

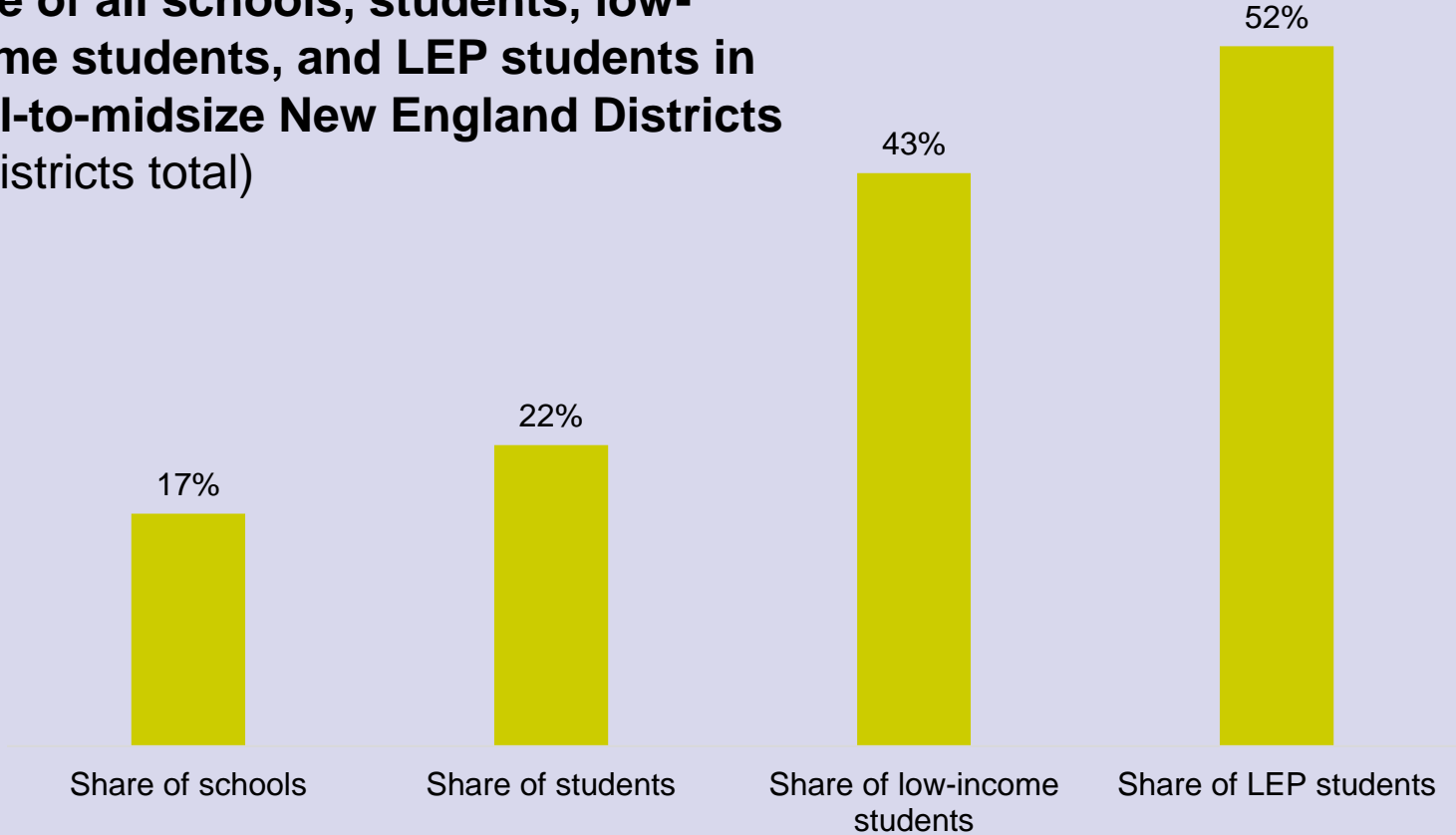
# ESSA from the vantage point of small-to-midsized urbans



June 29, 2016  
Benjamin Forman  
MassINC

# These districts have a large, disproportionate share of disadvantaged students in New England

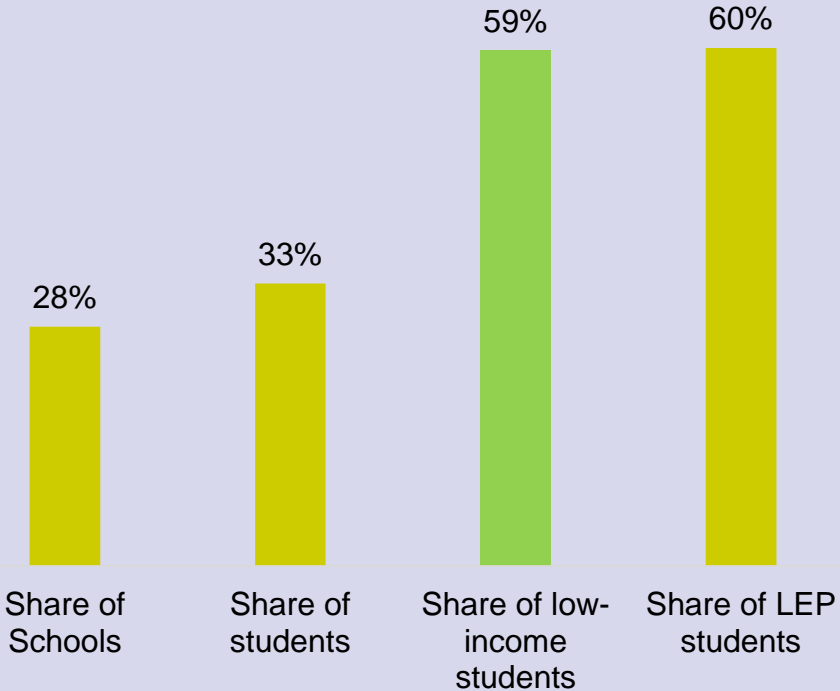
**Share of all schools, students, low-income students, and LEP students in small-to-midsize New England Districts (44 districts total)**



Note: Small-to-midsize high-need districts have more than 40 percent low-income students and enrollments between 5,000 and 25,000 students in southern New England and more than 3,000 enrollments in Northern New England

# The share of low-income students in these districts is particularly large in Southern NE

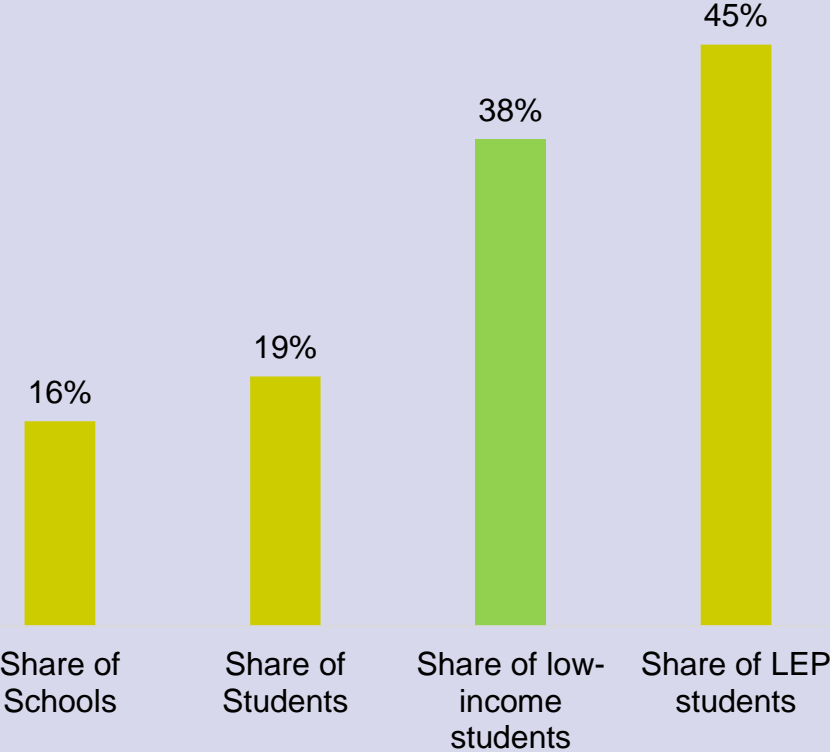
Connecticut



- 15 districts:**
- Bridgeport
  - Bristol
  - Danbury
  - East Hartford
  - Hamden
  - Hartford
  - Manchester
  - Meriden
  - New Britain
  - New Haven
  - Norwalk
  - Stamford
  - Stratford
  - Waterbury
  - West Haven

# The share of low-income students in these districts is particularly large in Southern NE

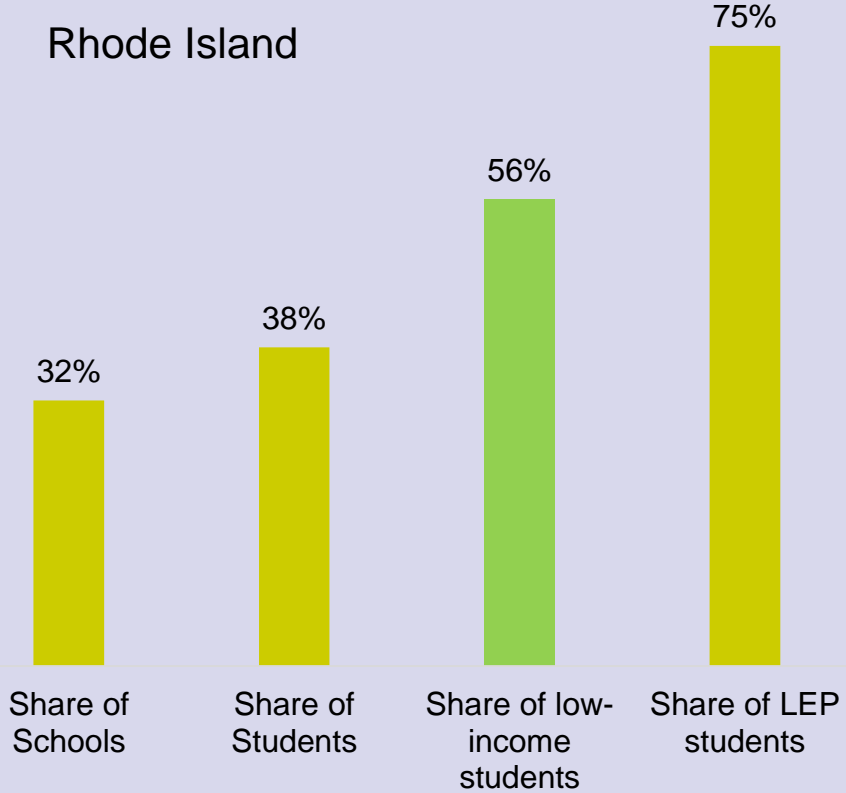
Massachusetts



- 16 districts:**
- Brockton
  - Chelsea
  - Chicopee
  - Everett
  - Fall River
  - Fitchburg
  - Haverhill
  - Holyoke
  - Lawrence
  - Lowell
  - Lynn
  - Malden
  - New Bedford
  - Pittsfield
  - Springfield
  - Worcester

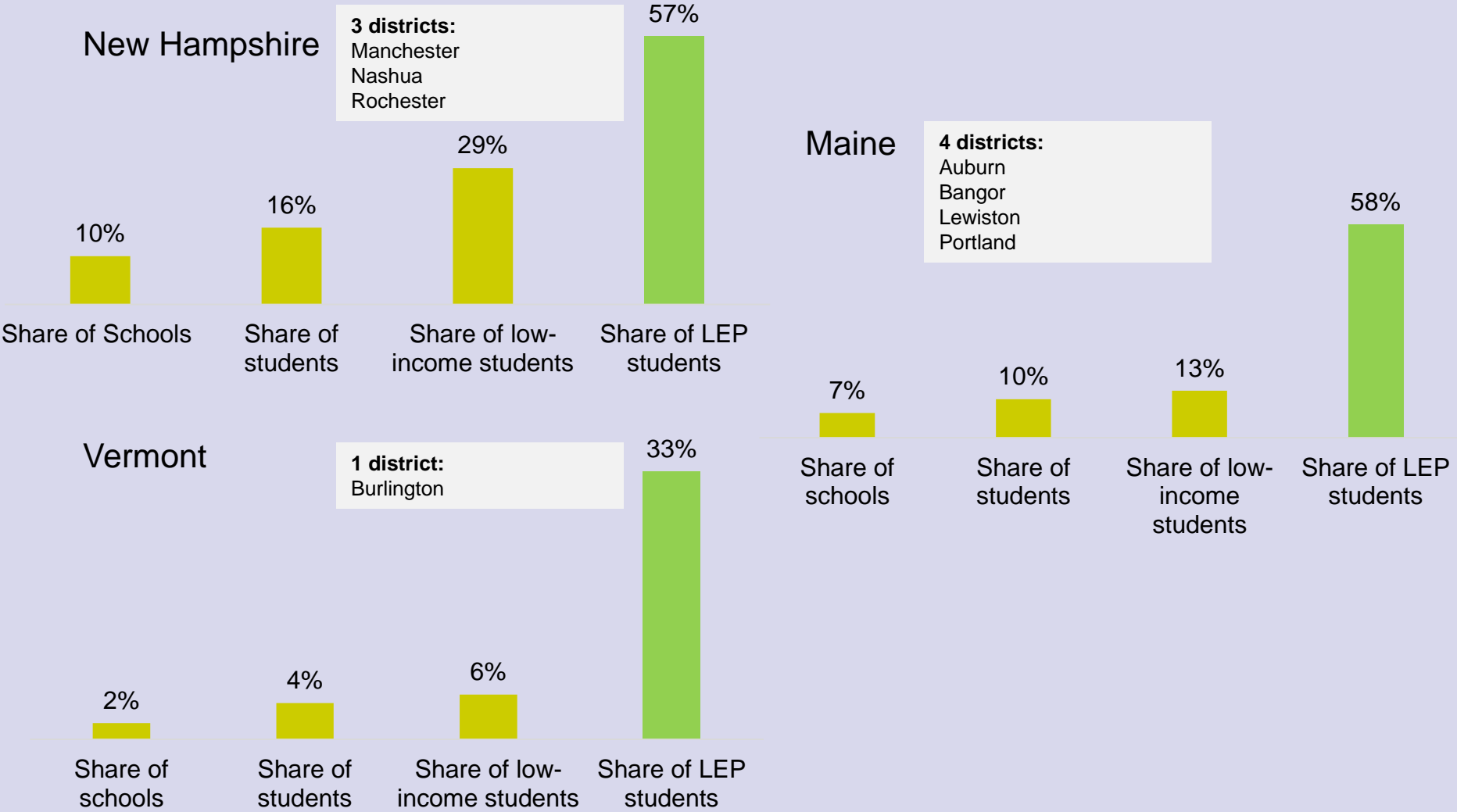
# The share of low-income students in these districts is particularly large in Southern NE

Rhode Island

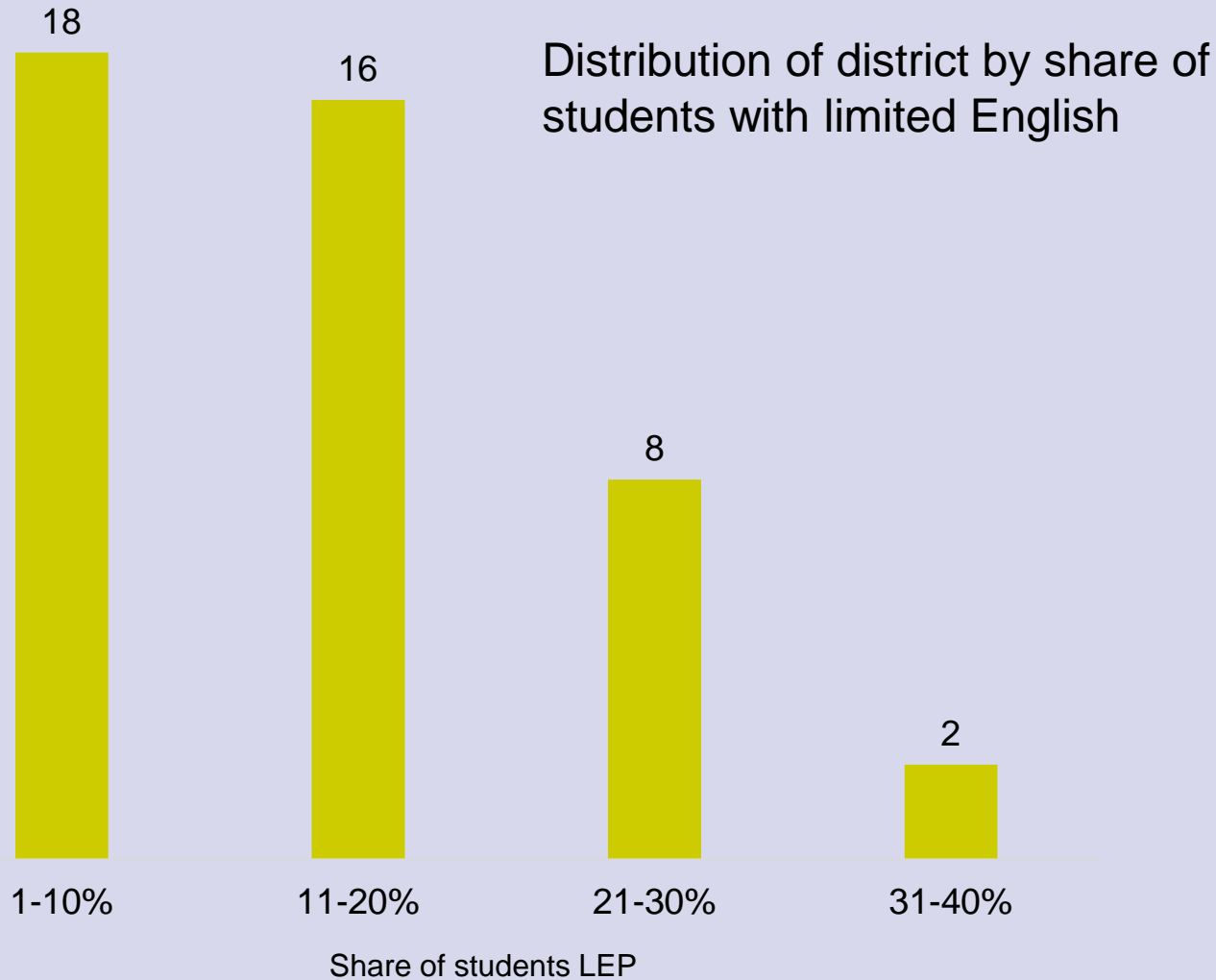


- 5 districts:**  
Cranston  
East Providence  
Pawtucket  
Providence  
Woonsocket

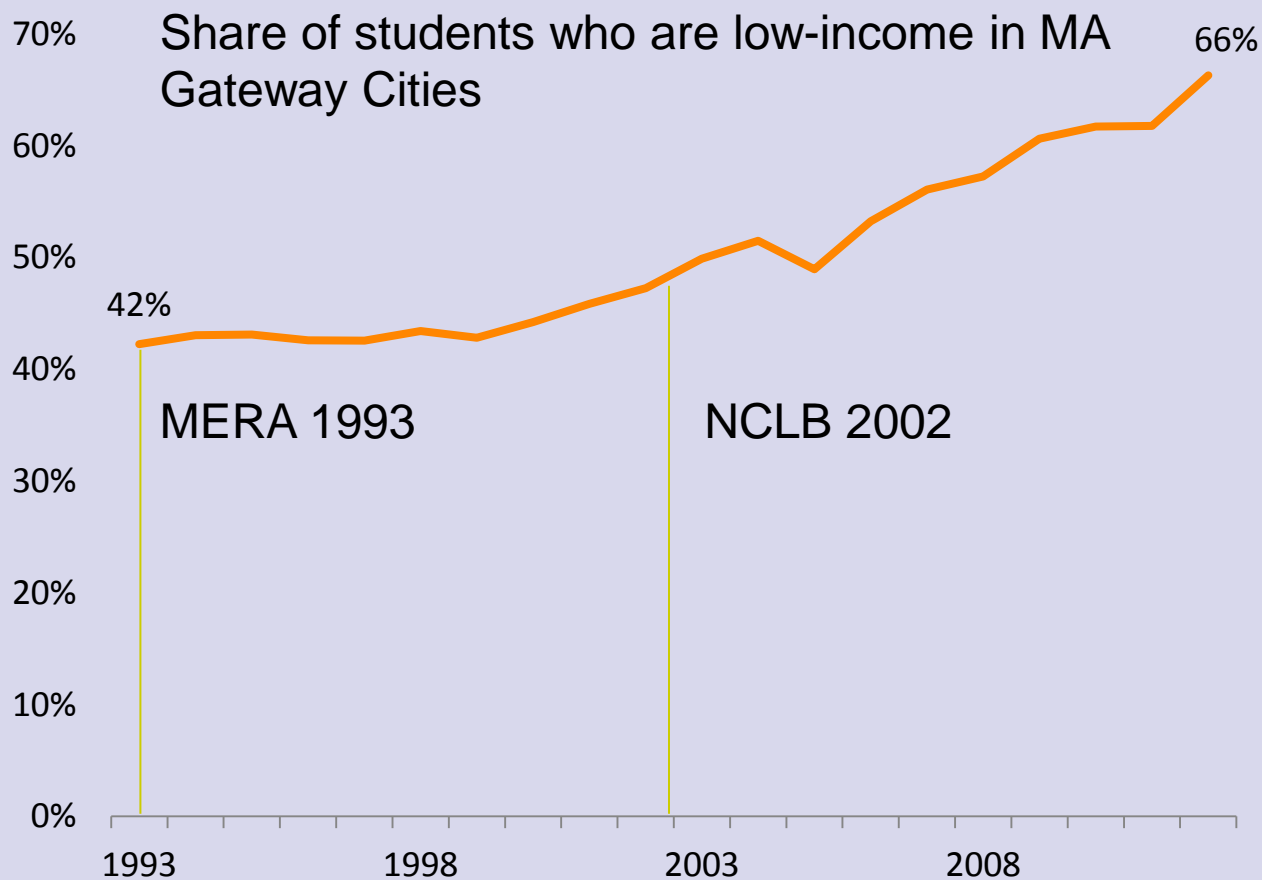
# The share of LEP students in these districts is particularly large in Northern NE



# While all 44 districts are high-poverty, only half have large numbers of LEP students



# The concentration of poverty has accelerated in these districts since NCLB

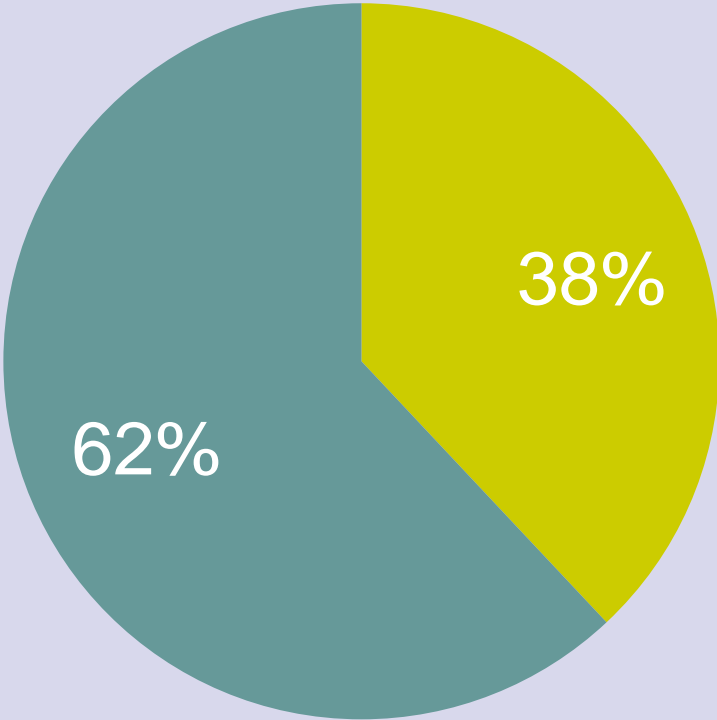




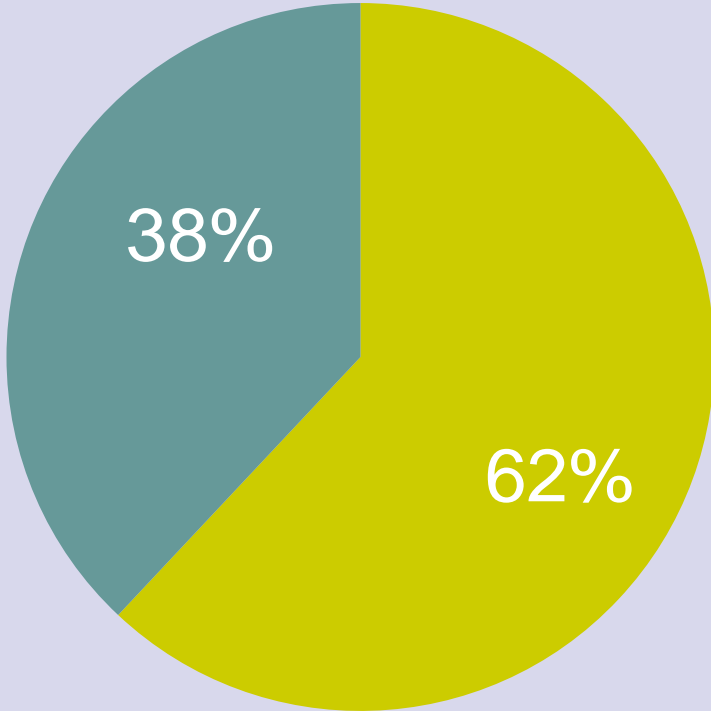
# The connection between school-quality and urban revitalization is stronger in these communities

Tax levy by class, FY 14

### Boston



### Worcester



- Residential
- Commercial

# Rising to the opportunity & challenge of ESSA

---

- **This is about learning.** Developing deeper knowledge of the policy and innovations in actual practice that provide lessons for the future.
- **This is about voice for these districts in a policy matter with particular relevance.**
- **This not about consensus.** However, where common ground exists, we will identify and highlight it.