



The Commonwealth of Massachusetts Department of Education

350 Main Street, Malden, Massachusetts 02148-5023

Telephone: (781) 338-3000
TTY: N.E.T. Relay 1-800-439-2370

David P. Driscoll
Commissioner of Education

State Funded Academic Support Programs Line Item 7061-904 March 31, 2005

ADDENDUM TO THE FY04 REPORT TO THE LEGISLATURE

Pursuant to the fiscal year 2004 state budget line item 7061-9404 - which funded academic support programs for students in the classes of 2003, 2004, and 2005 who have taken and not yet passed the 10th grade English language arts and mathematics MCAS tests required for high school graduation - the Department of Education respectfully submitted an **addendum to the FY04 report** in collaboration with the Board of Higher Education.

This addendum includes all available information on FY04 MCAS support programs not included in the FY04 report: the number of students eligible to participate in these programs; the number of students that participated in these programs; the number of students who have passed the MCAS assessment and obtained a competency determination through these programs; and the number of students who have passed the MCAS assessment, obtained a competency determination through these programs, and met local graduation requirements. It also includes highlights of additional information collected by the Department of Education from these programs: hours of service, instructional model (teacher to student ratio), pre and post MCAS scores, project type (Math/English language arts during day, extended day, or on weekends), and other outcomes.

Also attached is a revised version of the FY05 report submitted in January 2005, including more accurate numbers regarding student eligibility that were calculated in a way that is more consistent with those in this FY04 addendum.

For more information on this report or the programs described herein, contact Rachelle M. Engler, Director of Academic Support, at the Massachusetts Department of Education at rengler@doe.mass.edu or 781-338-3205.

**MASSACHUSETTS DEPARTMENT OF EDUCATION
ADDENDUM TO FISCAL YEAR 2004 LEGISLATIVE REPORT (Line Item #7061-9404)**

1.0 FY04 MCAS Support Programs: High School & Post 12th Grade Students (Data Tables)

- 1.1 Grants Focused Primarily on Students in High School
- 1.2 Grants Focused Primarily on Post 12th Grade Students
- 1.3 All Line Item #7061-9404 Funded MCAS Support Programs
- 1.4 Students Served Who Met Local Graduation Requirements

**2.0 FY04 MCAS Support Programs:
Data Highlights for Instruction-Focused Programs & One Stop Career Center Initiative**

- 2.1 Instruction-Focused MCAS Support Programs
 - 2.1.1 FY04 Pre/Post MCAS Scores (Bar Chart)
- 2.2 One Stop Career Center Initiative (Table)

3.0 FY04 MCAS Support Programs: Details by Class (Charts & Table)

- 3.1 Eligibility & Participation by Program Type & Class in All MCAS Support Programs
 - 3.1.1 Participation by Program Type & Class in All MCAS Support Programs (Table)
 - 3.1.2 Percent by Class of Students Eligible for All MCAS Support Programs (Pie Chart)
- 3.2 Percent Served by Class: Instruction-Focused Programs & One Stop Career Center Initiative
 - 3.2.1 Percent Served by Class: Instruction-Focused Programs (Pie Chart)
 - 3.2.2 Percent Served by Class: One Stop Career Center Initiative (Pie Chart)
- 3.3 Percent Earned CD by Class: Instruction-Focused Programs & One Stop Career Center Initiative
 - 3.3.1 Percent Earned CD by Class: Instruction-Focused Programs (Pie Chart)
 - 3.3.2 Percent Earned CD by Class: One Stop Career Center Initiative (Pie Chart)
 - 3.3.3 Percent Earned CD by Class: Served vs. Not Served (Instruction-Focused) (Bar Chart)

APPENDIX A: Line Item #7061-9404 FY04 MCAS Support Program Descriptions

APPENDIX B: Entities Funded for FY04 MCAS Support Programs through Line Item #7061-9404

END NOTES

*For questions or additional information on this report, please contact Rachelle Engler,
Director of Academic Support, via tel: 781-338-3205 or email: rengler@doe.mass.edu.*

1.0 FY04 MCAS Support Programs¹: High School & Post 12th Grade Students

Students eligible for FY04 MCAS Support programs were those who had not yet passed the 10th grade MCAS test or retest(s) required to earn their competency determination (CD), which has been necessary for high school graduation since 2003. Approximately 35% of eligible students had completed 12th grade² but had not yet earned their CD to graduate, and close to 15% of all students served by line item 7061-9404 fell within this category. As data in this report shows, the longer the duration since students were expected to graduate, the less likely they are to participate in programs and pass the MCAS retests. These post 12th grade students are often the most challenging to serve, as they are no longer attending their high schools and as such are more difficult to locate and recruit into programs. Additionally, post 12th grade students have taken and failed the MCAS tests and retests numerous times. These factors are likely to account for the smaller number of post 12th grade students served and the lower percentage receiving passing scores. These factors also point to the importance of continued sources of support for post 12th grade students, as demonstrated in the final chart (3.3.3) showing 29% more students from the class of 2003 earned their CD in FY04 after participation in MCAS Support Programs as compared to those who earned their CD without participation in these programs (46% vs. 17%).

<i>1.1 Grants Focused Primarily on Students in High School</i>	Eligible Students³	Entities Funded⁴	Students Served	Students Served Who Earned a CD
Grants (Allocation) to Districts & Approved Private Special Education Schools & Collaboratives	23,989	235	6,441 ⁵	4,288
Grants (Competitive) to High Schools & Partnering Organization	8,598	32	857	450
Grants (Competitive) for Work & Learning Programs	11,478	26	1,604	1,049
TOTALS (Unduplicated Counts)⁶	23,989	293	7,871	5,204
			33% of eligible	66% of served

<i>1.2 Grants Focused Primarily on Post 12th Grade Students⁷</i>	Eligible Students³	Entities Funded⁴	Students Served⁸	Students Served⁸ Who Earned a CD
Grants (Competitive) to Regions for One Stop Career Center Initiative	4,039	8	1,255*	121
Grants (Competitive) to Community Colleges	4,763	11	222	79
TOTALS (Approximate Unduplicated Counts)⁸	4,984	19	1,366*	160*
			31% of eligible	12% of served

1.3 All Line Item #7061-9404 Funded MCAS Support Programs	Eligible Students³		Entities Funded⁴	Students Served⁸	Students Served⁸ Who Earned a CD
TOTALS FOR ALL PROGRAMS (Approximate Unduplicated Counts)	23,989		312	9,237* 39% of eligible	5,364* 61% of served
Percentages by Program Focus²	SY⁹	SR			
-- High School	75%	65%	94%	85%	97%
-- Post 12 th Grade	25%	35%	6%	15%	3%

1.4 Students Served Who Met Local Graduation Requirements¹⁰	
...and Earned a Competency Determination (CD)	1,684
...and Earned a Certificate of Attainment (CA) ¹¹	423

2.0 FY04 MCAS Support Programs:**Data Highlights for Instruction-Focused Programs & One Stop Career Center Initiative**

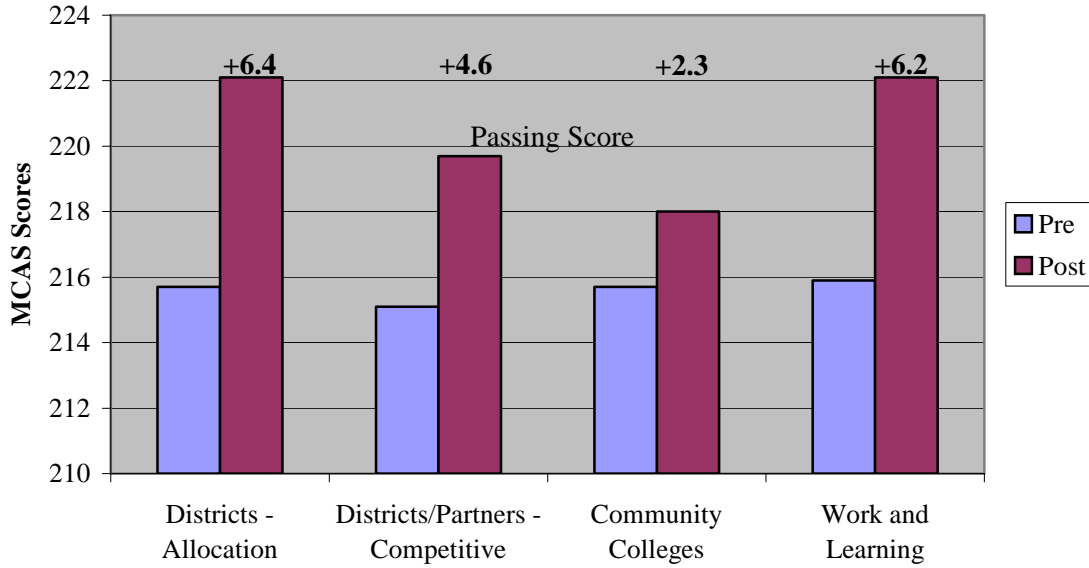
Subsequent information in this report is grouped by separating instruction-focused MCAS support programs from One Stop Career Center initiative as a result of the different ways in which data was collected. Instruction-focused MCAS support programs include the following: allocation grants to districts/approved special education schools and collaboratives; and competitive grants to high schools and partnering organizations, community colleges, and districts/partners for work and learning programs.

The purpose of the One Stop Career Center initiative is to broker ongoing education, training and employment options for those students exiting the twelfth grade who are still in need of a competency determination and other pathway services. One Stop Career Centers by design do not deliver instruction-focused MCAS support but refer students to appropriate venues that will serve them best based on their developmental needs (e.g. community colleges or their local school/district.) Other services brokered through the One Stop Career Centers include but are not limited to: training and employment, GED preparation, and apprenticeship training.

2.1 Instruction-Focused MCAS Support Programs

- **368** programs offered by districts, high schools, community colleges, and partnering organizations served **8,019** students in the classes of 2003-2005 (**33%** of those eligible).
- **22%** more students participating in programs earned their competency determination than those *not* participating in programs.
- Students participating received an average of **29.4** hours of MCAS remediation service.
- On average, student scores from a 10th grade MCAS test or retest taken before participation to one taken after participation increased **6.1** points. (This is from a pre-test average of 215.7 to a post-test average of 221.8, with 220 being the passing score.)
- **50%** of programs students participated in were during the school day, **32%** during extended time (before, after/evening) after school, **15%** during the summer, and **3%** during school weekends.
- **69%** of programs focused on mathematics; **31%** on English language arts.
- **17%** of students served were from vocational schools.
- **49%** of students served in school year programs received individual (teacher to student ratio of 1:1) or smallest group instruction (1:2-5), **46%** received small group instruction (1:6-10), and the remaining **5%** received an “other” instructional model.

**2.1.1 Instruction-Focused MCAS Support Programs
FY04 Pre/Post MCAS Scores***



*Chart includes students served in the classes of 2003-2005 except community college programs, which served only students in the classes of 2003-2004.

**2.2 One Stop Career Center Initiative
(Brokering Education, Training, and Employment Options for Post 12th Grade Students)**

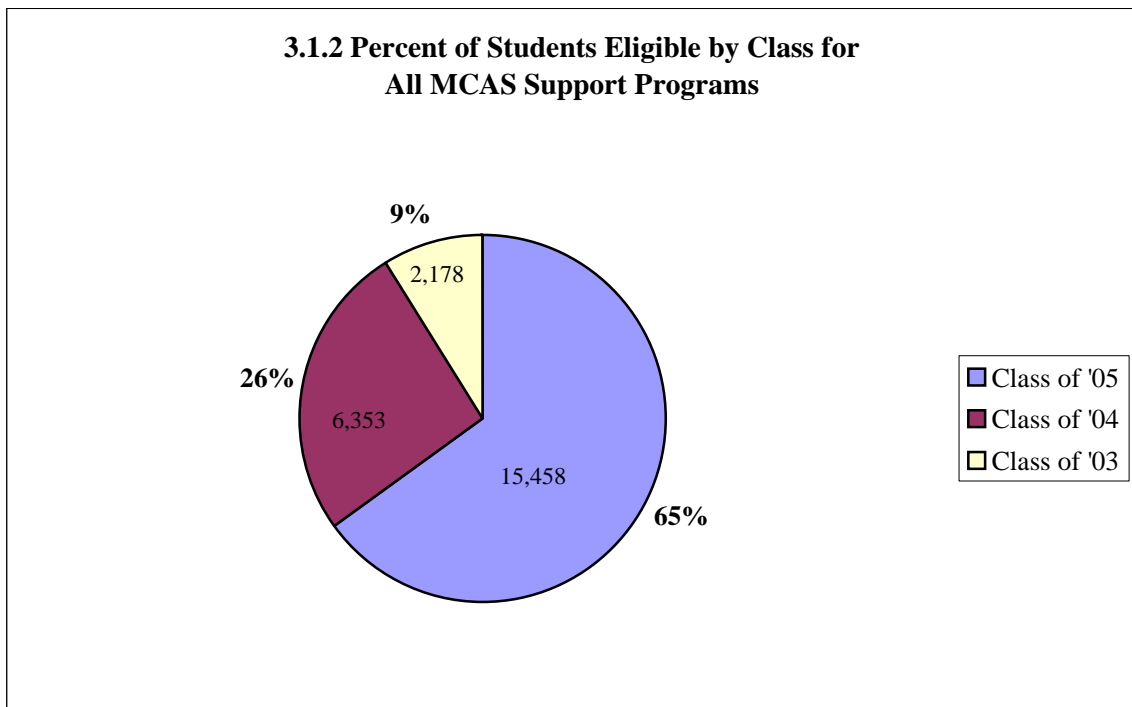
Regions Receiving Contracts:	8		
One Stop Career Centers Receiving Funds:	13		
Participating Schools:	69		
	Class of 2003⁸	Class of 2004	TOTALS
Student Enrollment¹²	735	885	1,620
Students Actively Served⁸	370*	885	1,255*
Earned Competency Determination	65	56	121
Earned GED	11	6	29
Total Positive Placements (see below)¹³	183*	314	497*
-- Post-Secondary Education and Training	68*	79	147*
-- Employment	108*	222	330*
-- Military	6*	5	11*
-- Remains in High School	1*	3	4*
-- Job Corps	1*	5	6*

3.0 FY04 MCAS Support Programs: Details by Class

3.1 Eligibility & Participation by Program Type & Class in All MCAS Support Programs

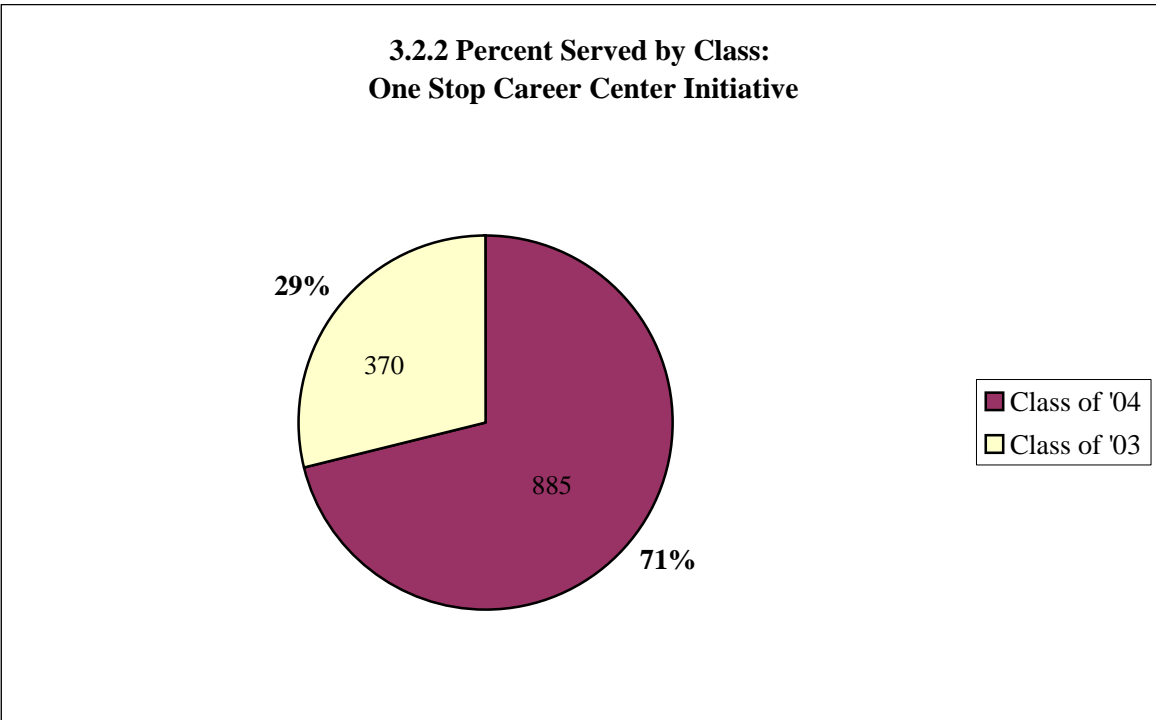
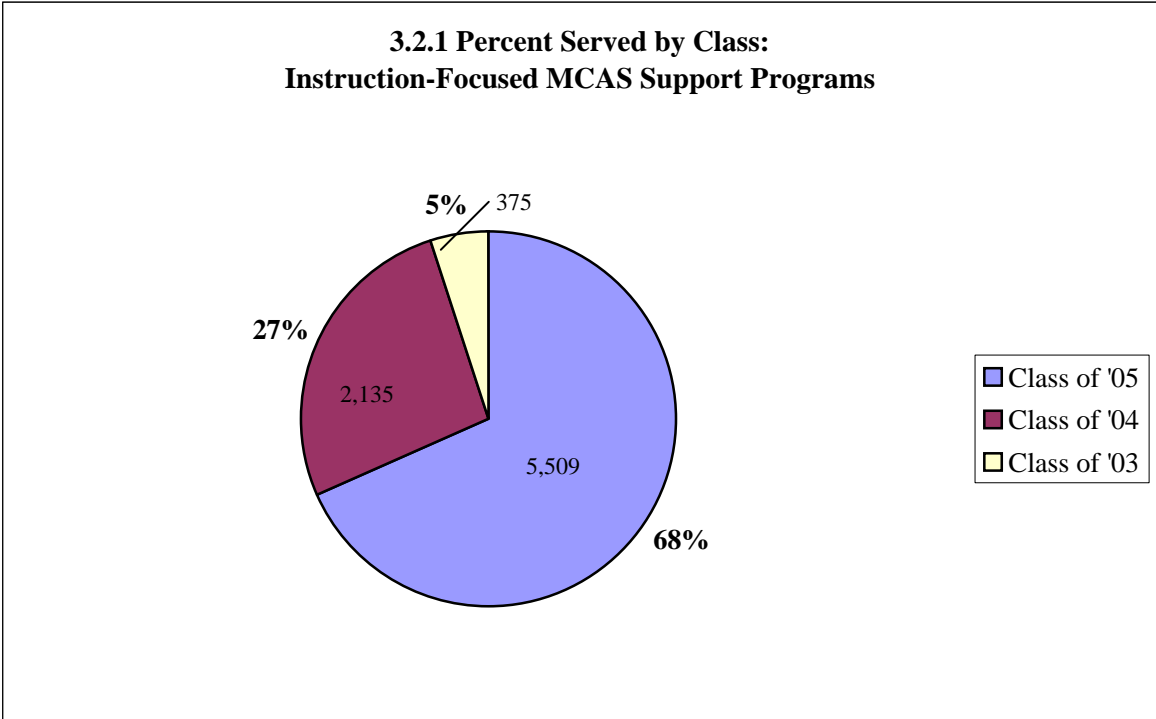
In FY04, nearly 24,000 students were eligible for MCAS support programs. Almost two-thirds of these were students from the class of 2005, one-quarter were students from the class of 2004, and approximately one-tenth were students from the class of 2003. All program types served similar proportions of students by class.

3.1.1 Participation by Program Type & Class in All MCAS Support Programs							
Program Type	Students Per Class Served by Program Type						Totals
	2005	%	2004	%	2003	%	
District - Allocation	4,618	71	1,774	28	49	1	6,441
District/Partners - Competitive	548	64	232	27	77	9	857
Community College	n/a	n/a	7	3	215	97	222
Work & Learning	1,058	66	480	30	66	4	1,604
One Stop Career Center Initiative ⁸	n/a	n/a	885*	29	370*	71	1,255*
Totals (Approximate Unduplicated Counts)	5,509	60	2,994	32	734	8	9,237



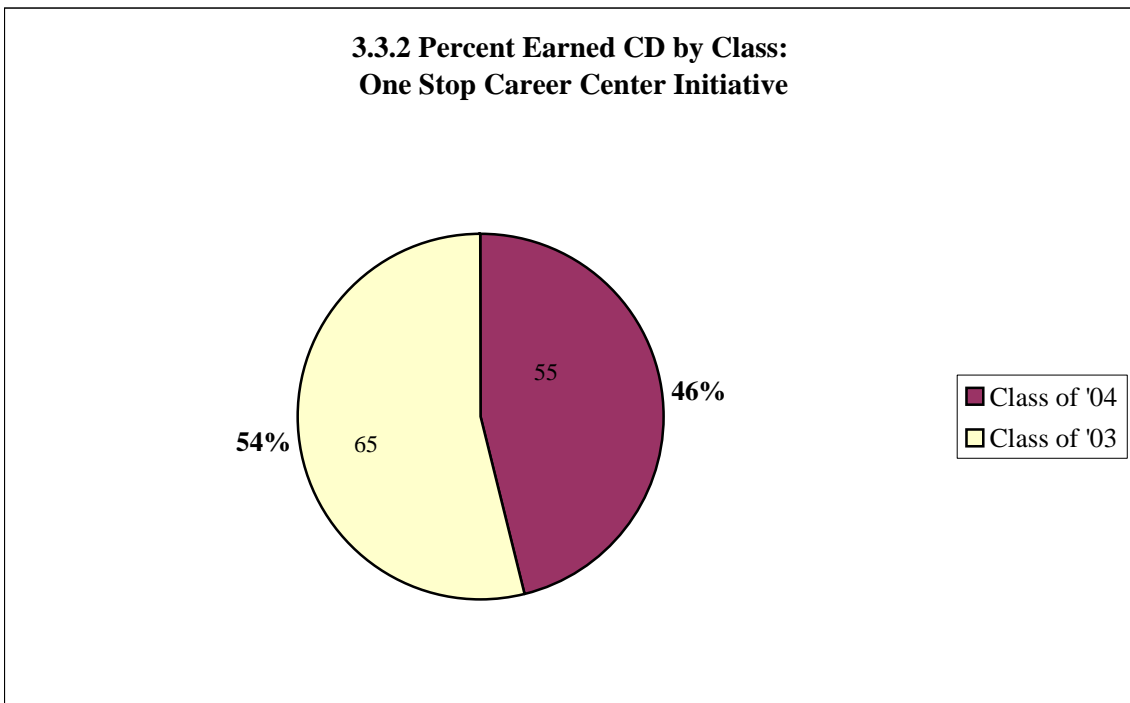
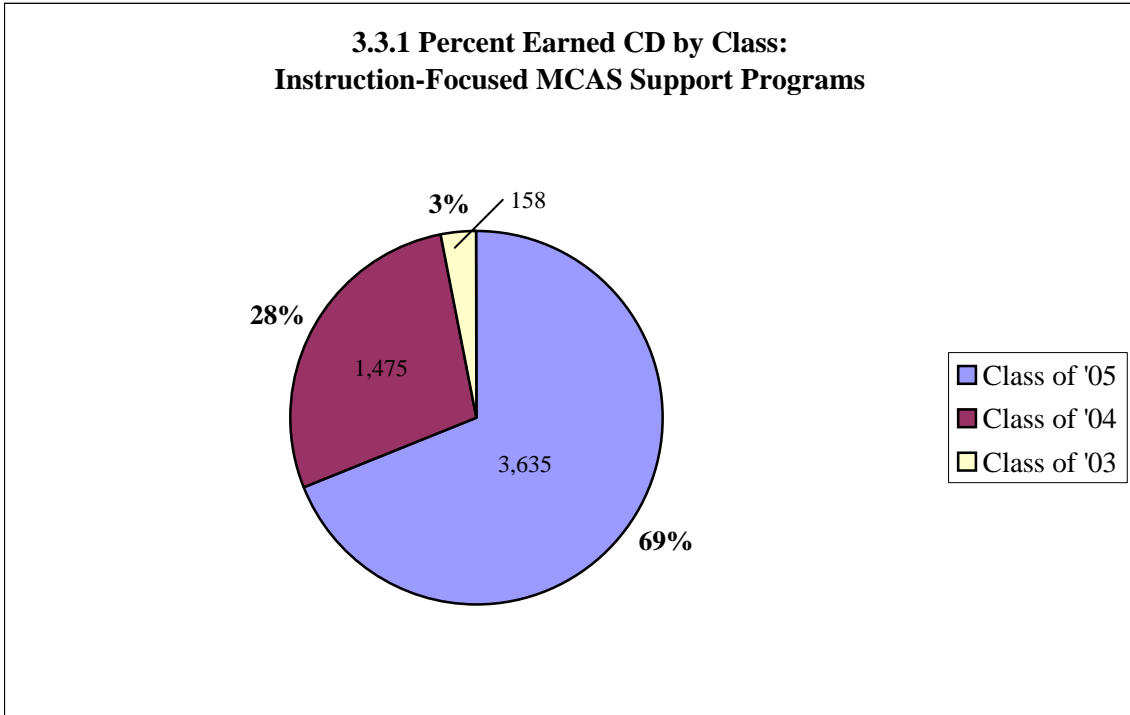
3.2 Percent Served by Class: Instruction-Focused Programs & One Stop Career Center Initiative

More than two-thirds of students served in instruction-focused MCAS support programs were students from the class of 2005. Less than one-third of students were from the class of 2004 and the remaining five percent were from the class of 2003. For students served through the One Stop Career Center initiative, however, almost one-third of students were from the class of 2003 and more than two-thirds were from the class of 2004.



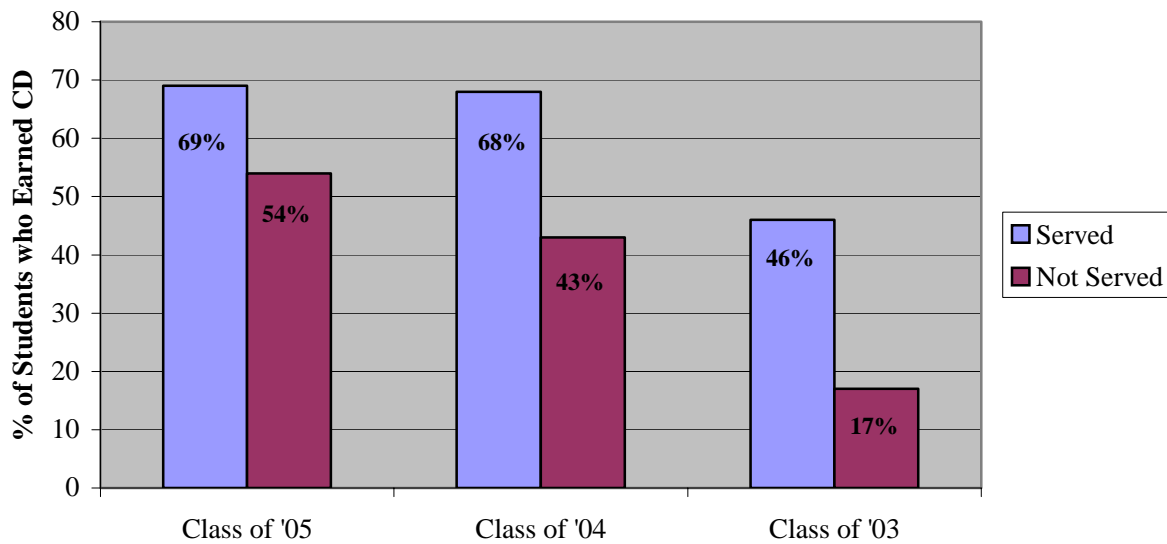
3.3 Percent Earned CD by Class: Instruction-Focused Programs & One Stop Career Center Initiative

Of the students who earned their CD after participation in instruction-focused MCAS support programs, over two-thirds were from the class of 2005, close to one-third of students were from the class of 2004, and approximately three percent were from the class of 2003. After being served through the One Stop Career Center initiative, more than one-half of students who earned their CD were from the class of 2003 and almost one-half who earned their CD were from the class of 2004.



More than two-thirds of students from the class of 2005 served in instruction-focused MCAS support programs earned their CD after participation, whereas only close to one-half of students eligible but not served by these programs earned their CD. The contrast is stronger for the class of 2004 where similarly over two-thirds served earned their CD, but less than one-half of students eligible but not served earned their CD. Finally, for the class of 2003, the contrast between students served vs. not served is strongest: nearly one-half of students served earned their CD compared to less than one-fifth of students eligible but not served who earned their CD. *Note: Due to the way in which data was collected, this information was not available for students served through the One Stop Career Center initiative. We have implemented improvements to this system, however, and expect to have this type of data for these programs starting in FY05.*

**3.3.3 Percent Earned CD by Class: Served vs. Not Served
(Instruction-Focused MCAS Support Programs)**



APPENDIX A:

Line Item #7061-9404 FY04 MCAS Support Program Descriptions

Districts & Approved Private Special Education Schools/Collaboratives (Allocation Grants)

The purpose of this program was to enhance academic support services for students in the classes of 2003-2005 who had not yet passed the English language arts and/or mathematics 10th grade MCAS needed to earn their competency determination* required for high school graduation. Because this was an allocation grant, all school districts and charter schools serving eligible students were able to receive these funds (and, for the first time, approved Private Special Education Schools and Collaboratives were also able to receive these funds to serve eligible students during the summer).

High Schools & Partnering Organizations (Competitive Grants)

The purpose of this program was to increase student academic achievement and performance through the replication of successful models of teaching and learning. The goal was to provide high quality, innovative, and intensive instruction in English language arts and mathematics for students in the classes of 2003-2005 who had yet to earn their competency determination.*

Community Colleges & Partners (Competitive & Allocation Grants)

The purpose of this program was to provide academic instruction (English language arts and mathematics) and support services that enabled students from the classes of 2003-2004 to continue to pursue their competency determination* while providing pathways to further education.

Work & Learning Programs (Competitive Grants)

The purpose of this program was to provide quality innovative and intensive instruction in English language arts and mathematics through work and learning programs to students in the classes of 2003-2005 who had not yet earned their competency determination.*

One Stop Career Center Initiative (Competitive Grants)

The purpose of these grants given to regions supporting one stop career centers was to broker options that address the unique academic, employment, and career needs of post 12th grade students who needed further remediation to attain the skills necessary to earn their competency determination.* The services designed as part of this initiative leveraged existing opportunities that offered remediation services in English language arts and mathematics.

* A competency determination (CD) is what a student earns after receiving a passing score on both the mathematics and English language arts sections of the 10th grade MCAS test or retests needed for high school graduation since 2003.

APPENDIX B:

Entities Funded for FY04 MCAS Support Programs through Line Item #7061-9404

Grants for Instruction-Focused MCAS Support Programs

<p><u>Grants (Allocation) to Districts & Approved Private Special Education Schools & Collaboratives (235 entities funded)</u></p> <p>All school districts, charter schools, and approved private special education schools and collaboratives serving students who had not yet passed the English language arts and/or mathematics MCAS test(s) were eligible for allocation funds. Individual grant awards were based on a formula that incorporated student MCAS scores. Funds were awarded if applicants met the requirements of the Request for Proposals (RFP) and grant program.</p>
<p><u>Grants (Competitive) to High Schools & Partnering Organizations (32 entities funded)</u></p> <p>SCHOOL YEAR:</p> <p>Attleboro Public Schools Auburn Public Schools Brockton Public Schools Fitchburg Public Schools Gardner Public Schools Holbrook Public Schools Holyoke Public Schools Lawrence Public Schools Leominster Public Schools Lynn Public Schools Malden Public Schools Methuen Public Schools New Bedford Public Schools Northampton Public Schools Norwood Public Schools Quincy Public Schools Peabody Public Schools Southbridge Public Schools Springfield Public Schools Swansea Public Schools Worcester Public Schools Jobs For Youth Networks (Madison Park HS & West Roxbury HS - Boston)</p> <p>SUMMER:</p> <p>Attleboro Public Schools Chicopee Public Schools Dudley-Charlton Regional School District Fitchburg Public Schools Gill-Montague Regional School District Holyoke Public Schools Malden Public Schools</p>

Middleborough Public Schools
Northern Berkshire Vocational Technical High School
Pathfinder Regional Vocational Technical High School
South Middlesex Vocational Technical High School
Southeastern Regional Vocational Technical High School
Springfield Technical Community College
Westfield Public Schools

Grants (Competitive) for Work & Learning Programs (26 entities funded)

SCHOOL YEAR:

Adams-Cheshire Regional School District
Boston Private Industry Council
Bristol Community College
Brockton Public Schools
Cape Cod Community College
Cape Cod Regional Vocational Technical High School
Gateway Regional School District
Holyoke Community College
Lynn Public Schools
Montachusett Regional Vocational Technical High School
Northborough/Southborough Regional School District
Provincetown Public Schools
Salem Public Schools
Somerville Public Schools
Taunton Area School to Career, Inc.
Upper Cape Cod Regional Vocational Technical High School
Westfield Public Schools1
Worcester Public Schools

SUMMER:

Attleboro Public Schools
Berkshire Hills Regional School District
Boston Private Industry Council
Brockton Public Schools
Chicopee Public Schools
Greater Fall River School to Career Partnership
Greater New Bedford Workforce Investment Board
Palmer Public Schools
Provincetown Public Schools
Quincy Public Schools
Springfield Public Schools
Worcester Public Schools

Grants (Competitive & Allocation) to Community Colleges (11 entities funded)

SCHOOL YEAR:

Bristol Community College
Bunker Hill Community College
Holyoke Community College
Massachusetts Bay Community College
Massasoit Community College
Middlesex Community College
Mount Wachusett Community College
North Shore Community College
Roxbury Community College
Springfield Technical Community College

SUMMER:

Berkshire Community College
Bristol Community College
Bunker Hill Community College
Holyoke Community College
Massasoit Community College
Middlesex Community College
Mount Wachusett Community College
North Shore Community College
Roxbury Community College
Springfield Technical Community College

Grants (Competitive) for the One Stop Career Center Initiative (8 entities funded)
(Brokering Education, Training, and Employment Options for Post 12th Grade Students)

Eight regions were funded to support 13 One Stop Career Centers. All but Metro North (The Career Place) were funded for both school year and summer programs.

Boston Private Industry Council
(Boston Career Link, JobNet, The Work Place)

Bristol Workforce Investment Board
(Fall River Career Center)

Brockton Area Workforce Investment Board
(Career Works)

Franklin Hampshire Regional Employment Board
(Franklin/Hampshire Career Centers: Greenfield and Northampton)

Greater New Bedford Workforce Investment Board
(Greater New Bedford Career Center, Wareham Career Center)

Merrimack Valley Workforce Investment Board

(Valley Works Career Center)

Metro North
(The Career Place)

Regional Employment Board of Hampden County
(CareerPoint, FutureWorks)

END NOTES

¹ See Appendix A for a description of all program types.

² School year 12th graders are considered post-12th grade for summer programs.

³ Students eligible for Academic Support programs in FY04 include individuals across the state from the classes of 2003-2005 who have not yet earned their competency determination (CD) based on data captured on October 17, 2003, that included MCAS test scores through the July 2003 retest. The student status information was based on June 2003 SIMS. Those students who were recorded in the data as no longer in the system (i.e. had the status distinction of graduated with competency determination, permanent exclusion, dropped out, and deceased) are not included in these numbers. Additionally, eligible classes vary by grant program. The numbers listed under the competitive grant programs are limited to the eligible students in the districts served by the organizations awarded grants.

⁴ Some entities received more than one grant per program, e.g. for school year and summer programs. See Appendix B for a list of FY04 grant recipients.

⁵ An additional 1,451 tenth graders (class of 2006) were served during the school year, and 1,443 ninth/tenth graders (classes of 2006-2007) during the summer through allocation grant programs that submitted approved amendments to serve these students.

⁶ The totals listed are unduplicated counts and are not necessarily the aggregate of each column because some students were served by more than one grant.

⁷ Eligibility includes only students in classes of 2003-2004. As these are competitive grants, numbers are also limited to the eligible students in the districts served by the organizations awarded grants. The total number of students throughout the state who are eligible from the classes of 2003-2004 is 8,531.

⁸ Numbers with asterisks (*) beside them are approximate numbers for the time period of FY04 (Sept. '03 - Aug. '04). The data collection methods used during the first two years of the One Stop Career Center initiative grants (FY03 - FY04) will not allow for some numbers to be differentiated by fiscal year, as data was collected from the time period of Jan. '03 - Aug. '04; therefore an educated approximation is provided where necessary.

⁹ SY= School Year; SR=Summer

¹⁰ The data under "Students Served Who Met Local Graduation Requirements" is based on June 2004 and October 2005 SIMS data reported to the Department by districts. Any student who may have graduated with their CD or CA after this time is not included. CA = Certificate of Attainment, which is what districts have the option of awarding to students who have met local graduation requirements but have not yet earned a CD.

¹¹ Some students who earned a Certificate of Attainment (CA) also earned a CD (most likely at a later date). Furthermore, not all districts award CA's, and those that do are *not* required to report the numbers of students awarded a CA to the Department of Education (118 districts reported having at least one student with a CA, of which 60 (50%) participated in MCAS support programs; 820 CAs were reported to be awarded across the state of which 385 (47%) were to students who participated in instruction-focused MCAS support programs).

¹² Student Enrollment = Total number of eligible students who are in the One Stop Career Center initiative "system." Some of these students may have first been served in FY03, and some of these may not have participated in any services during FY04.

¹³ This may be a duplicated number, as some students may have received more than one positive placement.