

Massachusetts



Department of
Education

*MCAS Low-Scoring Support
State Budget Line Item 7061-9404
FY05 Programs*

**ADDENDUM TO FISCAL YEAR (FY) 2005
LEGISLATIVE REPORT**

June 2006



EXECUTIVE SUMMARY

STUDENTS SERVED

During Fiscal Year 2005 (September 2004-August 2005), student support programs funded through the state budget line item 7061-9404 served nearly 7,000 students. Student eligibility criteria included not having yet passed the 10th grade mathematics or English language arts MCAS tests or retest(s). Passing these tests earns a student a competency determination (CD), which students must obtain in addition to meeting local graduation requirements in order to receive a high school diploma.

In the fall of 2005, approximately nine percent of students in the classes of 2003-2006 still needed to pass one or both of these MCAS tests. This was true for 19 percent of the class of 2006 (juniors), 10 percent of the class of 2005 (seniors), and three percent of post 12th graders (the classes of 2003-2004).

A total of 210 school districts received allocation grants and served nearly 5,100 students, almost three-quarters of all students served through this line item. Additional competitive grants were awarded to districts, community colleges, One Stop Career Centers, and other partners such as Private Industry Councils and Regional Workforce Investment Boards. In all, the Department funded a total of 333 programs during the 2004-2005 school year and the following summer.

ADDENDUM CONTENTS

This *FY05 Legislative Report Addendum* supplements the information originally submitted in January 2005. Since that time, funded programs have submitted their end of year student data to the Department, which allows this addendum to include more complete statistics. As requested in the state budget line item, information is presented that describes MCAS Support Programs for the graduating classes of 2003-2006; the number of students eligible to participate in such programs; the number of students participating in such programs; and the numbers of participating students who, in addition to earning a competency determination, have and have not met local graduation requirements. Beyond this, data is examined by class year (2003-2006) and subgroup (special education, low-income, and limited English Proficiency).

SUMMARY FINDINGS

The data presented illustrates that students served by FY05 MCAS Support Programs earned their competency determinations at substantially higher rates than their peers who did not participate in these programs. Furthermore, this difference holds true when looking at students by class year (2003-2006) as well as by subgroup (special education, low-income, and limited English Proficiency).

- **CLASS YEAR**

When differentiating the eligible population by class year, the data for all classes (2003-2006) shows that a greater percentage of participants, as compared to non-participants, earned their CDs by the November 2005 retest. The actual percentage point difference between participants and non-participants ranged from 12 percentage points for juniors (the class of 2006) to 20 percentage points for the class of 2003 (the first cohort of students required to pass the tests in order to receive a high school diploma).

Further examination of the data shows that high school students were more likely than post 12th graders to participate in support programs and to pass the MCAS retests. More specifically, 31 percent of eligible high school students versus eight percent of eligible post 12th graders *participated* in programs. And approximately 61 percent of participating high school students versus nearly 23 percent of participating post 12th graders *earned CDs* through their post-program MCAS exam(s).

It is worth noting that post 12th graders are often the most challenging to serve, in part because they are no longer attending high school and because many move frequently. As such, they are often more difficult to locate and recruit into programs. Additionally, the vast majority of these post 12th graders still needing assistance have taken and failed the MCAS retests numerous times. These elements may reflect that many of

these students face the greatest barriers to achievement (due to challenges of an academic or other nature). These factors are likely to account for the smaller proportion of eligible post 12th graders served by MCAS Support Programs and the lower percentage earning competency determinations (as compared to students still in high school). That said, support programs appear to be both helpful and important for these older students, as 23 percent of participating post 12th graders (classes of 2003-2004) earned their CDs as compared to only four percent of their non-participating peers.

Although slightly less dramatic, a clear connection between participating in support programs and passing the MCAS was also seen for high school students (classes of 2005-2006), as 61 percent of program participants earned their CDs as compared to only 47 percent of eligible students who did not participate. Thus, the data suggests that program participation was related to retest success rates for both older and younger participants. One implication of this is the need to continue to provide services for older students, as well as the value of funding programs for younger students.

- **STUDENT SUBGROUPS –**

- ***Special Education, Low-Income, Limited English Proficient***

This report shows that students in special education, students from low-income families, and students who have limited English proficiency are more likely than students as a whole to fail the 10th grade MCAS tests/retests and need support in order to pass the tests. It is significant to note, however, that participating students from these subgroups benefited considerably from participation in MCAS Support Programs. For instance, 58 percent of special education students who participated in MCAS Support Programs earned their competency determinations by the November 2005 MCAS retest, compared to only 40 percent of eligible special education students who did not participate in MCAS Support Programs. For students from low-income families, 54 percent earned CDs whereas only 40 percent of eligible non-participants earned CDs during the same time period. For students who were limited English proficient, the associated CD-earning percentages were 48 for program participants and 34 percent for non-participants.

CONCLUSION

In order to help as many young people as possible earn their high school diplomas and be able to pursue opportunities in higher education and the workforce, the Department considers continuous program improvement to be an essential goal at both the state and local level. That said, the data included in this *Addendum to the FY05 Legislative Report* clearly demonstrates that students participating in the state funded MCAS Support Programs are substantially more likely than their peers to pass the 10th grade MCAS tests/retests required for high school graduation.

TABLE OF CONTENTS

Executive Summary

1.0 High School Students & Post 12th Graders

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

2.0 Data by Program Type

- 2.1 Instruction-Focused MCAS Support Programs
 - 2.1.1 Percentages Receiving Passing Score on Subsequent ELA MCAS Retest (Bar Chart)
 - 2.1.2 Percentages Receiving Passing Score on Subsequent Math MCAS Retest (Bar Chart)
- 2.2 One Stop Career Center Initiative
 - 2.2.1 One Stop Career Center Enrollment, Outcome, and Placement Summary (Table)

3.0 Details by Class Year

- 3.1 Eligibility by Program Type & Class Year in All MCAS Support Programs
 - 3.1.1 Eligibility by Class Year for All MCAS Support Programs (Pie Chart)
- 3.2 Participation by Program Type & Class Year in All MCAS Support Programs
 - 3.2.1 Participation by Program Type & Class Year in All MCAS Support Programs (Table)
- 3.3 Percent Served by Class Year
 - 3.3.1 Percent of Totals Served by Class Year: Instruction-Focused Programs (Pie Chart)
 - 3.3.2 Percent of Totals Served by Class Year: One Stop Career Center Initiative (Pie Chart)
 - 3.3.3 Percent of Eligible Students Served: Class Year (Instruction-Focused) (Bar Chart)
 - 3.3.4 Percent of Eligible Students Served: HS Grades & Post 12th (Instruction-Focused) (Bar Chart)
- 3.4 Percent Earned Competency Determination (CD) by Class Year
 - 3.4.1 Percent Earned CD by Class Year: Instruction-Focused (Pie Chart)
 - 3.4.2 Percent Earned CD - High School & Post 12th: Instruction-Focused
 - 3.4.3 Percent Earned CD by Class Year: One Stop Career Center Initiative (Pie Chart)
- 3.5 Percent Earned CD by Class Year: Served vs. Not Served (Instruction-Focused)
 - 3.5.1 Percent Earned CD by Class Year: Served vs. Not Served (Bar Chart)
 - 3.5.2 Percent Earned CD - High School & Post 12th: Served vs. Not Served (Bar Chart)

4.0 Additional Subgroup Information on Instruction-Focused MCAS Support Programs

- 4.1 Select Subgroup Statistics - Percentages in the Statewide Population & in MCAS Support Programs
 - 4.1.1. Select Subgroup Statistics: Percentages in the Statewide Population and in MCAS Support Programs (Bar Chart)
- 4.2 Percent Earned CD by Subgroups: Served vs. Not Served
 - 4.2.1 Percent Earned CD by Subgroups: Served vs. Not Served (Bar Chart)

APPENDIX A: Line Item #7061-9404 FY05 MCAS Support Program Descriptions

APPENDIX B: Entities Funded for FY05 MCAS Support Programs through Line Item #7061-9404

1.0 High School Students & Post 12th Graders

The three following tables indicate the number of students eligible for support programs funded through the Fiscal Year 2004-2005 (FY05) state budget line item 7061-9404, the number of entities funded to run programs, the number of students who participated in programs, and the number of participating students who earned competency determinations (CD) required for a high school diploma.

Table 1.1 below shows data related to all funded grants, with some information provided that corresponds to the primary age group focus of the programs (high school students versus post 12th graders).¹ As can be seen in the table, more than 330 entities served a total of nearly 7,000 students, and more than 3,600 of these students earned their CD after program participation. Tables 1.2 and 1.3 on the next page (6) offer additional details and delineate which grant programs have a primary focus on which age group.

As indicated in table 1.2 (on page 6), allocation grant programs run by school districts and approved private special education schools and collaboratives served the largest number of students. Combined with the competitive grants to districts/partners and the grants for work and learning programs, high school focused grants served over 5,700 students, of which more than 3,350 earned their CD after program participation.

For grants with a focus on post 12th graders, table 1.3 (on page 6) shows that One Stop Career Centers served more than 950 students and community colleges served more than 400 students. The unduplicated total number of students served in these two grant programs who earned their CD after participation was approximately 350.

Finally, table 1.4 on the following page (7) highlights information available on the number of students served in FY05 programs who met local graduation requirements and who also earned a CD or a certificate of attainment. It is important to note that for students who do not graduate at the end of their senior year, complete data is not available regarding how many later received a high school diploma. Additionally, districts are not required to report or award certificates of attainment to students who have not earned a CD but have met local graduation requirements.

1.1 All Line Item #7061-9404 Funded MCAS Support Programs	Eligible Students²		Entities Funded³	Students Served	Students Served Who Earned a CD⁴
TOTALS FOR ALL PROGRAMS <i>(*Approximate Unduplicated Counts)</i>	22,113		333	6,993*	3,678*
				32% of eligible	53% of served
Percentages by Primary Program Focus	SY⁵	SUM⁵			
-- High School	84%	56%	90%	81%	91%
-- Post 12 th Grade	16%	44%	10%	19%	9%

¹ This report considers students to be "post 12th graders" if they completed grade 12 before September 2004; it does not include the students who completed 12th grade during FY05.

² Students eligible for Academic Support programs in FY05 included individuals across the state from the classes of 2003-2006 who had not yet earned their competency determination (CD). Numbers in this chart are 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 data. The Student Information Management System (SIMS) is a student-level data collection system that allows the Department to collect and analyze information based on unique student identification numbers (SASID). 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. The statistics noted in the second paragraph of the Executive Summary regarding percentages of eligible students by class also use information from the *Enrollment by Grade Reports* available on the Department's web site.

³ Some entities received more than one grant per program, e.g. for school year and summer programs. See Appendix B for a list of FY05 grant recipients.

⁴ Includes competency determination (CD) data through the November 2005 retest (from the file "High School CD All Official" captured on 2.22.06), with the exception of One Stop Career Centers (see end note #10).

⁵ SY=School Year; SUM=Summer

1.2 Grants Focused Primarily on Students in High School	Eligible Students⁶	Entities Funded⁷	Students Served	Students Served Who Earned a CD⁸
(Allocation) Districts & Approved Private Special Ed. Schools & Collaboratives	22,113	250	5,108 ⁹	3,071
(Competitive) Districts/ Partners	7,830	31	497 ¹⁰	216
(Competitive) Work & Learning Programs	10,045	19	725	342
TOTALS (Unduplicated Counts)¹¹	22,113	300	5,761 26% of eligible	3,367 58% of served

1.3 Grants Focused Primarily on Post 12th Graders¹²	Eligible Students⁶	Entities Funded⁷	Students Served	Students Served Who Earned a CD⁸
(Competitive) One Stop Career Center Initiative¹³	4,372	15	958	223 ¹⁴
(Competitive) Community Colleges	5,336	18	406	127
TOTALS <i>(*Approximate Unduplicated Counts)</i>	6,186	33	1,354* 22% of eligible	348* 26% of served

⁶ Students eligible for Academic Support programs in FY05 included individuals across the state from the classes of 2003-2006 who had not yet earned their competency determination (CD). Numbers in this chart are 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 data. The Student Information Management System (SIMS) is a student-level data collection system that allows the Department to collect and analyze information based on unique student identification numbers (SASIDS). 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. The statistics noted in the second paragraph of the Executive Summary regarding percentages of eligible students by class also use information from the *Enrollment by Grade Reports* available on the Department's web site.

⁷ Some entities received more than one grant per program, e.g. for school year and summer programs. See Appendix B for a list of FY05 grant recipients.

⁸ Includes competency determination (CD) data through the November 2005 retest (from the file "High School CD All Official" captured on 2.22.06), with the exception of One Stop Career Centers (see end note #10).

⁹ An additional 2,974 ninth graders (class of 2008) and tenth graders (class of 2007) were served during the school year and summer through allocation grant programs that submitted approved amendments to serve these students.

¹⁰ An additional 179 ninth graders (class of 2008) and tenth graders (class of 2007) were served during the school year and summer through high school and partnering programs that submitted approved amendments to serve these students.

¹¹ 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.

¹² While the primary focus of these programs was on post 12th grade students, student eligibility generally included the classes of 2003-2005. Community college programs were also allowed to serve class of 2006 students during their summer programs. Furthermore, as these were competitive grants, student eligibility numbers included in this chart only include eligible students in the districts served by the organizations awarded grants.

¹³ The data collection for One Stop Career Center initiative grants occurred at two points during FY05: mid-year (October 2004 - February 2005) and summer (July - August 2005). Therefore, these numbers underestimate the total served, because students continuing from previous years and/or newly enrolled during March - July 2005 are not included. Additionally, because SASID (State Assigned Student Identification number) information on participating students was not available from One Stop Career Centers, it can only be estimated how many of these students were also served by other programs.

¹⁴ For One Stop Career Centers, "student served who earned a CD" includes CD data through the August 2005 retest that was reported to the Department of Education in the One Stop Career Centers' final data reports. Because One Stop Career Centers did not submit individual student level data, the numbers served who may have earned a CD on the November 2005 retest cannot be determined.

1.4 Students Served Who Met Local Graduation Requirements¹⁵	
...and Earned a Competency Determination (CD)	965
...and Earned a Certificate of Attainment (CA) ¹⁶	424

2.0 Data by Program Type

Subsequent information in this report is grouped by separating instruction-focused MCAS Support Programs from the One Stop Career Center initiative. Instruction-focused MCAS Support Programs include the following two types of grants: allocation grants to districts/approved special education schools and collaboratives; and competitive grants to districts 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, high school diploma, 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. at 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

DATA HIGHLIGHTS :

- **318** instruction-focused programs offered by districts, community colleges, and partnering organizations served **6,045** students in the classes of 2003-2006 (**27%** of those eligible).
- **77%** of the 274 school districts eligible to apply for allocation funds ran programs for nearly three-quarters of all students served (5,097 students).
- **60%** of students who participated in FY05 programs earned their competency determinations by the November 2005 retest compared to only 40% of those who were eligible but did *not* participate.
- **52%** of students served received federal free or reduced lunch at school, **38%** were special education students, and **17%** were designated as limited English proficient.
- **56%** of students served in ELA and **50%** in mathematics passed the MCAS retest taken after participation (scored at least 220).
- **45%** of students¹⁷ participated in programs during the school day, **32%** during extended time (before school or after/evening), **19%** during the summer, and **5%** during school weekends/vacations.

(Data highlights continued on next page.)

¹⁵ The data under “Students Served Who Met Local Graduation Requirements” is based on June 2006 and October 2006 SIMS data (if enstat = 04 = graduated with CD; enstat = 10 = certificate of attainment) reported to the Department of Education by districts. Any student who may have graduated with their CD or CA after this time is not included. Moreover, students who are no longer enrolled in high school (classes of 2003-2004 students) do not have SIMS data collected on them. As a result, for these post 12th graders, it cannot be determined if they have met local graduation requirements. Additionally, this number does not include students served by the One Stop Career Center initiative grants, as individual student SASID information was not available from these programs. CA = Certificate of Attainment = what districts have the option of awarding to students who have met local graduation requirements but have not yet earned a CD.

¹⁶ Not all districts award certificates of attainment, and those that do are *not* required to report to the Department of Education the numbers of students awarded a CA.

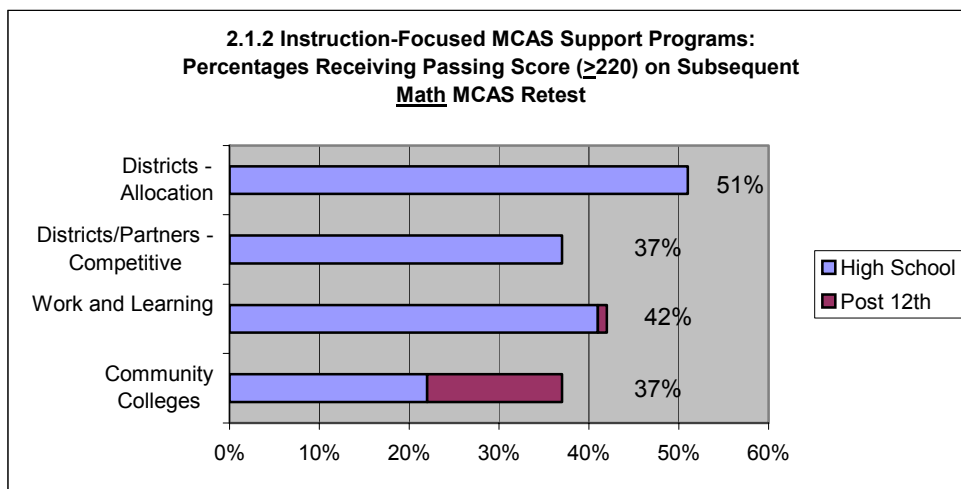
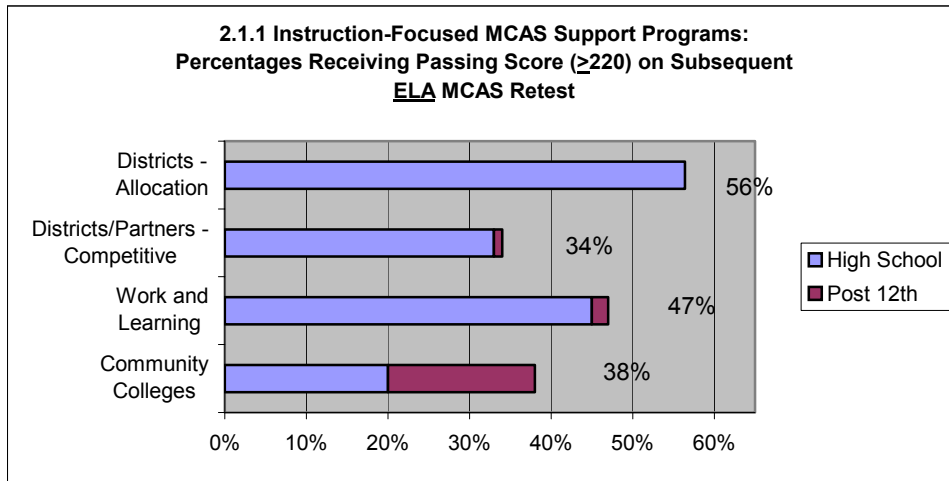
¹⁷ Due to the way data is collected for instruction-focused MCAS Support Programs, "student" here actually refers to record. A student may have multiple records if served in more than one program. For example, a student may have been served both in an English language arts (ELA) and/or math program run during the school and/or extended day. In any combination of these, s/he may also have received differing instructional models (10:1 [student: teacher] in school day and 1:1 in the extended day). As a result, for the data elements in which a student may have multiple records, the data was not unduplicated.

(Instruction-focused data highlights continued from previous page.)

- **65%** of students¹⁸ were served in mathematics, **35%** in English language arts.
- **15%** of students served were from vocational schools.
- **52%** of students¹⁸ served received small group instruction (a ratio of one teacher for every 6-10 students), **40%** smallest group instruction (one teacher for 2-5 students), **6%** individual 1:1 instruction, and the remaining **2%** an “other” instructional model.

Charts 2.1.1 and 2.1.2 below illustrate the percentages of students served in instruction-focused MCAS Support Programs who received a passing score (at least 220) on the first MCAS retest taken after participation. This information is shown by type of program as well as by high school versus post 12th grade status. As noted earlier in this document, students must pass both 10th grade ELA and math tests/retests to earn a competency determination.

Approximately 56 percent of students served by allocation grants to districts passed the subsequent English language arts (ELA) portion of the MCAS, and 51 percent of participating students passed the math portion. Of those served in work and learning competitive grants, 47 percent passed in ELA and 42 percent in math. Competitive grants to districts/partners and community colleges had similar percentages of students passing, with nearly 40 percent in both ELA and math.



¹⁸ Due to the way data is collected for instruction-focused MCAS Support Programs, "student" here actually refers to record. A student may have multiple records if served in more than one program. For example, a student may have been served both in an English language arts (ELA) and/or math program run during the school and/or extended day. In any combination of these, s/he may also have received differing instructional models (10:1 [student: teacher] in school day and 1:1 in the extended day). As a result, for the data elements in which a student may have multiple records, the data was not unduplicated.

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

As shown in table 2.2.1, One Stop Career Centers served over 950 students during FY05. Of these, 223 went on to earn their CD, 20 passed the Ability to Benefit Test (Accuplacer) given at community colleges, and 25 earned a GED. Nearly 1,200 students served through One Stop Career Centers from 2003-2005 also entered into one or more of the following positive placements during this reporting period: post secondary education and training, employment, military, high school, and/or Job Corps.

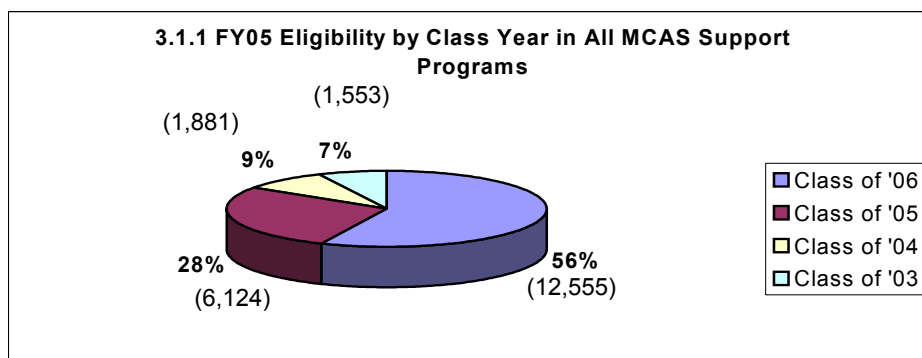
2.2.1 One Stop Career Center Enrollment, Outcome, and Placement Summary			
	Class of 2003	Class of 2004	Class of 2005
I. PATHWAYS TO SUCCESS ENROLLMENT			
	Number of Individuals		
New Enrollment in reporting period (Oct 04 - Feb 05)	49	64	355
New Enrollment in reporting period (July – Aug 05)	23	84	383
Total (Cumulative) Enrollment ¹⁹	834	781	639
II. OUTCOMES			
	Number of Individuals		
1. Earned Competency Determination During Reporting Period - Total of lines (a) through (d)			
	35	52	136
(a) Earned Competency Determination – Nov. 2004 Retest	6	20	-
(b) Earned Competency Determination – Mar. 2005 Retest	12	19	108
(c) Earned Competency Determination – Aug. 2005 Retest	10	4	19
(d) Earned Competency Determination - Appeals/Waivers	7	9	9
(2) Passed Community College Ability to Benefit Test	6	4	10
(3) Earned GED	15	5	5
III. POSITIVE PLACEMENTS			
	Total Individuals with Positive Placement (unduplicated count)		
(a) Entered Post-Secondary Education and Training	104	96	28
(b) Entered Employment	210	259	251
(c) Entered Military	5	4	0
(d) Remains in High School	83	126	17
(e) Entered Job Corps	8	7	1

¹⁹ Cumulative 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 FY05.

3.0 Details by Class Year

3.1 Eligibility by Class Year for All MCAS Support Programs

In FY05, as shown in chart 3.1.1, more than 22,000 students were eligible for MCAS Support Programs. The majority of these students, approximately 56 percent, were students from the class of 2006. More than a quarter were students from the class of 2005, and the remaining 16 percent were post 12th graders from the classes of 2003 and 2004.



3.2 Participation by Program Type & Class Year in All MCAS Support Programs

Table 3.2.1 demonstrates that the different program types served varied percentages of students by class. The allocation grants to districts, competitive grants to districts/partners, and competitive work and learning grants served a greater proportion of the youngest students, those in the class of 2006 (71 percent, 68 percent, and 62 percent respectively), while the community college and One Stop Career Initiative programs served mostly the older students. Approximately 94 percent of students served in community college and 100 percent in One Stop Career Center programs were in the classes of 2003-2005.

3.2.1 Participation by Program Type & Class Year in All MCAS Support Programs									
Program Type	Students (Numbers & Percentages) Served Per Class Year								
	2006	%	2005	%	2004	%	2003	%	Totals
District–Allocation (250 entities funded) ²⁰	3,600	71%	1,475	29%	21	<1%	12	<1%	5,108
District/Partners–Competitive (31 entities funded)	339	68%	151	30%	5	1%	2	<1%	497
Community College (18 entities funded)	27	7%	162	40%	146	36%	71	18%	406
Work & Learning (19 entities funded)	447	62%	233	32%	30	4%	15	2%	725
One Stop Career Center Initiative ²¹ (15 entities funded)	n/a	n/a	738	77%	148	15%	72	8%	958
Totals (*Approximate Unduplicated Totals)	4,008	57%	2,495*	36%	325*	5%	165*	2%	6,993*

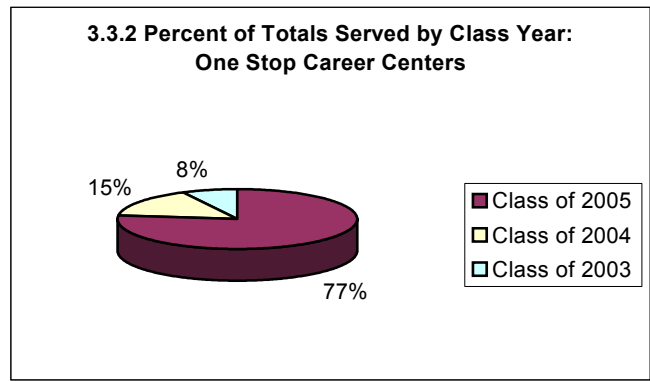
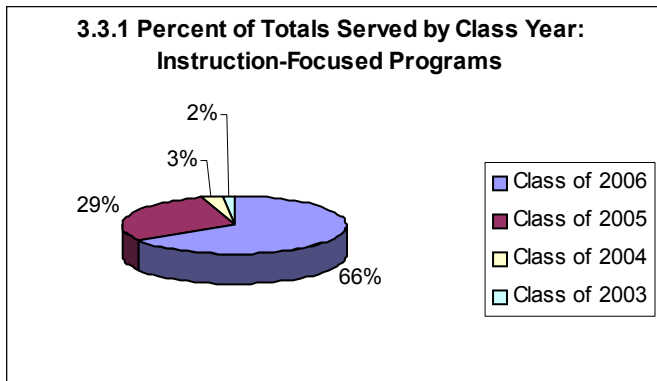
²⁰ Some entities received more than one grant per program, e.g. for school year and summer programs. This is true for all program types. See Appendix B for a list of FY05 grant recipients.

²¹ Eligibility for the One Stop Career Center Initiative included only students in the classes of 2003-2005.

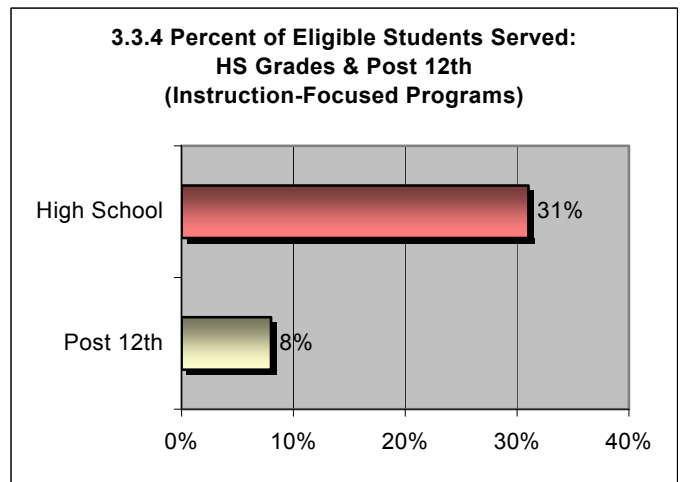
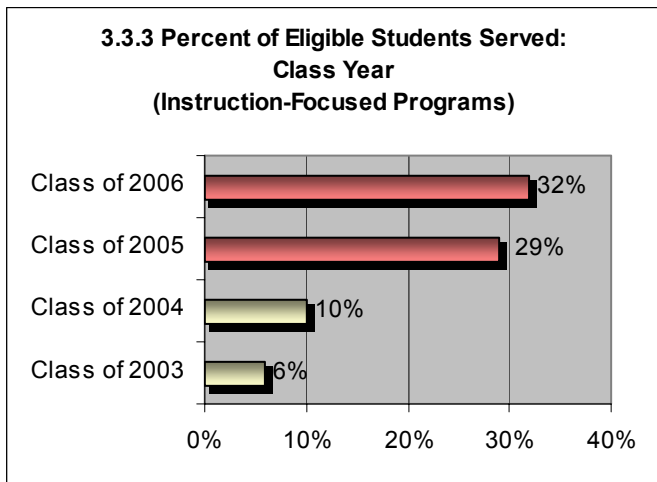
3.3 Percent Served by Class Year: Instruction-Focused Programs & One Stop Career Center Initiative

Chart 3.3.1 shows the percentages of students, by class year, who were served in the four types of instruction-focused MCAS Support Programs. Nearly two-thirds of these students were from the class of 2006, while more than a quarter were from the class of 2005, and one-twentieth were from the classes of 2003-2004. When looking individually at each of the four types of instruction-focused programs (included in table 3.2.1 on page 10), the data shows that three of the programs (the district allocation grants, the district/partners competitive grants, and the work & learning grants) served proportions of students similar to those in chart 3.3.1 below. The fourth type of program (community college grants) served a greater proportion of older students, as less than one-tenth of students served were from the class of 2006, while two-fifths were from the class of 2005, and more than one-half were from the classes of 2003-2004.

For students served through the One Stop Career Centers, chart 3.3.2 illustrates that more than three-quarters were from the class of 2005 and the remaining quarter were from the classes of 2003-2004.

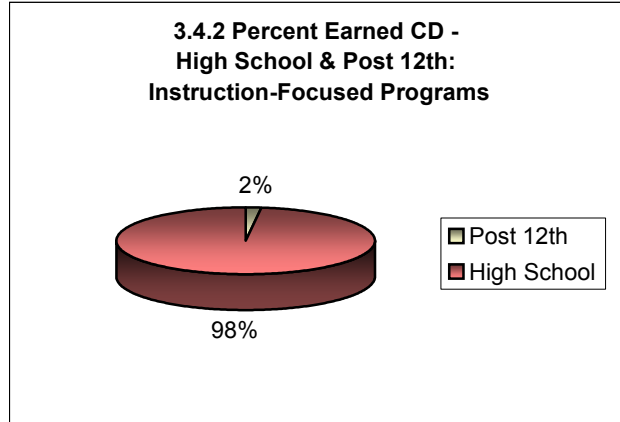
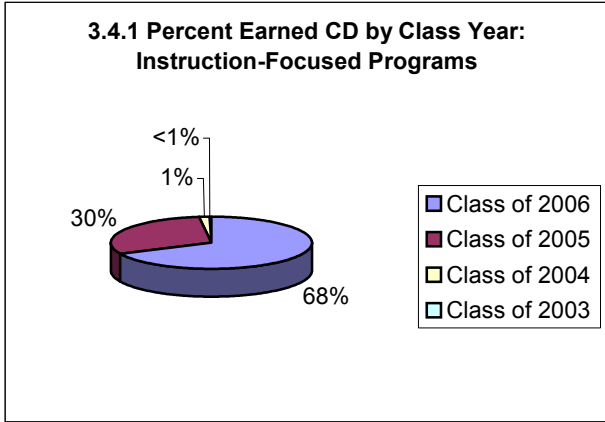


Of the 22,113 students eligible for services, a total of 12,555 students were from the class of 2006; 6,124 from the class of 2005; 1,881 from the class of 2004; and 1,553 from the class of 2003. Bar charts 3.3.3 and 3.3.4 illustrate for each class year (and for students who were in high school vs. post 12th grade) what percentage of these eligible students participated in instruction-focused programs. As these charts make evident, a greater proportion of eligible students still in high school participated (31 percent), as compared to eligible post 12th graders (8 percent).

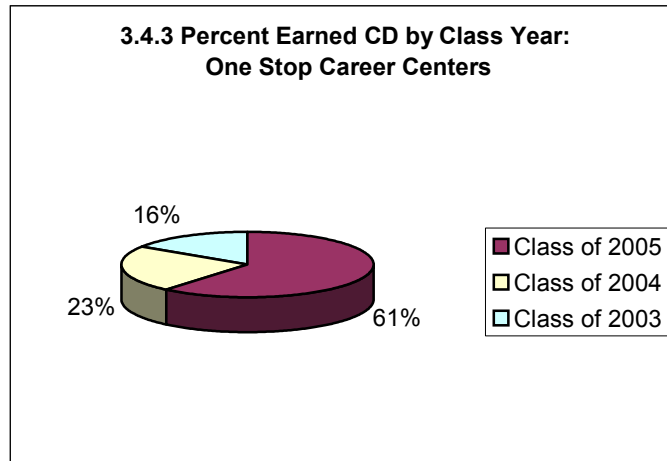


3.4 Percent Earned CD by Class Year: Instruction-Focused Programs & One Stop Career Center Initiative

Of the students who earned their CD after participation in instruction-focused MCAS Support Programs, chart 3.4.1 shows that over two-thirds were from the class of 2006, close to one-third of students were from the class of 2005, and the remaining fraction were from the classes of 2003 and 2004. Chart 3.4.2 demonstrates even more clearly how a substantially higher percentage of the students who earned a CD were in high school as compared to post 12th grade (98 percent vs. 2 percent).



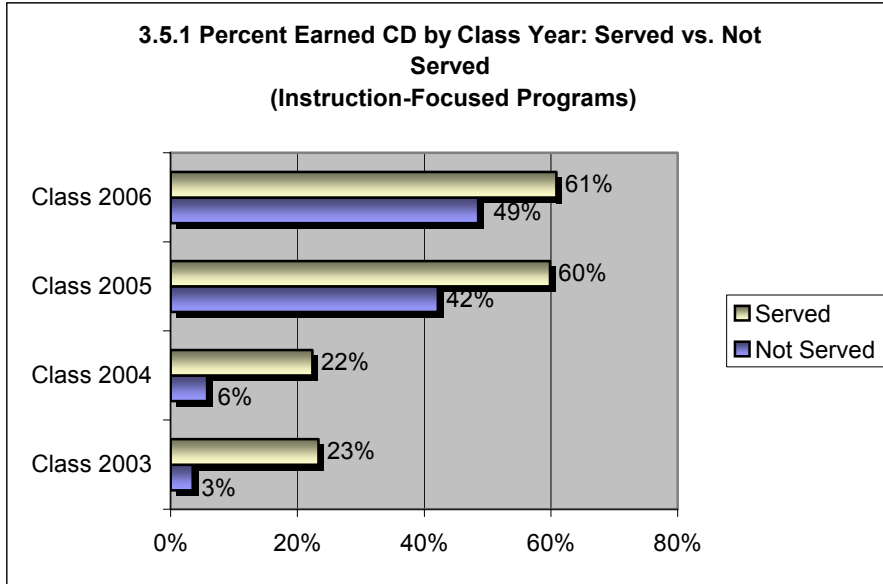
After being served through the One Stop Career Centers, chart 3.4.3 below shows that more than 60 percent of students who earned their CD were from the class of 2005 and almost one-quarter from the class of 2004; the remaining 16 percent (nearly one-sixth) who earned their CD were from the class of 2003.



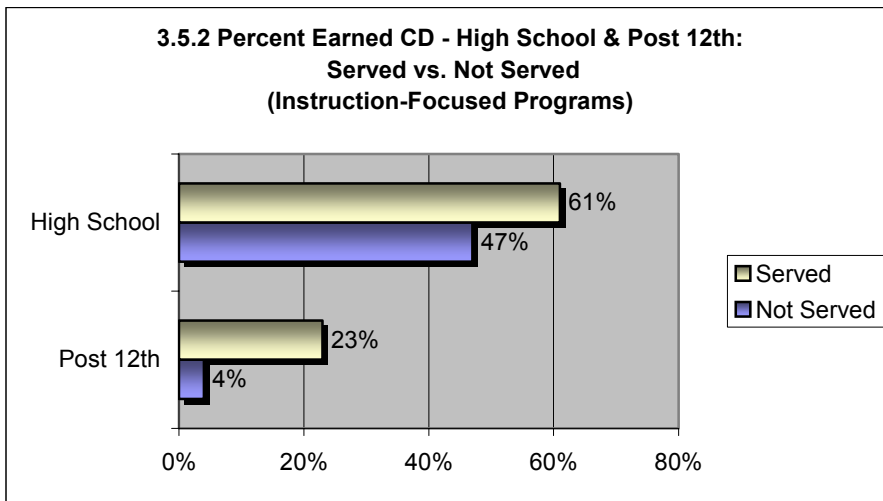
3.5 Percent Earned CD by Class Year: Served vs. Not Served (Instruction-Focused)

Students served in instruction-focused MCAS Support Programs earned their CDs at substantially higher rates than their peers who did not participate, with the oldest students (class of 2003) benefiting the most. On the next page, chart 3.5.1 shows that nearly two-thirds of students served from the classes of 2005 and 2006 earned their CD after participation, whereas less than half of students in these classes who were eligible but not served by these programs earned their CD by the November 2005 retest. The contrast is greater for 2004 students where approximately a quarter served earned their CD, but less than one-tenth of students eligible but not served earned their CD. Finally, for the class of 2003, the contrast between students served versus not served is greatest: nearly a quarter of 2003 students served earned their CD compared to

less than one-fifth of 2003 students eligible but not served who earned their CD. *Note: Because data is not collected at the individual student level, this information was not available for students served through the One Stop Career Center initiative.*



By examining the percent of students served vs. not served who earned CD who were still in high school or post 12th grade, bar chart 3.5.2 demonstrates even more clearly the contrast between younger and older students. Whereas the difference between served versus not served for high school students who earned a CD was 14 percentage points (61 percent compared to 47 percent), for post 12th graders it was 19 percentage points (23 percent vs. 4 percent).



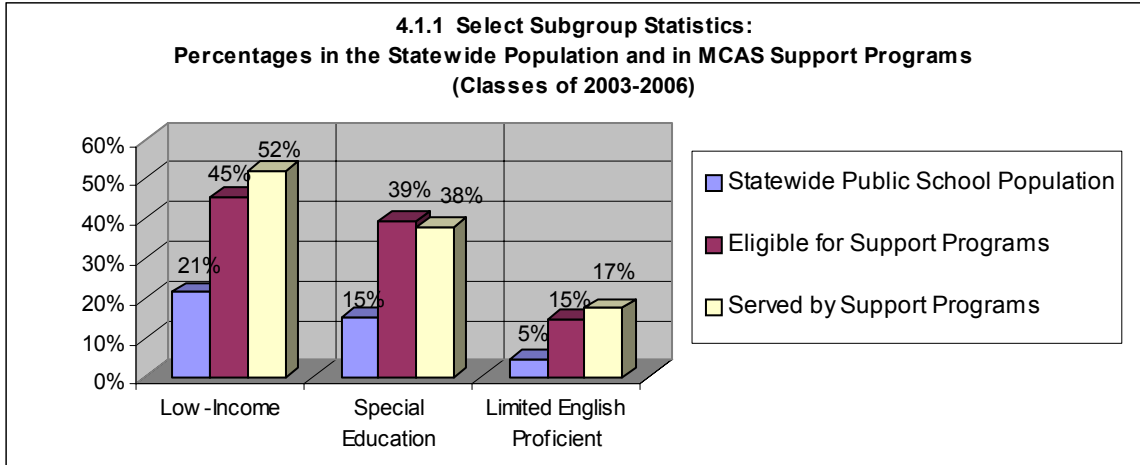
4.0 Additional Subgroup Information on Instruction-Focused MCAS Support Programs

4.1 Select Subgroup Statistics— Percentages in the Statewide Population²² & in MCAS Support Programs

When looking at data related to students who have not yet passed the 10th grade MCAS tests/retests required for high school graduation, it is clear that a disproportionate number are students from low-income families, students in special education, and students who have limited English proficiency.

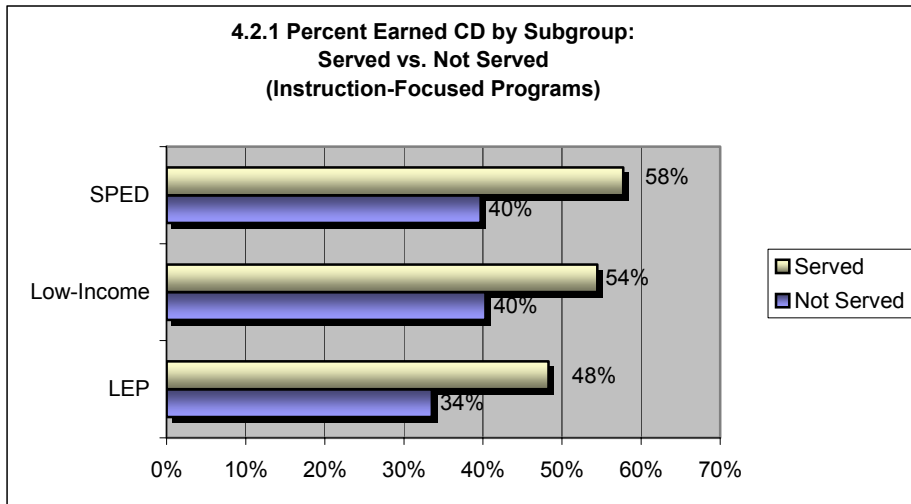
²² Statewide statistics based on June 2003 SIMS data from period 8 (Grade 9 = Class 2006, 10 = 2005, 11=2004, 12=2003).

As illustrated in bar chart 4.1.1, data available regarding students in the classes of 2003-2006 shows that almost one-half of the students eligible for MCAS Support Programs were from low-income families, as were more than one-half of students served. In contrast, only one-fifth of all students statewide in the classes of 2003-2006 were from low-income families.²³ Furthermore, nearly 40 percent of students (both eligible and served) were special education students, as compared to 15 percent of students statewide. Lastly, approximately 15 percent of students (eligible and served) were limited English proficient (LEP), which is three times the percentage statewide.



4.2 Percent Earned CD by Subgroup: Served vs. Not Served

Students eligible for FY05 instruction-focused MCAS Support Programs who were classified within the subgroups of special education, low-income, and limited English proficient benefited considerably from participation, as chart 4.2.1 demonstrates. Nearly 60 percent of special education students served in instruction-focused MCAS Support Programs earned their CD by the November 2005 MCAS retest, whereas only 40 percent of eligible special education students who did not participate earned their CD during this same period. For eligible students from low-income families, 54 percent of those served earned a CD after participation compared to 40 percent of those not served. For eligible limited English proficient students, 48 percent of those served compared to 34 percent of those not served earned a CD.



For additional information on these programs, contact Rachelle M. Engler, Director of Student Support, via rengler@doe.mass.edu or 781-338-3205

²³ These statistics consider low-income families to be those who SIMS identifies as qualifying for school lunches at a free or reduced price.

APPENDIX A:

Line Item #7061-9404 FY05 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 2003-2006 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, charter schools, and approved private special education schools and collaboratives serving eligible students were able to receive these funds.

Districts & 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 2003-2006 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 2003-2005 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 2003-2006 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 graders 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.

* Students earn a competency determination (CD) by 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 FY05 MCAS Support Programs through Line Item #7061-9404

Grants for Instruction-Focused MCAS Support Programs

Grants (Allocation) to Districts & Approved Private Special Ed. Schools & Collaboratives (250 entities funded)

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. The following districts and approved private schools and collaboratives ran FY05 programs:

PUBLIC SCHOOL DISTRICTS (210 funded out of 274 eligible)

SCHOOL YEAR (190 districts):

Abington	Dracut	Longmeadow
Agawam	Duxbury	Ludlow
Amesbury	East Bridgewater	Lunenburg
Andover	Easthampton	Lynn
Arlington	East Longmeadow	Lynnfield
Ashland	Easton	Malden
Ashland	Fall River	Marblehead
Auburn	Falmouth	Marlborough
Ayer	Fitchburg	Mashpee
Barnstable	Framingham	Maynard
Bedford	Franklin	Medfield
Bellingham	Gardner	Medford
Belmont	Georgetown	Medway
Beverly	Gloucester	Melrose
Billerica	Grafton	Methuen
Billerica	Granby	Milford
Boston	Greenfield	Millbury
Bourne	Hanover	Millis
Braintree	Harwich	Milton
Brockton	Haverhill	Milton
Brookline	Hingham	Monson
Cambridge	Holbrook	Needham
Canton	Holliston	New Bedford
Carver	Holyoke	Newburyport
Chatham	Hopedale	Northampton
Chelsea	Hopkinton	North Andover
Chicopee	Hudson	North Attleborough
Clinton	Hull	Northbridge
Cohasset	Lawrence	North Brookfield
Dartmouth	Lee	North Reading
Dedham	Leicester	Norwood
Douglas	Lexington	Oxford

SCHOOL YEAR (Cont'd):

Palmer	West Bridgewater	Hamilton-Wenham
Peabody	Westfield	Hampden-Wilbraham
Pittsfield	Westford	Mohawk Trail
Plymouth	Westport	Narragansett
Quincy	West Springfield	Northboro-Southboro
Reading	Weymouth	North Middlesex
Revere	Wilmington	Pioneer Valley
Rockland	Winchendon	Quabbin
Salem	Winchester	Southwick-Tolland
Sandwich	Woburn	Spencer-E Brookfield
Saugus	Worcester	Triton
Seekonk	Northampton-Smith	Quaboag Regional
Sharon	Boston Day and Evening	Whitman-Hanson
Shrewsbury	Codman Academy Charter Public	Assabet Valley
Somerset	Sabis International Charter	Blackstone Valley Reg
Somerville	Health Careers Academy Charter	Blue Hills Voc
Southbridge	North Central Charter Essential	Bristol-Plymouth Voc Tech
South Hadley	Acton-Boxborough	Cape Cod Region Voc Tech
Springfield	Adams-Cheshire	Greater Fall River
Stoneham	Ashburnham-Westminster	Greater Lawrence RVT
Stoughton	Athol-Royalston	Greater New Bedford
Swansea	Berkshire Hills	Greater Lowell Voc Tec
Taunton	Berlin-Boylston	So Middlesex Voc Tech Reg
Tewksbury	Blackstone-Millville	Minuteman Voc Tech
Tyngsborough	Bridgewater-Raynham	Nashoba Valley Tech
Uxbridge	Dennis-Yarmouth	North Shore Reg Voc
Wakefield	Dover-Sherborn	Shawsheen Valley Voc Tech
Waltham	Dudley-Charlton Reg	South Shore Reg Voc Tech
Watertown	Nauset	Tri County
Webster	Freetown-Lakeville	Whittier Voc
Wellesley	Gateway	
Westborough	Gill-Montague	

SUMMER (53 districts):

Avon	Malden	Springfield
Barnstable	Marshfield	Winchendon
Brookline	Melrose	Woburn
Chicopee	Methuen	Worcester
Dartmouth	New Bedford	Amherst-Pelham
Dracut	North Adams	Gill-Montague
Everett	Northampton	King Philip
Gloucester	Plymouth	Mount Greylock
Holyoke	Randolph	Spencer-E Brookfield
Hudson	Saugus	Tantasqua
Leominster	Somerville	Triton

SUMMER (Cont'd):

Wachusett	Shawsheen Valley Voc Tech	Middleborough
Greater Lawrence RVT	Southeastern Reg Voc Tech	Peabody
Greater New Bedford	Southern Worcester Cty VT	West Boylston
Greater Lowell Voc Tec	Whittier Voc	Boston Day and Evening
Montachusett Voc Tech Reg	Boston	Bristol-Plymouth Voc Tech
Northeast Metro Voc	Lowell	Upper Cape Cod Voc Tech
Old Colony Reg Voc Tech	Medford	

APPROVED PRIVATE SPED SCHOOLS/COLLABORATIVES (7 out of 141 eligible):

SCHOOL YEAR:

Harbor School
Centro Latina de Chelsea
LABBB Collaborative
New Directions
Solstice School

SUMMER:

Holden School
READS Collaborative

Grants (Competitive) for Work & Learning Programs (19 entities funded)

SCHOOL YEAR:

Boston Private Industry Council
Bristol Community College
Brockton Public Schools
Greater Fall River School to Career Partnership, Inc.
Hampshire Education Collaborative
Holyoke Community College
Lawrence Public Schools
Taunton Area School to Career, Inc.
Upper Cape Cod Regional Technical School
Worcester Public Schools

SUMMER:

Boston Private Industry Council
Brockton Public Schools
City of New Bedford, Department of Workforce Development
Greater Fall River School to Career Partnership, Inc.
Holyoke Community College
Lynn Public Schools
Palmer Public Schools
Springfield Public Schools
Worcester Public Schools

Grants (Competitive) to Community Colleges (18 entities funded)

SCHOOL YEAR:

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

SUMMER:

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 (15 entities funded)
(Brokering Education, Training, and Employment Options for Post 12th Graders)

SCHOOL YEAR:

Boston Private Industry Council
Brockton Area Private Industry Council
City of New Bedford, Department of Workforce Development
City of Salem
Franklin/Hampshire Employment and Training
Lawrence Department of Training and Development
Metro North Regional Employment Board
Regional Employment Board of Hampden County

SUMMER:

Boston Private Industry Council
Brockton Area Private Industry Council
City of New Bedford, Department of Workforce Development
City of Salem
Franklin/Hampshire Employment and Training
Lawrence Department of Training and Development
Regional Employment Board of Hampden County