**PERSONAL INFORMATION**

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<th>Full Name (Last, First, M.I.)</th>
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<tr>
<td>Sentance, Michael J.</td>
<td>Michael</td>
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I agree to be subject to a background check.

I understand that the *Notice of Interest Packet* and accompanying documentation are considered to be public documents.

I certify that the information submitted with this packet is true and correct and that I have read the General Information and Instructions included herein.

I acknowledge that providing incorrect information may result in my disqualification as a candidate or my removal as the State Superintendent of Education.

<table>
<thead>
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<th>Date</th>
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<td>[Signature]</td>
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June 6, 2016

To the members of the Board of Education:

I am submitting my name for consideration as the next State Superintendent of Education for Alabama.

With the revised ESEA, we’re at a moment when the states once again have the authority to fashion innovative plans to raise student achievement. For Alabama, the challenge is to provide both a vision of what is possible and the experience to realize that vision in a complex environment. I think that I am uniquely qualified to help Alabama.

I have worked to improve education on local, state and Federal levels. I have promoted innovation on all levels and marshaled public opinion behind such efforts. I was part of the leadership in Massachusetts for a decade that launched one of the most successful K-12 reform efforts in this country. I have watched bad ideas as well as good ones implemented over the years. I know what is important and what makes a difference to educators and students.

I believe that I can bring this knowledge and experience of school change for the benefit of the students and a more prosperous future for Alabama.

Let me share some core beliefs about school improvement:

- I believe that it is a moral imperative that standards be internationally benchmarked and the best public school educators working with the best available academics from the state’s universities should be responsible for the endeavor. Academic standards constitute the covenant with the future of the state to raise achievement and create opportunity.
- I know that a well-crafted standards-based reform effort can dramatically raise the achievement of students.
- While annual tests are important to diagnose progress and problems, I’ve seen far too many tests disrupt a focus on teaching.
- In order to raise student achievement, one must fundamentally alter how well educators are prepared for elevated content expected of the standards.
- Accountability systems should be developed that will also work to improve the profession, not just collect data.
- An equitable finance system must provide a stable foundation for planning and coherent K-12 spending.

As I stated, I have worked at all levels of education policy-making. As a school board chairman for half a decade, I instituted several innovations:

- A decade before it was part of the policy landscape, I authored a merit pay program for administrators which was the first in Massachusetts and may have been the first in the country;
- I linked the attainment of a high school diploma to passing a state assessment. This was the first district in Massachusetts to do so, and nearly three years before any such a requirement was proposed on a state level; and
- I fundamentally restructured the compensation for all educators in order to attract talented candidates to the school system.

In the 1990s, I served as an education policy advisor (in various roles) to Governors William Weld and Paul Cellucci. I wrote Governor Weld’s plan in 1991 which preceded the proposals of the legislative leadership. I authored the first iteration of the legislation in 1992 that eventually became the landmark Education Reform Act of 1993. I believe that my 1992 proposal establishing a state-authorizing scheme for charter schools may have been the first to do so in the country.

In the years immediately following the enactment of the law, I worked on the authorization, support for and accountability system for charter schools. I began the process for oversight of charter schools on the day that the first school opened in 1995. My plan incorporated aspects of the UK’s Office for Standards in Education, Children Services and Skills (Ofsted) inspection program as part of the annual formative review. This innovation has been adopted and incorporated into many states as part of their charter school review process and has informed accountability reviews for all schools and districts.

Over the rest of the next decade, there was not an element of the law – school finance, standards, assessments, professional development, accountability – that I was not deeply involved with. I was responsible for changes in school safety plans and workforce development efforts.

Serving as the Secretary of Education, I managed the operations of the Executive Office of Education that, in turn, coordinated with the operations of both the Department of Education and the Board of Higher Education. At the end of the decade, I was the Governor’s Senior Education Advisor and continued to oversee the implementation of the K-12 reform while developing a more robust accountability system. By the time that I left state service in 2001, the reform effort was well on its way and the trajectory toward higher achievement was set.

In my materials. I have included a short discussion of the history of the reform effort in Massachusetts.

My position in the U.S. Department of Education afforded me the opportunity to work with the six New England states. As a result, I have traveled throughout the states, sat in many schools listening to educators discuss their challenges to raise achievement and learn what states and schools were doing to improve. I worked closely with the governors, commissioners, legislative leaders and the education constituencies to help them understand the requirements of federal law in a complex political environment.

In more recent years, I worked with an international consultancy on reform and accountability efforts as well as supporting education leaders and advocacy groups in their work to improve schools.
I believe that we can bring this kind of change to Alabama. The states that led American education in the last decade are well known. It would be my goal to make Alabama the model in the next decade for what is possible in American education.

While I am fully aware that the challenges facing Alabama are different, it is my firm opinion that all states can make significant gains. I would like to bring this breadth of experience to your state to assist your efforts in improving Alabama’s schools.

If there are any questions or a need for further information, please do not hesitate to contact me.

Respectfully submitted,

Michael Sentance
QUALIFICATIONS SUMMARY

Highly accomplished education advocate with more than 30 years experience and success leading change and driving the development of innovative education programs and initiatives in Massachusetts and throughout New England. Record of success at the local, state, and Federal levels complements an impressive knowledge of education policy and issues, and record of proven success at the highest levels of government. Willing to travel and relocate.

SELECTED CAREER ACCOMPLISHMENTS

TRIBAL GROUP

As the U.S. President of Education Reform Strategies for a UK-based international consultancy ...

• Assisted the development of reform strategies and the awarding of a major contract with the Metro Nashville (TN) school district.

UNITED STATES DEPARTMENT OF EDUCATION

• Established the regional office as a significant advocate for school change in New England.

COMMONWEALTH OF MASSACHUSETTS

As Senior Education Advisor to the Governor...

• Chaired the state’s efforts to review school district performance. Authored legislation codifying the accountability office into law.
• Co-authored a school safety report for communities and school districts after the Columbine event.
• Authored a plan to reduce tuition at the community colleges that led to the higher education board implementing a no-cost program for Pell-eligible students.

AS SECRETARY OF EDUCATION...

• Established statewide business/education collaboration ("Keep the Promise") to foster public engagement on education reform. Made more than 40 presentations to business groups across the Commonwealth.
• Led a wide range of successful programs that improve education throughout Massachusetts, including the school-to-work initiative and advocacy programs for gifted and talented students.
• Implemented enhanced student achievement standards for the state’s K-12 districts. Assisted in developing the policy to increase admission standards for the state colleges and the University of Massachusetts. Promoted new articulation agreements between the UMass campuses and the community colleges.
• Created a book sharing program, Spread the Word, with business, civic and education partners. The program brought 50,000 books in first five months to children in poverty. It was later recognized by the Council of State Governments as one of the most innovative programs in the country.
• Developed a statewide character education program with Boston University’s Center for Character and Social Responsibility.
As Undersecretary of Education, Policy & Planning...

- Authored the school improvement legislation for Governor William Weld that served as the basis for Massachusetts’ *Education Reform Act*. The Act resulted in sweeping reforms in the areas of student learning, teacher training, and the measurement of overall progress.
- Established the *Parent Information Center*, to provide parents with information on school districts within Massachusetts.
- Helped develop a commission report on the future of state and community colleges advocating more specific mission definitions for each campus.
- Helped develop training programs for trustee appointments for colleges and community colleges.
- Assisted on developing one of the first School-to-Work grant programs in the nation.
- Served as Chairman and Commissioner of a number of key commissions, including Chairman, Foundation Budget Review Commission; Chairman, Regulatory Relief Commission; and Commissioner, Education Commission of the States.

As Director of the Governor’s Legislative Office...

- Authored legislation to unify the University of Massachusetts system, codified the Public Nomination Council into law, and successfully worked to elevate the Department of Education to cabinet rank status by establishing the position of Secretary of Education.
PROFESSIONAL EXPERIENCE

CONSULTANT ON EDUCATION POLICY & IMPROVEMENT

- Worked with state, federal and local officials, and advocacy groups on strategies to improve public education.

TRIBAL GROUP (USA)

President, Education Reform Strategies

- Developed a strategic plan for the U.S. expansion of the London-based international consultancy.
- Increased the rigor of an alternative certification program that facilitated the credentialing of more than 300 teachers annually.
- Worked to improve the quality and rigor of a school inspection program in the United States.
- Assisted in winning a major contract with the Metro Nashville Public School District.

UNITED STATES DEPARTMENT OF EDUCATION

Secretary's Regional Representative

- Served as Region I (New England) Representative for the U.S. Secretary of Education.
- Worked with State Governors, Commissioners of Education, higher education officials, state legislative leaders, local education policymakers, and business leaders to explain and gather support for the Secretary’s priorities.
- Worked with leaders in Washington on initiatives designed to resolve a wide range of issues affecting education nationally.

COMMONWEALTH OF MASSACHUSETTS

Senior Education Advisor to the Governor (July 1996 – September 2001)

- Advised the governor on education policy with a focus on educational issues and the development of new policy proposals and worked to measure the progress of 1993 education reform legislation to determine its fiscal impact while analyzing the educational achievement of affected students.
- Developed a variety of reform proposals related to teacher quality, class size, workforce development, and early childhood education.

Secretary of Education (July 1995 – June 1996)

- Served as the Governor’s chief education policy advisor with responsibility for the oversight of the state’s $3.1 billion-plus investment in education and workforce development programs.
- Appointed to and served effectively on numerous boards, committees, and commissions crucial to the ongoing management and development of the state’s education system.


- Chaired and served on a diverse range of critical committees and councils tasked with overseeing Massachusetts’ education reform, professional development planning, school and district performance, and new state assessment programs.

Director, Governor’s Legislative Office (January 1991 – August 1991)

- Developed the legislative agenda for the Weld-Cellucci administration and authored several key educational initiatives for the Governor.
• Directed and developed legislative strategy for Attorney General James Shannon.
• Authored legislation in criminal, civil rights, and ethics law and worked with the legislature on budgetary matters.

Legal Counsel, Office of Lieutenant Governor (August 1980 – August 1981)
• Drafted legislative initiatives and served as legal advisor to Lt. Governor Thomas P. O’Neill, III.
• Ensured that the office and its subsidiary, the Office of Federal-State Relations, were in compliance with all state and federal laws and regulations.

EDUCATION

BOSTON UNIVERSITY SCHOOL OF LAW, Boston, MA
Master of Laws (LL.M), 1982

DUQUESNE UNIVERSITY SCHOOL OF LAW, Pittsburgh, PA
Juris Doctor (J.D.), 1976

GEORGETOWN UNIVERSITY, Washington, D.C.
Bachelor of Arts (A.B.) in American Studies, 1973

CIVIC ACTIVITIES
• Member, Advisory Committee, Baker-Polito Transition Committee (2014-15).
• Volunteer, Restoration efforts, Barrett’s Farm Historical site, Concord, MA.
Kristen Lepore is the Secretary of Administration and Finance, the chief fiscal officer for the Commonwealth of Massachusetts. Secretary Lepore had been a Vice President for the Associated Industries of Massachusetts, the leading business trade group in the state. Prior to that, she was the Deputy in the Boston Regional Office for the U.S. Department of Education and had been the Deputy Chief of Staff for Governor Cellucci.

If you are attempting to contact Secretary Lepore, please send an email to her personal email and suggest times that might work for a conversation. As the chief fiscal officer for the state, she is quite busy.

Stephen O’Neill is currently the General Counsel to the Cronin Group in Boston. Mr. O’Neill had been the chief of staff for Governor Paul Cellucci. He also previously served as the chief appointments secretary for Governor William Weld.

Dr. Driscoll was the chairman of the National Assistant Governing Board (NAGB) that oversees the National Assessment of Educational Progress. Dr. Driscoll was the Massachusetts commissioner of education from 1999 to 2007 and deputy commissioner from 1993 until his appointment as commissioner. He currently advises state and national groups on school improvement and is active with the Council of Chief State School Officers (CCSSO).

Secretary Lepore can speak to my work in both state and federal government. Mr. O’Neill can speak to my service as the education policy advisor to Governors Weld and Cellucci in Massachusetts. Former Commissioner Driscoll can speak to my work at the most senior level of education policy.
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**BOSTON UNIVERSITY SCHOOL OF LAW – GRADUATE TAX PROGRAM**

**College and Degree**
Georgetown Univ. B.A. 1973

**Law School, Degree, Standing**
Duquesne Univ. J.D. 1976

**Bar Membership**
PA 1976

**ACADEMIC RECORD**

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**1974 Family Educational Rights and Privacy Act Information**

This information contained on this transcript is not subject to redisclosure to any other party without the expressed written consent of the student or his/her legal representative.

It is understood this information will be used only by the officers, employees and agents of your institution in the normal performance of their duties. When the need for this information is fulfilled, it should be destroyed.

**Final Average** 80.0

**Date Graduated** 16 May 1982

**Degree Master of Laws in Taxation**

**Degree Requirements**
Completion of 10 courses.
Minimum Average – 80, with no more than one grade below 70.
Unexcused absence from examination – X.

**Transcript Guide Printed on Back.**

This record reproduced is a certified academic transcript when duly signed and sealed.

**SEP 26 2011**

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Registrar, ad interim
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**TOTAL: 15 CRSE (15.00) CREDITS**

**Grade Point Average: 3.55**

**Cum GPA: 3.298**

**Major: American Studies**

**Comm. QEP: 3.25**

**Rank: 12/965**

**Date Awarded: A.B. May 20, 1973**

**Degree: George Washington University**
June 5, 2016

To the members of the Alabama State Board of Education:

I have known Mike Sentance for more than twenty years, having worked closely with him during my service as Deputy Commissioner and Commissioner of Education in Massachusetts. He’s a smart, capable person who is able to work in difficult policy environments while pushing for better schools and higher achievement for students. He would be a great selection to be the next Alabama State Superintendent of Education.

Mike was known as one of the architects of Massachusetts’s education reform effort. As success has a thousand fathers, many now step forward to claim credit but Mike was truly one of the key people behind the law. And he immersed himself in all aspects of the implementation of the law. He was very useful in working with our staff to assist in the understanding the challenges in that legislation.

His work did not stop at just laws, regulations and funding. Mike tried to provide elements of success for students even when it wasn’t available directly through the state. He started a program called “Spread the Word” that recycled used books to students in urban areas who might not own books. This program was very successful and was recognized by national groups for promoting literacy. Several states later adopted this book-sharing program.

Mike went on to work in the regional office of the U.S. Department of Education and continued to provide support and counsel to the chairmen of our Board of Education as well as to my staff.

Alabama has many challenges. Given Mike’s experiences in Massachusetts and New England, he would be a terrific choice to help you guide the state to greater success in public education.

Respectfully,

Dr. David Driscoll
June 5, 2016

To the members of the State Board of Education:

I have worked with Michael Sentance in various roles in state government, the federal government for more than 15 years. He has proven himself to be a thoughtful, intense advocate for improved schools in the Commonwealth and throughout New England. He would be a very able State Superintendent for Alabama.

Mike’s work on education began well before I began my tenure as a Deputy Chief of Staff in Governor Paul Cellucci’s office. He was the “go-to” person for ideas about what to do on education and developed all of the Governor’s education initiatives – including scholarships for high school students willing to go into teaching and efforts to improve math and science education.

After his state service, I was appointed by the White House to work with him in the Region I office for the U.S. Department of Education. Our charge was to assist states in implementing the No Child Left Behind Act. New England was known to be a very contentious area for this law and Mike served as the point person for hours and hours of legislative hearings in several states.

However, he wasn’t simply one to rebut the criticism. He also used data and research to show why dramatic change was needed. In Maine, we traveled to meet with all of the editorial boards of the daily newspapers in the state. We made a convincing case. Shortly thereafter, the Maine commissioner of education Sue Gendron announced a dramatic change in their testing and accountability system. In a later meeting in Washington with the Assistant Secretary for Elementary and Secondary Education, the Maine commissioner stated that the reason for the change was this outreach effort made by Mike Sentance – thereby requiring the state’s change in direction.
Mike Sentance is knowledgeable about all aspects of the reform of public schools. His work on school accountability effectively established the system that exists in Massachusetts. And he identified ways to amend the state education funding formula to promote fairness for all students.

If the leadership in Alabama is interested in a thoughtful, caring and knowledgeable leader for your State Superintendent, then Mike Sentance would be a great choice. I enthusiastically endorse his candidacy for your consideration.

Yours truly,

Kristen Lepore
June 4, 2016

To whom it may concern:

I worked closely with Michael Sentance for all of his time in the Weld Cellucci Administration. He was our person on education and should be given more credit for the status that Massachusetts holds in education in this country.

By way of introduction, I served in various roles for Governors William Weld and Paul Cellucci in the years 1991-2001. Among other offices, I was the Chief Secretary for Governor Weld and then Chief of Staff for Governor Cellucci. Mike served as a point person of education issues as his experience as a school committee chairperson proved to be an invaluable asset to us. After helping to write the law that created an education secretariat, Mike was asked to join the staff as an Undersecretary for Policy & Planning. He authored the Weld Cellucci plan on education that was announced by Governor Weld in October 1991 – more than a month before the legislature announced their plan. Nearly everything that was in Mike’s plan is now law in the Commonwealth. As Governor Weld once observed, others take credit for the law but the real author of the 1993 Education Reform Act was Mike Sentance.

Mike’s work on education was tenacious. He was often asked to take on the tough task of defending the law both internally and externally, as there were many skeptics in a complex political environment. But he has a good sense of humor that helped all of us carry out the responsibilities of our offices.

Under Governor Cellucci, Mike took on many tasks including the emerging school accountability system in the Commonwealth. Much of his model is now part of the Massachusetts system.

I’m sure that there are many people who could hold the position of State Superintendent for Alabama. However, if you want your state to become a model of achievement for the United States, Mike Sentance would be a great selection.

If you have any questions about my experiences with Mike, please feel free to contact me.

Best wishes,

Stephen O’Neill
A Quick View of the Results for Massachusetts in School Reform

Massachusetts has been held up as a model for standards-based reform in this country. However, there is some mythology about the Massachusetts school reform given its long and storied history in establishing public education in this country. The Massachusetts experience provides an insight into what to do, and what not to do in school reform.

When Massachusetts began to improve schools, it was not a high performing state. In 1992, Massachusetts was trailed South Dakota, Nebraska and Utah significantly.

Source: nationsreportcard.gov
Note: One point on the NAEP scaled score assessment is understood to be about an academic month and 9-10 points is an academic year.
The elements of this reform effort were strong academic standards, a robust assessment, equitable funding, academic supports for students, quality charter schools, rigorous standards for prospective teachers and a nuanced accountability system. After a protracted and contentious implementation, the reform initiatives were fully in place by the end of 2000. Change began to happen.

By the middle of the last decade, student achievement in Massachusetts rose dramatically. Today, Alabama students stand about three years behind their peers in Massachusetts in 8 grade math and two years in 4 grade reading.

By 2005, Massachusetts became the first state to have the highest scaled score on the NAEP in reading and math in both fourth and eighth grades. That “first in the nation” ranking continued unchallenged until 2013.

In 2007, states could participate in the Trends in International Math & Science study (TIMSS) and be ranked against foreign countries. Massachusetts and Minnesota were the first states to step forward and embrace this challenge. The results were as follows:

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Eighth graders scored 556 in science, tying with Singapore (567), Chinese Taipei (561), Japan (554) and the Republic of Korea (553); in math, the state's eighth graders scored 547, ranking sixth behind Chinese Taipei (598), Republic of Korea (597), Singapore (593), Hong Kong SAR (572), and Japan (570).

Source: Massachusetts Department of Elementary & Secondary Education press release

A more recent TIMSS assessment confirmed Massachusetts’ standing internationally in eighth grade mathematics placing the state ahead of Finland and Japan and in the bracket of several high-performing Asian countries. The recent release of PISA data confirmed Massachusetts’ status as first in this country and among the educationally advanced countries.

Many aspire to achieve world-class performance in schools. Massachusetts did it. My goal would be to move Alabama well above the national average and become the model for reform in the next decade.

It must be noted that as quickly as the state accelerated student achievement, it also stopped growing as quickly: in recent years Massachusetts has made no progress, as the chart below indicates. High performance can erode unless a focus on performance is maintained.