



# RACE TO THE TOP

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The Massachusetts Plan



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## A Letter from the Governor

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To the Citizens of Massachusetts:

I am very proud to present this overview of Massachusetts' Race to the Top plan—the highest-scoring plan in the nation. We earned this score because we developed aggressive strategies to achieve our primary goals—eliminating persistent achievement gaps among different groups of students, increasing college and career readiness for all students, and ensuring that every student is taught by exceptional teachers. This plan represents the next chapter of education reform in Massachusetts, and with our powerful history of success plus our commitment to implementing these strategies successfully, we will achieve our goals over the next four years.

I believe that the plan detailed over the following pages is the right plan at the right time for our Commonwealth. We entered the Race to the Top competition because we wanted to join the national movement to address the unmet needs of students and educators. Massachusetts has been and continues to be at the top of the nation on a multitude of measures of student achievement—but we have a long way to go to ensure equity and excellence for all students. We have dedicated teachers and administrators who are committed to doing everything that they can to improve student achievement—but we need to do a better job of providing them with much-needed instructional tools and professional support. In 2008, I outlined an ambitious vision and long-term agenda for improving our public education system; since then, we have passed groundbreaking education legislation and acted on many of the recommendations from the Commonwealth Readiness Project. The Race to the Top funding that we have earned will allow to broaden, deepen, and most importantly, accelerate the work that we have already begun.

I am deeply thankful to the many staff members who dedicated hours of their time to ensure we had the best plan in the country. I am grateful for the efforts of our valued partners—educators across the state, leaders in the Massachusetts legislature, representatives from state associations, union leaders, and representatives from business and community organizations—who engaged in difficult but productive discussions with us and ultimately helped to make our plan even stronger. Finally, I am thankful to President Obama and Secretary Arne Duncan for having the courage to challenge states to be bold and leave no stone unturned in our quest to make a strong education a reality for all of our children.

We are ready to move forward—and I am eager to work with you to implement our Race to the Top strategies.

Sincerely,




THE COMMONWEALTH  
OF MASSACHUSETTS

OFFICE OF THE  
GOVERNOR

*Deval L. Patrick*  
Governor

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**“This plan represents the next chapter  
of education reform in Massachusetts.”**

Governor Deval Patrick

## A Letter from the Secretary

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Dear Friends:

For two decades, Massachusetts has been recognized as a national leader in education improvement, reform, and student performance. Our Race to the Top plan is the core of the next generation of education reform in Massachusetts, and I have no doubt that we will successfully implement our strategies over the next four years and beyond. Governor Patrick created the foundation for this next generation of reform when he launched the Commonwealth Readiness Project. His ambitious agenda is our roadmap for the future – and our Race to the Top plan highlights the work that we have already done, including passing An Act Relative to the Achievement Gap (the groundbreaking legislation that Governor Patrick signed in January), establishing Innovation Schools, and creating six Readiness Centers across the state.

The plan is focused on creating the conditions that will lead to high levels of achievement for all students. Over the next four years, Massachusetts will implement strategies to attract and retain high-quality educators, provide teachers with the tools and professional development that they need, and continually enhance the quality of teaching and leadership in our schools. We will use the additional rules, tools, and supports from An Act Relative to the Achievement Gap plus new strategies to turn around our lowest performing schools. We will use the Common Core Standards to ensure that all students have access to challenging courses that will prepare them for achievement in college and careers. Lastly, we will also create the conditions necessary for long-term success by building on our partnerships with educators, legislators, union leaders, parents, and business and community leaders; spending the funding wisely and effectively; and using data to monitor our progress.

During the first phase of education reform, we developed the most rigorous standards and assessments in the country, which led to high levels of achievement for many of our students. Based on lessons learned and our educational and moral responsibility to eliminate achievement gaps, we are increasing the number of effective public schools by providing increased support to our neediest schools and giving successful charter school operators the chance to expand or open new schools in targeted districts. We are building a more aligned and cohesive public education system so that students will have excellent educational opportunities from birth through higher education. We are providing health and other services to students and their families to better address different factors that affect student achievement. During the next phase of reform, we will do our best to ensure that all of our students are excited and motivated to learn, and filled with inspiration and hope for the future.

I deeply appreciate Governor Patrick's continued leadership and commitment to public education, thank the Legislature for their continued support, and express my gratitude to everyone who contributed to the development of our Race to the Top plan. This is an incredibly exciting time for the Commonwealth of Massachusetts, and I am also eager to work with you to implement this plan.

Sincerely,



THE COMMONWEALTH  
OF MASSACHUSETTS

EXECUTIVE OFFICE  
OF EDUCATION

*S. Paul Reville*  
Secretary

## A Letter from the Commissioner

Dear Friends:

Over the past two decades we have made great strides in our public schools, through a combination of tireless effort, high expectations, strong accountability and increased funding. We lead the country in achievement, have seen our dropout rate decline, and have developed top-notch standards and a nationally-respected assessment system.

But as far as we've come, our work remains unfinished. Our achievement gaps are wide, and too many students are still not getting the high-quality education they deserve. Through the development of our Race to the Top plan, we identified initiatives which aim to change that outcome and result in dramatic improvements for all students, regardless of age, ethnicity or zip code.

The federal Race to the Top priorities are closely aligned with the priorities set in 2008 by the Board of Elementary and Secondary Education. This alignment leaves us well poised to succeed in our work over the next four years, in part because many of the initiatives included in our application are already underway.

This document outlines the work ahead, and illustrates the results we expect for Massachusetts in the next four years. Our goals are ambitious and bold, but achievable, and—perhaps most importantly—work that is worth doing. We need a great teacher in every classroom and a great leader at the helm of every school; we need to turn around our lowest performing schools; we need to improve our curriculum and instruction; and we need to ensure that every student leaves our schools prepared for success in college, career and life in the 21st century.

I am grateful to Governor Patrick and the Legislature for their continued support of public education, to the many members of my staff and the staff of the Executive Office of Education who worked tirelessly to draft the nation's highest-scoring Race to the Top application, and to the leadership teams in the 275 districts and charter schools who have committed to this work with us. I look forward to working in partnership with our teachers, administrators and school committees to transform the vision in our plan into a reality for the nearly one million students in the Commonwealth's public schools.

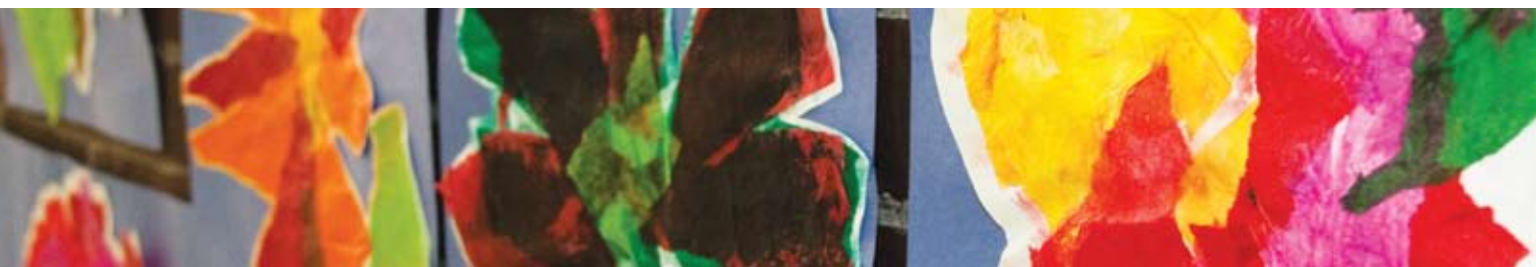
Sincerely,




THE COMMONWEALTH  
OF MASSACHUSETTS

DEPARTMENT OF ELEMENTARY  
AND SECONDARY EDUCATION

*Mitchell D. Chester, Ed.D.*  
*Commissioner*





Since Horace Mann first launched his vision of a free school system for all, Massachusetts has led the nation as the pioneer in public education.

We have worked tirelessly to build a system of high expectations, rigorous curricula, challenging assessments, and meaningful accountability that allows our teachers to shine and our students to compete with—and exceed—their peers around the world.

“During the next phase of reform, we will ensure that all of our students are excited and motivated to learn, and filled with inspiration and hope for the future.”

Education Secretary Paul Reville

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In 1993 Massachusetts embarked on an ambitious course for change with the enactment of the Education Reform Act, which initiated standards-based reform in our state. This legislation established the key elements undergirding education reform in Massachusetts: curriculum frameworks that set standards in all core curriculum areas, a rigorous system for assessing student progress toward meeting those standards, and a foundation budget that ensures each district has sufficient resources to support this work.

The results are evident. Today our students rank first among their national peers on the National Assessment of Educational Progress (NAEP) reading and mathematics assessments and high against their international peers on the Trends in International Mathematics and Science Study (TIMSS). We achieved this by setting ambitious standards, administering rigorous assessments,

and holding districts and schools accountable for the results. We have provided more than \$21 billion in new state education funding since 1993, all of which has been distributed equitably to ensure that the poorest school districts have the resources they need to improve.

But while we remain proud of the achievements our students have made, persistent and unacceptable achievement gaps among our English language learners, minority, special education and low income students illustrate that the job that began in 1993 remains unfinished. Too many of our students still do not receive a world-class education, and too many of our educators still do not receive the support they need to help every student excel.

With Race to the Top funding and an aggressive, solid plan for reform, we now stand poised as a state to change this.





The state's latest phase of reform was launched in 2008 with the development of Governor Patrick's Education Action Agenda.

This robust and comprehensive blueprint for education 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. They created goals to individualize learning, develop and retain effective teachers, increase college and career readiness, and unleash innovation and systemic change throughout the public education system.

Our initiatives are driven by our core belief that the persistent variation in student outcomes stems both from discrepancies in the quality of curriculum and instruction and from unrelated out-of-school circumstances that can affect a student's ability to focus and learn. Each element in our proposal is designed to promote consistent, high-quality teaching and learning for each student, and to provide students and families with the health and human service support they require.

Overall, we aim to achieve five major objectives, all of which are tied to the most critical areas in public education today: educator effectiveness,

curriculum and instruction, school turnaround, college and career readiness, and data systems and infrastructure. These objectives, detailed in the following pages, will be accomplished without compromising our standards or lowering the high expectations we have set for our students.

As a result, we expect that in four years we will see dramatic results, including:

- About 3,000 additional students, beginning with the class of 2014, will graduate from high school each year.
- At least 70 percent of students will score *Advanced* or *Proficient* on the mathematics MCAS; 79 percent in English language arts.
- Our MCAS achievement gap will shrink by 25 percent, and will be halved from its current size in six years.

In short, through the initiatives outlined in this document, our public schools will be well positioned and prepared to offer our children what they deserve: a top-notch education that will prepare them for success in college, career, and in life in the 21st century.

Our public schools will be well positioned and prepared to offer our children what they deserve: a top-notch education that will prepare them for success in college, career, and in life in the 21st century.





**OUR GOAL:** Every classroom in the Commonwealth staffed by an effective educator in schools and districts organized to support student achievement and success.

**OUR STRATEGY:** Employ multiple measures of effectiveness that are the basis of an aligned, systemic, and strategic approach to educator development and deployment.

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We will transform the career continuum for teachers and administrators by using multiple measures, including student performance, to assess educator effectiveness. Reaching this goal will require identifying and scaling best practices, improving or eliminating ineffective practices and/or programs, and connecting consistent, high quality feedback to professional supports and opportunities for continued growth and advancement. To that end, we plan to:

Develop a new statewide framework for teacher and principal evaluation and provide educators, schools, and districts with the tools, resources, and support needed to successfully implement more robust evaluation strategies. Massachusetts will work with a task force of stakeholders to develop a new statewide framework for teacher and principal evaluation in which student performance will be a major factor. We will provide training and support to ensure that teachers understand the new evaluation framework and to ensure that administrators,

principals, and other evaluators have the tools and supports they need to conduct comprehensive annual evaluations, provide meaningful feedback to both teachers and principals, and use evaluation results to inform personnel decisions.

Ensure students in high poverty and high minority schools have equitable access to highly effective educators, and expand the pool and pipeline of effective educators in hard-to-staff subjects and specialty areas. We will employ both monetary and non-monetary incentives to increase the number of effective educators in the state and deploy them in high need schools and hard-to-staff subjects. These will include recruitment incentives, improvements to school climate and conditions, and expansion grants for effective preparation programs. We will make preparation programs and training opportunities easier to access and more affordable, to encourage seasoned educators to obtain additional licenses in high need areas, such as special education and English language development.



# In four years Massachusetts will have...



An educator workforce that is more diverse, culturally competent and effective

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Ability to tie student growth data to individual educators

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A new teacher and principal evaluation framework that uses student performance as a significant factor, provides timely feedback, allows effective teachers to be recognized, and identifies those who need support

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A new accountability system for educator preparation programs

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A new career ladder for teachers, supported through the development of endorsements to licensure for teacher-leaders

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An improved capacity in low performing districts to attract, support, and retain top-notch educators

**OUR GOAL:** Provide every educator with the tools necessary to promote and support student achievement.

**OUR STRATEGY:** Provide instructional resources, actionable data, and professional development to support teacher development and academic success for all students.

Our experience over the last 17 years has shown that establishing standards and assessments without providing the appropriate training and support is not sufficient. Because few schools or districts have the capacity to develop the curriculum resources or instructional approaches needed to meet the needs of every student, we must fill the gap between standards and assessments. To do this, we will:

**Develop, adopt, and implement high quality common assessments.**

Massachusetts is currently part of two multi-state consortia working to secure federal funding for the development of a new multi-state student assessment program based on college and career-ready standards.

**Provide resources and support to help districts transition to new standards and assessments. Build a statewide teaching and learning system aligned with the Common Core State Standards.**

Massachusetts will establish a comprehensive system that will include model curricula, a digital library of instructional resources developed by educators and external partners; a test builder engine to deliver interim and formative assessments statewide and return student results to educators within 24 to 72 hours; and real-time access to student achievement and growth data and associated reports for all 80,000 educators statewide.



## In four years Massachusetts will have...



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Fully adopted and implemented the Common Core State Standards in English language arts and mathematics

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A fully developed new common college and career readiness assessment system in ELA and math that will be ready for implementation in the 2014-2015 school year

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A highly skilled, well trained educator workforce that has been sufficiently prepared to implement the requirements in the Common Core State Standards



**OUR GOAL:** Significantly improve the performance in the state's lowest performing schools and set them on a path for continued improvement.

**OUR STRATEGY:** Work with districts to concentrate great instruction, stronger leadership and additional supports for educators, students and families in our lowest performing schools.

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To close the achievement gap and dramatically improve dropout and graduation rates, we must do nothing short of transforming our lowest performing schools. Over the past several years Massachusetts has developed powerful frameworks and mechanisms for doing this work, and with the passage of An Act Relative to the Achievement Gap, the state has new rules, tools, and supports to accelerate this effort and decisively address the conditions that contribute to underperformance. We plan to use RITT funds to enhance this work through investments to:

**Develop a specialized corps of educators** prepared to tackle the challenges of the lowest performing schools. Great principals and teachers are critical to rapidly improving low achieving schools. The state will work with districts to accelerate the flow of highly effective educators into these schools through incentives and/or intensive preparation for principals and teachers; training, mentoring, and support; and a statewide marketing campaign.

**Build district and state capacity** to prevent low achievement and sustain progress. The success of all four school intervention models developed by the U.S. Department of Education depends on strengthening district systems of support. We will focus first on strengthening four systems critical to districts' ability to intervene effectively in struggling schools: effective governance and leadership; integrated human resource management and development systems; enhanced community engagement and support for students' social, emotional, and health needs; and improved dropout prevention and recovery services.

**Build a cadre of partners** to support our schools. We will identify and scale partners with expertise in supporting districts and schools. To start, we will focus on three interconnected conditions for school effectiveness: social-emotional supports that ensure students enter the classroom ready to learn, an expanded school day and/or year, and effective use of data to support tailored instruction.

# In four years Massachusetts will have...

Turned around at least 75 percent of our lowest performing schools

Developed a highly skilled pipeline of principals and teachers prepared to contribute substantially to school turnaround efforts across the state

Identified proven partners to support our lowest performing schools

Established a fully functioning intermediary organization to incubate and network effective school turnaround partners





**OUR GOAL:** Prepare all students for success in college and career.

**OUR STRATEGY:** Provide more concrete opportunities for students to participate in quality, advanced high school coursework and implement new approaches to assist them with their transition to higher education and the workforce.

Too many of our students—especially low income and minority students—leave our public schools inadequately prepared for success after high school. We will dramatically increase college and career readiness by strengthening curriculum and instruction in low income, high minority schools, and improving alignment between high school and college. To accomplish this goal we will:

**Expose more students to rigorous curricula and college-level work.** We intend to pursue this strategy through pre-AP (Advanced Placement) training for teachers of middle and high school English language arts, mathematics, and science in schools that serve these students and through the establishment of STEM-focused (Science, Technology, Engineering and Mathematics) Early College High Schools.

**Make MassCore the default high school course of study** for college and career readiness. Completion of MassCore requires four years of English and Math, three years of history and a lab-based science, two years of the same foreign language or proficiency in a language other than English, one year of an arts program and five additional “core” courses such as business education, health, and/or technology.

**Align MassCore with college entrance requirements** so students who successfully complete MassCore will also meet the entrance requirements for state public colleges.

**Establish STEM focused Early College High Schools** which blends high school and college in a rigorous academic and career connected pathway so that low income, first generation college-goers can simultaneously earn a high school diploma and up to one to two years of transferable college credit.

**Implement YourPlanforCollege.org** to assist students in organizing their academic information, researching institutions of higher education, applying for financial aid, applying for college admission, and planning for a career.

**Implement the Massachusetts Model for Comprehensive School Counseling Programs** to assist school counselors in developing and delivering counseling programs and services that provide all students with the requisite knowledge and skills for success in the academic/technical, workplace readiness, and personal/social domains.



# In four years Massachusetts will have...

Implemented and developed a default college and career readiness high school course of study that is aligned with college admission requirements

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Developed at least six new STEM Early College High Schools and four additional STEM-focused Innovation Middle or High Schools

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Trained more than 1,000 teachers in up to 65 schools in pre-AP content



**OUR GOAL:** Provide educators with the real-time, actionable data they need to meet the needs of every student.

**OUR STRATEGY:** Develop a robust state data and information infrastructure.

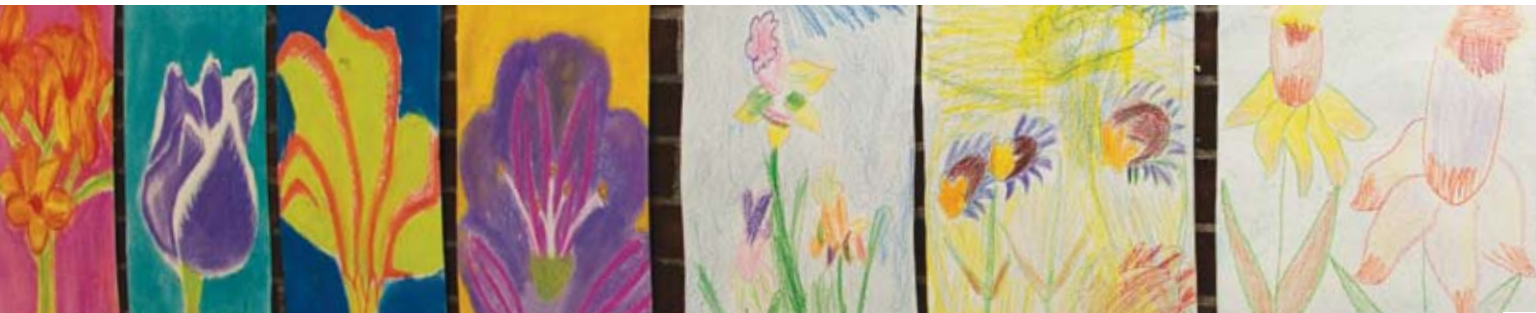
**Achieving our four ambitious objectives hinges** on the development of a robust state data and information infrastructure. Educators need a solid basis of evidence that their interventions with students matter; they need the skills to understand how to use that evidence; and they need data systems that provide easy access to critical information. To accomplish this goal we will:

**Transform our data systems** so that they can efficiently deliver comprehensive, accessible, actionable, and timely data to all Massachusetts K–12 educators. We will greatly expand the capability of our existing Educator Data Warehouse to serve all 80,000 teachers and principals statewide with near-real-time data on their students. ESE will support all MOU districts in implementing the Schools Interoperability

Framework (SIF) to automate data uploads thereby providing near real time data with less burden on districts.

**Invest in new technology** to support the PreK–12 teaching and learning system and a more effective educator workforce. High quality, curricular, instructional, and assessment materials tied directly to our state standards will be easily accessible to teachers statewide so that they can focus on effective instruction.

**Strengthen and expand training and supports** so that educators can use data to inform instructional decisions. We will build a set of 16 online and in-person courses that will expand educators' expertise in using data and our new teaching and learning system to guide instruction.



## In four years Massachusetts will have...

Real-time access to student performance data for all 80,000 educators statewide

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25,000 educators trained in ways to use data more effectively

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An enhanced and easier-to-navigate Department of Elementary and Secondary Education website

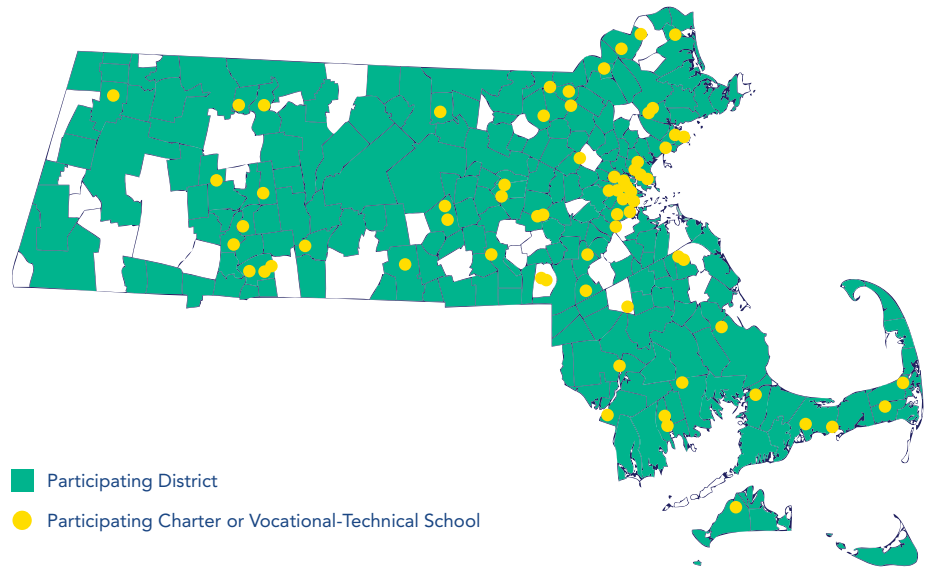




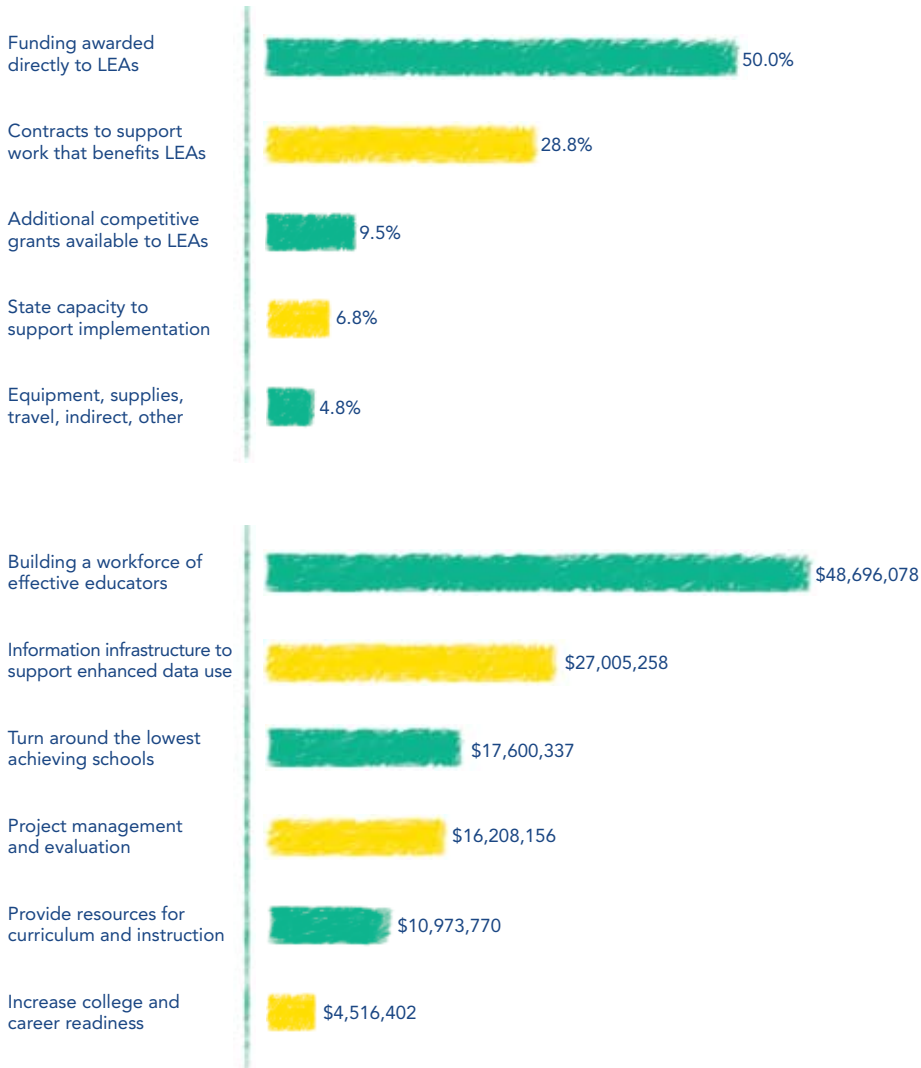
Our objectives resonated with educators around the state who have been eager for new ideas and strategies to transform their schools. Our Phase 2 application was strengthened by the support of more than two-thirds of our schools and districts. In total, 275 eligible districts signed on, representing 70 percent of the 393 eligible districts. These LEAs represent 1,375 schools, 74 percent of K–12 public school enrollment, and 88 percent of students in poverty. In all they include 159 traditional districts, 60 charter schools, 36 regional districts, and 21 vocational schools.

The districts that agreed to participate did so for a variety of reasons. Some will receive significant funding over the four years of the grant: for instance, Boston will receive more than \$30 million, Springfield more than \$13 million; and about 50 percent of districts will receive \$100,000 or more. But for many, money was not the incentive: 35 LEAs will receive less than \$10,000, and 13 will receive no additional funding at all. For these communities and charter schools, their interest and enthusiasm in participation came from a deep-seated desire to participate in the development of reforms that will shape the future of public education in the Commonwealth.

## Race to the Top - Participating LEAs



Massachusetts' RTTT budget totals \$250 million. Half will be distributed directly to participating LEAs using the Title I formula so they can access resources and services made available through the initiatives identified above. An additional \$23 million will be distributed to districts through competitive grant opportunities to support key initiatives. The remainder will be used to support the state-level work needed to launch and evaluate these initiatives, ultimately benefiting all participating LEAs.



# “We want every student to leave our schools prepared for success in the 21st century.”

Education Commissioner Mitchell D. Chester, Ed.D.

District (275 schools)	Total RTTT Allocation
Abby Kelley Foster Charter Public	\$345,052
Academy Of the Pacific Rim Charter Public	\$186,599
Acushnet	\$65,227
Adams-Cheshire	\$187,270
Advanced Math and Science Academy Charter	\$0
Agawam	\$345,717
Amesbury	\$173,421
Amherst	\$115,772
Amherst-Pelham	\$116,956
Ashland	\$32,982
Assabet Valley Regional Vocational Technical	\$63,784
Atlantis Charter	\$146,246
Attleboro	\$518,301
Auburn	\$116,296
Avon	\$58,738
Barnstable	\$524,970
Barnstable Community Horace Mann Charter Public	\$6,160
Barnstable Horace Mann Charter	\$113,548
Bedford	\$18,285
Belchertown	\$110,836
Bellingham	\$37,117
Belmont	\$47,236
Benjamin Banneker Charter Public	\$140,905
Benjamin Franklin Classical Charter Public	\$0
Berkley	\$39,079
Berkshire Arts and Technology Charter Public	\$73,637
Berkshire Hills	\$83,042

Berlin	\$3,544
Berlin-Boylston	\$4,595
Beverly	\$360,709
Billerica	\$83,636
Blackstone Valley Regional Vocational Technical	\$43,916
Blackstone-Millville	\$106,968
Boston	\$31,849,480
Boston Collegiate Charter	\$149,178
Boston Day and Evening Academy Charter	\$241,193
Boston Preparatory Charter Public	\$172,976
Boston Renaissance Charter Public	\$720,371
Bourne	\$201,951
Boxborough	\$11,165
Braintree	\$212,171
Brewster	\$24,343
Bridgewater-Raynham	\$75,760
Bristol County Agricultural	\$39,721
Brockton	\$2,748,436
Cambridge	\$875,302
Cape Cod Lighthouse Charter	\$0
Cape Cod Regional Vocational Technical	\$74,672
Central Berkshire	\$118,766
Chatham	\$32,733
Chelmsford	\$60,029
Chelsea	\$2,228,151
Chesterfield-Goshen	\$3,961
Chicopee	\$1,803,227

Christa McAuliffe Regional Charter Public	\$10,731
City On A Hill Charter Public	\$146,097
Clinton	\$182,414
Codman Academy Charter Public	\$61,440
Community Charter School of Cambridge	\$66,125
Community Day Charter Public	\$120,046
Concord-Carlisle	\$11,050
Conservatory Lab Charter	\$77,192
Danvers	\$165,322
Dennis-Yarmouth	\$337,221
Dighton-Rehoboth	\$141,950
Dorchester Collegiate Academy Charter	\$22,990
Douglas	\$68,259
Dover	\$5,854
Dracut	\$210,948
Dudley-Charlton Reg	\$155,050
East Bridgewater	\$34,017
East Longmeadow	\$112,985
Eastham	\$18,359
Easthampton	\$267,232
Edgartown	\$2,943
Edward Brooke Charter	\$220,668
Edward M. Kennedy Academy for Health Careers	\$109,370
Essex Agricultural Technical	\$52,948
Everett	\$846,935
Excel Academy Charter	\$97,815
Fairhaven	\$187,082
Fall River	\$3,032,792
Falmouth	\$319,801
Fitchburg	\$1,158,111
Florida	\$9,126
Four Rivers Charter Public	\$14,353
Foxborough	\$37,425
Foxborough Regional Charter	\$12,120
Framingham	\$713,870
Franklin County Regional Vocational Technical	\$64,216
Freetown	\$35,636

Freetown-Lakeville	\$54,602
Gardner	\$327,074
Gill-Montague	\$166,334
Global Learning Charter Public	\$118,640
Gloucester	\$413,711
Grafton	\$39,389
Granby	\$40,648
Granville	\$7,491
Greater Lowell Regional Vocational Technical	\$402,412
Greater New Bedford Regional Vocational Technical	\$444,122
Greenfield	\$403,632
Groton-Dunstable	\$27,476
Hadley	\$34,953
Hamilton-Wenham	\$29,828
Hampden Charter School of Science	\$75,221
Hampshire	\$8,582
Hanover	\$25,780
Harwich	\$105,840
Haverhill	\$1,076,247
Hawlemont	\$11,940
Hill View Montessori Charter Public	\$21,544
Hilltown Cooperative Charter Public	\$4,893
Holbrook	\$105,661
Holyoke	\$4,990,398
Holyoke Community Charter	\$448,640
Hudson	\$125,436
Innovation Academy Charter	\$4,118
Ipswich	\$147,555
Kingston	\$68,918
KIPP Academy Lynn Charter	\$132,446
Lakeville	\$18,777
Lanesborough	\$11,738
Lawrence	\$5,630,192
Lawrence Family Development Charter	\$272,493
Leominster	\$629,217
Lincoln	\$12,127
Longmeadow	\$28,136

District (275 schools)	Total RTTT Allocation
Lowell	\$3,677,626
Lowell Community Charter Public	\$284,524
Lowell Middlesex Academy Charter	\$26,483
Lunenburg	\$92,085
Lynn	\$4,596,208
Malden	\$1,052,148
Manchester Essex Regional	\$62,234
Mansfield	\$53,777
Marblehead	\$146,427
Marblehead Community Charter Public	\$0
Marlborough	\$407,594
Marshfield	\$191,974
Marthas Vineyard	\$40,037
Martha's Vineyard Charter	\$13,300
Martin Luther King Jr. Charter School of Excellence	\$177,325
Mashpee	\$117,127
MATCH Charter Public High	\$191,159
Mattapoissett	\$7,817
Maynard	\$73,953
Medfield	\$0
Medford	\$462,389
Medway	\$23,840
Melrose	\$129,835
Mendon-Upton	\$28,524
Millbury	\$121,899
Millis	\$16,290
Minuteman Regional Vocational Technical	\$44,467
Monson	\$86,654
Mystic Valley Regional Charter	\$66,380
Narragansett	\$102,919
Nashoba Valley Regional Vocational Technical	\$28,436
Natick	\$192,093
Nauset	\$42,474
Needham	\$42,207
Neighborhood House Charter	\$241,147
New Bedford	\$3,616,542

New Leadership Charter	\$154,286
Newburyport	\$138,296
Newton	\$172,570
Norfolk	\$6,986
Norfolk County Agricultural	\$4,395
North Adams	\$536,293
North Andover	\$179,889
North Attleborough	\$68,015
North Brookfield	\$65,741
North Central Charter Essential	\$44,058
North Middlesex	\$72,924
North Shore Regional Vocational Technical	\$62,403
Northampton	\$214,588
Northborough	\$21,471
Northborough-Southborough	\$7,589
Northbridge	\$135,765
Norton	\$130,416
Oak Bluffs	\$31,816
Old Colony Regional Vocational Technical	\$26,697
Orange	\$92,090
Orleans	\$19,116
Oxford	\$230,387
Palmer	\$261,472
Pathfinder Regional Vocational Technical	\$87,901
Peabody	\$512,272
Pelham	\$0
Petersham	\$0
Phoenix Charter Academy	\$63,000
Pioneer Charter School of Science	\$17,028
Pioneer Valley	\$53,876
Pioneer Valley Chinese Immersion Charter	\$0
Pioneer Valley Performing Arts Charter Public	\$24,546
Pittsfield	\$952,529
Plainville	\$20,029
Plympton	\$3,142
Prospect Hill Academy Charter	\$172,908
Provincetown	\$22,699
Quabbin	\$187,229



Quaboag Regional	\$86,225
Ralph C Mahar	\$104,140
Randolph	\$340,283
Reading	\$35,175
Revere	\$1,674,308
Richmond	\$0
Rising Tide Charter Public	\$4,571
River Valley Charter	\$0
Rochester	\$7,017
Rockland	\$161,385
Roxbury Preparatory Charter	\$131,425
Sabis International Charter	\$489,847
Salem	\$826,244
Salem Academy Charter	\$49,128
Sandwich	\$99,716
Saugus	\$252,713
Savoy	\$854
Seven Hills Charter Public	\$244,418
Sherborn	\$4,085
Silver Hill Horace Mann Charter	\$110,129
Silver Lake	\$56,187
Smith Leadership Academy Charter Public	\$114,890
Somerset	\$116,691
Somerville	\$704,658
South Hadley	\$123,951
South Middlesex Regional Vocational Technical	\$111,264
South Shore Charter Public	\$27,586
South Shore Regional Vocational Technical	\$20,973
Southborough	\$10,599
Southbridge	\$509,477
Southeastern Regional Vocational Technical	\$140,963
Southern Worcester County Regional Vocational Technical	\$109,764
Southwick-Tolland	\$100,409
Spencer-E Brookfield	\$133,085
Spirit of Knowledge Academy	\$0
Springfield	\$13,724,577
Stoughton	\$241,623
Sturgis Charter Public	\$5,531

Sudbury	\$26,633
Swampscott	\$97,286
Swansea	\$139,092
Tisbury	\$37,868
Tri County Regional Vocational Technical	\$27,812
Triton	\$234,297
Truro	\$12,451
Tyngsborough	\$40,861
Up-Island Regional	\$4,600
Upper Cape Cod Regional Vocational Technical	\$46,490
Uxbridge	\$99,946
Wachusett	\$279,988
Wakefield	\$43,512
Waltham	\$395,614
Ware	\$196,124
Wareham	\$363,453
Wayland	\$0
Webster	\$254,664
Wellfleet	\$14,869
West Bridgewater	\$14,134
West Springfield	\$800,367
Westborough	\$37,401
Westford	\$33,562
Weston	\$21,506
Westport	\$118,034
Westwood	\$0
Whitman-Hanson	\$160,350
Whittier Regional Vocational Technical	\$168,070
Williamstown	\$19,464
Winchendon	\$165,810
Winchester	\$34,890
Winthrop	\$212,322
Woburn	\$311,453
Worcester	\$6,893,078
Wrentham	\$56,954
<b>TOTAL</b>	<b>\$125,000,000</b>

# We're Ready

When the last Race to the Top dollar is spent in Massachusetts, we will have undergone a remarkable transformation.

Every student will experience college- and career-ready standards and curricula. Every teacher will have access to online curriculum, instruction, assessment, and data tools to support their students' individual needs. Every educator will receive an annual evaluation that highlights their contribution to student performance and identifies strengths and areas for improvement in helping students grow, and every evaluator will be prepared to give high quality feedback on teacher and principal performance. We will have built a cadre of turnaround teachers and leaders prepared to take on the challenges of our lowest performing schools, and we will have strengthened districts' capacity to improve their schools, close achievement gaps, and prevent low performance.

We know what we've done right, we know what we can do better, and we know the steps we need to take to get there. With Race to the Top funding, Massachusetts is well poised to

accelerate its efforts to build the skills, expand the capacity, create the tools, and harness the innovation we need to retain our leadership status nationwide.

We are committed to transforming ourselves into a state where every student's needs are met, where every teacher and leader is well-trained and supported, and where every district has the tools, guidance, and direction necessary to continue to improve. Through the strategies detailed in this proposal, we expect to see our graduation rates rise, our achievement gaps shrink, and our performance continue to improve.

As Horace Mann once said, "Let us not be content to wait and see what will happen, but give us the determination to make the right things happen." We are certain that he wouldn't want the nearly one million children in the Massachusetts public schools to wait any longer.

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“Our goals are ambitious and bold, but achievable, and—perhaps most importantly—work that is worth doing.”

Education Commissioner Mitchell D. Chester, Ed.D.





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Massachusetts Department of  
**ELEMENTARY & SECONDARY  
EDUCATION**