asked the Secretaries of Education, Labor and Workforce Development, and Housing and Economic Development to develop a plan and shared goals for creating a more robust and comprehensive workforce development system, one that is much more responsive to the needs of both employees and employers. In particular, the Governor emphasized his goal of aligning the public higher education system – and specifically community colleges – with the workforce and economic development systems to create seamless pathways to employment, increase the number of jobs in Massachusetts, and improve our state’s competitive position in the global economy.

In early 2012, these Secretaries hired a Director of Workforce and Education who is developing career pathways and implementing strategies in four high-demand industries – health care, life sciences, advanced manufacturing, and information technology. These efforts are complementing community college reform initiatives that will increase integration and coherence across the 15 campuses (the Governor proposed community college reform initiatives in his FY 2013 state budget request, and the final FY 2013 state budget includes specific strategies to reform governance and funding structures). The community college system also received a \$20 million grant from the U.S. Department of

Labor to develop workforce training programs in targeted industries, and Massachusetts is part of a national initiative, “Pathways to Prosperity”, that will result in the establishment of six-year pathways to employment.

Achievement in Science, Technology, Engineering, and Mathematics (STEM) – Massachusetts is a state rich with STEM resources and opportunities, and the Patrick-Murray Administration is implementing a plan to increase student engagement and achievement in STEM fields of study as well as coordinate initiatives across the state.

In October 2009, Governor Patrick established the STEM Advisory Council and appointed Lieutenant Governor Timothy Murray as the Chairman. The Council serves as a vehicle for the EOE and state education agencies, the Executive Office of Housing and Economic Development, the Executive Office of Labor and Workforce Development, state legislators, and public and private STEM advocates to work together to implement exciting initiatives in STEM-related fields. Since its inception, the Council has supported the implementation of a comprehensive plan that was first released in September 2010, the results of which have included the creation of a new governance system to coordinate STEM initiatives and strategically allocate resources, increased funding for education programs and educator professional development opportunities through the STEM Pipeline Fund, enhanced local and regional partnerships through the Regional STEM

³ *Time to Lead: The Need for Excellence in Public Higher Education* is available at <http://www.mass.edu/visionproject/TimeToLead.pdf>.

Networks, and increased public awareness about the importance of STEM achievement and career opportunities.⁴

Comprehensive Services to Students and Families – Providing comprehensive health and social services to children and families is a central component of our theory of action to improve student achievement and close persistent achievement and attainment gaps. For too many of our students, out-of-school factors including poverty, health issues, and family or community concerns are obstacles to school attendance, engagement, and achievement. By addressing these factors, we can better ensure that students will have a healthy platform for learning.

In October 2008, Governor Patrick established the Child & Youth Readiness Cabinet to promote coordination and collaboration across state agencies that provide support services to children and families. The Cabinet is co-chaired by the Secretaries of Education and Health and Human Services, and its members (including other Secretaries and Commissioners whose agencies serve children, youth, and families) work with local, regional, and state entities to ensure that children and families receive the services that they need.⁵

One of the Cabinet's priorities is to support the coordination and alignment of comprehensive services to students who

⁴ Additional information about the STEM Advisory Council is available at <http://www.mass.gov/governor/administration/lsgov/lgcommittee/stem/>.

⁵ Additional information about the Child & Youth Readiness Cabinet is available at <http://www.mass.gov/edu/child-youth-readiness-cabinet.html>.

attend our lowest-performing schools and their families. As such, the work of the Cabinet is closely aligned with ESE initiatives to support underperforming schools, including Wraparound Zones, clusters of schools that are increasing access to support services with funding from our K-12 RTTT grant award.

Gateway Cities Education Agenda – In November 2011, Governor Patrick announced the launch of this agenda, which includes targeted strategies to improve early literacy, providing comprehensive support services to students and families, provide targeted instruction to English language learners, and increase the career readiness of high school students in the Commonwealth's 24 Gateway Cities.⁶ The goals of this *Agenda* are to close persistent achievement and attainment gaps among different groups of students and also promote the creation of a 21st century public education system in Massachusetts by engaging local and state stakeholders in new and important discussions about how to best support our students.

The final state FY 2013 budget includes \$500,000 in funding for the *Career Academies Planning Grant Program*, which supports the establishment of *Career Academies* that will provide new career-focused learning and work opportunities for high school students. The state budget also includes \$3 million for the *English Language Learners Enrichment*

⁶ The 24 Gateway Cities are as follows: Barnstable, Brockton, Chelsea, Chicopee, Everett, Fall River, Fitchburg, Haverhill, Holyoke, Lawrence, Leominster, Lowell, Lynn, Malden, Methuen, New Bedford, Pittsfield, Quincy, Revere, Salem, Springfield, Taunton, Westfield, and Worcester.

Academies Grant Program, which will support spring and summer enrichment programs that will provide accelerated and intensive English learning opportunities for middle and high school students.⁷

In January 2012, the EOE awarded \$3.5 million in grants to eligible recipients in the 24 Gateway Cities, and it will support local efforts to establish Career Academies and provide intensive English language enrichment programs for students.⁸

NEW ARCHITECTURE FOR PUBLIC EDUCATION

In order to achieve our goal of creating a more coherent, aligned, and comprehensive 21st century public education system, the EOE has been building a new architecture for public education in Massachusetts. This architecture includes new organizational structures and mechanisms necessary to successfully implement policies from early education through postsecondary education, but it also includes new strategies for increasing collaboration with local, regional, and state partners outside of the education sector.

Integration Within the Education Sector – The EOE has created a more unified public education governance system by integrating strategic planning and operational efforts of EEC, ESE, DHE, and UMass. The Secretary of Education serves

on the Boards of EEC, ESE, DHE, and the UMass Board of Trustees, and the EOE and its partners are working together to develop and implement a comprehensive array of policies in early education, K-12, and postsecondary education.

This governance system has resulted in the development and implementation of policies that are creating more seamless educational pathways for students. For example, the EOE and its state education partners have created the policy framework for increasing kindergarten readiness and third grade reading proficiency, increasing college and career readiness, and building a more effective educator preparation system. These initiatives and others are creating a more integrated and holistic public system education that will better our students in the short- and longer-term.

The EOE established six regional Readiness Centers in October 2009 to further promote greater coordination among the early education, K-12, and higher education sectors. These Centers are managed by regional teams that include our public institutions of higher education (including all of our state universities and the four undergraduate UMass campuses), independent institutions of higher education, K-12 school districts, early education and out-of-school-time programs, educational collaboratives, non-profit organizations, and business and community partners. These regional consortia provide and coordinate high-quality professional development for educators; provide important information about statewide initiatives, effective models, and best practices; and convene educators to address common priorities and also leverage resources and expertise. The Centers are contributing to the

⁷ Additional information about the *Gateway Cities Education Agenda* is available at <http://www.mass.gov/edu/gateway-cities-education-agenda.html>.

⁸ Additional information about the grant recipients is available at <http://www.mass.gov/edu/gateway-cities-education-agenda.html>.

implementation of core initiatives from the RTT-ELC and K-12 RTTT plans, including the implementation of our new Curriculum Frameworks and the kindergarten assessment system. The Centers are critical partners in advancing our education goals, as they are creating essential opportunities for cross-sector collaboration about our education priorities.

The EOE has also consolidated all information technology services across the education sector, which is resulting in the creation of streamlined websites for all state education agencies as well as the establishment of new data systems for collecting, analyzing, and disseminating student and educator data.

Collaboration with Other Sectors – A 21st century public education system will require support not just from the EOE but from other valued state partners outside of the education sector. By increasing collaboration with other sectors, the Commonwealth is developing and implementing more comprehensive and aligned strategies as well as modeling the types of partnerships that should be established at the regional and local levels.

As described on page 5, the EOE is working in collaboration with EOLWD and EOHED to create a more robust workforce development system in the Commonwealth, one that utilizes the expertise and resources among multiple sectors to best address the needs of our employees and employers.

In addition, as described on page 6, the EOE is working in collaboration with the Executive Office of Health and Human

Services to provide comprehensive services to children and families across the state.

STRATEGIC ALLOCATION OF RESOURCES

Despite the impact of the economic downturn, the Patrick-Murray Administration has protected and even increased state funding for our public education system. The EOE and its partners have strategically allocated this funding as well as funding from other resources, including most notably almost \$1 billion in federal funding through the 2009 *American Recovery and Reinvestment Act* plus federal grant funding through the Race to the Top program and other programs to support students from lower-income families, students with disabilities, students who are English language learners, and initiatives to turn around our lowest-performing schools.

Taken together, the development and implementation of our integrated and comprehensive policy initiatives plus the creation of a new architecture for our public education system have enabled the EOE to make important progress toward achieving the overarching education goals of the Patrick-Murray Administration. For the next two years, the continuation of our efforts plus the implementation of new and expanded strategies will enable the EOE and its partners to achieve our four strategic goals of improving reading proficiency by grade 3, enhancing the effectiveness of the educator workforce, turning around our lowest-performing schools, and increasing college and career readiness.

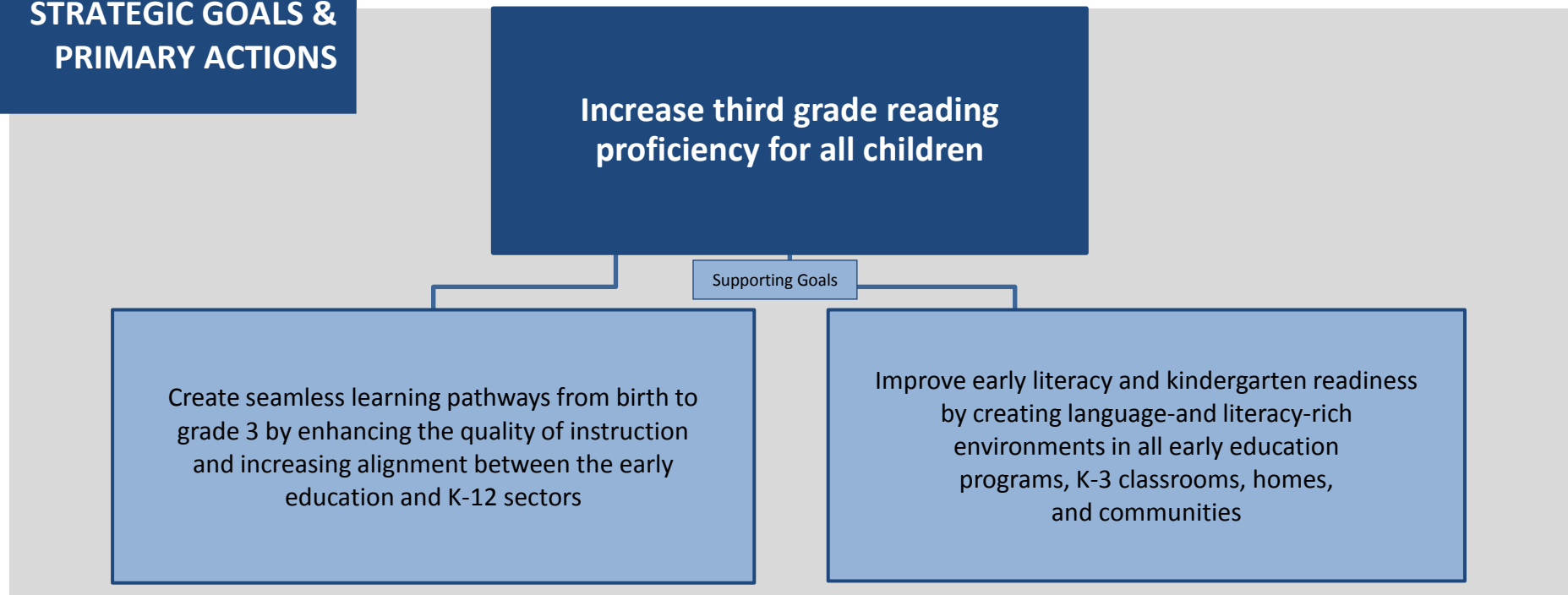
CHALLENGES

One of our most pressing challenges is to effectively support the implementation of multiple strategies and the development of new initiatives while grappling with continued fiscal issues at the local, state, and national levels. The Patrick-Murray Administration has protected and even increased public education funding despite the recent economic downturn, but the EOE must continue to work effectively with its education partners and other partners in state government to make sure that state dollars are being spent strategically and wisely to provide students with access to high-quality educational opportunities from cradle to career.

The EOE and its education partners must continue to develop and implement *differentiated* strategies to better support students throughout every stage of their learning and academic careers. The creation of a 21st century public education system is a deliberate transition away from a one-size-fits-all approach to educating students, and the EOE must continue to meet the changing demands of a changing population of students as well as educators.

Lastly, the EOE must continue to implement a comprehensive approach to education improvement and reform, one that includes the expertise, resources, and contributions of our partners both inside and outside of the education sector.

STRATEGIC GOALS & PRIMARY ACTIONS



In order to achieve this goal, the EOE and its state education partners are:

- Using **new curricular and evidence-based assessment materials** for early educators and K-3 educators to ensure that they have the tools and resources needed to successfully address the developmental, educational, and other needs of infants and young children through age 8;
- Operating the **Quality Rating and Improvement System**, a criterion-based system of evaluating early education and out-of-school-time programs, to **continually enhance the quality of services provided to infants and children** and also increase accountability to multiple stakeholders;
- Developing and implementing **a kindergarten assessment system to provide more differentiated services to children** based on their developmental and educational needs; and
- Developing and implementing **powerful strategies for engaging parents, family members, and communities** so that multiple partners can work together to create stimulating and interactive learning environments for infants and children.

Enhance the effectiveness of the
educator workforce

Supporting Goals

Build a 21st century educator
preparation system in Massachusetts

Provide all educators with ongoing access
to effective instructional and
assessment tools and materials

Provide all educators with high-quality
professional development
opportunities

In order to achieve this goal, the EOE and its state education partners are:

- Developing policy recommendations focused on **educator induction, the content and structure of educator preparation programs, and our licensure and regulatory framework** to better ensure that all teachers and administrators who are entering the profession are well prepared to meet the needs of an increasingly diverse student population, successfully implement our reform and improvement strategies, and embrace new professional opportunities;
- Working with educators to develop **new curricular materials and strategies for monitoring student growth and achievement** and also providing them with better access to **different types of student data**;
- Implementing more nuanced, effective, and comprehensive **educator evaluation strategies** in school districts across the state to give educators the information and tools to continually improve as professionals; and
- Working with educators to develop **robust and continuous professional development opportunities** that are directly related to their responsibilities and accurately reflect the evolution of teaching and leadership, and improving the delivery systems through which these opportunities are provided.

STRATEGIC GOALS & PRIMARY ACTIONS

Turn around our lowest performing schools and districts

Supporting Goals

Establish the school-level conditions necessary to effectively implement and sustain new instructional, professional development, staffing, and resource allocation strategies

Increase school, district, and state capacity to successfully implement effective turnaround strategies

In order to achieve this goal, the EOE and its state education partners are:

- Supporting the implementation of **locally-developed school improvement plans** by providing **direct assistance, guidance, and fiscal resources** to our lowest performing schools and districts;
- Implementing strategies to **recruit highly effective educators** to teach in and lead our lowest performing schools and also provide **targeted professional development opportunities** to these educators and their colleagues;
- Implementing strategies to create **positive and safe school environments** so that all members of the school community can be successful;
- Promoting and sustaining **strong partnerships among schools, districts, early education providers, and community partners** (including social service agencies, non-profit organizations, cultural organizations, and institutions of higher education) to provide comprehensive support services to students and their families; and
- Promoting and sustaining **strong partnerships among schools, districts, and EEC and ESE** to align local and state strategies, maximize expertise, and strategically allocate resources to accelerate the improvement of our lowest-performing schools.

STRATEGIC GOALS & PRIMARY ACTIONS

Increase college and career readiness for all students

Supporting Goals

Create multiple pathways to postsecondary educational and career opportunities

Increase policy and institutional alignment among high schools, public and private institutions of higher education, and workforce development entities

In order to achieve this goal, the EOE and its state education partners are:

- **Implementing more rigorous curriculum** standards from pre-K through grade 12 and creating **career readiness standards** for all Massachusetts students;
- Redefining **what it means to be college and career ready** in Massachusetts, and using this definition to **implement innovative new strategies** to ensure that all students have the **knowledge, skills, and habits of mind necessary for postsecondary success**;
- Creating **more seamless and robust career pathways** so that students have access to information about career opportunities earlier in their academic careers, access to work-based learning opportunities such as internships, and valuable guidance about how to make smart choices;
- **Aligning high school and college-level curricula and assessments** to ensure that students can successfully transition to and succeed in college; and
- Creating **strong partnerships among the education, workforce development, and industry sectors** at multiple levels so that these partners can leverage expertise and resources and collaboratively increase college and career readiness.

MEASURES

The EOE and its state education partners collect and analyze multiples types of data on an ongoing basis. For the purposes of measuring our progress with regard to achieving our strategic goals, we will utilize the primary measures identified on the following pages. The EOE will continue to assess the validity of these measures and make adjustments and additions as necessary.

Note: where applicable, disaggregated data will be collected and analyzed to assess our progress with regard to closing persistent achievement and attainment gaps among different groups of students.

GOAL	MEASURE	DATA SOURCE	FREQUENCY
Increase third grade reading proficiency for all children	The level of reading proficiency of third graders as assessed by the Massachusetts Comprehensive Assessment System (MCAS), the statewide system for measuring student performance	ESE	Annual
	Number and percentage of early education programs participating in the tiered Quality Rating and Improvement System (QRIS), a system for evaluating the quality of early education and out-of-school-time programs	EEC	Ongoing
	Number and percentage of high ratings for early education programs participating in the tiered QRIS	EEC	Annual
	Number and percentage of children assessed as a result of administering evidence-based kindergarten assessments in early adopter districts	EEC and ESE	Annual ⁹

⁹ During the 2012 – 2013 school year, approximately 20 school districts across the state are using new assessments to better assess the educational and developmental needs of kindergarten students, and additional districts will begin using these assessments in subsequent years.

GOAL	MEASURE	DATA SOURCE	FREQUENCY
Enhance the effectiveness of the educator workforce	Increased student growth and achievement in schools and districts as assessed by the MCAS and other measures	ESE	Annual
	Number and percentage of K-12 courses and subjects taught by highly effective teachers	ESE	Annual
	Number and percentage of K-12 educators (both teachers and administrators) who receive Exemplary and Proficient ratings in districts that are implementing new educator evaluation frameworks	ESE	Annual
	Number and percentage of K-12 teachers who have completed all required courses of professional development in Sheltered English Instruction	ESE	Ongoing ¹⁰

¹⁰ ESE is coordinating the provision of these professional development programs for K-12 teachers, and information about the numbers of participants will be available in the coming months.

GOAL	MEASURE	DATA SOURCE	FREQUENCY
Turn around our lowest performing schools and districts	Increased student growth and achievement in Level 3 and 4 schools and districts as assessed by the MCAS and other measures (all schools and districts in Massachusetts receive a rating of Level 1 through 5 based on student achievement data and other measures of performance and educational attainment)	ESE	Annual
	Number and percentage of Level 3 and 4 schools collaborating with ESE-approved turnaround partners (these partners are working collaboratively with our lowest performing schools to develop and implement effective improvement strategies, increase student achievement, and close persistent achievement gaps among different groups of students)	ESE	Ongoing
	Number and percentage of Level 3 and 4 schools participating in the state's Race to the Top Wraparound Zones initiative	ESE	Annual

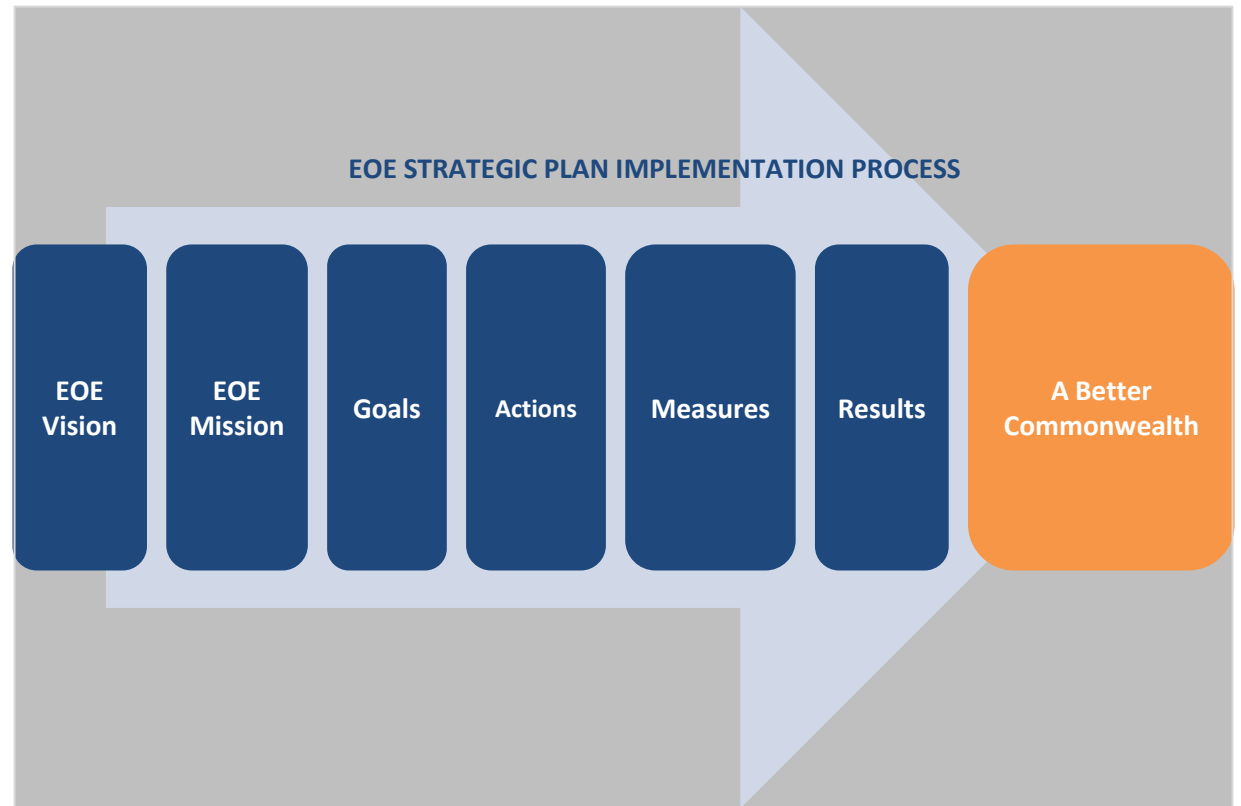
GOAL	MEASURE	DATA SOURCE	FREQUENCY
Increase college and career readiness for all students	Levels of student proficiency in English Language Arts and Mathematics as measured by the MCAS	ESE	Annual
	Statewide high school graduation rate	ESE	Annual
	Statewide dropout rate	ESE	Annual
	Numbers and percentages of high school graduates who are required to enroll in developmental education courses at the community colleges, state universities, and UMass campuses	DHE, UMass, and the U.S. Department of Education	Annual
	Overall six-year graduation rates for the community colleges, state universities, and UMass campuses	DHE, UMass, and the U.S. Department of Education	Annual
	Percent of students who transfer from our community colleges and complete degrees at our state universities and UMass campuses ¹¹	DHE	Ongoing

¹¹ This percentage will be calculated based on six-year degree completion rates at our state universities or UMass campuses.

ACHIEVING RESULTS

The EOE Strategic Plan is our roadmap for our work during the next two years. Secretary Malone and EOE staff members will regularly convene meetings with state education leaders to closely track our progress in achieving the goals we have set forth. We will utilize the primary performance measures defined on pages 15 - 18 as a means of evaluating our success. Pursuant to Executive Order 540, we will publish a public performance report in January 2014 formally reporting on the results we have achieved.

The development and implementation of the EOE Strategic Plan is a critical first step in instituting performance management. With well-defined goals and related measures in place, we know what we want to achieve and how we plan to get there.



APPENDIX: STATE EDUCATION PARTNERS

Department and Board of Early Education and Care (EEC)

EEC is responsible for developing and implementing policies related to the operation of early education and out-of-school-time programs in Massachusetts. The mission of the Board of Early Education and Care is to provide the foundation that supports all children in their development as lifelong learners and contributing members of their communities, and also supports families in their essential work as parents and caregivers.

Department and Board of Elementary and Secondary Education (ESE)

ESE is responsible for developing and implementing policies related to the operation and management of K-12 schools and districts in Massachusetts. The mission of the Board of Elementary and Secondary Education is to strengthen the Commonwealth's public education system so that every student is prepared to succeed in postsecondary education, compete in the global economy, and understand the rights and responsibilities of American citizens, and in so doing, to close all proficiency gaps.

Department and Board of Higher Education (DHE)

DHE is responsible for developing and implementing policies related to the operation of the community colleges and state universities in Massachusetts. The mission of the Board of

Higher Education is to ensure that all Massachusetts residents have the opportunity to benefit from a higher education that enriches their lives and advances their contributions to the civic life, economic development, and social progress of the Commonwealth. To that end, the programs and services of Massachusetts higher education must meet standards of quality commensurate with the benefits it promises and must be truly accessible to the people of the Commonwealth in all their diversity.

University of Massachusetts and Board of Trustees (UMass)

UMass includes five campuses – Amherst, Boston, Dartmouth, Lowell, and Worcester – and the mission of the campuses and Board of Trustees is to provide an affordable and accessible education of high quality and to conduct programs of research and public service that advance knowledge and improve the lives of the people of the Commonwealth, the nation, and the world.