



**Report to the Legislature:
*Department of Elementary and Secondary
Education's Strategic Plan***

April 2010

Massachusetts Department of Elementary and Secondary Education
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Dear Members of the General Court:

The Department of Elementary and Secondary Education respectfully submits this Report to the Legislature: Department of Elementary and Secondary Strategic Plan pursuant to Chapter 27 of the Acts of 2009, line item 7010-0005:

"..., the department shall submit a progress report to the secretary of administration and finance, the chairs of the house and senate committees on ways and means and the house and senate chairs of the joint committee on education on efforts by the department to further define and advance the strategic vision of the department, along with a detailed implementation plan for realizing that vision;..."

During my first year as Commissioner of Elementary and Secondary Education in Massachusetts, I focused on reorganizing the Department to be better positioned to add value to our schools and districts. We developed a unit focused on Curriculum and Instruction, took on the work of the former EQA office, added key high level staff and worked aggressively with stakeholders across the Commonwealth to build partnerships and support to move the education agenda in Massachusetts forward.

Throughout all of these transitions, the Department has maintained its focus on and dedication to improving the state's public schools and providing all students with the skills needed to succeed in college, career and life in the 21st century. To that end, the focus of the work of the Department and the Board of Elementary and Secondary Education has centered on issues tied to the Goals and Priorities adopted by the Board in September 2008:

- Educator Effectiveness
- Curriculum and Instruction
- Accountability Redesign
- Supports for Students and Families
- State Leadership and Operations

Not surprisingly, these priorities were closely aligned with the four "assurance areas" in the federal Race to the Top competition:

- Great teachers and leaders
- Data systems
- Standards and assessment
- School Turnaround.

This tight alignment meant we were well poised to develop our RTTT application, as we had already begun thinking through many of the key issues related to the four assurance areas. While we were not successful in Round 1 of the federal competition, we intend to reapply with an even stronger application in Round 2.

Going forward our work will be judged on how our graduates fare in college, the workplace and in life after high school. This is no small task, and cannot be done without the collective effort of state, district, and school leaders, students, parents, and members of the community. Whether or not we ultimately receive the federal RTTT dollars, I am confident the plan is the right roadmap to ensure that every student in the Commonwealth is prepared not just to succeed, but to excel in the 21st century.

Please feel free to contact me if you have questions.

Sincerely,

Mitchell D. Chester, Ed.D.
Commissioner of Elementary and Secondary Education

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Introduction

Overview

Massachusetts has worked tirelessly to earn its reputation as one of the nation's leaders in school reform and innovation. With the Education Reform Act of 1993, Massachusetts embarked on a bold course for change, developing rigorous academic content and performance standards, strong assessments, an accountability system, and a revamped school finance system that increased levels of funding while addressing fiscal inequities.

The results are evident: Our students ranked first against their peers nationally on the National Assessment of Educational Progress (NAEP) reading and mathematics assessments in 2005 and 2007. On the Trends in International Mathematics and Science Study (TIMSS), they ranked second (4th grade) and first (8th grade) in science, and third (4th grade) and sixth (8th grade) in mathematics, against their international peers.

But while every student has benefited from education reform, troubling achievement gaps remain. On the 2009 Massachusetts Comprehensive Assessment System tests, across all grades, 64 percent of white students scored proficient or advanced in mathematics, compared with 33 percent of their African American peers. Statewide, 87 percent of white students graduate in four years, compared with 58 percent of their Hispanic and 68 percent of their African American peers.

These issues are what drive Massachusetts' second phase of reform, which kicked off in 2008 with Governor Patrick's Education Action Agenda. This robust plan was the final product of the Commonwealth Readiness Project, which developed goals that aim to individualize learning, develop and retain effective teachers, heighten focus on college and career readiness, and unleash innovation and systemic change. These goals and the specific recommendations are the foundation for Massachusetts' Race to the Top (RTTT) proposal. They are also the cornerstone of the groundbreaking January 2010 state legislation, which expands charter school caps, provides additional authority and strategies to intervene in the lowest performing districts, and creates Innovation Schools to foster greater experimentation and collaboration within districts.

Our Vision for the Future

Much of our strategic work this past year has been guided by the development of the state's Race to the Top application. This highly competitive, landmark \$4.35 billion federal grant program was launched and aimed to assist states in implementing aggressive education reform strategies to turn around low performing schools and support world-class teaching and learning. The application required states to focus on four so-called "assurance areas," all of which were closely aligned with the Goals and Priorities set by the Massachusetts Board of Elementary and Secondary Education:

BESE Goals and Priorities	RTTT Assurance Areas
Educator Effectiveness	Great Teachers and Leaders
Curriculum and Instruction	Standards and Assessment Data Systems
Accountability Redesign	School Turnaround

Supports for Students and Families	
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Approximately 40 states and the District of Columbia applied for funding, and 16 – including Massachusetts – were selected as finalists in March. Massachusetts was not selected as a winner in Round 1, but we intend to reapply for Round 2 this June.

The development of the state's application provided an opportunity for the Department's senior staff to think strategically with our partners about what could be accomplished in our public schools with more than \$250 million additional dollars in federal aid. With that as our goal we developed a proposal with bold, innovative reforms, focused on putting a great teacher in every classroom, a great leader in every school, and preparing all students for success in college, career and in life.

Specifically the state's proposal includes four key initiatives:

1. Developing and retaining an effective, academically capable, diverse, and culturally competent educator workforce;
2. Providing curricular and instructional resources that support teacher effectiveness and success for all students;
3. Concentrating great instruction and supports for educators, students, and families in our lowest performing schools; and
4. Increasing our focus on college and career readiness for all students.

These initiatives resonated with educators and district leaders across the state. Prior to our Round 1 submission, district leaders from large, small, urban, suburban and rural districts came forward to sign Memorandums of Understanding, signaling their commitment to the plan. Of the 256 that signed on, 147 are traditional school districts, 58 are charter schools, 31 are regional school districts and 20 are vocational schools. The MOU process will be reopened to allow additional districts to sign on prior to the Round 2 deadline.

RTTT Initiatives

Massachusetts will focus use of RTTT dollars, if awarded, to accelerate the education agenda with the goal of transforming teaching and learning throughout the state. With the federal funding we are confident that we will have the proposed initiatives in place within the next four years. Without the federal funding we remain committed to the implementation of the four initiatives. The timeline for implementation, however, will more likely be about ten years.

We have carefully selected investments that take advantage of this one-time infusion of dollars to build knowledge, expertise, systems, tools, and resources that will continue to pay off long after RTTT grant funding ends. The following key initiatives are included in the Race to the Top application. For the narrative of the application, please visit:

<http://www.doe.mass.edu/arra/rttt/narrative.doc>.

1. Developing and retaining an effective, academically capable, diverse, and culturally competent educator workforce

A pillar of the state's reform plan is to develop an effective, academically capable, diverse, and culturally competent educator workforce. We will transform the entire career continuum and licensure system for both principals and teachers by emphasizing effectiveness as the key barometer of progress. Reaching this goal will require rewarding practices that work, changing practices that do not, and connecting consistent, high quality feedback to supports in the schools and to opportunities to advance.

- **Embed educator effectiveness into the culture and professional processes of every school and district:** Massachusetts will develop an approach to differentiate educator effectiveness using multiple measures, including student growth data, and align these measures of effectiveness with decisions along the educator career continuum. We will pursue this work in collaboration with participating LEAs and union partners, developing new approaches to measurement and evaluation with ten pilot LEAs and engaging regional networks to pursue this work in all participating LEAs so we can achieve statewide implementation by the end of the grant. Measures of effectiveness will inform local evaluation, professional development, career pathways, and the removal of ineffective educators. The state will incorporate effectiveness measures and performance-based components into a redesigned, tiered licensure system.
- **Ensure all educators receive high quality support to improve instruction and reach their professional potential:** For principals and administrators, ESE will focus its professional development efforts on strengthening instructional leadership and improving working conditions to better support staff. For teachers, ESE will focus on programs and activities that support individualized instruction for each student, including use of the PreK–12 teaching and learning system and strategies to proactively close achievement gaps. For example, ESE will be able to provide expanded opportunities for teachers to complete ESL category training and coursework in mathematics content.

2. Providing curricular and instructional resources that support teacher effectiveness and success for all students

Massachusetts is widely regarded for its high quality academic standards and student assessments, but we have not provided adequate capacity and expertise to ensure that these resources inform day-to-day teaching and learning. Few schools or districts have the capacity to develop curriculum resources or instructional approaches powerful enough to sufficiently meet the learning needs of every student.

The state will take the lead, collaborating with LEAs, in developing a statewide PreK–12 teaching and learning system that will provide teachers and leaders with a unified system of standards, curricula, assessment tools, and online resources designed to support individualized instruction in every classroom and school. The anchors of our teaching and learning system are:

- **Build a new suite of diagnostic assessments to ensure timely, actionable information on student learning for teachers:** The teaching and learning system will make interim, formative, and curriculum-embedded assessments available to every educator in the Commonwealth. ESE will provide intensive support through courses, supports for professional learning communities, and other modes of delivery to ensure these tools and the information generated from them inform daily classroom practice. Teachers need this information to improve instruction and individualize learning; leaders need it to help teachers in their schools develop; and districts need it to understand which curricula, training, and supports for teachers are most effective.
- **Make high quality curriculum materials, model units, and instructional resources accessible through a Digital Library:** The PreK–12 teaching and learning system will include model curricula units and lesson plans based on common standards that are aligned within and across grade levels. These will be cross-linked to a Digital Library of instructional resources, to the interim and formative assessments mentioned previously, and to a data system for accessing timely information to address individual student needs and improve programs. The system will also connect teachers to resources helpful to educators in other districts and states who have successfully served students with similar challenges.

3. Concentrating great instruction and additional supports for educators, students, and families in our lowest performing schools

To close the achievement gap and dramatically improve dropout and graduation rates, we must transform our lowest performing schools. This will require an infusion of additional supports to address the challenges faced by these schools. We plan to concentrate RTTT funds on investments to achieve the following goals:

- **Develop a specialized corps of educators prepared to tackle the challenges of low achieving schools:** The state will work with LEAs to accelerate the flow of highly effective educators into these schools. We will recruit, train, support, and retain experienced teachers and leaders to take on this unique challenge. Working with established, Massachusetts-based experts, we will design and implement a model to attract highly effective educators, provide them with the tools and training they need to succeed, and retain them in the low achieving schools where they are most needed.
- **Provide targeted supports to meet the needs of low income students:** Low income students and families often need additional supports to help students focus on learning and to foster school readiness among early learners. Massachusetts has identified three

key supports (social, emotional, and health supports; expanded learning opportunities; and effective use of data about student learning) and will ensure that they are more broadly available to the districts with greatest need.

- **Build district capacity to prevent low achievement and sustain progress:** Massachusetts' new accountability system has improved the state's ability to identify the lowest performing schools and the conditions they need support to implement, but many districts still lack the infrastructure and skills to actually create these conditions. We will use this new system to provide targeted assistance and to increase training, consultation, and direct service through proven partners. In addition to building district capacity, we will also create a nonprofit turnaround intermediary to manage lead partners and school turnaround operators.

4. Increasing our focus on college and career readiness for all students

State policy requires proficiency on rigorous grade 10 tests to graduate from high school, but grade 10 proficiency is not a robust indicator of college and career readiness. Graduation requirements vary between districts, and half of our high school dropouts each year had already met state requirements for graduation. The implications are significant: more than one-third of public high school graduates who enroll in Massachusetts public colleges take at least one remedial course in their first semester, and nearly 20 percent of those who started out as first-time, full-time, degree-seeking candidates drop out by their second year. We must develop middle and high school pathways that keep students on track for high school graduation and ensure students arrive at college with the experience and skills they need to advance and succeed.

- **Promote high achievement by leveraging existing policies and programs:** Massachusetts will make MassCore currently a recommended program of high school studies the default curriculum for the Commonwealth. The state will also strengthen two existing state programs that promote college and career readiness: the John and Abigail Adams Scholarship program and the Certification of Occupational Proficiency by explicitly linking them to Common Core standards and providing incentives for their attainment. We will also build an Early Warning Indicator System to identify students at the highest risk of dropout and develop school and district capacity to successfully intervene early and keep students on the path to graduation.
- **Embed rigorous curriculum in low performing schools:** We will provide funding for LEAs with struggling schools to scale proven, rigorous college and career pathways such as International Baccalaureate and Early College High School programs focusing on science, technology, engineering, and mathematics. We will also engage Massachusetts Readiness Centers to work with secondary schools, colleges, and businesses to ensure alignment between core standards and the requirements of first-year college-credit-bearing courses.

Achieving our four ambitious objectives hinges on the development of a robust state data and information infrastructure. Through RTTT we will transform our data systems so that they can efficiently deliver comprehensive, accessible, actionable, and timely data to all Massachusetts K–12 educators and key stakeholders; invest in technology to support the PreK–12 teaching and learning system and associated assessments and a more effective educator workforce; and strengthen and expand training and supports so that educators can use data effectively to inform instructional decisions.

We're ready

Massachusetts is ready and eager to embark on the next generation of reform. We have used the RTTT planning process to mobilize stakeholders to agree on and launch new efforts; funding will enable us to accelerate these efforts and broaden their reach statewide. With our strong foundation, history of successful implementation, and longstanding nonpartisan political commitment to education reform, Massachusetts has what it takes to create a public education system that will prepare all students for success.

Progress Report on BESE Goals and Priorities

1. Educator Effectiveness

- Established a new Center for Educator Policy, Preparation, Licensure and Leadership Development to place the Department's work in supporting the educator continuum under one division. Associate Commissioner David Haselkorn was hired to oversee the new center.
- Implemented new mathematics MTEL requirements for elementary and special education teachers to ensure that all educators have a solid understanding of skills.
- Took steps to continue to develop school and district leaders: Proposed policy standards for administrators that were approved by the Board in June 2009; continued development of performance indicators for principals; initiated development of performance indicators for superintendents.
- Launched partnership with WGBH/WGBY to develop a Massachusetts version of Teacher's Domain, their online multi-media classroom resource for educators, and link it to MassONE. The Department will also work with WGBH on "High School Quiz Show," an academic quiz show for schools in Eastern Massachusetts.
- Developed the Working Group for Educator Excellence to strengthen agency efforts along the educator workforce development continuum.
- Renewed 45,000 educator licenses in FY09 (the five-year "bubble year" for license renewal) and issued more than 25,000 new licenses.
- Gathered all educator collective bargaining contracts statewide to develop a free, searchable, online database that will make them publicly available.
- Redirected the work of the Education Personnel Advisory Committee to develop a report on the status of the Massachusetts educator workforce in 2009-2010.
- Developed new protocols for joint approval/accreditation reviews with the Teacher Education Accreditation Council and pilot-tested an outcomes-based teacher preparation program approval process with five organizations in the spring.

2. Curriculum, Instruction & Assessment

- Created a Center for Curriculum and Instruction within the Department to focus on supporting school and district efforts to improve curriculum and instruction.
- Held the Department's first-ever Curriculum and Instruction summit last fall; so many people turned out that some had to be turned away. Developed plan to hold a second summit over two days in November 2009 to meet the increasing demand statewide for focused curriculum and instruction support and guidance.
- Signed a new 5-year, \$146 million contract with Measured Progress to continue developing the MCAS exam. The new contract includes reduced testing time and a requirement that results be returned to schools prior to the end of the school year.
- Developed and piloted a growth model to measure individual student progress over time on MCAS. Data was publicly released in October 2009.
- Launched revisions of mathematics, English language arts, and science, technology, and engineering frameworks. All of this work will be coordinated with and tied to the development of the national Common Core Standards.
- Implemented the Educational Proficiency Plan (EPP) requirement by developing an MCAS/EPP assessment, creating a web-based resource center of requirements and sample documents, and holding regional trainings for districts.
- Provided more than 45 free professional development institutes for the Commonwealth's teachers during the summer of 2009 on topics ranging from Assessing English Language Learners with Disabilities to the Massachusetts Intel Mathematics Initiative.
- Provided professional development on issues related to English language learners for elementary and secondary teachers and administrators.
- Designed and implemented a new training module for elementary teachers in collaboration with Boston College.
- Collaborated with the Center for School Assistance to design and develop professional development offerings for the newly created District and School Assistance Centers.
- Awarded John and Abigail Adams Scholarships to nearly 18,000 students in the Class of 2010 whose performance was in the top quartile of their graduating class and who attained a minimum score of *Advanced* on either the ELA or Mathematics MCAS exam, and at least of *Proficient* on the other test.
- Implemented a new MCAS appeals process for the MCAS high school competency determination in Science and Technology/Engineering.

- Collaborated with 14 other states to create a new Algebra II test as part of Achieve's American Diploma Project Algebra consortium. The Algebra II exam was administered online in 2009 to nearly 600 high school students statewide.
- Facilitated the training of nearly 5000 teachers to administer the speaking and listening portion of the Massachusetts English Proficiency Assessment (MEPA) to students who are limited English proficient.

3. Accountability Redesign

- Absorbed the work of the former Office of Educational Quality & Accountability (EQA) into the Department and launched an initial district evaluation in Fall River. Completed the 15 reviews mandated for 2008-2009.
- Developed, in conjunction with stakeholders, a refined accountability and assistance model that uses districts not schools as the Department's key point of entry.
- Planned development of six regional District and School Assistance Centers to better serve the state's smaller school districts.
- Coordinated accountability and compliance reviews to meet our statutory obligation to conduct no more than one major review in any nine-month period.
- Continued our evaluation of the Expanded Learning Time program and conducted additional analyses of school and district resource allocation.
- Developed self-assessment tools for districts around observing instruction and the use of common planning time, among others.

4. Supports for Students and Families

- Commissioner Chester chaired the Children's Behavioral Health Task Force.
- Facilitated the development of a framework and self-assessment tool for schools to review and document strategies that address students' behavioral health needs, to be piloted this fall in 10 to 15 schools
- Launched multiple initiatives to reduce dropouts, including the Dropout Prevention and Recovery Work Group, the first ESE website on dropout reduction, a pilot test of an on-time graduation early warning system, and numerous engagements with stakeholders
- Collaborated with other agencies to ensure a coordinated school and public health response to the H1N1 flu epidemic.
- Developed a College & Career web portal in coordination with the Massachusetts Educational Financing Authority and Department of Higher Education, launched on a pilot basis to 20 schools statewide in Fall 2009.

- Worked with Department of Children and Families, Department of Youth Services, and special education directors to better coordinate services for students, including those with disabilities, in the custody of the Commonwealth.
- Launched the Health Hints webpage, a collection of short grade-appropriate messages on different health topics from asthma to violence prevention.
- Worked with school districts and collaborated with state and local agencies to ensure the educational rights of over 12,000 homeless children and youth.
- Awarded Academic Support grants providing MCAS support programs to 18,400 students and 21st Century Community Learning Center grants providing academic enrichment to more than 19,300 students statewide.

5. State Leadership and Operations

- Reorganized the Department of Elementary and Secondary Education staff so that the Department is better poised to implement the Board's goals and priorities.
- Relocated the Department's more than 550 employees, who were working in 3 separate work locations in Malden, into a single building at 75 Pleasant Street.
- Held 11 regional meetings throughout the state on the ARRA federal stimulus funding for education, including 2 customized for charter schools.
- Held four summer seminars for ESE staff on major areas of agency policy development and implementation.

Appendix A: List of Participating Districts and Charter Schools

The 256 charter schools and school districts listed below all submitted a complete "Memorandum of Understanding" (MOU) prior to the submission of the state's Round 1 application. By completing the MOU district leadership teams agreed to participate in specific required initiatives and to participate in several optional projects. Only MOUs signed by each district's superintendent, school committee chair and union president (or in the case of charter schools, signatures of the Executive Director and chair of the Board of Trustees) were considered complete. An additional 62 communities sent incomplete MOUs with only two of the required three signatures. These districts are not considered to be "participating" in our Race to the Top efforts, and will receive no additional funding.

Acushnet	Waltham
Agawam	Ware
Amesbury	Wareham
Amherst	Wellfleet
Ashland	Westborough
Attleboro	West Bridgewater
Auburn	Westford
Avon	Westport
Barnstable	West Springfield
Bedford	Westwood
Belchertown	Williamstown
Bellingham	Wilmington
Belmont	Winchendon
Berkley	Winchester
Berlin	Woburn
Beverly	Worcester
Billerica	Wrentham
Boston	Excel Academy Charter
Bourne	Academy Of the Pacific Rim Charter Public
Boxborough	Four Rivers Charter Public
Brewster	Berkshire Arts and Technology Charter Public
Brockton	Boston Preparatory Charter Public
Cambridge	Christa McAuliffe Regional Charter Public
Carver	Smith Leadership Academy Charter Public
Chatham	Benjamin Banneker Charter Public
Chelmsford	Barnstable Horace Mann Charter
Chelsea	Boston Day and Evening Academy Charter
Clinton	Barnstable Community Horace Mann Charter Public
Danvers	Edward Brooke Charter
Dover	Kipp Academy Lynn Charter
Dracut	Advanced Math and Science Academy Charter
East Bridgewater	Cape Cod Lighthouse Charter
Eastham	Innovation Academy Charter
Easthampton	Community Charter School of Cambridge
East Longmeadow	City On A Hill Charter Public

Edgartown	Codman Academy Charter Public
Everett	Conservatory Lab Charter
Fairhaven	Community Day Charter Public
Fall River	Sabis International Charter
Falmouth	Neighborhood House Charter
Fitchburg	Abby Kelley Foster Charter Public
Framingham	Foxborough Regional Charter
Freetown	Benjamin Franklin Classical Charter Public
Gardner	Boston Collegiate Charter
Gloucester	Hilltown Cooperative Charter Public
Grafton	Edward M. Kennedy Academy for Health Careers
Granby	Holyoke Community Charter
Granville	Lawrence Family Development Charter
Hadley	Hill View Montessori Charter Public
Hanover	Lowell Community Charter Public
Harwich	Lowell Middlesex Academy Charter
Haverhill	Marblehead Community Charter Public
Holliston	Martha's Vineyard Charter
Holyoke	MATCH Charter Public High
Hudson	Mystic Valley Regional Charter
Lakeville	New Leadership Charter
Lanesborough	North Central Charter Essential
Lawrence	Dorchester Collegiate Academy Charter
Leominster	Silver Hill Horace Mann Charter
Lincoln	Pioneer Valley Performing Arts Charter Public
Longmeadow	Boston Renaissance Charter Public
Lowell	River Valley Charter
Lunenburg	Rising Tide Charter Public
Lynn	Roxbury Preparatory Charter
Malden	Salem Academy Charter
Mansfield	Seven Hills Charter Public
Marblehead	Prospect Hill Academy Charter
Marshfield	South Shore Charter Public
Mashpee	Sturgis Charter Public
Mattapoisett	Atlantis Charter
Maynard	Martin Luther King Jr. Charter School of Excellence
Medfield	Phoenix Charter Academy
Medford	Pioneer Charter School of Science
Medway	Global Learning Charter Public
Melrose	Pioneer Valley Chinese Immersion Charter
Middleborough	Hampden Charter School of Science
Millbury	Amherst-Pelham
Millis	Berlin-Boylston
Monson	Blackstone-Millville
Nantucket	Bridgewater-Raynham
Natick	Concord-Carlisle
Needham	Dennis-Yarmouth
New Bedford	Dighton-Rehoboth
Newburyport	Dudley-Charlton Reg
Newton	Nauset
North Adams	Freetown-Lakeville
Northampton	Groton-Dunstable

North Andover	Gill-Montague
North Attleborough	Hamilton-Wenham
Northborough	Hawlemont
Northbridge	Manchester Essex Regional
North Brookfield	Marthas Vineyard
Norton	Mendon-Upton
Oak Bluffs	Narragansett
Orange	Northborough-Southborough
Orleans	North Middlesex
Oxford	Pioneer Valley
Palmer	Quabbin
Pelham	Ralph C Mahar
Pittsfield	Silver Lake
Plainville	Southwick-Tolland
Plymouth	Spencer-E Brookfield
Provincetown	Triton
Randolph	Up-Island Regional
Reading	Wachusett
Revere	Quaboag Regional
Richmond	Whitman-Hanson
Rochester	Assabet Valley Regional Vocational Technical
Rockland	Blackstone Valley Regional Vocational Technical
Salem	Cape Cod Regional Vocational Technical
Sandwich	Franklin County Regional Vocational Technical
Saugus	Greater New Bedford Regional Vocational Technical
Savoy	South Middlesex Regional Vocational Technical
Sherborn	Minuteman Regional Vocational Technical
Shirley	Nashoba Valley Regional Vocational Technical
Shrewsbury	North Shore Regional Vocational Technical
Somerset	Old Colony Regional Vocational Technical
Somerville	Pathfinder Regional Vocational Technical
Southborough	Southeastern Regional Vocational Technical
Southbridge	South Shore Regional Vocational Technical
	Southern Worcester County Regional Vocational Technical
Springfield	Tri County Regional Vocational Technical
Stoughton	Upper Cape Cod Regional Vocational Technical
Sudbury	Whittier Regional Vocational Technical
Swampscott	Bristol County Agricultural
Swansea	Essex Agricultural Technical
Taunton	Norfolk County Agricultural
Tisbury	
Truro	
Tyngsborough	
Uxbridge	