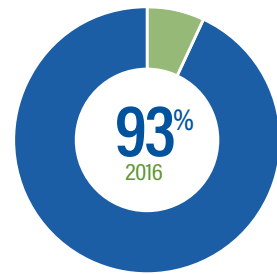


Readiness & Early Learning

Children's first few years are characterized by enormous cognitive, social, and emotional growth. Quality early learning experiences create a strong foundation for future success and are linked to improved academic performance. Critical factors include ensuring access to high-quality early education and care, assessing school readiness, and providing full-day kindergarten to ensure all children are on track to be proficient readers by third grade.



Students attending full-day kindergarten
▲ up 1.2% from 2015



Children aged 0-5 eligible for a subsidy and enrolled in high-quality early education programs
▼ down 2% from 2015



ALL STUDENTS

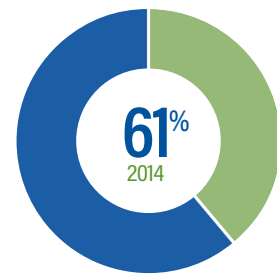


HIGH NEEDS STUDENTS

Students scoring proficient or advanced on the 3rd grade English language arts MCAS

Performance & Engagement

Massachusetts has earned a reputation as a national leader in education by setting high expectations and promoting rigorous content standards and aligned assessments. Equally important is an emerging commitment to support strategies that allow all students to focus on learning challenging content. This means creating inclusive school and classroom settings that promote academic achievement, while attending to the needs of the Commonwealth's most at-risk populations.



Students with Individualized Education Programs (IEPs) spending 80% or more of their day in inclusive settings
▲ up 1.1% from 2013



Students transferring into or out of a school during the school year
no change from 2015



Students absent from school 10% or more of days enrolled
▼ down 0.6% from 2015



ALL STUDENTS

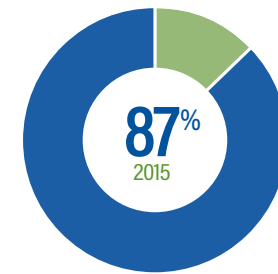


HIGH NEEDS STUDENTS

STEM Students scoring proficient or advanced on the 8th grade math MCAS

Preparation & Transitions

A high school diploma must constitute a range of learning experiences that ensure college and career readiness. Critical steps include completion of ninth grade coursework and mastery of a rigorous program of study. Steps must also be taken to prevent students from dropping out, as well as to reengage and recover youth disconnected from school and/or employment to ensure future learning and success.



Students graduating from high school in four years
▲ up 1.2% from 2014



Students passing all 9th grade courses
▼ down 0.1% from 2015



ALL STUDENTS



HIGH NEEDS STUDENTS

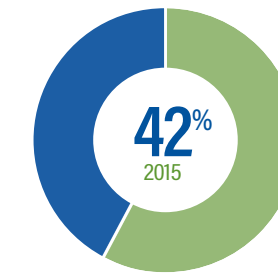
STEM Students completing MassCore coursework
▼ down 0.1% from 2014, all students
▼ down 1% from 2014, high needs students



Youth aged 16-24 neither in school nor employed
▼ down 0.7% from 2013-2014 two year average

Progress & Attainment

Today's knowledge economy has set an expectation for students to complete a postsecondary degree or credential. However, a substantial number of high school graduates remain unprepared for college coursework and place into developmental (remedial) courses at college entry. Ensuring completion of academic programs at two- and four-year institutions, while providing students with marketable skills—especially in the STEM and health fields—is important to sustaining our economic productivity.



Massachusetts adults with a bachelor's degree or higher
▲ up 0.2% from 2014



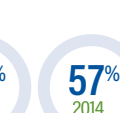
Students enrolled in developmental (remedial) courses in college
▼ down 2.4% from 2014



Community college students earning degree/certificate, 30+ credits, or transferring to four-year institution in six years
▲ up 0.2% from 2013



UMASS



STATE UNIV.

Students graduating from UMass and state universities within six years
▲ up 0.6% from 2013, UMass
▲ up 2.2% from 2013, state universities



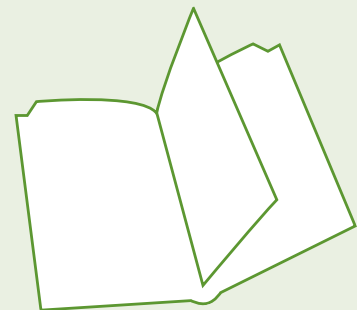
STEM Postsecondary degrees/certificates awarded in science, technology, engineering, math, and health fields
▲ up 1% from 2015

BIRTH THROUGH THIRD GRADE

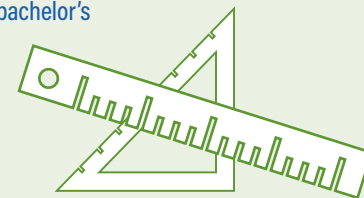
Prepared & Effective Educators

To accomplish its goals for education, the Commonwealth needs a well-prepared and effective educator workforce. This includes strong preparation and appropriate credentials for school leaders and teachers, including those educating our youngest learners and special needs students. Educators must demonstrate significant content knowledge and engage in evaluation processes that allow for continuous improvement in their craft.

FOURTH GRADE THROUGH EIGHTH GRADE



Early educators with a bachelor's degree or higher
▼ down 10% from 2015



NINTH GRADE THROUGH HIGH SCHOOL GRADUATION



STEM 8th grade teachers with an undergraduate major/minor in math or math education



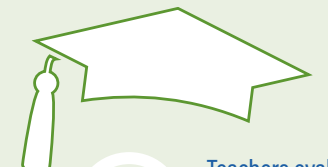
Teacher license waivers issued for special education positions
▼ down 2.8% from 2015



POSTSECONDARY TO CAREER



Teachers graduating from a Massachusetts preparation program employed in schools for at least two years
▲ up 0.1% from 2014



Data not available

Teachers evaluated as proficient or exemplary



The Condition of Education in the Commonwealth project provides an annual, evidence-based review of student progress and proficiency throughout the education pipeline from birth into adulthood.

Serving as a bellwether for Massachusetts education reform agenda, the project examines learning outcomes and investigates policy solutions to support continuous improvement in education practice. Massachusetts has a well-earned reputation as a national leader in student achievement based on a substantial commitment to its public education system dating back to the *Massachusetts Education Reform Act of 1993*. However, efforts to address continuing challenges ranging from a lack of school readiness to a lingering proficiency gap to the need to ensure all students are college and career ready has led to increasingly sophisticated, but, at times, disjointed approaches to reform. While each new initiative bears promise, long-term success for all students requires the development and constant maintenance of a more comprehensive vision. Effective reform results from understanding our current status as a state, monitoring changes over time, and acting on new information describing both our strengths and deficits. The Condition of Education project asks whether our entire education system is properly structured to ensure all students succeed.

The [2017 Condition of Education in the Commonwealth](#) includes the [2017 Action Guide](#), presenting actionable choices for policymakers to consider how best to improve public education in Massachusetts, and the [2017 Data Report](#). The [2017 Action Guide](#) focuses on the need for a more cohesive, integrated approach to effective student-centered learning. The [2017 Data Report](#) identifies and measures state-level indicators linked to outcomes to inform decision-making among Massachusetts education leaders. These indicators focus on critical stages in learning and development from school readiness and early learning to the emergence of a strong and productive workforce. Important indicators in science, technology, engineering, and mathematics (STEM) are highlighted at each stage and specific attention is leveled at the need for prepared and effective educators to support student progress throughout our entire education system. Indicators are selected because of their evidentiary base and alignment with Massachusetts' reform agenda and updated at least every two years. This report provides a critical overview of our public education system, while presenting data and information to encourage more nuanced discussions of potential strategies for improving student learning outcomes.

Advisory Committee Members

The Rennie Center would like to thank members of the Condition of Education in the Commonwealth Advisory Committee for their support and guidance in the development of this data report. The Advisory Committee plays a critical role in helping the Rennie Center team identify important transitions in student learning (and representative data points), as well as investigate policy solutions that may lead to improved educational outcomes. This work requires careful reflection and candid conversation on current progress and the goals the Condition of Education project ultimately hopes to achieve. Moving forward, the Rennie Center will continue to draw on the Advisory Committee's expertise to update and refine our data report to capture the full range of learning experiences that define a successful education.

Beth Anderson
Phoenix Charter Academy Network

Wendi Bandi
Fall River Public Schools

Noah Berger
Massachusetts Budget and Policy Center

Marybeth Campbell
SkillWorks, The Boston Foundation

JD Chesloff
Massachusetts Business Roundtable

Mitchell Chester
Department of Elementary and Secondary Education

Eric Conti
Burlington Public Schools

John D'Auria
Teachers21

Ben Forman
MassINC

Linda Hanson
Arlington Public Schools

Aundrea Kelley
Quincy College

Liam Kerr
Democrats for Education Reform

Natalie Lacireno-Paquet
WestEd

Edward Liu
Boston Teacher Residency

Susan Lovelace
National Center on Time & Learning

Amy O'Leary
Strategies for Children/
Early Education for All

Jake Murray
Boston University School of Education

Linda Noonan
Massachusetts Business Alliance for Education

Alice Peisch
Massachusetts House of Representatives

Laura Perille
EdVestors

Carlos Santiago
Department of Higher Education

Chris Smith
Boston After School & Beyond

Scott Solberg
Boston University School of Education

Susan Therriault
American Institutes for Research

Paul Toner
Massachusetts Education Partnership

Joan Wasser Gish
Boston College Lynch School of Education

Tom Weber
Department of Early Education and Care

Abby Weiss
Jumpstart

Marty West
Harvard Graduate School of Education

Jonathan Zaff
America's Promise Alliance

Rennie Center Board of Directors

Maura Banta, IBM Corporation

Laurie Brennan, TERC

Celine Coggins, Teach Plus

Pendred Noyce, The Noyce Foundation, Board of Elementary and Secondary Education

Paul Reville, Harvard Graduate School of Education

Robert Schwartz, Harvard Graduate School of Education



This Data Report is generously supported by
[Barr Foundation](#)
[Irene E. and George A. Davis Foundation](#)
[IBM Corporation](#)

SUGGESTED CITATION

Rennie Center for Education Research & Policy. (2017). *Condition of Education in the Commonwealth: 2017 Data Report*. Boston, MA.

DATA SOURCES

Massachusetts Department of Early Education and Care; Massachusetts Department of Elementary and Secondary Education; Massachusetts Department of Higher Education; United States Census Bureau: American Community Survey; United States Department of Education: Integrated Postsecondary Education Data System.

NOTES

All indicators refer to students in Massachusetts public education systems, unless otherwise noted.

Some indicators were not included due to lack of state-wide data availability at the time of publication, but may be included in future iterations.

The Massachusetts Kindergarten Entry Assessment indicator, featured in previous iterations, has been removed from this report due to the end of grant requirements.

Spring 2016 state-level achievement and growth results in grade 3 English language arts and grade 8 Mathematics are not reported because some Massachusetts students took PARCC and others MCAS, and the two groups of students are not comparable.

LEGEND

High needs students: "High needs" is defined by the Massachusetts Department of Elementary and Secondary Education as all students belonging to the following subgroups: low-income, students with disabilities, English language learner/former English language learner.

STEM Science, technology, engineering and mathematics (STEM) related indicators.

▲ ▼ Trend data highlighted.

