



# Massachusetts Board of Education 2002 Annual Report

April 2003

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# Massachusetts Department of Education

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This document was prepared by the Massachusetts Department of Education  
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## **Chairman's Statement**

The linchpin of education reform is accountability for results. Prior attempts at systemic change have foundered due to the absence of measurable performance objectives and meaningful consequences for success or failure. Since 1998, Massachusetts has had in place a performance measurement system based on student achievement, known as MCAS. Over the past several years, the Department of Education and the new Office of Educational Quality and Accountability have been designing and refining evaluation procedures for schools and districts. Last year, these efforts moved out of the development phase into full-fledged implementation.

As is well known, the Class of 2003 will be the first cohort of students who must pass both the English and mathematics portions of the 10<sup>th</sup> grade MCAS in order to graduate. At the beginning of 2002, just over three-quarters of the Class of 2003 had passed both sections. By the end of the year, over 90 percent of the class had cleared the hurdle. With two more re-tests scheduled before next fall, and with continuing review of performance appeals (a new process approved by the Board last year), it is likely that over 95 percent of the class will graduate in 2003.

The Department's school-level evaluation process, which has been in place since 2000, completed a record number of panel reviews in February and March 2002. As a result, six schools were declared under-performing. Since then, fact-finding teams have produced in-depth diagnostic reports on each school, which have in turn served as the basis for detailed school improvement plans.

In a related matter, the Board voted to not renew the charter of the Lynn Community Charter School. Although several charters have been returned prior to a renewal decision, this was the first time that a Massachusetts charter school had been closed on the basis of an unsatisfactory performance review.

Meanwhile, the Office of Educational Quality and Accountability (EQA), which was launched in 2001, developed and piloted a district-level evaluation protocol, which by year-end was being used by trained teams of examiners in six districts. Also during 2002, the Board of Education adopted amendments to its school and district accountability regulations, recognizing EQA's role in providing the Commissioner and Board with the baseline information they need to make determinations of district-level under-performance. On the basis of a memorandum of understanding, signed last year, the Department's school evaluation functions (including charter renewal inspections) will be transferred to EQA by FY 2005, thereby consolidating all the performance review functions within a single, independent agency.

Taken together, these developments complete the roll-out of a comprehensive accountability system that is already yielding measurable results, both in terms of student achievement and organizational change. Improving and expanding the system over time will be a continuing challenge, but thanks to the efforts in 2002 of the Department of Education, the Office of Educational Quality and Accountability, and the Board of Education, we have a solid foundation on which to build.

## **Commissioner's Statement**

Public education in Massachusetts during the past decade has been greatly enhanced by the Education Reform Act of 1993. This past year, we have seen evidence through national and state assessments of significant improvement in student achievement at all grade levels. In January 2002, another significant piece of legislation, the federal No Child Left Behind Act, was signed into law. This historic and sweeping reform, which will affect every school and district in the nation, is based on four key principles: stronger accountability for results; greater flexibility for states, districts, and schools in the use of federal funds; more choices for parents of children from disadvantaged backgrounds; and an emphasis on teaching methods that have been demonstrated to be effective.

Massachusetts is well poised to implement the new federal legislation because of the successful work we have done during the past ten years in implementing our own Education Reform Act. Since 1993, by focusing on teaching all students to high standards, providing resources and flexibility to local schools and districts, and maintaining a focus on results, the Commonwealth has made great progress in improving student achievement. Of course, there is still much work to be done, and this work will be challenging in these difficult fiscal times.

I am pleased about the work we are doing to implement the No Child Left Behind Act, because it parallels and strengthens the reform initiatives we have been putting in place over the last ten years. If we continue to focus on student achievement as the ultimate measure of our success, I believe our schools and districts will continue the tremendous improvements they have been making, and ultimately all of the Commonwealth's students will continue to benefit.

As I have often said, this continues to be an exciting time to be involved in the field of education. I would like to thank our state leaders—the Governor, the Legislature, the Board of Education, educators, business partners, parents and community leaders—for their commitment to education reform in the Commonwealth of Massachusetts.

## **Purpose of the Report**

The purpose of this report is to chronicle the major decisions and actions of the Massachusetts Board of Education from January through December 2002. In February 2000, the Board of Education adopted the “Board of Education Goals and Strategies” (see page 1). The Annual Report focuses on Board policy decisions and regulatory changes that address the goals and strategies. Also included in the report are Department of Education programs which support these goals and strategies.

Throughout the report, “the Board” refers to the Massachusetts Board of Education; “the Department” refers to the Massachusetts Department of Education; and “the Commissioner” refers to Commissioner of Education David P. Driscoll. For more information on the Massachusetts Board of Education, including summaries and minutes from Board of Education meetings, please see <http://www.doe.mass.edu/boe>

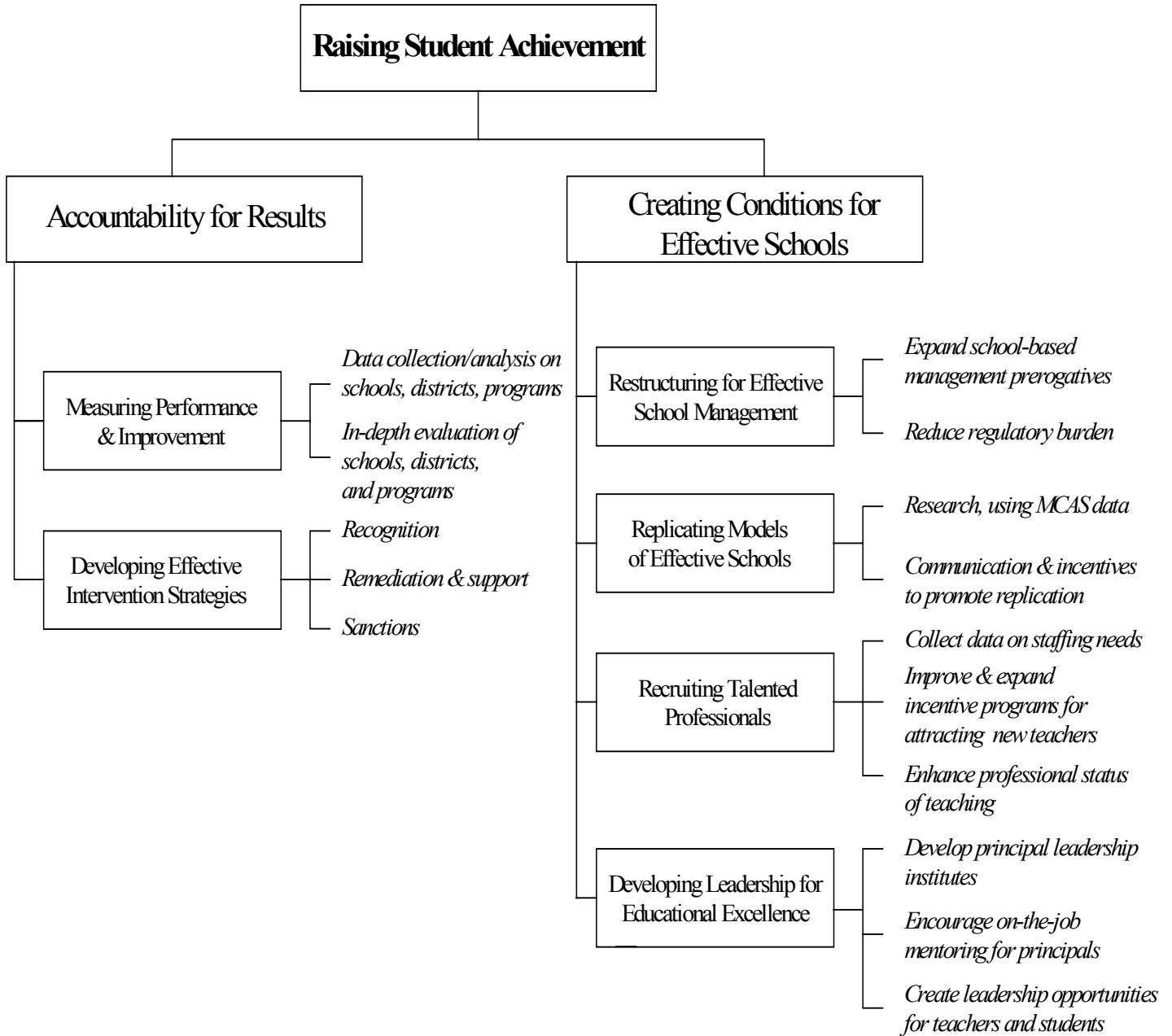
Massachusetts public school data for 2002 is also highlighted in this report. For more information on Massachusetts public schools, please see the Department of Education’s website at: <http://www.doe.mass.edu>

## Table of Contents

Board of Education Goals and Strategies.....	1
Measuring Performance and Improvement: Students.....	2
Measuring Performance and Improvement: Schools and Districts.....	10
Developing Effective Intervention Strategies.....	18
Restructuring for Effective School Management.....	43
Replicating Models of Effective Schools.....	45
Recruiting Talented Professionals.....	48
Developing Leadership for Educational Excellence.....	55
Board of Education Highlights.....	59
What to Expect: Board of Education Agenda Items for 2003.....	62
Massachusetts Public School Information .....	63
Data Definitions .....	74
Board of Education Members.....	76
Department of Education Budget.....	Appendix A
Department of Education Organizational Chart.....	Appendix B



# Board of Education Goals and Strategies



Adopted by the Massachusetts Board of Education in February 2000.

## Measuring Performance and Improvement: Students

### The Massachusetts Comprehensive Assessment System (MCAS)

During the spring of 2002, the Department conducted the fifth year of MCAS testing of public school students in grades 3, 4, 5, 6, 7, 8, 9, and 10 in English language arts, mathematics, science and technology/engineering, and history and social science. A total of 18 MCAS tests were administered to students across those eight grade levels. Student, school, and district results were released in the fall. MCAS 2002 included the following tests:

#### English Language Arts:

- Grade 3 Reading Test
- Grade 4 English Language Arts Test
- Grade 7 English Language Arts Test
- Grade 10 English Language Arts Test

#### Mathematics

- Grade 4 Mathematics Test
- Grade 6 Mathematics Test
- Grade 8 Mathematics Test
- Grade 10 Mathematics Test

#### Science and Technology/Engineering

- Grade 5 Science and Technology/Engineering Test
- Grade 8 Science and Technology/Engineering Test
- Grades 9/10 End of Science Course Question Tryouts in biology, chemistry, earth science, technology/engineering, introductory physics and integrated science.

#### History and Social Science

- Grade 5 History and Social Science Test
- Grade 8 History and Social Science Test

In 2002, the Department published the follow MCAS reports related to 2002 results:

- *Spring 2002 MCAS Tests: Summary of State Results*
  - *2002 State Results by Race/Ethnicity*
  - *2002 State Results by Gender*
- *Progress Report on the Class of 2003*
- *The Massachusetts Comprehensive Assessment System Summary of District Performance*
- *Massachusetts Comprehensive Assessment System: Individual, School, and District Results*
- *Guide to Interpreting the Spring 2002 Reports for Schools and Districts*

The Department has made available to all public schools at no cost a new computer program called *TestWiz: Massachusetts*. Using this program, educators are able to print individual student reports with MCAS scores in each academic area that is tested, generate student-level classroom reports, and create item analysis reports for any subgroup of students. The program

also allows educators to create an immediate testing database by importing MCAS files from 1998 through 2001.

Other publications generated in 2002 include:

- *Release of Spring 2002 Test Items*
- *2001 MCAS Technical Report*
- *Requirements for the Participation of Students with Limited English Proficiency in MCAS*
- *Requirements for the Participation of Students with Disabilities in MCAS*
- *2002 Educator's Manual for MCAS Alternate Assessment*

Please see <http://www.doe.mass.edu/mcas> for these and other MCAS publications.

The MCAS was given in the spring of 2002 to more than 500,000 students across the Commonwealth. Students in grades 3, 4, 7, and 10 were tested in English language arts, and students in grades 4, 6, 8, and 10 were tested in mathematics. Students in grades 5 and 8 also took the exams in science and technology/engineering and history and social science.

For the second consecutive year, progress was made toward moving student performance out of the *Warning/Failing* categories and into the *Advanced* and *Proficient* levels. Across the state, 86 percent of all 10<sup>th</sup> graders passed the English language arts exam, up from 82 percent in 2001. Seventy-five percent of 10<sup>th</sup> graders passed mathematics. More than 69 percent of students in the Class of 2004 earned the competency determination needed to graduate on their first try. Improvements in test scores were noted among all student groups including minority students, students with disabilities, and students with limited English proficiency.

### **Focused MCAS Retest**

In December 2002, the Department offered the second focused retest in grade 10 English language arts and mathematics to students who failed one or both of these tests in the spring. Districts will receive the results of the December 2002 retest in February 2003.

### **MCAS Alternate Assessment**

The MCAS Alternate Assessment was administered statewide for the second time during the 2001-2002 school year. All students with disabilities who are unable to participate in the standard MCAS (with or without accommodations) as determined by their IEP Team must participate in MCAS through the Alternate Assessment. Approximately 5300 students took the MCAS through the Alternate Assessment in 2002. Evidence suggests that, as a result of extensive professional development provided by the Department, virtually all students with the most significant disabilities are now provided instruction based on the curriculum frameworks. The number of student portfolios that scored at the lowest performance level, *Awareness*, dropped dramatically from 2001 to 2002.

### **MCAS Performance Appeals**

The MCAS Performance Appeals process is governed by regulations (603 CMR 30.05) adopted by the Board in January 2002. Performance Appeals address a claim that a student's knowledge and skills in English language arts, mathematics, or both subjects meet or exceed a performance level equivalent to 220, the minimum passing score required on the grade 10 MCAS tests for the

competency determination, even though the student has not yet demonstrated attainment of that standard on the grade 10 MCAS test(s). Students who are granted an appeal will earn the competency determination, a state requirement for high school graduation beginning with the Class of 2003.

The regulations provide for a process to determine whether the student's effort and academic performance warrant an appeal. To be eligible for an appeal, a student needs to provide evidence of having:

- (1) Maintained an attendance rate of 95%;
- (2) Taken the MCAS test(s) three times;
- (3) Achieved a score of 216 or 218 at least once; and
- (4) Participated in MCAS tutoring opportunities.

Once satisfied that a student is eligible, the Performance Appeals Board reviews the student's grade point average in courses in the subject area of the appeal and compares the GPA with the GPAs of other students who have taken the same sequence of high school courses and passed the MCAS. If the Performance Appeals Board is satisfied that the student's performance meets the 220 standard, then they will recommend that the Commissioner grant the appeal.

The Performance Appeals Board is comprised of twelve public high school educators appointed by the Commissioner in the fall of 2002: a principal, English and mathematics teachers, curriculum supervisors and guidance counselors. In early December 2002, after thorough and careful review of submissions by all eligible appellants, the Performance Appeals Board presented their recommendations to the Commissioner who made his decisions and notified superintendents of the results. The results were reported to districts prior to the MCAS retest sessions on December 9.

- More than 400 appeals were submitted during the fall of 2002 by 67 school districts.
- Nearly 80% of appeals submitted were in mathematics and 20% in English.
- 200 appeals were granted, evenly split between English and mathematics.
- 175 appellants were eligible but did not provide sufficient evidence of performance. These students may submit portfolios of work (for the Class of 2003, student portfolios are due by late February 2003) to provide the needed evidence of performance.
- Approximately 25 appeals were denied due to ineligibility.
- Fewer than ten students filed appeals for both English and mathematics.

During the fall of 2002, the Department conducted twelve statewide appeals workshops attended by nearly 1800 high school educators. A web site, [www.doe.mass.edu/mcasappeals](http://www.doe.mass.edu/mcasappeals), and a telephone hotline, 781-338-3333, were created to provide the public with advisories and filing tips; and an email address, [mcasappeals@doe.mass.edu](mailto:mcasappeals@doe.mass.edu), is available to assist educators, students, and parents with appeals-related issues.

The following tables and figures provide summary performance level results for the 2002 MCAS tests.

<b>2001-2002 Statewide MCAS Results: Grade 3</b> <i>Percentage of Students at Each Performance Level<sup>1</sup></i>			
	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Warning</i>
<b><u>READING</u></b>			
<b>2002</b>	<b>67</b>	<b>27</b>	<b>6</b>
<b>2001</b>	<b>62</b>	<b>31</b>	<b>7</b>
<p>1. Percentages may not total 100 due to rounding. For the purpose of computing school, district, and state results, students who were absent from any subject area MCAS test without a medically-documented excuse were assigned the minimum scaled score of 200 and a performance level of <i>Warning</i> for that subject area. These results include regular education students, students with disabilities, and limited English proficient students.</p>			

<b>1998-2002 Statewide MCAS Results: Grade 4</b> <i>Percentage of Students at Each Performance Level<sup>1</sup></i>				
	<i>Advanced</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Warning</i>
<b><u>ENGLISH LANGUAGE ARTS</u></b>				
<b>2002</b>	<b>8</b>	<b>46</b>	<b>37</b>	<b>10</b>
<b>2001</b>	<b>7</b>	<b>44</b>	<b>38</b>	<b>11</b>
<b>2000<sup>2</sup></b>	<b>6</b>	<b>43</b>	<b>35</b>	<b>16</b>
<b><u>MATHEMATICS</u></b>				
<b>2002</b>	<b>12</b>	<b>27</b>	<b>42</b>	<b>19</b>
<b>2001</b>	<b>10</b>	<b>24</b>	<b>46</b>	<b>19</b>
<b>2000</b>	<b>12</b>	<b>28</b>	<b>42</b>	<b>18</b>
<b>1999</b>	<b>12</b>	<b>24</b>	<b>44</b>	<b>19</b>
<b>1998</b>	<b>11</b>	<b>23</b>	<b>44</b>	<b>23</b>
<p>1. Percentages may not total 100 due to rounding. For the purpose of computing school, district, and state results, students who were absent from any subject area MCAS test without a medically-documented excuse were assigned the minimum scaled score of 200 and a performance level of <i>Warning</i> for that subject area. These results include regular education students, students with disabilities, and limited English proficient students.</p> <p>2. 2000 grade 4 English Language Arts results are reported here using the newly established performance standards.</p>				

<b>2001-2002 Statewide MCAS Results: Grade 6</b> <i>Percentage of Students at Each Performance Level<sup>1</sup></i>				
	<i>Advanced</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Warning</i>
<b><u>MATHEMATICS</u></b>				
<b>2002</b>	<b>13</b>	<b>28</b>	<b>29</b>	<b>30</b>
2001	13	23	30	33
<p>1. Percentages may not total 100 due to rounding. For the purpose of computing school, district, and state results, students who were absent from any subject area MCAS test without a medically-documented excuse were assigned the minimum scaled score of 200 and a performance level of <i>Warning</i> for that subject area. These results include regular education students, students with disabilities, and limited English proficient students.</p>				

<b>2001-2002 Statewide MCAS Results: Grade 7</b> <i>Percentage of Students at Each Performance Level<sup>1</sup></i>				
	<i>Advanced</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Warning</i>
<b><u>ENGLISH LANGUAGE ARTS</u></b>				
<b>2002</b>	<b>9</b>	<b>55</b>	<b>28</b>	<b>9</b>
2001	6	49	32	12
<p>1. Percentages may not total 100 due to rounding. For the purpose of computing school, district, and state results, students who were absent from any subject area MCAS test without a medically-documented excuse were assigned the minimum scaled score of 200 and a performance level of <i>Warning</i> for that subject area. These results include regular education students, students with disabilities, and limited English proficient students.</p>				

<b>1998-2001 Statewide MCAS Results: Grade 8</b> <i>Percentage of Students at Each Performance Level<sup>1</sup></i>				
	<i>Advanced</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Warning</i>
<b><u>MATHEMATICS</u></b>				
<b>2002</b>	<b>11</b>	<b>23</b>	<b>33</b>	<b>33</b>
2001	11	23	34	31
2000	10	24	27	39
1999	6	22	31	40
1998	8	23	26	42
<b><u>HISTORY AND SOCIAL SCIENCE</u></b>				
<b>2002</b>	<b>1</b>	<b>11</b>	<b>46</b>	<b>42</b>
2001	1	10	48	41
2000	1	10	45	45
1999	1	10	40	49
<p>1. Percentages may not total 100 due to rounding. For the purpose of computing school, district, and state results, students who were absent from any subject area MCAS test without a medically-documented excuse were assigned the minimum scaled score of 200 and a performance level of <i>Warning</i> for that subject area. These results include regular education students, students with disabilities, and limited English proficient students.</p>				

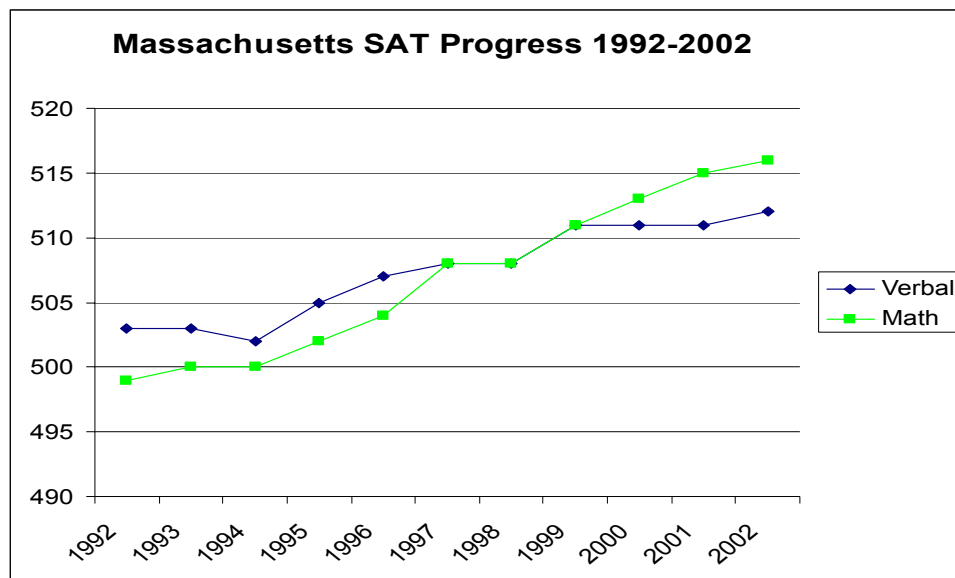
<b>1998-2002 Statewide MCAS Results: Grade 10</b> <i>Percentage of Students at Each Performance Level<sup>1</sup></i>				
	<i>Advanced</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Failing</i>
<b><u>ENGLISH LANGUAGE ARTS</u></b>				
<b>2002</b>	<b>19</b>	<b>40</b>	<b>27</b>	<b>14</b>
2001	15	36	31	18
2000	7	29	30	34
1999	4	30	34	32
1998	5	33	34	28
<b><u>MATHEMATICS</u></b>				
<b>2002</b>	<b>20</b>	<b>24</b>	<b>31</b>	<b>25</b>
2001	18	27	30	25
2000	15	18	22	45
1999	9	15	23	53
1998	7	17	24	52
<p>1. Percentages may not total 100 due to rounding. For the purpose of computing school, district, and state results, students who were absent from any subject area MCAS test without a medically-documented excuse were assigned the minimum scaled score of 200 and a performance level of <i>Failing</i> for that subject area. These results include regular education students, students with disabilities, and limited English proficient students.</p>				

<b>MCAS Alternate Assessment</b>										
<b>Student Participation by Content Area (2001 - 2002)</b>										
<b>Grades</b>	<b>English Language Arts</b>		<b>Mathematics</b>		<b>Science &amp; Technology/Engineering</b>		<b>History &amp; Social Science</b>		<b>Total Student Numbers</b>	
	<b>2001</b>	<b>2002</b>	<b>2001</b>	<b>2002</b>	<b>2001</b>	<b>2002</b>	<b>2001</b>	<b>2002</b>	<b>2001</b>	<b>2002</b>
<b>Gr. 3</b>	875	713							875	713
<b>Gr. 4</b>	953	877	946	877					1,899	1,754
<b>Gr. 5</b>					729	714	736	760	1,465	1,474
<b>Gr. 6</b>			840	822					840	822
<b>Gr. 7</b>		757								757
<b>Gr. 8</b>	703		714	669	656	669	663	669	2,736	2,007
<b>Gr. 10</b>	625	685	632	685					1,257	1,370
<b>Total</b>	3,156	3,032	3,132	3,053	1,385	1,383	1,399	1,429	9,072	8,897

### Massachusetts SAT and AP Scores

Massachusetts students topped the nation on the 2002 SAT exam, scoring 26 points higher than they did a decade ago, with an average of 512 on the verbal exam and 516 on the mathematics exam. In addition, Massachusetts had the third highest participation rate in the country, with 81% of graduating seniors taking the exams. For more information, please see the chart on page 9.

On the Advanced Placement tests, which are reported at five levels, 74% of Massachusetts test takers scored in the top three levels. Of all Massachusetts 2002 AP test takers, 72% were from public schools.



1998-2002 Massachusetts SAT I Scores by Race and Gender

SAT I test-takers who described themselves as:		1998		1999		2000		2001		2002	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Total		470	473	483	470	476	454	466	481	462	471
American Indian or Alaskan Native		473	474	486	468	476	474	474	489	481	485
Asian, Asian American or Pacific Islander		435	429	427	430	429	432	432	433	434	433
African American or Black		493	483	477	462	469	506	507	521	524	523
Hispanic or Latino Background:		420	403	437	421	427	417	421	429	422	424
Mexican or Mexican American		447	427	455	440	447	447	435	445	437	440
Puerto Rican		526	518	528	522	525	521	523	529	520	524
Latin American, South American, Central American, or Other Hispanic or Latino		515	490	509	489	497	488	493	504	487	494
White		503	498	508	499	504	513	510	510	505	508
Other		513	504	515	507	511	509	511	516	507	511
No Response		509	502	509	502	505	507	505	509	502	506
State Mean Score											
National Mean Score											
Total		478	454	480	441	460	446	471	486	463	474
American Indian or Alaskan Native		557	530	562	520	540	532	547	569	534	550
Asian, Asian American or Pacific Islander		434	412	428	408	417	415	426	436	415	424
African American or Black		478	466	497	453	474	479	486	521	495	508
Hispanic or Latino Background:		434	394	436	397	412	403	417	443	408	421
Mexican or Mexican American		469	420	464	428	444	421	442	460	432	444
Puerto Rican		535	502	539	504	520	506	521	544	508	524
Latin American, South American, Central American, or Other Hispanic or Latino		519	468	522	467	489	469	487	516	469	489
White		520	490	527	488	509	528	517	524	497	511
Other		526	492	530	493	511	498	513	533	498	515
No Response		531	496	531	495	511	533	498	533	498	514
State Mean Score											
National Mean Score											

Source: The College Board, Massachusetts Report, "College-Bound Seniors: A Profile of SAT Program Test Takers, 1998, 1999, 2000, 2001, 2002;" Table 4-1 and Table 6

## **Measuring Performance and Improvement: Schools and Districts**

### School Performance Rating Process

#### **Schools Referred for State Action**

In 2002, the Department continued operation of the School Performance Evaluation component of the School and District Accountability System adopted by the Board in September of 1999. The School Performance Ratings for Cycle I (1998-2000) were used to identify 12 schools for immediate state intervention in 2002.

Five-member review panels, comprised of three educational practitioners, a contracted school evaluation specialist, and a Department staff member, were assigned to each school. Review panel members studied the school's student assessment data, student participation and staff profile data, and program and school improvement planning documents, and then visited the school for a day of observation, interviews and meetings with faculty and school and district leaders. The panels are charged with the task of reporting back to the Commissioner on whether the school has a sound plan for improving student performance and whether the conditions are in place for successful implementation of such a plan.

#### **Winter 2002 Panel Reviews**

Of the twelve schools reviewed during February and March 2002, the panels found six of the schools to have solid improvement plans and the capacity to carry out these plans without further state action. These schools were declared not under-performing. At the remaining six schools, the panels found significant deficiencies in planning for improved student performance, and also found the conditions for implementing improvement to be lacking.

#### **Schools Determined to Be Under-Performing**

At the conclusion of the 2002 school review process, six schools, located in Springfield, Fall River, New Bedford, Boston, Holyoke and Fitchburg, were declared to be under-performing. The under-performing schools—Putnam Vocational Technical High School, Mt. Pleasant Elementary, Lord Middle School, the English High School, Peck Middle School, and Academy Middle School—underwent in-depth fact finding reviews in late fall of 2002 to generate diagnostic reports. The Fact-Finding Report is intended to help guide the schools and the Board in the development and review of a school improvement plan within six months.

#### **School Improvement Planning Retreats**

Following the Commissioner's declaration of under-performance, the schools were asked to form a leadership team to participate in a series of school improvement planning retreats held in June, August, September, and October 2002. The Department's Performance Improvement Mapping (PIM) process provided written guidance and a training protocol to assist the six schools in identifying and prioritizing their needs. The principal and a team from five of the schools participated in facilitated work sessions where Department technical assistance staff and data analysts guided them through an inquiry-based process designed to help the teams generate a sound plan for improving student performance at their schools.

### **Follow-up Panel Reviews**

In June and October 2002, follow-up panel reviews were conducted in three schools for which the deferral period was extended for six months in 2001, with additional Department support to continue their improvement planning work. The follow-up panels found that Normandin Junior High School in New Bedford, Consentino Middle School in Haverhill, and Williams Middle School in Chelsea appeared to have developed sound plans focused on improving student performance, and that the conditions appeared now to be in place for their successful implementation. The Commissioner determined that these schools met the criteria for a finding of not under-performing.

### **2002 School Performance Ratings**

In late November 2002, the Department issued the Cycle II School Performance Ratings for Massachusetts public schools. Individual school ratings were issued for every public school in Massachusetts on the basis of absolute performance over the two year review cycle (2001 and 2002) and improvement during the rating cycle as compared to the school's 1999-2000 MCAS test results. More information on the Cycle II School Performance Ratings can be found at: [http:// www.doe.mass.edu/ata/sprp/cycleII](http://www.doe.mass.edu/ata/sprp/cycleII)

To meet the requirements of the No Child Left Behind Act of 2002 and to accommodate changes in the MCAS testing program, the Cycle II School Performance Ratings were calculated using a new Proficiency Index. The Proficiency Index measures progress towards the NCLB goal of getting each student tested to score in the *Proficient* or *Advanced* performance levels in both mathematics and English language arts by 2014.

In October 2002, prior to issuing the Cycle II School Performance Ratings, the Department presented two informational sessions at Assabet Valley Vocational High School on changes to the rating system and on using the new Proficiency Index to calculate the 2002 School Performance Ratings. Commissioner Driscoll, Deputy Commissioner McQuillan, and Associate Commissioner of Accountability and Targeted Assistance Juliane Dow provided an overview and technical information to district administrators from 160 districts. Attendees learned about the Proficiency Index, were guided through the calculation of their own School Performance Ratings using the new system, and learned how Adequate Yearly Progress is determined for Title I schools under the No Child Left Behind Act.

### **Charter School Accountability**

Under Massachusetts General Laws, Chapter 71, Section 89, and the Charter School Regulations, the Board conducts an ongoing review of each charter school and, by the fifth year of a school's operation, decides whether its charter should be renewed. Specifically, the renewal of a public charter school is based on the school's performance with respect to three questions:

- Is the academic program a success?
- Is the school a viable organization?
- Is the school faithful to the terms of its charter?

The accountability process consists of multiple layers and steps. During the application process, a founding group puts forth its vision of a school, including evidence that the group has the capacity to start and run a viable public charter school. Five new charter schools (four Commonwealth and one Horace Mann) opened in the fall of 2002. The Department's Charter School Office worked closely with those schools in the months prior to opening. Schools then submit measurable, school-specific goals for their charter period in an Accountability Plan at the end of their first year; undergo an annual review of their progress and performance including second and third year site visits; and complete an Annual Report each August that describes the school's past year of operation. As public schools, charter schools are subject to Coordinated Program Reviews (conducted by Department staff) that verify the school's implementation of federal and state program requirements regarding special education, nutrition, civil rights protections and academic support for limited English proficient students.

At some point between March 1 of its third year and August 1 of its fourth year, a school may apply to the Board for renewal of its five-year charter. The submission of the application is followed by a four-day renewal inspection by a team of external reviewers, which results in an extensive report on the school and its performance. This information, along with other data gathered throughout the term of the charter, provides evidence regarding the effectiveness of the school's academic programs, the quality and viability of the school's organizational design, and the school's faithfulness to the terms of its charter. Based upon this evidence, the Commissioner makes a recommendation to the Board regarding renewal. The Board then makes a decision on whether to grant the school a renewed charter for five years.

In 2002, the two schools finishing their first year submitted an Accountability Plan; the 41 schools in operation in 2001-02 completed an Annual Report describing their progress towards their goals; 22 schools in the second or third year of their charter received a full day site review visit by a team of members resulting in a final report; and five schools came before the Board for renewal. Four schools received a renewed five-year charter during 2002: Academy of the Pacific Rim, Mystic Valley Regional Charter School, River Valley Charter School, and Sturgis Charter School. One school, the Lynn Community Charter School, was not granted a renewed charter by the Board.

The Board's decision of non-renewal for Lynn Community Charter School was the first instance in Massachusetts when a charter school has been closed by a vote of the Board. The Board supported the Commissioner's recommendation to not renew the school's charter based on evidence that the school's academic program was not a success, the school was not a viable organization, and the school had not been faithful to the terms of its charter. This decision was upheld by an independent hearing officer during a due process hearing. After hearing five days of testimony and reviewing numerous documents, the hearing officer determined that no credible evidence supported the arguments advanced by the charter school. At the special June 2002 Board meeting, the Chairman said, "As much as we have an obligation to the 260 students currently enrolled in the Lynn Community Charter School, we also have an obligation to the many thousands of students yet to come, who deserve a higher quality public education system. For these students, whose names we do not know and whose faces we do not see, we must ensure that the promise of charter schools and education reform is fulfilled, through a system of high expectations and accountability for results."

## District Accountability

In the spring of 2001, the Legislature established the Educational Management Audit Council (EMAC) to oversee school district accountability. Under the Council's governance, the Office of Educational Quality and Accountability (EQA) was established to direct and conduct performance reviews of Massachusetts school districts. According to statute, the EQA was established "within the Department of Education but not subject to its control."

The mission of the Office of Educational Quality and Accountability is to review and evaluate the effectiveness and efficiency of public school districts in promoting student achievement in the Commonwealth of Massachusetts. Through its general and in depth monitoring of schools' and districts' educational performance, the EQA prepares reports and findings on the Commonwealth's schools and districts, with special focus on low performing systems, that will inform local and statewide policymakers. In 2002, EQA published its Standards and Framework for District Accountability. This document, as well as more information about EQA and EMAC, can be found at: <http://www.doe.mass.edu/ata/eqa/default.html>

## Program Quality Assurance Services

Through its Program Quality Assurance Services (PQA) unit, the Department implemented its ongoing responsibilities to oversee local compliance with state and federal education requirements through its Coordinated Program Review System that was implemented in 52 school districts and charter schools during FY 02. Implemented over a 6-year cycle, this monitoring system addresses targeted requirements for Special Education (the federal Individuals with Disabilities Education Act--IDEA-97 and state "Chapter 766"), Transitional Bilingual Education (Ch.71A), Title I, and federal civil rights requirements under Title VI and Title IX and Section 504. Other monitoring of programs in the areas of the Safe and Drug-Free Schools and Community Act, the Perkins Vocational Act, and Nutrition Programs and Services were conducted during these review procedures. In each case, the selected school districts were encouraged to implement self-assessment activities prior to the arrival of the Department's visiting team.

Comprehensive reports of the Department's findings in each of the 52 districts were prepared that described determinations about the implementation status of each program standard. The findings also noted those standards the onsite teams found implemented in a commendable fashion. For those standards found to be not fully implemented, local districts and charter schools proposed actions to bring those areas into compliance with the pertinent statute or regulation. Districts were encouraged to incorporate their corrective action activities into their District and School Improvement Plans, including the District Professional Development Plans. A full description of the Department's public school Coordinated Program Review System, together with recently published reports, can be found at: <http://www.doe.mass.edu/pqa/review/cpr/default.html>

During FY 02, PQA additionally conducted detailed application reviews and selected follow-up onsite visits to all Department-approved public and private day and residential special education

schools that serve the Commonwealth's most disabled students. PQA continued to work cooperatively with the Operational Services Division of the Executive Office of Administration and Finance in the pricing of certain Department of Education approved private special education school programs. A full description of the Department's approved Private School Program Review System, together with recently published reports, can be found at: <http://www.doe.mass.edu/pqa/review/psr/default.html>

PQA is the Department's unit most frequently contacted by the public regarding questions and concerns that focus on the effectiveness of local efforts to implement state and federal education requirements for students. Of the several thousand calls received from parents and others in the general public, approximately 1,565 persons formally inquired with the Department regarding potential noncompliance with education laws or regulations. In these cases, the Department's complaint management procedures were implemented through the investigation and resolution of all signed complaints alleging noncompliance with state and federal education requirements. More information on the Department's Problem Resolution System can be found at: <http://www.doe.mass.edu/pqa/prs/>

Staff from PQA provided ongoing telephone and onsite technical assistance to school officials and the general public regarding the interpretation and implementation of education related laws, regulations, and Board policies. The unit also recommended to the Commissioner the approval of program waivers submitted by school districts and private schools in the area of Special Education.

### Research and Evaluation

The Department's Research and Evaluation unit, in the Center for Teaching and Learning, continues to expand the Department's information base to inform policy and programmatic decisions. This past year, the Research and Evaluation unit has completed one major initiative in mathematics education and is implementing two other initiatives in mathematics education, all of which focus chiefly on the middle school. Through these initiatives, the Department hopes to find out how it can help middle school teachers improve their students' mathematical learning.

The Department received the final evaluation of its Middle School Mathematics Initiative (MSMI), prepared by the UMass Donahue Institute, in December 2002. In this project, six mathematics specialists worked with 50 middle school mathematics teachers on lesson planning and implementation. The two-year research project culminated in a report which recommended ways to improve mathematical learning in low-performing middle schools. Results were positive: students in the MSMI made greater gains on a pre- and post- diagnostic test administered as part of the project; and teachers' lesson planning ability was related to these gains. As part of the professional development component of this project, teachers took a mathematics course prepared and taught by three mathematicians at public colleges.

The Department launched its Singapore Mathematics Initiative in December 2002. This yearlong pilot project will offer two Singapore Mathematics informational sessions, a winter training institute, and a summer content institute with follow-up classroom support for districts piloting the program. Over 70 educators attended the first session in December. Because of

overwhelming interest, the Department is holding a second session in January 2003. The results from the North Middlesex School District, which has been piloting Singapore Mathematics for 3 years in an increasing number of elementary and middle school classrooms, are very promising.

The Center for Teaching and Learning is currently funding a research study on mathematics teaching and learning in grade 8. A follow-up study to the Middle School Mathematics Initiative, it is designed to explore school-based factors that may be affecting performance on the Grade 8 MCAS. The Department is concerned about the lack of increase in the percentage of students at the *Proficient* and *Advanced* levels on MCAS in grade 8 for the past 4 years.

### Early Learning Services Data Collection and Analysis

The Department's Early Learning Services increased its ability to evaluate the effectiveness of its programs on several fronts in FY 02, which was the first year that all phases of a three-year evaluation system for the Community Partnerships for Children (CPC) program were completed by all 168 participating programs. Each year, about one-third of CPC programs begin the first phase of the evaluation system, so that each program completes a cycle every three years. Programs were placed in various phases of the cycle so that each year's sample is representative of the state as a whole. The three phases are:

- □ *Community Profiles* – a needs assessment, consisting of five surveys, of all early care and education programs in a city, town or area served by an individual CPC. A family survey is conducted and a teacher survey is also optional. The information collected is used locally for program planning and at the state level as descriptive data on the early care and education system.
- □ *Community and Council Collaboration Audits* – a study of the strengths and challenges of individual CPC councils. All programs use the Community Collaboration Inventory to provide data on the work of local councils and their connections with their communities. The data is used by local CPCs to guide strategic planning and indicate directions for improvement of council operations. At the state level, the data indicates what kind of technical assistance is needed and what policies might need to be changed or expanded.
- □ *Program Quality Evaluation* – this phase gives communities a chance to look more carefully at a specific program area that they want to evaluate and improve, such as professional development, outreach, comprehensive services, or classroom quality. This phase is intended to help programs improve current practices or to evaluate a new model that they have created. Local evaluation reports are used to indicate what kind of training and technical assistance is needed at the state level to help CPCs improve their own programs.

### **Community Profiles**

From March to May 2002, 53 CPC programs collected more than 8,700 surveys, including 905 program/provider surveys, 773 teacher surveys, and more than 7,000 parent/family surveys. These data are currently being analyzed by Early Learning Services and will be reported in the spring of 2003. In the summer of 2002, ELS reported data from three surveys collected in 2000-01, including 390 public school preschool and kindergarten programs, 223 school-age programs and more than 19,000 parents/families. Some key findings from the 2000-01 data are as follows:

*Public School Preschool and Kindergarten Programs (n=390)*

- 95% of preschool programs report participating in the curriculum framework efforts in their schools.
- 74% of children in kindergarten have attended preschool, childcare, pre-kindergarten, and/or nursery school previously.

*School-Age Child Care Programs (n=223)*

- Approximately six in 10 children (62%) attend a five-day/week school-age program.
- Eighty percent of programs reported enough demand to expand their program. Eighty-six percent of programs would expand if resources for facilities were coupled with resources for subsidies and staff.

*Parents/Families (n=19,061)*

- Nearly one in four (23%) families report a desire to change their current child care arrangements if cost, time or transportation were not a barrier.
- 60% of families feel that their current arrangements “always” fulfilled their basic demands for quality, affordability, and convenience.

More information on the Community Profiles can be found at:

<http://www.doe.mass.edu/els/comprofiles.html>

### **Cost and Quality Study**

The Wellesley College Center for Research on Women and Abt Associates completed the final draft of their evaluation report, *Early Care and Education in Massachusetts Public School Preschool Classrooms*. This will be the second report in a study of costs and quality in four types of early childhood programs: center-based child care programs; public school preschool programs; family childcare programs; and infant and toddler programs. The research project is funded jointly by the Department and the federal Administration for Children and Families.

An estimated 27,600 children in Massachusetts attend preschool in the public schools. Sources of funding include Community Partnerships for Children (Phase I/II), early childhood special education, Title I, local funds and parent tuition. This model has been supported and encouraged by the Department and is designed to include children with and without disabilities.

This study focused on a representative sample of school-based, publicly-administered preschool programs across the Commonwealth. Standardized instruments were used to evaluate the quality of programs. The researchers stated that the public school inclusive preschool programs provide high-quality early care and educational experiences. They also noted that additional training beyond formal education on early childhood education, particularly professional development opportunities sponsored by the CPC program, raises the level of stimulation for children and overall quality of the program.

One remarkable finding was that the quality of the preschool classrooms did not significantly differ based on family income. In contrast, the earlier study on center-based community programs, *The Cost and Quality of Full Day, Year-round Early Care and Education in Massachusetts: Preschool Classrooms* (Wellesley and Abt, 2001), found that larger concentrations of poorer children correlated with poorer quality. Based on these two studies, it

appears that preschool children, regardless of income, receive the same high quality care and education in Massachusetts public school programs.

### **Pilot Project to Assign SASID Numbers to Children in Early Childhood Programs**

Several longitudinal studies demonstrate that high quality early childhood programs are linked to positive school outcomes for young children. Early Learning Services, in collaboration, with the Department's technology staff, have enhanced the Student Information Management System (SIMS) to allow for student identifiers, SASIDs, to be assigned prior to children entering the public schools. This process will allow the Department to measure the effectiveness of its programs and provide critical information about under which conditions children improve; for example, hours of care, type of setting, quality of program as they relate with MCAS scores, special education placement, grade retention, and dropout rates.

Currently, ELS is working on two projects to pilot this technology: the Parent Child Home Project (PCHP) and the Cost & Quality public school preschool sample. In the second year of funding of PCHP, ELS assigned 500 SASIDs to children of participating families. While funding for PCHP was completely cut last year, continuing to follow these children should provide important information about the merit of the program for future legislation. The Parent-Child Home Program targets low-income parents with lower levels of education and is designed to help them improve their verbal interaction with their young children (18-months old to four years old).

The Cost & Quality study staff observed 95 public school preschool classrooms and scored them for quality. ELS has now created a database that will allow examination of the relationship between the quality of the 95 programs and the success of individual children who participated in those classrooms over time. This project has tremendous potential as the state invests over \$500 million in early childhood programs. SASID assignment provides an opportunity to evaluate the strengths of these early childhood programs. Furthermore, this project will allow the Department to examine how children's experiences prior to kindergarten affect school performance.

### **Kindergarten Curriculum and Teacher Leadership Project**

The Kindergarten Curriculum and Teacher Leadership Project has a dual focus. The first is to develop statewide kindergarten curriculum guidelines aligned with the Massachusetts curriculum frameworks that reflect teaching practices that promote inclusion of children with and without disabilities and of diverse social cultural and linguistic backgrounds. The second is to provide support to develop leadership skills for teachers who are the members of this project.

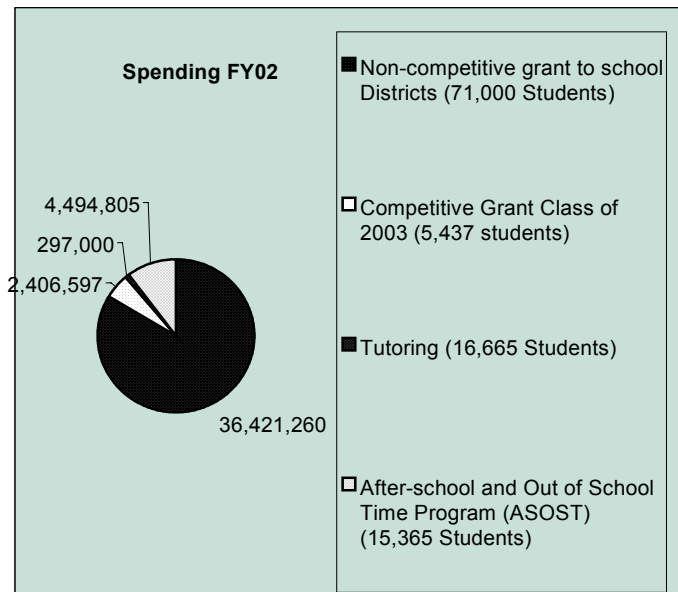
Two content area groups met monthly during the school year. Participating in this project provided an excellent opportunity for the members to network and share experiences and to improve their skills in kindergarten curriculum development, implementation and evaluation. The groups have made a contribution to the development of the statewide kindergarten curriculum guide, and have assisted in the development of kindergarten policies at both the state and district levels.

## Developing Effective Intervention Strategies

### Academic Support Services Program

The Academic Support Services Program (ASSP) was created in 1998 to address the needs of students scoring in the *Failing* and *Needs Improvement* categories on MCAS. ASSP allows districts to offer intensive small group instruction and innovative programming to provide expanded opportunities for students with the greatest need to improve their knowledge, skills, and academic performance.

The FY 02 budget appropriation increased ASSP funding from \$40 million (FY 01 appropriation) to \$50 million. With the increased funding, ASSP continued to expand its multi-pronged approach to supporting efforts to meet the needs of academically challenged students. The focus of the funds was to provide local school districts with non-competitive grants to start or continue programs in grades 4-12. Project Success, a high school program available to 270 districts, expanded the opportunities for additional help during the school day in addition to both extended day and Saturday programs. This option was the result of a pilot program with 13 districts in FY 01. An additional \$2.5 million was awarded to districts, community colleges, and workplace learning sites for programs targeted to students in the Class of 2003. To continue to address the needs of limited English proficient students, \$1,142,770 was awarded to 16 districts for Summer Programs for English Language Learners (SPELL). Academic Support Services Program funding provided \$4,494,805 for After School and Out-of-School Time (ASOST) programs, which created a network of school year programs integrating learning with recreational and cultural experiences.



Through several initiatives and grant opportunities that focus on student achievement, ASSP funds direct services to students and provides technical assistance to districts. Site visits,

meetings, follow-up correspondence and conversations with Department liaisons provide districts with strategies that assist them in meeting the goal of improving student achievement in mathematics and English language arts.

Data collection is an integral part of ASSP. Analysis of individual student data, including attendance rates, hours of service, and pre- and post- testing creates relevant profiles. These results are useful tools in determining the effectiveness of the intervention for both the districts and the Department, and in making decisions about improvements in teaching and learning.

<u>Program</u>	<i>Description</i>	<b>Spending FY 02</b>	<b>Number of Students Served</b>
<b>1. Non-competitive Grant to School Districts</b>	The goal of this program is to enhance academic support services for students who have performed in the <i>Warning/Failing</i> , or <i>Needs Improvement</i> categories in English language arts and/or mathematics on the MCAS. These services are to supplement currently funded local, state, and federal programs. District grant amounts are determined by a formula based on student enrollment and the number of students who are in the <i>Warning/Failing</i> or <i>Needs Improvement</i> categories of the MCAS. Districts may offer instruction before school, after school, on weekends, or during school vacations. Programs operating during the school day may be operated at the high school level only.	<b>\$36,421,260</b>	<b>71,000</b>
<b>2. Competitive Grant: Class of 2003</b>	Grants for the Class of 2003 provide innovative programs that supplement school year programs, and provide instruction in English language arts and mathematics to improve performance on the MCAS. Programs must use innovative, research-based practices and supports designed to engage and instruct identified students. Supplemental instruction may be offered before school, after school, on weekends, during school vacations, during the summer, and/or during the school day.	<b>\$2,406,597</b>	<b>5,437</b>
<b>3. Tutoring</b>	Tutoring programs fund online tutorials using innovative technology and instruction aligned with the curriculum frameworks and the MCAS. Additionally, the Department provided support systems to connect live tutors with organizations and schools seeking the assistance of tutors.	<b>\$297,000</b>	<b>16,665</b>
<b>4. After School</b>	The ASOST program provides after school and	<b>\$4,494,805</b>	<b>15,365</b>

<b>and Other Out-of-School Time Programs (ASOST)</b>	other out-of-school time programming that supports academic achievement and school success for low performing students in grades K-12. The purpose of this program is to strengthen the coordination between the instruction that occurs during the school day and the learning opportunities and supports that take place during the out of school hours.		
<b>5. Summer Program for English Language Learners (SPELL)</b>	SPELL programs extend learning time for English language learners who currently receive or have received language support services within the past two years. Programs must provide instruction in English language arts and may provide instruction in other content areas as well.	<b>\$1,142,770</b>	<b>1,300</b>

### Individual Program Summaries:

#### 1. Non-competitive Grant to School Districts

<i>Year</i>	<i>Allocation</i>	<i>Districts Served</i>	<i>Students Served</i>	<i>Programs Implemented</i>
2001-2002	\$36,421,260	361	71,000	842

- 246 school year programs were approved at the high school level (9-12)\*
- 186 school year programs were approved at the elementary/middle school level\*\*
- 179 high school summer programs were approved
- 231 elementary/middle school summer programs were approved
  - \*41 districts are not reflected due to missing or incomplete data.
  - \*\*43 districts are not reflected due to missing or incomplete data. ASSP is continuing to collect final data from all districts.

Complete data has been submitted for 82% of the school year programs that operated in school districts and charter schools during the 2001-2002 school year. Incomplete initial and final files from districts have not been factored into the data in this report\*. Boston, the largest district, proposed to serve more than 4000 high school students and 3000 elementary/middle school students in school year programs; however, at this time, Boston's data files are incomplete. Evaluations document that at least 60% of students who participated in Academic Support Services Programs showed gains on the pre- and post- tests. For the Class of 2003, 40% passed the English language arts December 2001 retest, and 29% the passed the mathematics December retest.

### Project Success School Year Programs

At the high schools:

- About 56% of the grant funds, totaling \$21,269,000, was awarded to support school year and summer programs at the high school level. Of this amount, about \$12,964,500 (34%) was

specifically targeted for school year and summer programs to support students in the Class of 2003 who had not yet earned a competency determination.

- During the 2001 school year, ASSP piloted programs which would take place during the school day as a supplement to existing programs. These programs were piloted in 13 districts with the intent to enroll more students in extra help programs where time and location were convenient to students.
  - 22,613 high school students participated in school year programs.
  - Of these students, 5,544 participated in classes offered in more than one content area.
  - Of the 8,951 students who participated in mathematics programs, about 64% were members of the Class of 2003.
  - Of the 8,111 students that participated in English language arts programs, 46% were members of the Class of 2003.
  - A total of 354,192 hours of additional instruction were provided during the school year at the high school level through this program.

During the 2002 school year, utilizing the Student Information Management System (SIMS), ASSP staff have examined a sample of student records from the Class of 2003 that have been linked to MCAS results. Of the 2,811 matched records:

- 40% of these students passed the English language arts portion of the December 2001 retest, and an additional 663 students passed the spring 2002 MCAS.
- To date, 72% have passed the English requirement, and 51% have met the competency determination.

Of the 4,007 matched records for member of the Class of 2003 enrolled in ASSP mathematics programs who participated in MCAS:

- 1,163 students (29%) passed the December 2001 mathematics retest.
- 998 additional students passed the spring 2002 MCAS test.

At the elementary/middle schools:

- About 44% of the grant funds, totaling \$16,789,900, was awarded to support school year and summer programs at the elementary/middle school levels.
- 21,113 students participated in school year programs. Of these students, 5,976 participated in classes offered in more than one content area.
- 12,213 students participated in English language arts.
- 14,876 students participated in mathematics.
- 382,846 hours of additional instruction were provided during the school year at the elementary/middle school levels.

## Summer Programs

Complete data has been submitted for about 80% of the high school programs and 77% of elementary/middle school programs at the time of this report. The data indicates that more than 13,000 hours of additional instructional support were provided during July and August to more than 27,000 students through Academic Support Services Programs. ASSP staff visited programs at approximately 50 district and charter school sites during the summer months.

### 2. Competitive Grant: Class of 2003

<i>Year</i>	<i>Allocation</i>	<i>Districts Served</i>	<i>Students Served</i>	<i>Programs Implemented</i>
2001-2002	\$2,406,597	38	5,437	66

The goal of this grant program was to provide quality innovative and intensive instruction in English language arts and mathematics to students in the Class of 2003 who have not yet earned a competency determination. Preference was given to students who had to make significant progress in order to meet state graduation requirements. Programs provided identified students with intensive, small-group instruction or one-on-one tutoring that addressed identified gaps in their acquisition of knowledge and skills in English language arts and/or mathematics as described in the students' Individual Student Success Plans.

Partnerships between outside organizations and individual or groups of high schools were considered for this grant program. Supplemental instruction may be offered before school, after school, on weekends, during school vacations, during the summer, and/or during the school day.

### **Summer of Work and Learning Model**

In the summer of 2002, 600 students in the Class of 2003 from nine regions who had not yet earned a competency determination participated in a "Summer of Work and Learning" through a competitive Academic Support Services Program grant. The "Summer of Work and Learning" model combined academic remediation with a structured work-based learning experience. In most cases, MCAS remediation was delivered by school/district teachers at worksites or by colleges in the morning with students participating in a paid internship in the afternoon, making a relevant connection to support the content they were learning. "Summer of Work and Learning" programs operated from 5-8 weeks in duration.

<i>Year</i>	<i>Allocation</i>	<i>High Schools Served</i>	<i>Students Served</i>	<i>Participating Employers</i>	<i>Hours of Instruction</i>
2001-2002	\$702,219	32	6,002	64	32,665

- Average hours per student: 58.8
- Teacher/student ratio: 1:10

- Both English language arts and mathematics: 45%  
Mathematics only: 30%  
English language arts only: 25%
- Attendance rate: 90%
- Student worksites: private sector 62%; non-profit sector 20%; public sector 18%. Ten community colleges participated as remediation and worksites.
- Employer contribution in student wages: \$681,209

79% of students who received English language arts instruction demonstrated improvement between the pre-test and post-test. 75% of students who received mathematics instruction demonstrated improvement between the pre-test and post-test.

### 3. Tutoring

The Department contracted with two major online tutorial services, the Princeton Review and Smarthinking, Inc., to provide online help at no cost to the participating districts. In this way, the districts could expand their remediation efforts without having to incur additional expense.

#### **Princeton Review**

Utilizing innovative technology, students across the Commonwealth have been provided an opportunity to access an online tutoring resource that aligns with the Massachusetts curriculum frameworks. Every student in the Class of 2003 and Class of 2004 has been provided a user name and password to access this service 24 hours a day, seven days a week. The state contract offered students unlimited usage at no cost to them. Districts across the state utilized the service as part of their programming. The first roll out of the Princeton Review tutoring program began in the fall of 2001, with over 6,000 students in the Class of 2003 utilizing the service. A second roll out, which included students in the Class of 2004, was conducted with over 11,000 students participating in the tutorial service.

#### **Smarthinking**

Urban high schools in 6 communities worked with the Department to implement the Smarthinking real-time, online tutoring program which connects students with a personal tutor using whiteboard computer technology. Some of these programs continued through the summer using ASSP funds and competitive grant funds.

The Department has contracted for a second year of Smarthinking services. In the second year, the pilot will expand to include several additional urban high schools, vocational high schools and alternative schools. A total of 9,000 hours will be distributed to the districts to assist them in preparing students for the December retest.

<i>Contract</i>	<i>Allocation</i>	<i>Districts Served</i>	<i>Students Served</i>	<i>Students Completing Tutorial</i>	<i>Cost Per Pupil</i>
Princeton Review	\$285,000	all	20,000	16,665	\$17
Smarthinking	\$112,280	6	675	4,894	\$168

4. After School and Other Out-of-School Time Programs

In FY 02, for the third consecutive year, the Department used a portion of the Academic Support Services Program line item to fund After School and Other Out-of-School Time (ASOST) programs. A total of \$4,494,805 was awarded to 63 school districts in the form of continuation grants. Through funding provided by the Department’s Office of Special Services, an additional \$444,152 in ASOST Enhancement Grants was awarded to 23 of the 63 ASOST grantees for the purpose of including children and youth with disabilities in after school and other out-of-school time programs that also serve non-disabled youth.

The primary goals for the After School and Other Out-of-School Time programs are:

1. To provide funding to local communities to deliver quality programs that engage students in hands-on learning opportunities and enriching academic activities during out-of-school hours;
2. To support efforts to strengthen the coordination between the instruction that occurs during the school day and the enrichments and supports that take place during the out-of-school hours; and
3. To support a local structure that coordinates planning, resource allocation, and coordination of ASOST programs and services to children and youth in the community.

Districts that received both the ASOST and Academic Support Services Program grants were encouraged to coordinate their programs to link intensive instruction for low performing students with enrichment opportunities that reinforced and expanded students’ knowledge and healthy development.

<i>Fiscal Year</i>	<i>Allocation</i>	<i>Districts Served</i>	<i>Students Served</i>	<i>Programs Implemented</i>
2002	\$4,494,805	63	15,365	308

- 63 grants were awarded to school districts that served children in cities and towns throughout Massachusetts.
- 15,365 children and youth participated in after school and other out-of-school time program services offered in 293 sites across the state.
- 23 of the 63 grantees were awarded Enhancement Grant funds in order to include children and youth with disabilities in their ASOST programs.
- As a result of the Enhancement Grant funds, an additional 1,170 children and youth with disabilities were provided with the supports needed to actively participate in ASOST programs.
- Across the state, each student who participated in after school or other out-of-school time programs attended an average of 58 hours of programming offered outside of regular school hours, with some students attending up to as many as 400 hours of programming.
- Student gains in mathematics and/or English language arts were statistically significant in 73% of the 63 ASOST programs.
- The Department partnered with the National Institute on Out-of-School Time (NIOST) to develop an outcomes-based after school evaluation tool.

- Comprehensive training and technical assistance on evaluating program effectiveness through the collection and analysis of data was provided to all grantees.
- 26 ASOST grantees piloted the evaluation tool developed by the Department and NIOST.
- Surveys were collected from over 1,000 school-day teachers and over 1,200 after school staff members.
- Pre-/post- outcome data was collected for over 1,600 students from kindergarten through grade 12.
- Results indicate that 56% of the students participating had positive gains on measured outcomes.
- Students improved across all nine of the outcome areas. The areas with the greatest percentages of improvement were learning skills, communication skills, and engagement in learning.

#### 5. Summer Program for English Language Learners (SPELL)

<i>Year</i>	<i>Allocation</i>	<i>Districts Served</i>	<i>Students Served</i>	<i>Programs</i>	<i>Hours per student</i>	<i>Total Hours</i>
2001-2002	\$1,144,772	15	1300 approx.	16	56	72,866

The goal for the Summer Program for English Language Learners (SPELL) is to provide a full day summer program with academic and enrichment components for identified English language learners in grades 6-11 who are anticipated to take the MCAS within the next two years. A plan for a 12-month support system with the implementation of on-going services for the students served in the summer program during the following school year is also developed.

SPELL programs extend learning time for English language learners who currently receive or have received language support services within the last two years. Programs must provide instruction in English language arts and may provide instruction in another content area as well. Instruction must be in small groups and requires some or all of the programming to take place on a college or university campus. In addition, a plan must be developed for continuation of services throughout the school year. Individual student success plans must be used to develop a coordinated strategy for students' academic success.

#### 6. District-wide and Individual Student Success Plan (ISSP) Implementation and Development

The District-wide Student Success Plan describes the strategies used by the district to identify failing students, and to prescribe instructional and support interventions to help these students master the skills, knowledge and competencies required to meet the state competency determination. Individual Student Success Plans are designed to record and summarize the schools' efforts to evaluate, intervene and improve the performance of students who have scored below 220 on the MCAS in English language arts or mathematics.

Updated versions of the District-wide Student Success Plan and a status report on districts' implementation of the Individual Student Success Plans (ISSPs) were required this year. As of September 2002, 81% of districts have submitted updates. The Department's ASSP staff is continuing to collect updates as a condition of program funding.

### Office of Academic Standards and Licensure

In 2002 the Department merged two formerly separate units to create the Office of Academic Standards and Educator Licensure in the Center for Teaching and Learning. This office is responsible for initiatives related to the academic standards in the curriculum frameworks, programs for academically advanced students, a program in character education, the Massachusetts Tests for Educator Licensure, educator licensing, license renewal, and license revocation, and private occupational, or proprietary schools.

#### **Academic Standards and the Curriculum Frameworks**

Massachusetts academic standards contained in the curriculum frameworks describe what students should know and be able to do at various points in PreK-12 schooling. These frameworks provide the basis for the Massachusetts Comprehensive Assessment System and for classroom curriculum. The first versions of the curriculum frameworks were accepted by the Board between 1995 and 1997, with the explicit direction that the documents would be reviewed after they had been used in the field for several years. Between 1998 and 2001 staff worked with educators to produce revised versions of the frameworks for six subjects: the arts, foreign languages, comprehensive health, mathematics, science and technology/engineering and English language arts. The Board accepted the final of these revised frameworks, the History and Social Science Curriculum Framework, in October 2002, after a two-year development process in which several drafts were circulated for public comment. Texts of the curriculum frameworks are available at: <http://www.doe.mass.edu/frameworks>

The revised frameworks for Mathematics (2000) and English Language Arts (2001) contain standards for two-year grade clusters, such as grades 3-4. However, the federal education legislation, the *No Child Left Behind Act*, requires testing by 2005 in reading and mathematics for students in each year from grade 3 to grade 8. In response to this requirement, the Office of Academic Standards developed a plan for creating standards in these disciplines for grades 3, 5, and 7. The work is projected to be completed in 2003.

#### **Research Reports**

The staff of the Office wrote two research reports, the first on foreign language education and the second on services to academically advanced students, for Academic Standards. These summarize data from a variety of sources about PreK-12 and higher education programs in these areas and provide recommendations for future policies. The foreign language report, *What We Know About Foreign Language Teaching in Massachusetts in PreK-12: Teacher Supply, Teacher Quality, Student Coursework, and Student Achievement* may be found at: <http://www.doe.mass.edu/frameworks/news/2002/0911fl.html>. The report on academically advanced education, *Promoting High Achievement: Policies and Programs for Academically*

*Advanced Education in Massachusetts*, may be found at:  
<http://www.doe.mass.edu/famcomm/aae.html>.

### **Content Institutes**

In the spring and summer of 2002, the Department, through the Offices of Professional Development, Academic Standards, Instructional Technology, and Special Services, sponsored 52 content institutes in the arts, English language arts, history and social science, foreign languages, mathematics, and science and technology/engineering. These institutes, all of which offer Professional Development Points applicable to license renewal as well as optional graduate credit, are designed by school districts in collaboration with colleges, universities, and cultural institutions. Approximately 1,000 educators pursued studies in the subjects they teach in these institutes. The Content Institute Program, which began with mathematics and science institutes in 1994 and gradually expanded to include other disciplines, contributes to the Department's efforts to ensure that there are highly qualified teachers in each classroom, a key component of the *No Child Left Behind* legislation.

### **Programs for Academically Advanced Students**

Through federal grants, the Department offered fee reduction for Advanced Placement (AP) exams to students from low-income families and worked with selected urban and rural districts to increase the districts' enrollment of low-income and minority students in Advanced Placement courses. In addition, the Academic Standards Office supervised the Stanley Z. Koplik Certificate of Mastery Award Program, which provides recognition for high school juniors and seniors who have scored at the *Advanced* and *Proficient* levels in English language arts and mathematics on the Massachusetts Comprehensive Assessment System (MCAS) tests and who have demonstrated academic excellence in other ways. These students are then eligible for tuition waivers at Massachusetts state colleges and universities. Information about the Certificate of Mastery Program can be found at:

<http://www.doe.mass.edu/FamComm/Student/mastery/default.html#press>

### **The Massachusetts Tests for Educator Licensure**

Candidates wishing to teach in the public schools of Massachusetts must take tests before they can receive a license. In 2002, tests for English, history, mathematics (5-12), general science, elementary education, and music were revised, and new tests were prepared for the foundations of reading and middle school mathematics. Information on these tests, which are given five times a year, is available at: <http://www.doe.mass.edu/mtel>

### **Educator Licensure**

In 2002, the Office of Educator Licensure evaluated over 24,000 applications for licensure and issued more than 13,000 licenses. One of the major changes in the Office of Educator Licensure and the Department in 2002 was the implementation of ELAR, the new and very improved computer system for Educator Licensure and Recruitment. Starting on May 15, 2002, applicants were able to apply for Massachusetts licensure and re-licensure on line. The system also enables applicants to check their status on line, superintendents to request licensure waivers on line, and college and university staff to endorse students completing teacher preparation programs on line. In addition, the system has provided the Office of Licensure staff with a more efficient way to do

their job. By November, the monthly total of on-line applications received exceeded the total of paper applications.

While the initial implementation was concentrated on licensure efforts, the Department is currently working on ELAR2 with a concentrated effort on teacher recruitment efforts, the integration of automated criminal records information, and planning for the inclusion of vocational educator licensure records. Other long-range goals of the system include the collection of employment information for federal and state reporting as well as resources for local school districts.

### Adult and Community Learning

The Department's Adult and Community Learning Services (ACLS) unit plays a key role in meeting the educational needs of the adults in Massachusetts by empowering them with the knowledge and skills needed to be productive workers and citizens of the Commonwealth. The Department funds programs to establish free access to basic adult education services in public school systems, public agencies, and community based organizations. These services are for residents of the Commonwealth who are ages 16 and older who are not enrolled in a high school. The educational services are designed to enhance an individual's literacy skills – the ability to read, write, and speak English and to compute and solve problems at the levels of proficiency necessary to function as an effective parent/family member, productive worker, and contributing member of the community. Eligible agencies receiving funds must also address the needs of their adult students who are learning disabled. Programs offer activities to prepare students for passing a high school equivalency assessment and moving on to post-high school education or vocational training and/or acquiring or advancing in employment. The major portion of ACLS funding is allocated to grant programs that serve students directly. These programs include:

- **Community Adult Learning Centers** (106 grants, totaling \$26.9 million) which provide support for 148 centers including special projects for under-educated and limited English proficient adults who are homeless, pursuing citizenship, health education, etc.
- **Workplace/Workforce Education** (13 grants, totaling \$886,931) which supports partnerships between experienced adult education providers, business leaders, and unions (where applicable) to provide adult education in workplace contexts so that workers and employers can meet escalating skill demands on the incumbent workforce.
- **Family Literacy** (21 grants, totaling \$2.75 million) which supports comprehensive family literacy services between the adult educational system, health providers, and human service delivery systems which include adult literacy, early childhood education, parenting skills, and home visits to undereducated and/or limited English proficient parents and their children.
- **Education for Incarcerated Adults** (13 grants, totaling \$1.26 million) which supports incarcerated individuals with the expectation that students would “reintegrate” into community adult learning centers, adult basic education, and ESL instructional services for inmates.

- **Transitions** (8 grants, totaling \$704,554) which provide access to transition services for students who choose to transition from adult learning centers to post-secondary programs offered through the community college system in Massachusetts. The project provides not only the academic support needed, but also additional support services that allow adult learners to successfully complete their educational goals.
- **The Adult Basic Education (ABE) Distance Learning Pilot Project** (3 grants, totaling \$287,953) which explores the use of video, computer-assisted instruction, and telecommunications so that adults who are interested in pursuing their education can overcome any barriers that may prevent them from participating in ABE instruction, such as distance, waiting lists, or conflicting family/work schedules. This program supports four regional sites where specially trained teaching and counseling staff work in a regional “classroom without walls.” All participating adult learners receive core content of the curriculum through video and computer networks.
- **Community Planning Initiative** which is an effort to eliminate the duplication of services within communities by requiring all funded adult learning centers to submit a unified Statement of Assets and Needs that has been signed by all providers within that community. The Department also encourages community-wide partnerships that are committed to planning for and establishing a full continuum of adult basic education instructional and support services. These services must enable under-educated and/or limited English proficient adults to move from the lowest level of literacy or English language proficiency through high school level skills/completion. These services should enable interested students to successfully transition to post-secondary education and/or training.

### **Performance Highlights for FY 02**

The Department’s line item for adult basic education was decreased from \$30.2 to \$28.1 million for FY 02. As a result of this funding decrease, 1,100 students were dropped from classes. The Department measures the performance of ABE programs that it funds in the following three domains:

1. *Student participation:* In a program without mandated attendance and for a population with many competing priorities, at what level do students attend and persist in instruction?
2. *Student learning gains:* How many grade level equivalents (for students enrolled in literacy through adult secondary instruction) or student performance levels (a 10-step scale developed for ESOL instruction) do students progress in one year (and in the future, over a multi-year period)?
3. *Student goal achievement:* How many of the goals for enrolling in ABE that are set by students are actually achieved within the year (and, in the future, over a multi-year period)? This performance domain is at the heart of the Department’s ABE accountability system. Services must be responsive to the reasons that an under-educated or limited English proficient adult enrolls in the program in the first place.

The information to inform performance against these measures is captured by the Department’s web-based student level database and program management system, SMARTT ABE (System for

Managing Accountability and Results Through Technology for Adult Basic Education.)  
Following is a sample of the results that ABE program achieved in FY 02:

### **Student Participation**

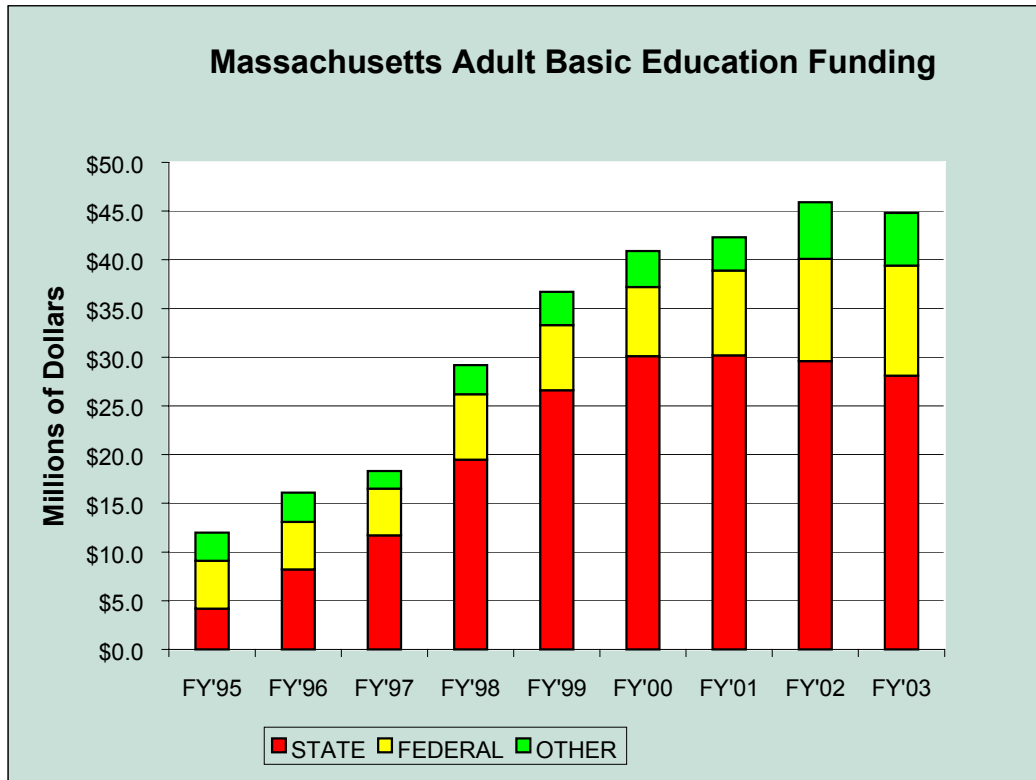
Persistence in Massachusetts ABE classes is double the national average hours of student attendance and retention, placing Massachusetts first in the nation. As cited by the January 2001 MassINC report, *New Skills for a New Economy*, without sufficient time on task, students will not acquire the skills and abilities needed to achieve their goals. The full MassINC report can be found at: <http://www.massinc.org/research/index.html>

### **Student Learning Gains**

Adults enrolled in Massachusetts ABE programs are advancing an average of one grade level equivalent for 132 hours of adult literacy through adult secondary instruction and one student performance level for 127 hours of ESOL instruction. As a reference point, keeping in mind the many differences between how children and adults learn, children attend school about 900-990 hours per year.

### **Student Goal Achievement**

- 38% of secondary level students (from GLE 9-12 – comparable to all freshmen through seniors in a high school) who were pursuing a high school diploma or its equivalent (GED) achieved that goal.
- 44% of students who indicated that they wanted to obtain a job actually did so within the year and another 38% credited the ABE program with assisting them in meeting their goals of retaining and meeting new requirements on the job. [Half of all ABE students are already employed when they enroll.]
- 37% of students credit the ABE program with helping them to improve the health of their children.
- 27% of parents credit the ABE program with enabling them to read and write more with their child(ren) and also in helping them to become more involved in their child(ren)'s school(s).
- 59% of students at the highest level (GLE 10-12) credit the ABE program with enabling them to enroll in college or post-secondary training program.



### Early Childhood Education

The Department's Early Learning Services unit administers a number of grants that promote early childhood education:

#### **Massachusetts Family Network (MFN) Grants**

This program provides family education and support to families with young children (prenatal through 3 years old). Under the guidance of a local parent and provider coalition, programs provide home visits, developmental screening, adult education, family education, parent support groups and playgroups, and family literacy activities. Statewide, there are 42 programs in 162 cities and towns, which serve 22,000 families and 20,000 children.

#### **Project Playgroup**

In FY 02 the Department and the Early Intervention division of the Department of Public Health received \$474,983 in federal funds from the U.S. Department of Education. Most of the funds were distributed to 20 Massachusetts Family Network (MFN) programs collaborating with Early Intervention programs throughout the Commonwealth for the development, enhancement or expansion of integrated playgroups that served infants and toddlers with and without disabilities, along with their families. The project funded 114 playgroups and served 1,200 children and 1,085 families throughout Massachusetts.

### **Early Childhood Community Partnerships for Children Grants**

This is a comprehensive, early care and education program for preschool-aged children funded and expanded through the Education Reform Act since 1993. The program is designed to build a high-quality, universal system of early care and education that is affordable and available to all families. Funding provided tuition assistance to 21,856 children this year. A total of 335 Massachusetts cities and towns (95.4%) participate in the 168 Community Partnerships for Children programs.

### **Head Start Program Grants**

Massachusetts provides \$4.5 million in state funds to increase Head Start salaries and \$1.6 million to expand Head Start services to an additional 300 children.

### **Parent-Child Home Program (PCHP) Grants**

PCHP is a home-based parenting and early literacy program designed to help strengthen verbal interaction and educational play between parents and their preschool children. Trained paraprofessionals visit each family twice a week for two years starting when a child is between 18 to 24 months old. The program is targeted toward families whose income and educational levels may put children at an educational disadvantage.

### **Early Childhood Special Education Allocation Grants**

Federal funds are targeted to support the development of integrated programs for preschool and kindergarten children. The \$10.1 million supports the availability of enhanced services for 12,000 children with disabilities.

### **Kindergarten Development Grants**

For the past three years, the Legislature has funded a long-term plan to move toward full-day kindergarten in every district, designed as a cost-effective strategy for the Commonwealth to encourage school districts to gradually develop full-day programs without a mandate. The intent is to transition to full-day kindergarten while ensuring proper implementation and to offer continued support once full-day kindergarten is implemented. FY 02 was the third year of the grant program.

The Kindergarten Development Grants were designed to accomplish two major goals:

1. Increase the number of full-day kindergarten programs in the Commonwealth (Transition Planning for Full-Day Kindergarten Grant); and
2. Ensure that full-day programs are high quality and provide children with optimal learning opportunities in their first year of public schools (Quality Full-Day Kindergarten Grant).

### **Transition Planning for Full-Day Kindergarten Grant in FY 02**

For districts that were ready to transition some or all of their half-day classrooms to full-day in September 2002, these funds supported the creation of the necessary infrastructure to implement full-day kindergarten, such as start-up costs for the new classrooms, professional development, curriculum development, capital improvements and community outreach. Fourteen school districts benefited from these funds in FY 02.

### **Quality Full-Day Kindergarten Grant in FY02**

Kindergarten is the entry point in to the public school system for most children. Research has shown that success in kindergarten is a good predictor of future success in school. The national interest in school readiness reflects an understanding of the importance of children arriving to school ready to learn and of the schools being ready to support children's first learning experiences. The Quality Full-Day Kindergarten program, designed as an on-going program in the public schools, has done much to ensure high quality programming that helps schools support children in their first year of public education. The Quality Full-Day Kindergarten grant program supplements Chapter 70 funds for kindergarten programs. In FY 02, a total of 120 school districts and charter schools benefited from this grant program. These on-going Quality Full-Day Kindergarten grants have increased the number of nationally accredited programs, decreased class sizes, placed additional teachers and paraprofessionals in the classrooms, facilitated the inclusion of young children with disabilities, supported teachers in the implementation of the curriculum frameworks, and eased the transitions from and into kindergarten.

Providing incentive funds that call for quality components has been an effective strategy for improving the quality of full-day kindergarten programs as well as for expanding the number of full-day programs in the state. Massachusetts went from having 21,076 (29%) kindergarten children enrolled in full-day classrooms in FY 99 to having 31,706 (around 42%) children in full-day classrooms in FY 02. However, even with the steady increase in full-day programs in the last 3 years, there are still over 1,500 half-day classrooms in Massachusetts, serving roughly 54% of the kindergarten students.

### **Project Good FIT: Families in Transition**

Massachusetts was awarded a \$10,000 grant from the National Association of State Boards of Education (NASBE) to enhance our state's ability to provide seamless, integrated services to young children with disabilities and their families. The grant, called Project Good FIT (Families in Transition), supported our interagency efforts to provide seamless services for children and families leaving early intervention programs and transitioning to public schools, Head Start and child care programs.

The assistance of the Project Good FIT grant allowed Early Learning Services in the Department to document promising and best transition practices for young children and their families. Funds from the grant were used to hire a consultant to work with interagency staff in collecting information at five regional transition forums. At the forums, nine community-based interagency teams presented their best practices in early childhood transitions. More than 280 participants from all constituencies of early education participated in the transition forums. Notably, participants came from 122 communities, representing 89 public school districts. Many participants reported that the forums had a positive impact on their ability to collaborate with their community partners. Many community interagency groups have continued to meet to improve the transitions at the local level.

## Educator Preparation and Program Approval

The Office of Educator Preparation and Program Approval develops policies and procedures to guide the preparation of candidates for teacher and administrator licensure and supply Massachusetts students with highly qualified educators. Included are state licensure regulations, preparation program approval regulations and guidelines, and recommendations for ensuring the technical quality of the Massachusetts Tests for Educator Licensure (MTEL). The Office is also responsible for overseeing implementation of state and federal requirements by institutions of higher education that sponsor educator preparation programs and for subsequent reports. Additional information is available at: <http://www.doe.mass.edu/edprep>

### **Regulations for Educator Licensure and Preparation Program Approval**

The Board approved revised regulations in November 2000. The regulations became effective on October 1, 2001, and were subsequently refined to address issues that arose during their initial implementation. The Board voted to invite educators to comment and make suggestions for proposed revisions to the regulations during the periods of June to September and November to December 2002. The regulations provide the foundation for data collection and reporting on educator licensure and preparation program approval. Members of the Office of Educator Preparation and Program Approval also worked closely with the Massachusetts Association of Colleges of Teacher Education, the Commonwealth Teacher Education Consortium, the Commonwealth Deans' Council, preparation program contact persons, and others to assist them in understanding the new regulations.

### **Review of Preparation Programs in Higher Education Institutions**

The Office is responsible for reviewing programs in 65 higher education institutions that seek Massachusetts approval of almost 1,000 educator preparation programs. Work includes assembling review teams, coordinating program reviews, and preparing approval recommendations to the Commissioner. Upon being invited by colleges and universities to review their programs, staff provide assistance to existing and new programs, schedule program reviews, and assemble teams. Program Approval staff coordinated program reviews for 12 sponsoring organizations during 2002.

### **MTEL Technical Advisory Committee**

The Commissioner's Technical Advisory Committee on the Massachusetts Tests for Educator Licensure (MTEL), comprised of three national experts on licensure testing, met four times during 2002 and discussed their report recommendations with the Commissioner. In one key finding, the Committee stated:

“The effort on which Massachusetts is embarking is no small task and clearly affirms its commitment to improved teacher training as a major part of its systemic reform effort....In our professional opinion, the Massachusetts teacher licensure testing program is a strong, sustainable, psychometrically sound, and essential component of that reform effort.” [Draft Report.]

### **Reports on the Quality of Teacher Preparation**

New accountability and reporting requirements for higher education institutions and other organizations with approved educator preparation programs were established in Massachusetts' revised licensure regulations. Educator Preparation staff members developed procedures to fulfill those requirements. New procedures for annual reporting by higher education institutions and the Department were implemented to satisfy federal requirements under Title II of the Higher Education Act. In April 2002, U.S. Secretary of Education, Rod Paige, included information from Massachusetts first (October 2001) annual report to the USDOE in his first annual report to the Congress entitled *Meeting the Highly Qualified Teachers Challenge*. (See <http://www.title2.org/ADATitleIIReport2002.pdf>.) Each annual Massachusetts report contains information on each higher education institution that has state-approved programs, including pass rates on the MTEL. The full Massachusetts report is available at: <http://www.title2.org/title2dr/StateHome.asp>

### **Electronic Systems for Accountability and Reporting**

Members of the Educator Preparation Office took a significant role in developing and field testing the new online Educator Licensure and Recruitment (ELAR) system and made recommendations for expansion of the Directory Administration feature of the Department's information technology system. As a result, the following can now occur electronically:

- Institutions of higher education and other organizations can request on line that their preparation programs be reviewed.
- Program reviewers are recruited on line.
- The approval status of sponsoring organizations and their programs is on the Educator Preparation web page at <http://www.doe.mass.edu/edprep/directory.html> and in future will be updated automatically.
- Approved programs endorse candidates for educator licensure on line.
- The first annual state and federal report data were collected from higher education institutions using ELAR.
- The capacity to analyze data sent from higher education institutions and generate reports was created.

Staff of the Educator Preparation Office provided professional development on these new electronic features to higher education and other users, including the Educational Personnel Advisory Council.

### Health, Safety, and Student Support Services

The Department's Health, Safety, and Student Support Services Office assists schools in providing education which fosters a safe and healthy climate. The office oversees a number of federal and state grant programs which focus on the physical, social, and emotional development of students.

During 2002, the office developed the proposed standards for determining "persistently dangerous" schools, as required by the federal No Child Left Behind Act. The law provides school choice options for students in such a school as well as for any student who is the victim of

a violent crime in school. The Board will review the standards for identifying unsafe schools in the spring of 2003.

## Instructional Technology

### **Technology Standards for Students**

In October 2001, the Board approved Recommended PreK-12 Instructional Technology Standards. The purpose of the recommended standards is to define what PreK-12 students should know and be able to do in order to use technologies for learning. To support schools in implementing these standards, the Department provided grants through the Technology Literacy Challenge Fund (TLCF) and No Child Left Behind - Title IID Enhancing Education Through Technology Program. In FY 02, 89 Lighthouse Grants and 85 Adoption Grants were awarded. In addition, in FY 03, 31 model technology grants were awarded so that teachers could adopt projects that were successful in the classroom. The PreK-12 Instructional Technology Standards can be found at: <http://www.doe.mass.edu/edtech/01docs/itstand01.pdf>

### **Technology Planning for School Districts**

- To meet the goal of the Enhancing Education Through Technology Act of 2001 under No Child Left Behind, each school district must update its long-range strategic educational technology plan so that it is consistent with the objectives of the statewide educational plan. To support schools in developing their local technology plans, the Board-appointed Educational Technology Advisory Council is developing the Massachusetts STAR (School Technology and Readiness) Chart derived from the Texas chart of the same name to help schools in planning to use technology effectively.
- The Department continued to use online “smart forms” to gather data from school districts for technology plan approval so that districts will be eligible to apply for both federal grants and the E-Rate discounts on technology services. Based on the data collected from schools through the electronic forms, the Department published EdTech 2001, which provides information on the use of technology in Massachusetts schools. The report can be found at: <http://www.doe.mass.edu/edtech/etreport/2001let.html>

### **Providing Instructional Technology Resources**

- Through the NCLB technology funding, the Department has provided over \$6 million to eligible school districts in entitlement grants for the purpose of using technology to enhance teaching and learning. An additional \$6 million in competitive grants was distributed to 54 high-need districts or high-need partnerships for the purpose of implementing innovative technology projects to support student academic achievement.
- The Department conducted four statewide technology conferences in the spring of 2002 to showcase exemplary and effective technology projects.
- Through Project MEET, a federal Technology Innovation Challenge Grant, the Department provided technology professional development to 19 school districts to support teachers, technology specialists, and administrators in implementing effective models of teaching with technology.
- Finally, through the Technology Literacy Challenge Grant, the Department provided grants to 35 school districts to support professional development on conducting assistive technology

assessments and designing appropriate classroom environments for learners who have disabilities. In addition, the Department produced a document, Assistive Technology Guide for Massachusetts Schools, to increase awareness of the many ways technology can help students with disabilities. This report can be found at: <http://www.doe.mass.edu/edtech/teacher/ATguide.pdf>

## Special Education

In November 2002, the Department published its Special Education Annual Report, which provides a summary of special education services for the past year. Highlights of activities from 2002 include:

### **Special Education Informational Forums**

From November 1, 2001 to November 30, 2002, the Department's Program Quality Assurance unit sponsored statewide informational and educational meetings throughout the Commonwealth. In twenty-three discussion groups/meetings held during this review period, 470 special education administrators, directors of collaboratives and/or private school directors attended. All participants received and provided information on policies and procedures related to special education to ensure ongoing current information for all school districts, collaboratives, and approved special education schools.

The Department's Office of Special Education Planning and Policy Development conducted spring conferences in April and May of 2002 related primarily to writing appropriate and responsive IEPs. Over 500 participants (special education administrators, teachers, related service providers and agency and higher education representatives) attended the spring conferences. Additionally, the Department sponsored parent trainings across the Commonwealth through a contract with the Federation for Children with Special Needs. Such trainings occurred in all regions and covered topics such as parental rights in special education, understanding transition requirements of special education and building effective partnerships with schools.

### **Statewide Special Education Data**

The following table highlights the change in the numbers and percentages of students with disabilities over the past three years.

<b>Commonwealth of Massachusetts</b>						
<b>Number &amp; Percentages of Massachusetts' SPED Population</b>						
<b>Sped Enrollment</b>	<b>Number of Students</b>			<b>Percentages</b>		
	<b>2000</b>	<b>2001</b>	<b>2002</b>	<b>2000</b>	<b>2001</b>	<b>2002</b>
<b>Number of SPED students</b>	150,445	162,216	150,003	15.5%	16.6%	15.4%
<b>Total Student Enrollment</b>	972,260	979,593	973,470	100.0%	100.0%	100.0%

Although the drop in both numbers and percentages from 2001 to 2002 is significant and represents a greater decrease than in any single year for the last 10 years at least, the Department

cautions that the data may not represent actual changes in the numbers of students served, but rather is representative of the use of an individual student data base for the first time in Massachusetts history. Use of a state-assigned student identifier number (SASID) ensures that there is no duplication in the count of students. In the past, it is probable that multiple cities and towns claimed individual students because, in many cases, programmatic and financial responsibility was shared among 2-3 districts, reflecting many students with divorced parents living in two different districts and also students in state custody living in districts separate from those districts in which the parents live. Use of a SASID made it possible to ensure that each student was only "counted" once. Therefore, it is not possible to attribute, in whole or in part, the decrease in the count of students with disabilities to changes in law or services.

The following table shows the various types of disabilities identified for students with disabilities in Massachusetts. The 2001 data is new information for Massachusetts since we have not required identification by type of disability until September 2000, and did not collect data by disability until the 2001-2002 school year.

<b>Commonwealth of Massachusetts</b>						
<b>Students with Disabilities</b>						
<b>Type of Disability</b>	<b># of Students</b>			<b>Percentages</b>		
	<b>1999</b>	<b>2000</b>	<b>2001</b>	<b>1999</b>	<b>2000</b>	<b>2001</b>
<b>Autism</b>	590	806	3,451	0.4%	0.5%	2.3%
<b>Communication Impairment</b>	22,606	28,322	17,175	15.0%	17.5%	11.4%
<b>Deaf/Blind</b>	48	52	318	0.0%	0.0%	0.2%
<b>Developmental Delay</b>	na	na	10,270	na	na	6.8%
<b>Emotional Impairment</b>	13,042	13,426	12,141	8.7%	8.3%	8.1%
<b>Health Impairment</b>	1,214	1,434	3,162	0.8%	0.9%	2.1%
<b>Hearing</b>	1,420	1,694	975	0.9%	1.0%	0.6%
<b>Intellectual Impairment</b>	14,738	15,740	11,532	9.8%	9.7%	7.7%
<b>Multiple Disabilities</b>	2,738	3,390	5,066	1.8%	2.1%	3.4%
<b>Neurological Impairment</b>	304	343	2,898	0.2%	0.2%	1.9%
<b>Physical Impairment</b>	905	1,157	1,172	0.6%	0.7%	0.8%
<b>Specific Learning Disability</b>	92,211	95,135	81,433	61.3%	58.6%	54.3%
<b>Vision</b>	629	717	410	0.4%	0.4%	0.3%
<b>Total</b>	<b>150,445</b>	<b>162,216</b>	<b>150,003</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>

Data for Massachusetts prior to the 2001 data reflect numbers of students by disability, but such information is limited in its utility. Prior to the 2001 data, the disability data were formula-driven (based on a formula developed in 1992) and responded to the federal requirement for reporting by disability, but did not represent an actual count of students by disability. Good information by type of disability will allow dedication of resources in the right places for specific purposes that may be unique to single types of disability.

The full Special Education Annual Report can be found at:  
<http://www.doe.mass.edu/sped/2002/docs/annual/default.html>

## Supplemental Educational Services

The No Child Left Behind Act of 2001 (NCLB) requires state educational agencies to create and maintain a list of approved providers of supplemental educational services. Schools that receive Title I funding and are in at least their second year of school improvement shall arrange for the provision of supplemental educational services (such as tutoring, remediation, or academic intervention) to eligible students from low-income families. The services must be from a provider who is selected by the parents/guardians and approved for that purpose by the state Department of Education.

A Request for Responses was issued in November 2002 to solicit applications from potential providers. Twenty-seven applications were reviewed, and thirteen were approved after meeting the minimum standards set forth by the Department. Of the thirteen approved providers, five are school districts. Twenty-one districts had schools required to offer supplemental educational services. Through the initial list, each district had between two and seven providers approved to serve students through this statewide contract. The initial list of approved Supplemental Educational Service Providers was posted on the Department's website on December 31, 2002, along with additional information about the program.

The 13 approved providers are Boston Public Schools, Brainfuse (The Trustforte Corporation), Brockton Public Schools, Citizen Schools, Huntington Learning Centers, Inc., Kaplan K-12 Learning Services, Kumon North America, Lowell Public Schools, Princeton Review, Inc., Revere Public Schools, Summit Educational Group, Inc., Sylvan Learning Systems, Inc., and Worcester Public Schools.

The Department will accept applications from potential providers on an ongoing basis and review them periodically (at least annually). At the end of each school year, an evaluation process will be implemented. Providers who fail to increase student academic achievement for two consecutive years will be removed from the list. More information on this program can be found at: <http://www.doe.mass.edu/ses>

## Massachusetts 21<sup>st</sup> Century Community Learning Centers Program

The 21<sup>st</sup> Century Community Learning Centers Program (21<sup>st</sup> CCLC) was re-authorized as part of the No Child Left Behind Act. Massachusetts received \$6.3 million for this program to administer a competitive grant process.

The purpose of the Massachusetts 21<sup>st</sup> CCLC is to establish or expand community learning centers that operate during out-of-school hours and provide students with academic enrichment opportunities along with other activities designed to complement the students' regular academic program. Community learning centers may also offer families of these students literacy and related educational development. In the 21<sup>st</sup> CCLC Program's first year of implementation, the Department awarded grants totaling \$6.1 million to 19 school districts. Grant awards ranged from \$90,000 to \$900,000.

The primary goals for the Massachusetts 21<sup>st</sup> Century Community Learning Centers Program are to:

- Provide creative and innovative out-of-school time programs that support and contribute to academic achievement and youth development for all students.
- Integrate school day and out-of-school time programs to promote shared learning goals, teaching and support strategies, and staff recruitment and training activities.
- Provide programs that explicitly address appropriate grade level state and local learning standards and support students' academic performance.
- Contribute to student performance goals outlined in school improvement plans.
- Create and maintain a school and community-based infrastructure that establishes procedures to improve outcomes for children and youth through successful program implementation and oversight.
- Establish procedures to evaluate program effectiveness through the collection and analysis of data.
- Promote efficient use of public resources and facilities through effective partnerships between schools, community-based agencies, adult community learning centers, and other public and private entities.
- Address the multiple needs of all children, youth, and their families through increased supervision, safety, and access to support services.

### Office of Reading and Language Arts

The Department established the Office of Reading in February 2000 to underscore its commitment to improve the reading proficiency of students in the Commonwealth. The need to improve reading instruction, and thereby student reading skills, has become a local and national priority driven by evidence-based reading research. The Office of Reading works to provide leadership for literacy by administering literacy grants; linking literacy activities within the Department and with other agencies and organizations; and evaluating the effectiveness of literacy grant programs.

During FY 03, the name of the Office has expanded to the Office of Reading/Language Arts. Of the seven literacy grants administered by the Office of Reading/Language Arts, the first four listed below require a school-wide commitment to engage in professional development that improves reading instruction. Although the amount of funds, source of funds, and source of professional development varies by grant program, all are designed to adhere to research-based principles known to promote literacy. The Department sponsors network meetings and provides consultation to support school leaders' grant implementation.

### **Reading Excellence: READ Grant**

READ is a school-wide literacy grant funded under the federal Reading Excellence Act to improve reading and writing instruction and increase reading services so that all children will learn to read independently and well by the end of grade 3. Massachusetts was among the

original 17 states to receive competitive Reading Excellence funds in August 1999. Eighty-two elementary schools were awarded READ grants in FY 00 and received funding through August 2002. Schools have used grant funds to hire a school-based literacy coordinator, purchase children's books, and contract with consultants to provide professional development in the six dimensions of reading emphasized in the Reading Excellence Act. Grant amounts to schools ranged from \$70,000 to \$125,000 per year, depending on enrollment.

### **Elementary Schoolwide Literacy Grant**

Elementary Schoolwide Literacy Grants are funded by the Commonwealth to improve reading and writing proficiency of students in grades K-5. Schools use grant funds to hire school-based literacy coordinators, purchase children's books, and contract with consultants to provide professional development in the components of reading as emphasized in recent reading research. This program began in FY 00 with 27 elementary schools. These original schools were funded through June 2002. Additional schools were added in FY 01, 02 and 03. During FY 03, 152 schools were funded. Grant amounts range from \$40,00 to \$60,000 per year for 3 years, depending on enrollment.

### **BayState Readers Initiative**

BayState Readers began in FY 01. The purpose of this program is to improve literacy instruction so that 100% of students in grades K-5 can read well. Schools use grant funds to hire school-based literacy coordinators, purchase children's books, and provide stipends for teachers attending Department-sponsored Summer Reading Academies. During the 10-day academies, teachers learn how to instruct children in the components of reading as emphasized in recent reading research. Seventeen pilot schools received funding in FY 01 and 29 schools were added in FY 02. A competitive Request for Proposals for new FY 03 schools was sent to schools in December. Grant amounts range from \$110,000 to \$150,000 per year for 3 years, depending on enrollment. During the summer of 2002, over 900 educators were trained in 11 academies.

### **Reading First**

Reading First is a new federally funded literacy grant program. This grant is designed to help schools reach the goal of ensuring that every child can read at or above grade level by the end of third grade by providing high quality, scientifically based, classroom focused reading instruction for K-3 students. Massachusetts received an award notice for \$15.3 million in October. Of that total, \$12.2 million will be awarded on a competitive basis to the eligible districts that apply to provide extensive professional development, to purchase comprehensive reading programs for students and to hire a school-based reading specialist/coordinator. The funding will also be used to support instructional assessments so teachers can accurately identify reading barriers their students face as well as to monitor student progress. Approximately 60 schools will be chosen out of 568 eligible schools within the 88 eligible districts. The Department held two-day technical assistance workshops for eligible school districts in December. A statutory requirement of the grant is the formation of a State Reading Leadership Team, appointed by the Governor. The team held their first meeting in November 2002.

### **John Silber Reading Teacher Grant**

The John Silber Reading Teacher grant program is funded by the Commonwealth to improve the reading and writing skills of students in grades K-5 by funding reading teachers' salaries.

Recipients were required to give assurance that they would implement a school-wide literacy program at the end of their 3-year grant. Seventy-nine schools entered this program in FY 00 and continued through June 2002. Grant amounts were based on a formula, using as the local salary rate for a reading teacher and the number of students in grade one as factors.

### **Early Literacy Intervention Grant**

The Early Literacy Intervention Grant is funded by the Commonwealth to provide short term, individual tutoring for children who are at-risk of failing to read in first grade. Grant funds are used for professional development to increase the skills of teachers to provide individual tutoring in literacy. This grant program is competitive every year, with 55 grants awarded for FY 03. School district grant amounts range from \$5,100 to \$61,500 depending on need for intensive training. Regional training sites are also funded.

### **Reading Excellence: Tutorial Grant**

The Tutorial Grant has been funded under the Reading Excellence Act to provide students in grades K-3 with tutoring in reading. This tutoring must occur outside of regular school hours. Tutors use instructional methods based on the six dimensions of reading emphasized in the Reading Excellence Act. Twenty-six schools entered the Tutorial Grant program in FY 00 and continued through August 2002. Schools used grant funds to hire tutors and to purchase children's books. Grant amounts ranged from \$6,000 to \$32,000 per year for three years based on students' needs for intensive tutorial intervention.

### **Middle School Reading**

A group of middle school reading experts began to meet in 2002 to determine ways to help middle schools cope with struggling readers across the content areas. On October 31, 2002, members of the group presented at the Department's Pathways Conference. This conference highlights Compass Schools and promising practices that support improved academic outcomes across the state.

## **Restructuring for Effective School Management**

### New and Amended Regulations

One of the goals of both the Board and the Department is to review existing regulations to ensure that they are essential, to reduce unnecessary regulations, and to ensure that existing regulations are clear and concise.

The Board adopted amendments to the following sets of regulations in 2002:

- Massachusetts Comprehensive Assessment System and Standards for Competency Determination  
<http://www.doe.mass.edu/lawsregs/603cmr30.html>
- Student Records  
<http://www.doe.mass.edu/lawsregs/603cmr23/>
- School Finance  
<http://www.doe.mass.edu/lawsregs/603cmr10/>
- Under-Performing Schools and School Districts  
<http://www.doe.mass.edu/lawsregs/603cmr2.html>

### The No Child Left Behind Act

The Board and the Department will continue working to implement the provisions of the federal No Child Left Behind Act. The major actions at the state level include:

- Develop and implement annual assessments in reading, language arts, and mathematics in grades 3-8 and at least once in grades 10-12, by 2005-06.
- Develop and implement standards in science by 2005-06 and assessments in science by 2007-08.
- Annually assess the English proficiency of students who are learning the English language.
- Ensure the prompt dissemination of state assessment results (before the beginning of the next school year).
- Participate in biennial state-level NAEP assessments of fourth and eighth grade reading and mathematics.
- Define and implement an adequate yearly progress definition for the state, school districts, and schools.
- Annually review the progress of each school district to determine whether schools receiving assistance are making adequate yearly progress and whether each district is carrying out its responsibilities; State Educational Agencies also must publicize the results of this review.
- Establish a statewide system of support for districts and schools in need of improvement.
- Establish a program for making academic achievement awards to schools that significantly close the achievement gap or exceed adequate yearly progress for two or more years.
- Publish and disseminate to parents and the public information on any corrective action taken by the state.
- Develop a list of approved providers of supplemental educational services and support, monitor, and disseminate information about these providers. State Educational Agencies

must consider faith-based organizations as potential providers of supplemental educational services on the same basis as other eligible entities.

- Ensure that students in schools previously identified for improvement under the IASA provisions are offered school choice and, if the school had been identified for two years or more, supplemental services, at the beginning of the 2002-03 school year.
- Ensure that schools provide instruction by highly qualified instructional staff.

## **Replicating Models of Effective Schools**

### Exemplary Schools Program

During 2002, the Department again used the 2000 School Performance Ratings, along with 2001 results, to identify schools that demonstrated significant overall improvement on MCAS tests during the 1998 through 2000 review cycle and continued improvement in 2001. These schools were invited to participate in the Exemplary Schools Program.

The Exemplary Schools Program is an integral part of the Commonwealth's School and District Accountability System. It is designed to gather and disseminate practical information on improvement initiatives underway in schools across the state that have shown significant student performance gains.

### 2002 Commonwealth Compass Schools

In this second year of the program, 175 schools that exceeded expectations for improvement on MCAS tests or had met expectations and out-performed schools with similar demographic traits during the 1998-2000 rating cycle were invited to apply for the Commonwealth Compass Schools Program. These schools had also continued to show improvement on MCAS results in 2001. School leaders applied by submitting responses to four open-ended questions that provided narrative descriptions of the process of planning, selecting and implementing the improvement initiatives that they think have made a difference for their students. Based on their written responses to these questions and the nature and quality of the programs they described, 16 finalist schools were selected for potential service in the 2002 Compass Schools Program.

The 16 finalist schools participated in an on-site review process. The Review Panel was asked to assess whether the schools had the characteristics and capacities to serve as Compass Schools. Fifteen of the schools visited were ultimately selected for the Compass Schools honor. Of the 15 designated as 2002 Commonwealth Compass Schools, four were also designated as Title I Distinguished Schools during 2002. During their year of service as Commonwealth Compass Schools, participating schools share information on the improvement strategies they have undertaken to achieve student performance gains at their schools through presenting at state and regional conferences and by hosting events at their school sites. In this way, other school leaders and faculty are able to benefit from the Compass Schools' experiences in implementing specific programs and practices. Compass Schools receive a \$10,000 grant to cover the cost of participation in the program and to support their schools' ongoing improvement efforts.

The fifteen 2002 Commonwealth Compass Schools are: Balliet Elementary School in Springfield; Bentley School in Salem; Brighton High School in Boston; Brockton High School in Brockton; Clyde Brown Elementary School in Millis; Cobbet Elementary School in Lynn; East Bridgewater High School in East Bridgewater; Frank M. Sokolowski School in Chelsea; Fuller Middle School in Framingham; Methuen High School in Methuen; Norrback Avenue School in Worcester; Richard J. Murphy School in Boston; Somerset High School in Somerset; Uxbridge High School in Uxbridge; and Melrose Veterans Memorial Middle School in Melrose.

## Pathways to Improved Student Performance Report and Conference

Information gathered from the application process and the team visits to the 2002 Compass Schools was compiled and published in the second *Pathways to Improved Student Performance* report released by the Department in October 2002. The report was distributed at the Pathways to Improved Student Performance Conference in October 2001 and mailed to all Massachusetts public school superintendents and school principals. The full report can be found at: <http://www.doe.mass.edu>

Beginning in January and continuing throughout the Spring of 2002, the Commonwealth Compass Schools will host on-site informational events for leaders and staff from other schools interested in learning more about their programs. A calendar of these events and other information-sharing opportunities can be found at: <http://www.doe.mass.edu/ata>

## Charter School Dissemination Grants

Massachusetts charter schools were established by the Education Reform Act of 1993 in order to “stimulate the development of innovative programs within public education” and to provide “models for replication in other public schools”. Since the 1999-2000 school year, over \$2 million has been awarded to nineteen Massachusetts charter schools for the purpose of disseminating their best practices and innovations. Massachusetts Charter School Dissemination Grants promote the sharing with other public schools effective practices that have been designed, developed, tested and proven successful in Massachusetts charter schools. In November 2002, the Board approved eight dissemination grants totaling \$507,131 for such projects as the documentation and presentation of effective character education practices at the Academy of the Pacific Rim Charter School and the establishment of a Horace Mann Charter School Resource Center at the Barnstable Grade 5 Charter School. The Resource Center seeks to educate public school officials about Horace Mann charter schools to garner interest in the model and to provide technical assistance to founding groups that are exploring the Horace Mann model and applying for a Horace Mann charter.

## Edgerly School Leadership Awards

Through his Foundation for Partnerships, Chairman William S. Edgerly created the Edgerly School Leadership Awards to honor public school principals for their work in raising student achievement. This \$10,000 award, first given in 1999, recognized principals of ten schools this year that showed the highest percentage gains on the MCAS exam from 2001 to 2002.

The 2002 Edgerly School Leadership Award winners are:

- Diane Souza, Manes B. Congdon School, New Bedford
- Joseph D. Santos, Joseph Case High School, Swansea
- Charles G. Sydmonds, Rockport High School
- Pamela K. Kirousis, Crocker Elementary School, Fitchburg
- Philip J. DiPietro, Hadley Elementary School, Hadley

- Clinton E. Burt, Center School, Easthampton
- Donald H. Houghton, Squantum School, Quincy
- Eugene F. Sladewski, Sarah D. Ottisell School, New Bedford
- Annette E. Doyle, Peter Noyce School, Sudbury
- Helen S. Chamides, Johnson School, Natick

## **Recruiting Talented Professionals**

### Educator Recruitment Programs

#### **Massachusetts Institute for New Teachers (MINT)**

The Massachusetts Institute for New Teachers (MINT) is an accelerated training program for academically talented recent college graduates and mid-career professionals who aspire to be middle and high school teachers. MINT participants earn an initial license after completing the an intensive summer training program, 18 hours of ongoing seminars, and a rigorous performance assessment based on their first year teaching experience. In 2002, 217 participants completed the summer training and are currently teaching in over 90 public school districts. In October 2002, the Department received the federal Transition to Teaching grant, a five year award totaling over \$2.8 million, to provide a comprehensive first year support program to MINT participants who teach in high-need districts. To advance this initiative, the 2003 MINT program will include a network of Department-approved district-based licensure programs in the districts of Brockton, Chelsea, Chicopee, Lawrence, and Worcester.

#### **Massachusetts Signing Bonus Program for New Teachers**

The Signing Bonus Program attracts outstanding recent college graduates and mid-career professionals to teach in Massachusetts. The Department selected 50 bonus recipients in 2002, all of whom attended the Massachusetts Institute for New Teachers. In selecting the bonus recipients, the Department gave preference to candidates with expertise in high need subject areas and a demonstrated record of commitment to serving high need communities. More than 86% of the 2002 bonus recipients are currently teaching in a high need subject area and 65% are currently teaching in an urban school district. In an effort to boost the recruitment efforts of other programs that offer accelerated training to high-quality candidates, this year the Department extended an invitation to approved post-baccalaureate training programs to nominate their top candidates to receive a signing bonus. Fourteen programs submitted proposals to become nominating institutions, from which the Department selected eight to participate in the program.

#### **Attracting Excellence to Teaching**

The Attracting Excellence to Teaching Program provides annual reimbursement payments directly to qualified teachers to help defray costs from previously incurred student loans for undergraduate and/or graduate studies. Teachers who have graduated in the top 15 percent or with honors designation from an undergraduate or graduate program who teach in a high need public school district are eligible to receive up to \$1800 per year of loan reimbursement for four years. In 2001-2002, the program distributed nearly \$1.1 million to 718 teachers.

### Educator Preparation and Support Programs

#### **District-Based Educator Preparation: Teacher Licensure**

The Regulations for Educator Licensure and Preparation Program Approval adopted by the Board in 2001 established two new district-based routes for teacher initial licensure: Route 3 (apprenticeship) and Route 4 (provisional teacher of record with mentor). The need for these

types of programs is evident and their success has been demonstrated through pilots in the Commonwealth and similar programs in other states. These programs go through the same approval process as higher education-sponsored programs do, based on the same guidelines. The process begins with technical assistance from Department staff to assist with program development. The technical assistance process culminates with an informal review. Informally reviewed programs may begin enrolling candidates. These programs will undergo the formal review during their second year of operation.

The types of sponsoring organizations and the types of licensure programs are quite diverse. Sponsoring organizations include school districts, groups of districts, educational collaboratives, charter schools, private schools, professional associations, and nonprofit organizations. Most of these sponsors also have higher education partners. The fields of teacher licensure programs include middle school and secondary subject areas, early childhood, elementary, middle school generalist, moderate special needs, severe special needs, and instructional technology. The majority of the programs are Route 4; some are Route 3; and others are a combination using both of the practicum equivalents described in these routes.

A total of twelve programs, run by eight sponsoring organizations, are undergoing the formal approval process during the 2002-2003 school year. A comparable number of additional programs have just completed or are preparing for the informal review. The Department awarded six grants to districts and collaboratives to develop more programs during 2003.

### **Beginning Teacher Support Programs**

The 1993 Education Reform Act [Chapter 71, Section 38G] and the Massachusetts Regulations for Educator Licensure [603 CMR 7.00] require districts to provide a comprehensive induction program to beginning teachers during their first year in the classroom. Induction programs consist of a variety of components, including mentoring and peer-to-peer support. These district programs offer the initial and continued support that teachers need to succeed and remain in the profession.

Over the past year, the Department has demonstrated its continued commitment to helping districts build capacity in the area of beginning teacher support through the following programs and activities:

### **Case Study Seminars for Teachers**

The Case Study Seminars Program, which began in 1999, was designed to allow the Department to partner with districts to help provide the support that new teachers need. Case Study Seminars provide participants, all of whom were beginning teachers in either their first or second year of teaching, with support and instruction relevant to their classroom experience through peer-to-peer support. These seminars allow beginning teachers to establish effective professional communities and to overcome the challenges particular to early career teaching. Case Study Seminars also provided a forum for new teachers to improve their teaching by working with veteran teachers to analyze and identify best practices. Seminar topics included the curriculum frameworks, assessments, classroom management, and differentiated instruction. During the 2001-2002 school year, the Department sponsored seminars in 17 locations, supporting

approximately 360 new teachers. Each seminar series consisted of 8-12 three hour sessions. Because of limited funding, this program was not continued into the 2002-2003 school year.

### **Summer Mentor Training Institutes**

Since 1999, the Department has trained more than 2,000 teachers to be mentors through Regional Summer Mentor Training Institutes. The most recent cohort of 666 veteran educators completed their mentor training by March of 2002. Through these six day institutes, experienced teachers developed the skills needed to be effective mentors and to model standards-based teaching, with the expectation that: new teachers would learn from veteran teachers; schools would increase the possibility of retaining strong, well-trained educators; and, most importantly, student achievement would be improved. While the Institutes were highly successful in training interested individuals to contribute to the success of district induction programs by mentoring, many districts expressed an interest in transitioning the mentor training process from an externally contracted professional development effort into an in-house staff training process. Following the FY 02 program year, when funding was reduced, the Department ended its sponsorship of the Summer Mentor Training Institutes, shifting resources to support a “Train the Trainers” initiative to assist districts in building internal capacity for mentor training.

### **Mentoring Beginning Teachers: Train the Trainers Conferences**

During the summer of 2002, the Department began a new effort to help districts build capacity in the area of beginning teacher support by holding “Train the Trainers” conferences. This program was designed to assist districts in training their veteran teachers to be effective mentors of beginning teachers. The 2-day conferences were held in 5 locations throughout the Commonwealth. 167 district leaders attended, representing 122 Massachusetts school districts. Participants received a training curriculum binder as well as instruction in how to present the curriculum and training design to mentors within their own districts. Consequently, the goal of this curriculum binder and the conference was to help districts become self-sufficient in training mentors locally, and further embed induction program activities into districts’ broader professional development plans. The curriculum binder will be an ongoing resource for developing and delivering future mentor training programs at the district level.

### **Teacher Induction Program Practices in Massachusetts: Summary Report**

A statewide survey was conducted during the summer of 2001 to collect information about current district practices and trends related to new teacher induction programs and mentoring efforts. The resulting 23-page report, published by the Department in May of 2002, presented the progress districts have made and the areas in need of improvement. Surveys were solicited from beginning teachers, mentors, principals, and induction program coordinators. In total, 2,732 completed surveys were returned to the Department. The survey data showed that induction programs in Massachusetts have resulted in benefits to all constituents involved, including higher levels of professionalism, increased effectiveness in the classroom, and a deeper sense of collegiality and sharing within the district. Common themes emerged from the data with respect to programmatic challenges as well. As a result, the Department was able to make recommendations regarding program planning, mentoring activities, release time, beginning teacher participation, and evaluation. The full report can be found at [http://www.doe.mass.edu/eq/mentor/induct\\_rpt.pdf](http://www.doe.mass.edu/eq/mentor/induct_rpt.pdf).

## Educator Recognition Programs

### **Teacher of the Year**

The 2003 Massachusetts Teacher of the Year is Dr. Jeffrey R. Ryan, a history teacher at Reading Memorial High School. The Teacher of the Year is selected through a rigorous application process, and is Massachusetts candidate for the National Teacher of the Year Program. While remaining in the classroom, the Teacher of the Year serves as an ambassador for the teaching profession by sharing his expertise with educators, students, community members and others in the evenings, on weekends, and during the summer.

### **Milken Family Foundation National Educator Awards**

The 2002 Milken Family Foundation Award winners are Mary Cowhey, a first grade teacher at Jackson Street School in Northampton and Michael Stanton, a third grade teacher at Ralph Talbot Primary School in Weymouth. The criteria for selection of outstanding elementary and secondary school teachers, principals and other education professionals as Milken Educators include: exceptional educational talent as evidenced by outstanding instructional practices in the classroom, school, and profession; outstanding accomplishment and strong long-range potential for professional and policy leadership; and engaging and inspiring presence that motivates and helps students, colleagues, and the community.

### **Presidential Awards for Excellence in Mathematics and Science Teaching**

The finalists for the 2002 Massachusetts Presidential Awards for Excellence in Mathematics and Science Teaching are: Alfred J. Bird from Charlestown High School in Charlestown, Warren Phillips from Plymouth Community Intermediate School in Plymouth, and Suzanne Dunn from Memorial Elementary School in Hopedale for science; Corinne Biscardi from Galvin Middle School in Wakefield, Susan Carle from Foxborough High School in Foxborough, Janet Forti from Andrew Middle School in Medford, and Rosenia Christiansen from Lincoln School in Brookline for mathematics. Winners will be notified in March 2003. Administered by the National Science Foundation on behalf of the White House, the Presidential Awards recognize outstanding elementary and secondary mathematics and science teachers.

### **George Washington Teachers Institute**

Attendees to the 2002 George Washington Teachers Institute from Massachusetts were Stacia Smith from Paxton Central School in the Wachusett Regional School District, Candace Chase from McCarthy Middle School in Chelmsford, Margaret Frosthalm from Bristol-Plymouth Technical High School in Taunton, John Glynn from West Roxbury High School in Boston, and Cheryl Koleshis from Samoset School in Leominster. The Institute's week-long program provides an intensive immersion study of George Washington and his world. The curriculum includes discussions led by noted Washington scholars and hands-on workshops exploring Washington's life and interests at Mount Vernon.

## Attracting and Retaining Teachers in Early Childhood Programs

### **Advancing the Field/Developing Career Paths in Early Care and Education**

Advancing the Field is an initiative designed to address the issue of teacher preparation with an emphasis on preparing teachers to work in inclusive settings. The project, begun in 1998, is funded through the Individuals with Disabilities Education Act. Institutions of higher education and other community organizations are collaborating with each other and the Department to develop articulation agreements that recognize prior learning and lead participants to obtaining either an Associates or Bachelors degree. Currently, twenty-one institutions, including community colleges and public and private four-year colleges, are involved in Advancing the Field.

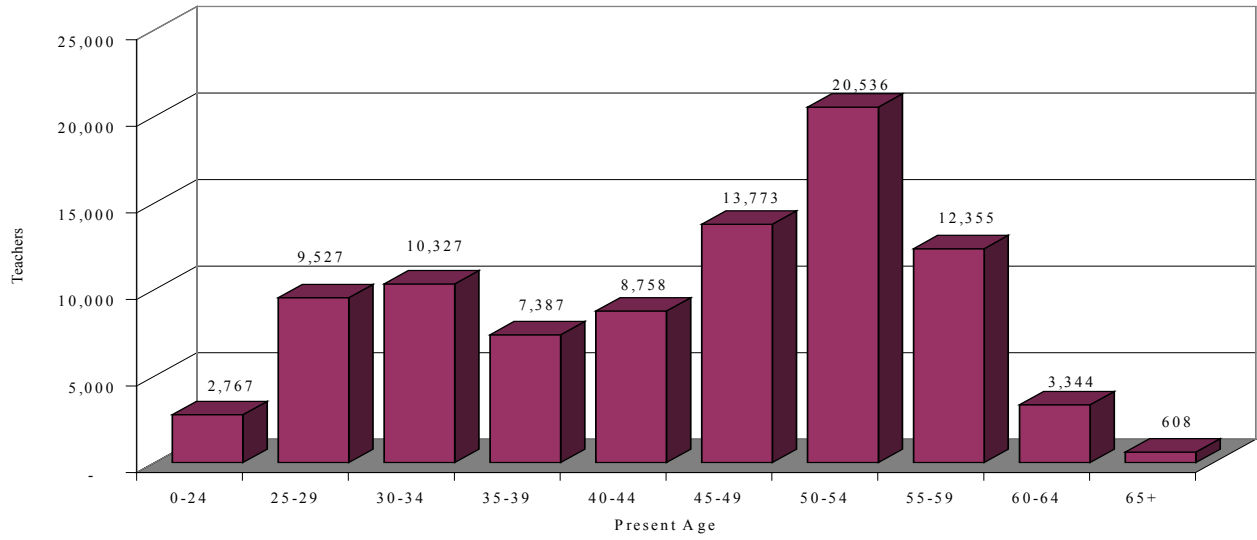
### **Age by Service Distribution of Massachusetts Teachers: 2001-2002**

Source: Public Employee Retirement Administration Commission

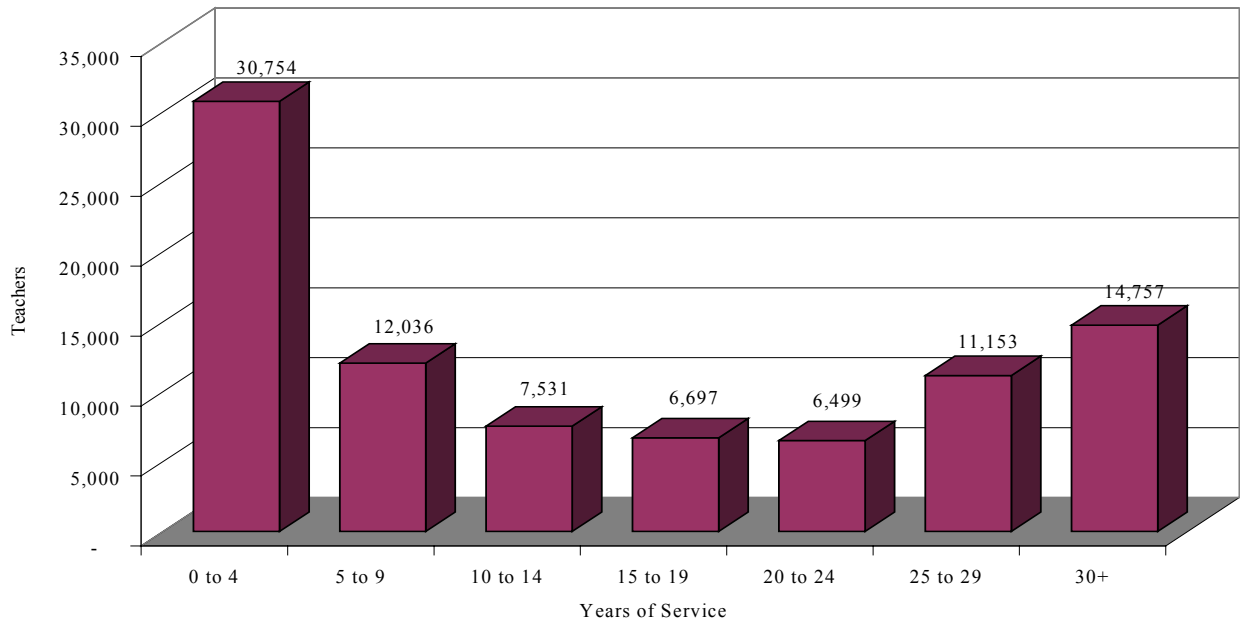
#### *Years of Service*

<b>Present Age</b>	<i>0-4</i>	<i>5-9</i>	<i>10-14</i>	<i>15-19</i>	<i>20-24</i>	<i>25-29</i>	<i>30+</i>	<i>Total</i>
<b>0-24</b>	2765	2						2767
<b>25-29</b>	8611	915	1					9527
<b>30-34</b>	6120	3902	347	3				10,327
<b>35-39</b>	3327	1898	1661	499	2			7387
<b>40-44</b>	3349	1565	1290	1977	569	8		8758
<b>45-49</b>	3225	1694	1381	1578	3430	2462	3	13,773
<b>50-54</b>	2258	1386	1630	1443	1569	6763	5487	20,536
<b>55-59</b>	846	523	888	859	633	1457	7149	12,355
<b>60-64</b>	214	123	270	286	246	384	1821	3344
<b>65+</b>	39	28	63	52	50	79	297	608
<b>Total</b>	30,754	12,036	7531	6697	6499	11,153	14,757	<b>89,427</b>

**Age Distribution of Massachusetts Teachers - 2001-2002**



**Experience of Massachusetts Teachers - 2001-2002**



**Massachusetts Educator Certification Tests\***  
**Cumulative Results for**  
**September 2000 - August 2001**

<b>Test Name</b>	<b>Number of Candidates Tested</b>	<b>% Passing</b>
Communication and Literacy Skills (Took and Passed Both Parts)		
1998-1999	11,092	78.1
1999-2000	13,742	74.5
**2000-2001	3,203	93
Reading Subtest (Only)		
1998-1999	11,348	85.5
1999-2000	14,441	84.6
**2000-2001	3,196	96
Writing Subtest (Only)		
1998-1999	11,510	83.2
1999-2000	14,571	78.5
**2000-2001	3,191	94
All Subject Tests (Only)		
1998-1999	8,935	75.3
1999-2000	10,568	73.2
***2000-2001	2,596	90
Communication and Literacy Skills Test and Subject Test (Took and Passed All Three)		
1998-1999	7,033	70.1
1999-2000	6,710	67.0
****2000-2001	3,215	87

\*Now called the Massachusetts Tests for Educator Licensure (MTEL).

\*\*Results are for candidates who completed their preparation programs.

\*\*\*Academic content areas only. Results are for candidates who completed their preparation programs.

\*\*\*\*Took and passed all the tests they took. Results are for candidates who completed their preparation programs.

## **Developing Leadership for Educational Excellence**

### Commonwealth School Leadership Project

In July 2000, the FY 01 Massachusetts state budget added an additional \$10 million to the Teacher Quality Endowment and renamed the fund “Teacher, Principal, and Superintendent Endowment.” At the same time, the Department applied for, and was one of fifteen states to be selected to receive the State Action for Education Leadership Project (SAELP) grant, an initiative funded by the Wallace-Reader’s Digest Funds. With this additional funding, the Department launched the Commonwealth School Leadership Project (CSLP) to create policies and programs that offer prospective and veteran administrators opportunities for career development and advancement. Specifically, through the CSLP, the Department will recruit, train, and support high quality school leaders. More information on the CSLP can be found at: <http://www.doe.mass.edu/eq/cslp/>

### State Action for Education Leadership Project Grant

The first initiative within SAELP was the collection of data on the precise nature of the administrator shortage. All administrator preparation programs were surveyed to determine the number of candidates in the pipeline, and the Massachusetts Teacher’s Retirement Board provided data on the projected retirements of school leaders. Results of these surveys, together with research done by the administrator associations, reveal that 74 percent of Massachusetts principals are over 50 years of age. In addition, nearly fifty percent of principals aged 30-49 at least occasionally consider leaving their jobs. Also, almost half of all superintendents intend to retire within the next four years.

In addition to data collection, the SAELP project staff have developed a leadership profile for principals. After holding focus groups with each of the educator associations and unions, consensus has emerged from practitioners on several key issues. First, the job of principal is reported to be overwhelming and often undesirable to teachers. Second, leadership by the principal alone is not the solution. Third, even in times of scarce resources, school districts can implement creative ways to develop leaders from within the existing employment ranks. In the months ahead, the Department, in partnership with the education associations, higher education, and business representatives, will use the draft leadership profile and the feedback received to help districts recruit and support principals and to implement the new licensure regulations. A draft profile for superintendents is also in development. The draft principal profile can be found at: <http://www.doe.mass.edu/eq/cslp/dlp.html>.

Finally, the SAELP initiative has partnered with fourteen districts to pilot a succession planning training and to strengthen induction programs for new administrators. Teams have met to begin the succession planning process, and have put together a leadership team that will develop a distributive leadership model in districts. Participating districts include: Auburn, Beverly, Boston Evening Academy, Burlington, Canton, Chelsea, Dedham, Fall River, North River Collaborative, Plymouth, Springfield, Tewksbury, Triton, and Woburn.

### Aspiring Leaders Conferences

In an effort to recruit future school leaders, the Department sponsored five regional career development days for aspiring school leaders. The goal for these days was to introduce prospective administrators to the rewards and challenges of educational leadership and to help connect them to administrator preparation programs. District leaders from Lowell, Tewksbury, Revere, Springfield, Monson, Sudbury, and Danvers spoke about the need for school leaders to focus on instructional leadership. Over 650 aspiring and current educational leaders attended these sessions. Follow-up conferences are tentatively planned for the spring of 2003.

### New Administrator Licensure Programs

The new Regulations for Educator Licensure and Preparation Program Approval were intended to accomplish several major objectives including the clarification and expansion of ways in which prospective administrators can be prepared for a career in education administration. There are now multiple routes to licensure for those seeking administrative licenses, including completion of an approved program, completion of an administrative apprenticeship/internship, and a review by an administrator review panel.

The Department has worked closely with Springfield Public Schools to help them develop "LEAD University," an approved preparation program for principals/assistant principals. Twenty-five individuals are now training to become Springfield principals. Springfield began this work as part of their Wallace-Reader's Digest Funds LEAD grant that is a companion to SAELP.

The Department is preparing to issue a contract for the pilot Commonwealth Leadership Academy, a district-based, accelerated licensure program targeted at career-changers. A cohort of twenty-five people will begin their training in February 2003 and will complete their training in October 2003, becoming fully licensed as principal/assistant principals.

### Case Study Seminars for Administrators

In November 2002, the Department solicited organizations interested in providing case study seminars to first or second year principals/assistant principals. These Case Study Seminars are designed to provide beginning administrators with instruction and support in strengthening their instructional leadership skills and identifying ways to restructure their schedules to allow more time for instructional leadership. They are also a means for peer-to-peer mentoring, allowing beginning principals and assistant principals to establish effective professional communities with one another to overcome the challenges particular to school leadership.

A contract is pending with the Massachusetts Elementary School Principal Association and the Massachusetts Teachers Association to deliver this series of workshops on instructional leadership in three different regions across the state, beginning in late January 2003.

## Master Teacher Program

In June 2002, the Department suspended the Massachusetts Master Teacher Program due to limited funding. In September 2002 the program was reinstated when amendments were made to the *Teacher, Principal, and Superintendent Quality Endowment Fund*. The amendments enable the Department to spend down the principal of the endowment for five years to support the program and allow it to grow modestly. In order to strengthen the Master Teacher Program and foster its modest growth, consistent with the amendments, the Department is in the process of developing some new policies that will take effect at the beginning of the 2003-2004 school year.

There are currently 358 National Board Certified Teachers in the Commonwealth, 91 of whom are newly certified. To assist qualified applicants, the National Board for Professional Teaching Standards allocated \$151,000 to the Department to provide partial scholarships to the applicants.

In Massachusetts, a teacher may obtain Master Teacher status by achieving National Board Certification and agreeing to mentor new teachers. A National Board Certified Teacher will receive Master Teacher status yearly as long as he or she continues to mentor. Teachers with Master Teacher status have the opportunity to receive a \$5000 bonus for up to ten years. Approximately 250 National Board Certified Teachers are mentoring in their districts and are eligible for Master Teacher status and the \$5000 bonus for the 2002-2003 school year.

## District-Based Educator Licensure: Administrator Preparation

The changes in the 2001 licensure regulations also provide additional opportunities for the development of innovative field-based preparation for school leaders. Districts, collaboratives, professional associations, and nonprofit organizations can sponsor administrator licensure through alternatively structured approved preparation programs. There are also opportunities to support administrative candidates who choose to participate in an administrative apprenticeship over the course of a year.

As with the teacher preparation programs, district-based administrator programs go through the same approval process as higher education based programs. This year, Educator Quality staff have provided technical assistance to a number of program sponsors. To date, one program for principals/assistant principals will soon complete the Formal Approval process. Two programs have completed the Informal Review - one for principals/assistant principals and the other for school business administrators - and one large urban district is very close to completing the Informal Review process. Four other organizations are receiving technical assistance as they draft their proposed programs. They include four programs for principal/assistant principal, one for superintendent/assistant superintendent, three for supervisor/director, and two for special education administrator. Also, the Department has recently awarded two grants for administrator apprenticeship program development.

## Supporting the Development of Leaders in Early Childhood Education

### **Community Partnerships for Children Summer Institute**

August 2002 was the second year that Early Learning Services sponsored a state-wide meeting for Community Partnerships for Children programs. Past meetings have all been regional due to the large number of programs across the state. The two-day institute included sessions on the proposed Early Childhood Program Standards, inclusion of young children with disabilities, council development, developing career ladders in early childhood, providing mental health services, supporting early literacy, and fiscal accountability. More than 200 Community Partnerships for Children coordinators and council members attended and many local programs took leadership roles and presented to their peers.

### **State-wide Full-Day Kindergarten Conferences**

Early Learning hosted two state-wide conferences for programs receiving full-day kindergarten grants, over 250 people attended each conference. The goal of these conferences is to inform administrators and teachers on some of the latest developments related to full-day kindergarten programs and to provide a forum for local programs to share with each other what progress they have made in implementing high quality full-day programs. Topics included: early literacy, theories of human intelligence, the inclusion of young children with disabilities, preparing for an accreditation visit by the National Association for the Education of Young Children, using the curriculum frameworks to develop a full-day kindergarten program, transitioning from half to full-day programs, how to assess young children's learning, and working effectively with classroom aides.

## **Board of Education Highlights January 2002 – December 2002**

Following is a month by month summary of Board of Education votes and policy discussions:

### **January 2002**

- Approved regulations establishing an MCAS appeals process for score appeals and performance appeals. These regulations take effect for all students starting with the Class of 2003.
- Discussed the Department’s new system for on-line licensure and recruitment of educators, called ELAR (Educator Licensure and Recruitment).

### **February 2002**

- Discussed the highlights of a position paper written by MassPartners for Public Schools called “Teaching Matters: Strengthening Teacher Evaluation in Massachusetts.”
- Granted charters to five new schools: the Four Rivers Charter School (Greenfield); Roxbury Charter High School for Business, Finance, and Entrepreneurship (Boston); Smith Academy for Leadership Charter School (Boston); South End College Preparatory Charter School (Boston); and Uphams Corner Charter School (Boston).
- Renewed the charter of the Academy of the Pacific Rim Charter School (Boston).
- Voted to not renew the charter for the Lynn Community Charter School.
- Adopted regulations on the “circuit breaker” special education reimbursement program that was signed into law in 2000 and is scheduled to take effect on July 1, 2002.

### **March 2002**

- Discussed the highlights of a report written by Mass Insight entitled “Taking Charge: Urban High School Students Speak Out about MCAS, Academics, and Extra-Help Programs.”
- Discussed a report written by the Joint Committee on Educational Policy, called “Keeping the Promise: Multiple Pathways to a High School Diploma.” The report includes policy recommendations regarding options for those students who complete high school without a competency determination.
- Discussed the major elements of the federal No Child Left Behind Act.

### **May 2002**

- Discussed a progress report on the percentage of students in the Class of 2003 who have earned a competency determination.
- Adopted amendments to the Student Records Regulations to conform to the 1999 state law on access to student records by non-custodial parents and to revise certain timelines.
- Approved the new partnership agreement with the Lawrence Public Schools, which extends the term of the partnership among the Board, the Department, and Lawrence Public Schools through the 2002-2003 school year.

### **June 2002**

- Discussed the Department’s 2001-2002 school performance review and targeted assistance activities.

- Discussed proposed standards for four additional occupational clusters for the Certificate of Occupational Proficiency: carpentry/cabinetmaking, electronics, graphic communications and marketing, and the standards for employability skills.

### **August 2002**

- Reviewed the FY 03 final state budget.
- Discussed Massachusetts SAT results, which, for the 11<sup>th</sup> straight year, have increased in both mathematics and English.

### **September 2002**

- Re-elected Henry Thomas III as Vice-Chairman through September 2003.
- Discussed a proposed policy on state-endorsed local certificates for students who have completed local graduation requirements, but have not yet earned a competency determination by their scheduled graduation date.
- Discussed the new Bilingual Education Law, which governs the education of limited English proficient students. The law is scheduled to take full effect in July 2003.

### **October 2002**

- Approved the revised History and Social Science Curriculum Framework, which is the result of a two-year revision process.
- Adopted standards for the Certificate of Occupational Proficiency in four areas: carpentry/cabinetmaking, electronics, graphic communications and marketing, and the standards for employability skills.
- Approved the Board's legislative package, which includes four proposals: a new Chapter 70 formula; amendments to the school building assistance law; establishment of a retained revenue account for educator licensure; and an amendment to change the time period for acquiring professional teacher status to match the time period for earning a professional teaching license.

### **November 2002**

- Discussed the release of the Cycle II School Performance Rating Reports. The goal of the ratings is to have all students scoring at *Proficient* or higher in English language arts and mathematics by 2014.
- Approved the Board's FY 04 budget proposal.
- Approved the policy on state-endorsed certificates of attainment. The purpose of this credential is to provide school committees with the option of granting a certificate of attainment, based on specified criteria, to students who have completed local graduation requirements but do not yet qualify for the high school diploma because they have not yet earned a competency determination by their scheduled graduation date.
- Approved amendments to the Regulations on Under-Performing Schools and School Districts incorporating the new statutory role and responsibilities of the Educational Management Audit Council and the Office of Educational Quality and Accountability.
- Adopted amendments to the School Finance Regulations relating to school choice tuition calculations, transportation costs, accounting for municipal expenses, and a technical correction on extraordinary maintenance costs.

**December 2002**

- Approved modifications to the School and District Accountability System, which will bring the school rating and review processes into full compliance with the new accountability requirements under the federal No Child Left Behind Act.
- Discussed the MCAS appeals process, which has granted 204 performance appeals to date.
- Discussed implementation of the No Child Left Behind Act.

## **What to Expect: Board of Education Agenda Items for 2003**

The Board is expected to take action on a number of initiatives in 2003, including:

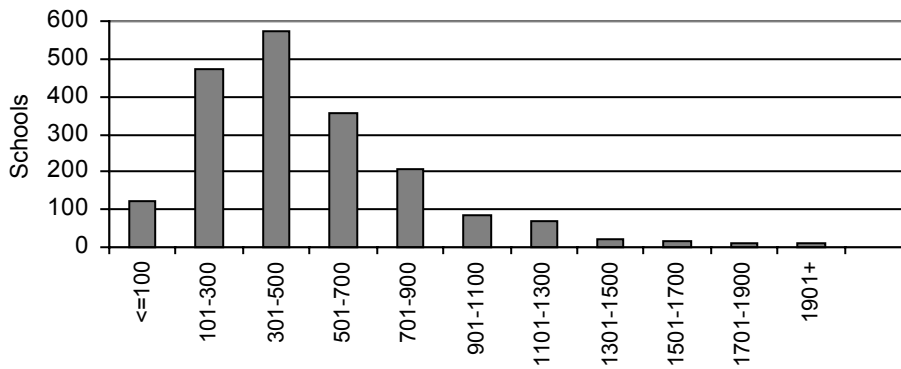
- **Chapter 74 Regulations on Vocational-Technical Education:** The Chapter 74 Regulations on Vocational-Technical Education have remained largely unchanged for over twenty years. With the implementation of education reform, there has been a renewed interest in strengthening career and technical education along with students' knowledge and skills in the aspects of vocational-technical subject areas. The Board will vote on revised Chapter 74 Regulations in 2003.
- **Regulations Governing the Education of English Learners:** Question 2, which was an initiative petition on the November 5, 2002 ballot that Massachusetts voters approved, amends the Transitional Bilingual Education statute and requires the Department to promulgate regulations regarding school districts annual obligation to identify and classify limited English proficient students, referred to in Question 2 as "English learners." This new law governing the education of English learners takes effect at the beginning of the 2003-04 school year. The Board will vote on these regulations in 2003.
- **School Accountability:** The Board will consider the plans for improving student performance from six schools which were declared under-performing in 2002. The Board will also consider revisions to the Cycle III Accountability Process, which will align the Massachusetts process with the requirements under the No Child Left Behind Act.
- **Implementation of the Federal No Child Left Behind Act:** The Board and the Department will continue to implement the Federal No Child Left Behind Act Provisions, including the Reading First Program and grant awards.
- **Early Childhood Standards:** The Board will vote on the revised Early Childhood Program Standards in the spring of 2003. The intent of the standards is to support and improve the quality of early childhood programs in Massachusetts. These standards would apply to all preschool programs that receive state funding under the Community Partnerships for Children (CPC) program including public school, Head Start, and private preschool and child care programs. The standards also include Guidelines for Preschool Learning Experiences that align with the curriculum frameworks.
- **Charter Schools:** In 2003, the Board will consider awarding new charters to final applicants for Commonwealth charter schools. In addition, the Board will vote on the renewal of charters for eight schools.
- **Educator Licensure Regulations:** The Board will consider further amendments to the Educator Licensure Regulations to include a license for Teacher of English Language Learners.

## Massachusetts Public School Information

### 2001-02 School Year

<b>Operating School Districts</b>	377	<b>Type of Public School</b>	
		Elementary	1255
<b>Charter Schools</b>		Middle/Junior	289
Commonwealth	40	Secondary	317
Horace Mann	7	Other Configurations	42
		<b>Total</b>	<b>1903</b>
<b>Educational Collaboratives</b>	32		

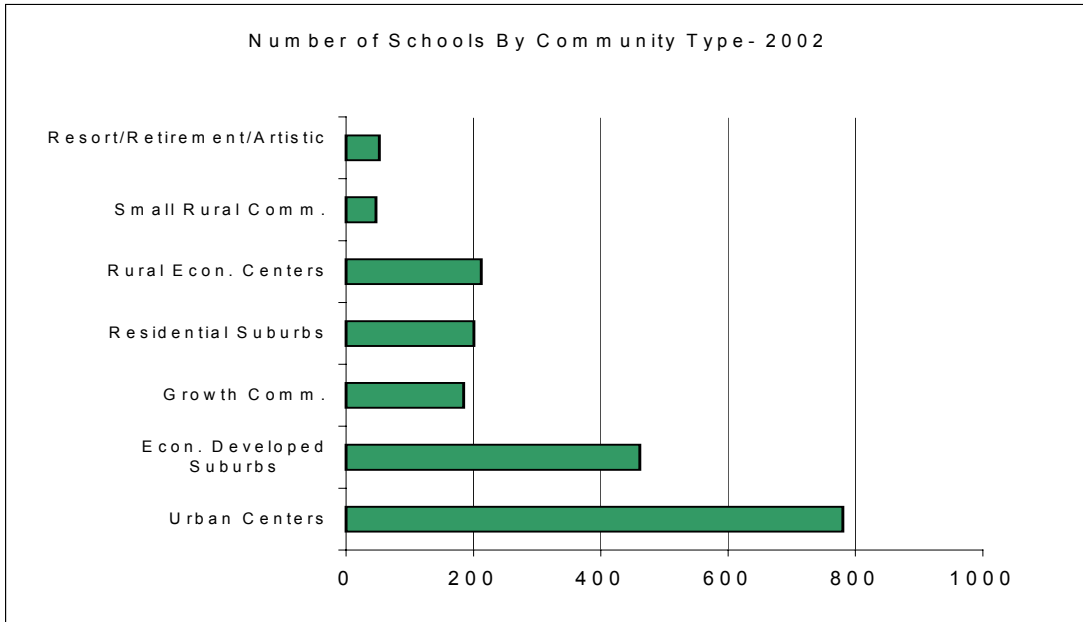
Massachusetts Schools by Size - 2001-02



### 2001-02 School Year

<b>Public School Enrollment</b>	974,015	<b>Enrollment by Race/Ethnicity (%)</b>	
Private School Enrollment	134,023	African American	8.6
		Asian	4.5
<b>Enrollment by Grade (%)</b>		Hispanic	10.8
Pre-Kindergarten	2	Native American	0.3
Kindergarten	7	White	75.7
Grades 1-5	39		
Grades 6-8	24	<b>Selected Populations (%)</b>	
Grades 9-12	28	Special Education	15.4
Grades 13-14	<1	First Language not English	13.2
		Limited English Proficient	4.7
<b>Enrollment by Gender (%)</b>		Transitional Bilingual Education	3.0*
Females	49	Low Income	25.3
Males	51		

\* Data reported from the end of the 2001-02 school year.



**Community Types** Cities and towns were grouped into “Community Types”, based on 1980 census data.

**Economically Developed Suburbs:** Suburbs with high levels of economic activity, social complexity, and relatively high income levels.

**Growth Communities:** Rapidly expanding communities in transition

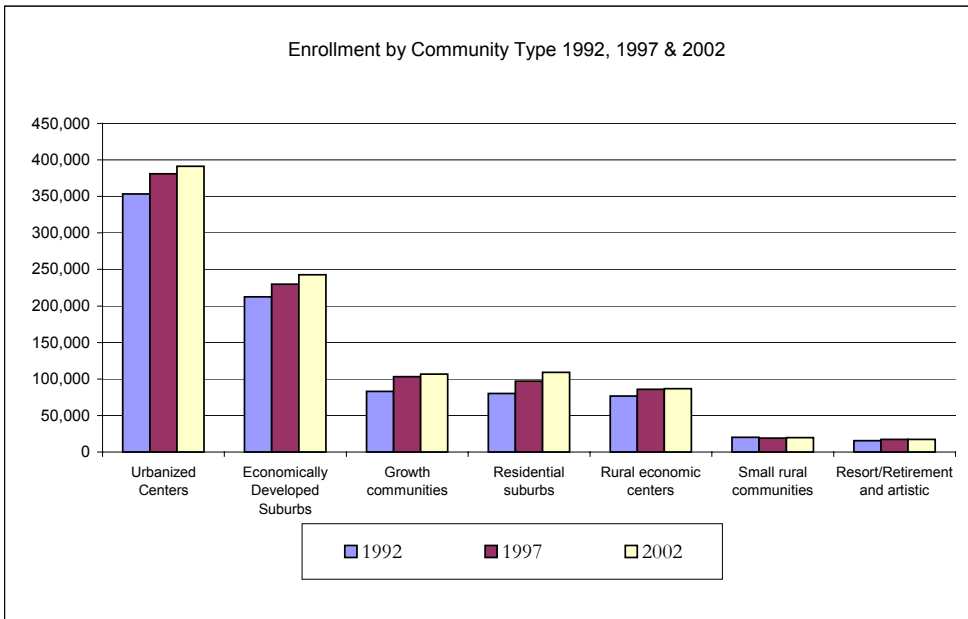
**Residential Suburbs:** Affluent communities with low levels of economic activity.

**Rural Economic Centers:** Historic manufacturing and commercial communities with moderate levels of economic activity.

**Small Rural Communities:** Small towns, sparsely populated, economically undeveloped.

**Resort/Retirement/Artistic:** Communities with high property values, relatively low income levels, and enclaves of retirees, artists, vacationers, and academicians.

**Urbanized Centers:** Manufacturing and commercial centers, densely populated, and culturally diverse.

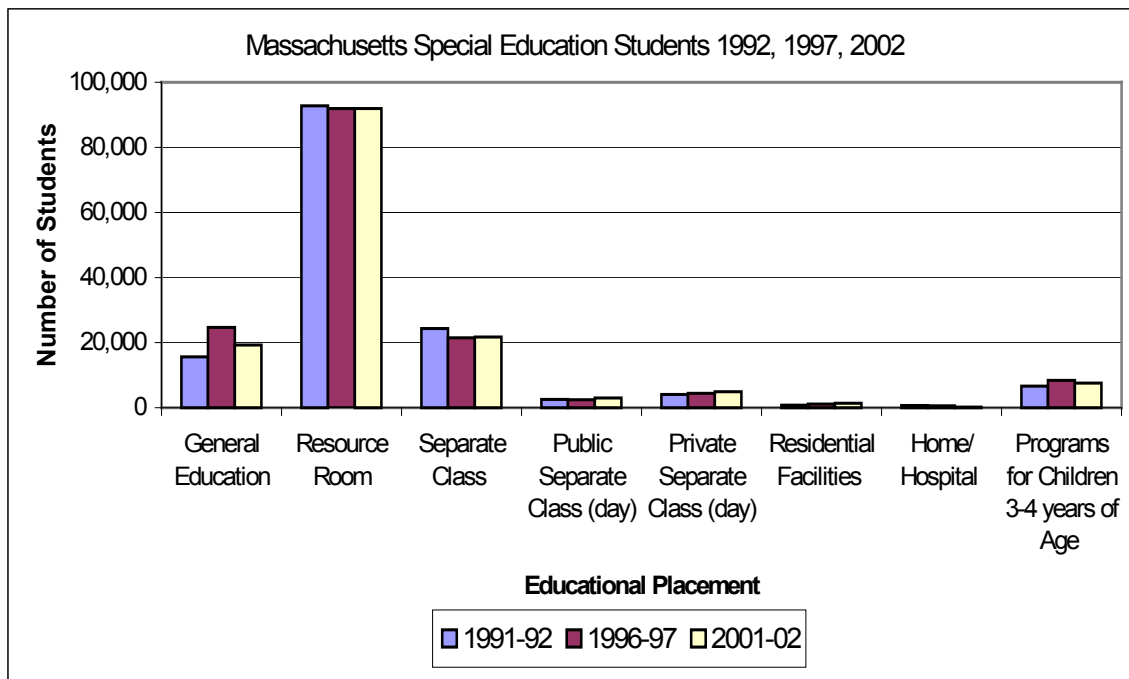


## Enrollment Trends in Massachusetts Public Schools

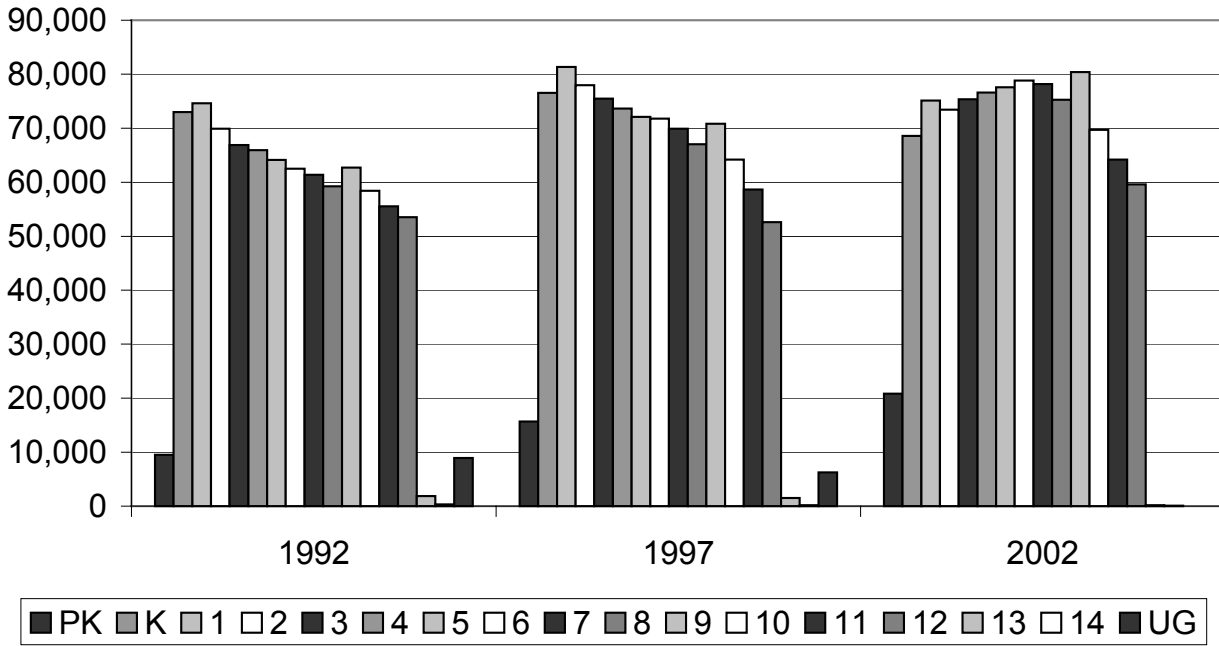
	1992		1997		2002	
<b>Total Enrollment</b>	848,375		935,623		974,015	
<b>Race</b>	#	%	#	%	#	%
African American	66,344	7.8%	78,181	8.4%	83,874	8.6%
Asian	29,413	3.5%	37,212	4.0%	44,203	4.5%
Hispanic	68,642	8.1%	89,437	9.6%	105,157	10.8%
Native American	1,440	0.2%	1,950	0.2%	3,169	0.3%
White	682,536	80.5%	728,843	77.9%	737,612	75.7%
<b>Special Education*</b>						
First Language Not English	147,732	17.3%	155,029	16.4%	150,003	15.4%
Limited English Proficient	96,983	11.4%	118,375	12.7%	128,218	13.2%
Transitional Bilingual Education**	42,598	5.0%	44,394	4.7%	46,254	4.7%
Low Income	38,157	4.5%	41,377	4.4%	29,378	3.0%
	187,818	22.5%	238,713	25.5%	246,813	25.3%

\*SPED total enrollments also include students enrolled in "Private Separate Class day (502.5)" and "Residential Facilities (502.6)".

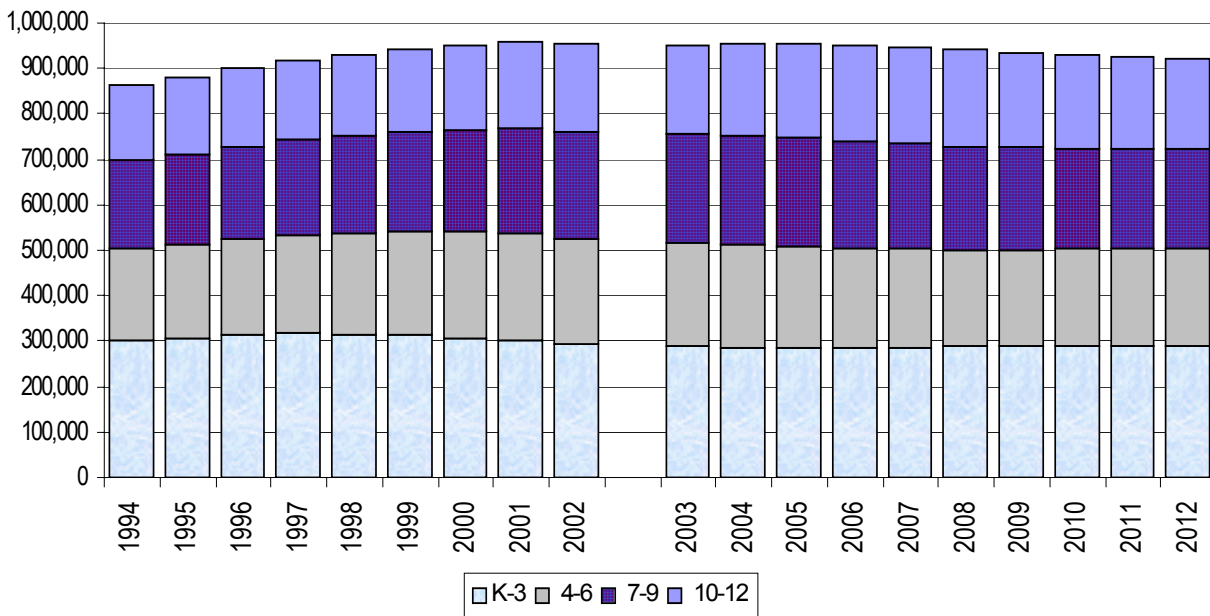
\*\*Data reported from 2001-02 End of School Year.



Enrollment by Grade 1992, 1997, 2002



Past & Projected Enrollment 1994-2012  
Massachusetts K-12 State Totals



### Summary Student Indicators 2000-01 School Year

<b>Attendance Rate</b>	94.0	<b>Gr. 9-12 Dropouts</b>	9,380
Average number of days absent	11	Rate per 100	3.5
<b>Students Retained in Grade</b>	24,650	<b>Plans of HS Graduates (54,393)</b>	
Rate per 100	2.5	College	
		4- Year Private	30.5%
<b>Suspensions</b>		4- Year Public	23.1%
Out-of-School	61,050	2- Year Private	3.1%
Rate per 100	6.2	2- Year Public	18.5%
In-School	47,684	Other Post-Secondary	2.2%
Rate per 100	4.9	Work	14.1%
		Military	2.4%
<b>Exclusions</b>	1,621	Other	2.9%
Rate per 1000	1.7	Unknown	3.3%

### Student Retention Rates 1996-2001

	1996	1997*	1998	1999	2000	2001
<b>Total Retentions (#)</b>	18,298		19,498	22,133	24,467	24,650
<b>Overall Rate</b>	2.0		2.1	2.3	2.5	2.5
<b>Gender</b>						
Male	2.4		2.4	2.7	3.0	3.0
Female	1.6		1.6	1.9	2.0	2.0
<b>Race</b>						
African American	3.9		4.3	4.8	5.3	6.0
Asian	2.0		2.4	2.8	3.2	2.6
Hispanic	4.9		4.9	5.3	5.7	5.6
Native American	3.1		3.2	3.5	3.5	2.8
White	1.5		1.4	1.6	1.7	1.7
<b>Grade</b>						
PK	0.2		0.4	1.0	0.5	1.5
K	1.9		2.0	2.4	2.8	2.6
1	3.1		3.2	3.6	3.9	3.7
2	1.3		1.3	1.5	1.9	1.7
3	0.6		0.7	0.9	1.3	1.7
4	0.3		0.5	0.6	0.7	0.7
5	0.2		0.3	0.4	0.5	0.5
6	0.6		0.7	0.8	1.0	1.2
7	1.4		1.4	1.6	1.8	1.7
8	1.5		1.4	1.7	1.5	1.5
9	6.3		6.8	7.4	8.1	8.3
10	4.5		4.3	4.6	4.7	4.3
11	3.6		3.2	3.3	3.6	3.2
12	1.9		2.1	1.9	1.8	2.0

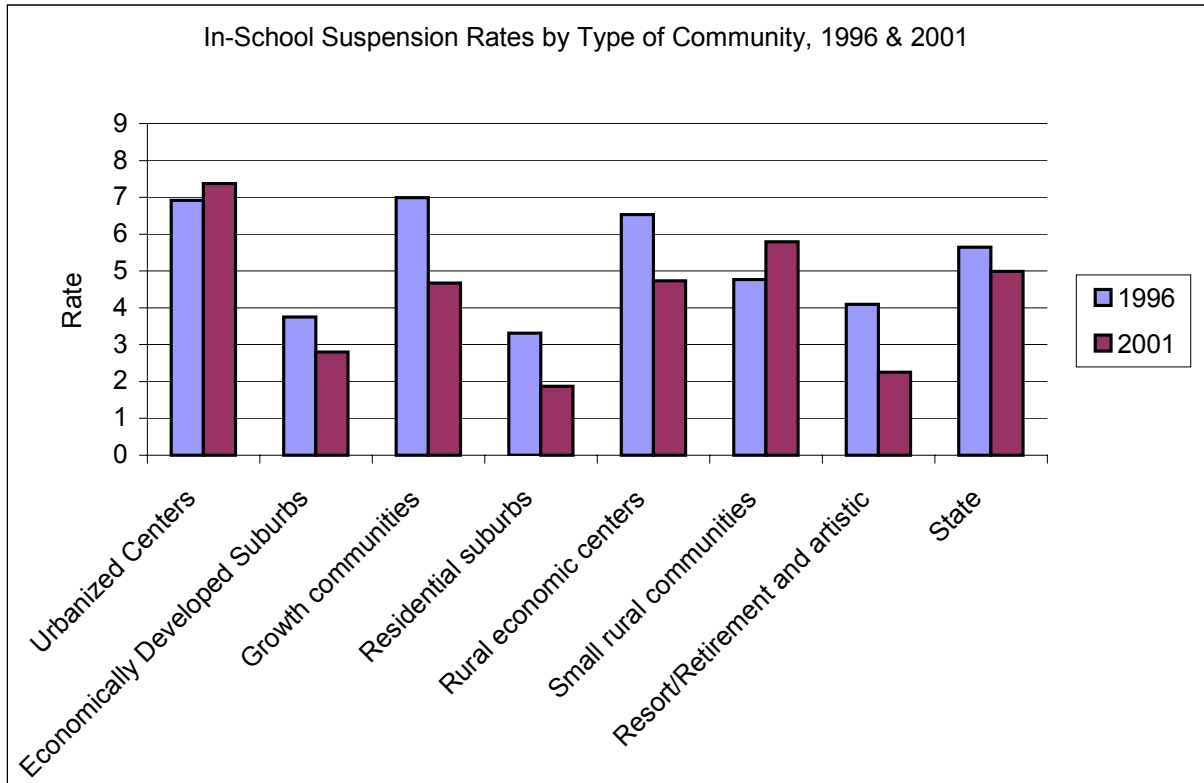
\* The Department did not collect retention data in 1997.

### Student In-School Suspension Rates 1996-2001

	1996	1997*	1998	1999	2000	2001
<b>Total In-School Suspensions (#)</b>	52,127		48,531	48,076	47,517	47,684
<b>Overall Rate</b>	5.7		5.1	5.0	4.9	4.9
<b>Gender</b>						
Male	7.3		6.6	6.6	6.3	6.3
Female	3.9		3.5	3.3	3.4	3.4
<b>Race</b>						
African American	6.0		5.8	6.1	5.7	5.9
Asian	2.6		2.4	2.2	2.0	2.4
Hispanic	8.9		8.7	8.7	8.0	8.9
Native American	9.2		3.8	3.9	6.1	6.1
White	5.4		4.7	4.5	4.5	4.3
<b>Grade</b>						
PK-3**	0.2		0.3	0.3	0.3	0.3
4	0.8		0.8	0.9	1.0	0.9
5	1.8		1.5	1.7	1.7	1.7
6	5.2		4.4	4.6	4.3	4.4
7	8.5		7.9	7.2	7.3	7.1
8	9.7		8.9	8.8	7.9	7.5
9	14.9		12.9	12.3	12.1	12.5
10	15.2		12.9	12.5	11.1	10.9
11	13.8		12.4	11.9	11.4	11.0
12	11.8		10.4	9.9	10.3	9.4

\* The Department did not collect suspension data in 1997.

\*\* The Department collects suspension data for the grade range PK-3, rather than for each individual grade level in that range.

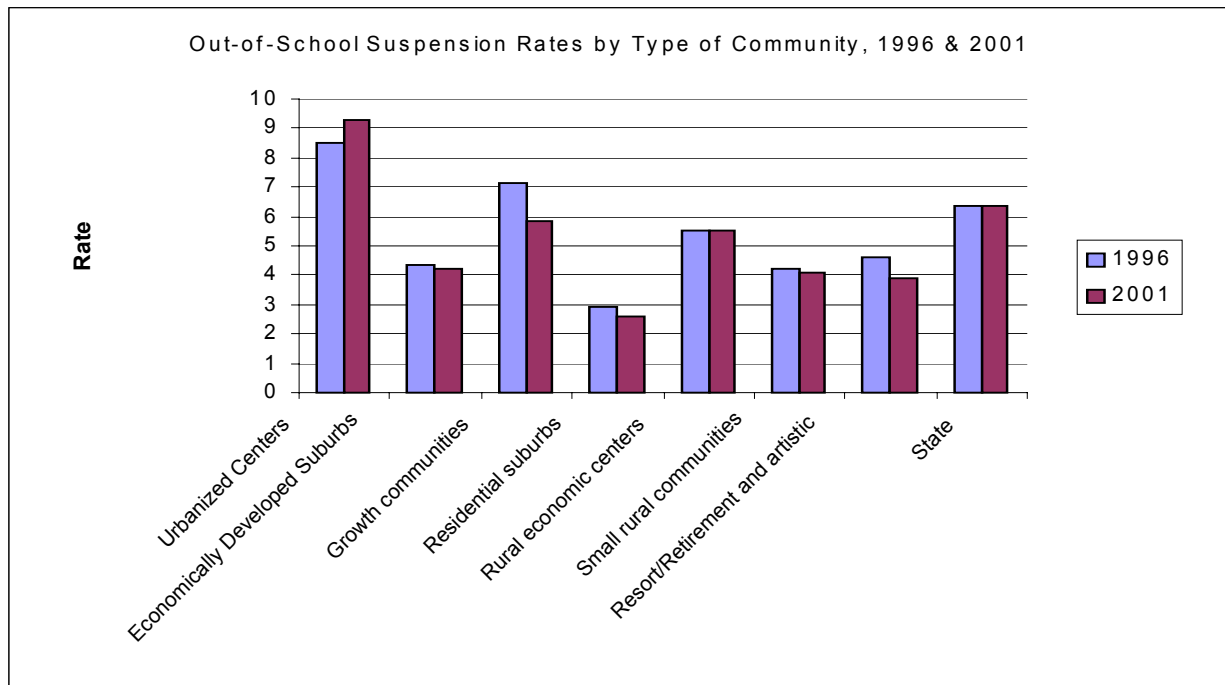


### Student Out-of-School Suspension Rates 1995-2000

	1996	1997*	1998	1999	2000	2001
<u>Total Out-of-School Suspensions (#)</u>	58,089		59,059	58,212	58,900	61,050
<u>Overall Rate</u>	6.3		6.2	6.0	6.1	6.2
<b>Gender</b>						
Male	8.8		8.6	8.4	8.4	8.7
Female	3.7		3.7	3.6	3.5	3.7
<b>Race</b>						
African American	9.1		9.2	9.7	9.8	10.8
Asian	3.7		3.8	3.7	3.5	3.8
Hispanic	11.5		11.5	10.3	10.5	10.4
Native American	8.5		7.0	7.0	6.3	9.7
White	5.6		5.3	5.2	5.2	5.3
<b>Grade</b>						
PK-3**	0.5		0.7	0.8	0.9	1.0
4	1.6		1.8	1.9	2.0	2.2
5	2.4		2.8	2.7	3.1	3.3
6	5.3		5.3	5.4	5.7	5.8
7	10.1		9.2	9.0	9.1	9.3
8	12.6		11.2	11.0	10.7	10.9
9	16.4		15.9	14.6	14.2	14.6
10	15.5		14.3	13.3	12.5	12.4
11	13.7		13.5	12.2	11.7	11.6
12	11.3		11.5	11.4	11.0	10.2

\* The Department did not collect suspension data in 1997.

\*\* The Department collects suspension data for the grade range PK-3, rather than for each individual grade level in that range.



**Student Exclusion Rates (per 1000 students enrolled) 1996-2001**

	1996	1997	1998	1999	2000	2001
<b>Total Exclusions (#)</b>	1,482	1,498	1,334	1,326	1,412	1,621
<b>Overall Rate</b>	1.6	1.6	1.4	1.4	1.5	1.7
<b>Gender</b>						
Male	2.5	2.5	2.2	2.2	2.3	2.5
Female	0.8	0.6	0.6	0.5	0.6	0.8
<b>Race</b>						
African American	4.7	4.5	3.1	3.1	4.1	5.1
Asian	1.6	1.1	1.5	0.9	1.2	1.2
Hispanic	7.2	5.7	5.0	4.5	4.7	4.6
Native American	5.7	2.1	2.5	0.5	1.2	1.1
White	0.7	0.8	0.8	0.8	0.7	0.9
<b>Grade</b>						
K	0.0	0.0	0.0	0.0	0.0	0.1
1	0.1	0.1	0.0	0.0	0.0	0.1
2	0.0	0.1	0.1	0.0	0.1	0.1
3	0.1	0.1	0.1	0.1	0.0	0.1
4	0.2	0.2	0.2	0.1	0.1	0.3
5	0.3	0.5	0.3	0.1	0.3	0.4
6	1.6	0.9	0.9	1.3	1.0	1.2
7	2.5	2.6	2.0	2.7	2.5	2.6
8	4.0	3.3	2.7	3.1	2.8	3.6
9	5.2	5.6	4.7	4.0	4.7	5.4
10	3.1	4.0	3.8	3.7	3.6	3.4
11	2.9	2.7	2.7	2.8	3.0	2.9
12	1.9	2.2	2.1	1.5	1.9	2.3

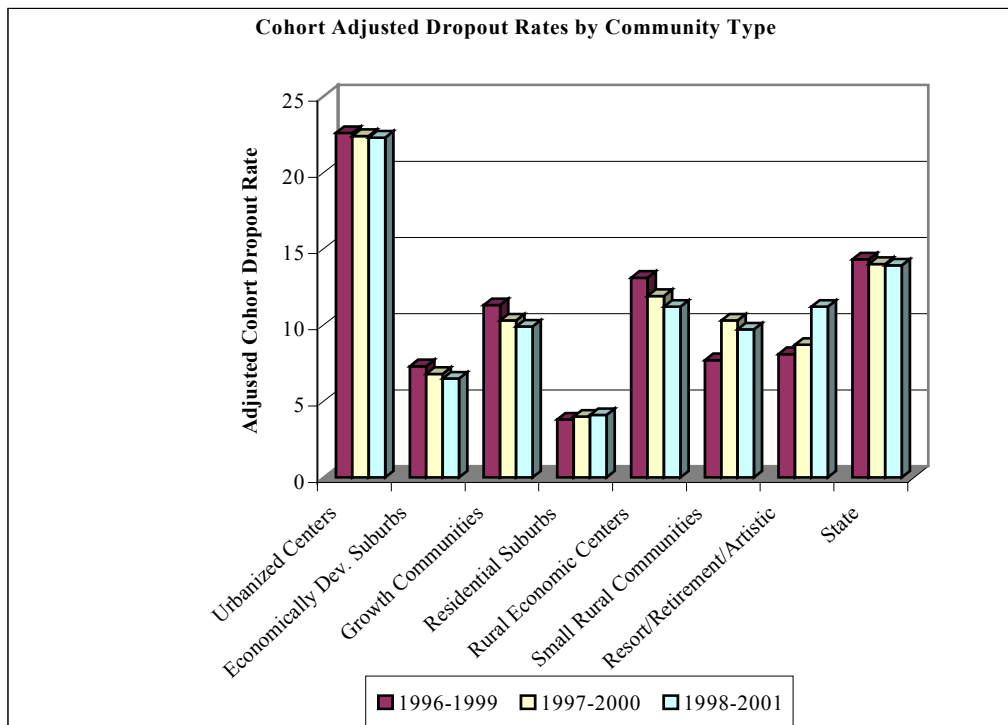
**Exclusion by Type of Offense**

	1996		1997		1998		1999		2000		2001	
	#	%	#	%	#	%	#	%	#	%	#	%
Weapon	257	17	317	21	306	23	319	24	287	20	324	20
Illegal Substance	276	19	334	22	291	22	273	21	318	23	403	25
Assault on Staff	187	13	179	12	189	14	171	13	157	11	218	13
Assault on Student	158	11	138	9	122	9	118	9	104	7	152	9
Felony Outside School	62	4	63	4	130	10	93	7	102	7	102	6
Other Offense	419	28	286	19	206	15	215	16	328	23	322	20
Weapon Combination*	53	4	79	5	47	4	67	5	63	4	33	2
Non-weapon Combination*	60	4	100	7	42	3	70	5	53	4	67	4

\*Exclusions resulting from more than one offense are displayed as either a "weapon combination" or a "non-weapon combination".

### Grade 9-12 Dropouts 1996-2001

	1996	1997	1998	1999	2000	2001
<b>Total Dropouts (#)</b>	8,177	8,453	8,582	9,188	9,199	9,380
<b>Overall Rate</b>	3.4	3.4	3.4	3.6	3.5	3.5
<b>Gender</b>						
Male	3.9	3.9	3.9	4.0	4.0	4.1
Female	2.9	3.0	2.9	3.1	2.9	2.8
<b>Race</b>						
American Indian	4.5	6.0	5.3	4.0	4.2	3.2
Asian	2.3	2.7	3.5	3.6	4.0	3.9
Black	5.9	5.6	6.1	6.7	6.1	6.1
Hispanic	7.9	8.2	8.2	9.8	8.2	8.0
White	2.7	2.7	2.6	2.5	2.6	2.6
<b>Grade</b>						
9	2.8	2.8	2.7	3.1	3.1	3.3
10	3.7	3.8	3.6	3.8	3.7	3.5
11	3.9	4.0	4.2	4.3	3.9	4.0
12	3.3	3.2	3.3	3.1	3.1	3.1



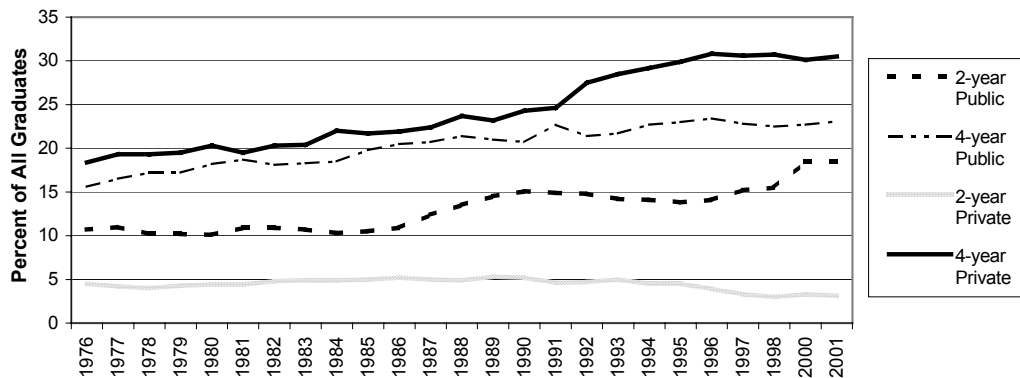
Cohort Adjusted Dropout Rate: The number of students who dropped out over a period of four years for a “class” of students (e.g. the class of 1998) less the number of returned dropouts, divided by the sum of the number of graduates for that class and the adjusted number of dropouts. This rate was calculated for the purpose of this report and does not appear in other Department publications.

### Plans of High School Graduates: Class of 2001

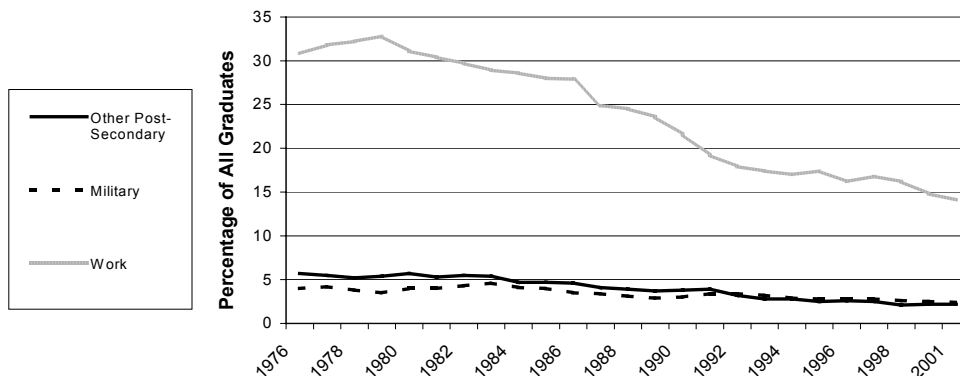
	#	Percentage of Graduates by Plans								
		Public College		Private College		OPS	Militar	Work	Other	DNA
		2-Yr	4-Yr	2-Yr	4-Yr					
<b>Total</b>	54,393	18.5	23.1	3.1	30.5	2.2	2.4	14.1	2.9	3.3
<b>Gender</b>										
Male	26,703	17.3	20.9	3.1	27.1	2.5	3.9	17.9	3.4	3.8
Female	27,690	19.5	25.3	3.1	33.8	1.9	0.9	10.4	2.4	2.8
<b>Race/Ethnicity</b>										
Afr. Am.	4,222	23.2	15.7	7.2	22.1	2.2	2.6	10.9	6.5	9.6
Asian	2,517	15.9	26.3	3.4	38.2	1.4	1.5	7.4	2.5	3.2
Hispanic	3,845	31.2	12.1	5.0	12.6	3.0	3.3	20.1	6.0	6.7
Nat Am.	105	19.0	16.2	4.8	13.3	3.8	7.6	26.7	4.8	3.8
White	43,704	17.0	24.7	2.5	32.5	2.2	2.3	14.2	2.3	2.4

OPS- Other Post Secondary  
DNA- Data Not Available

**Graduates Planning to Attend College**



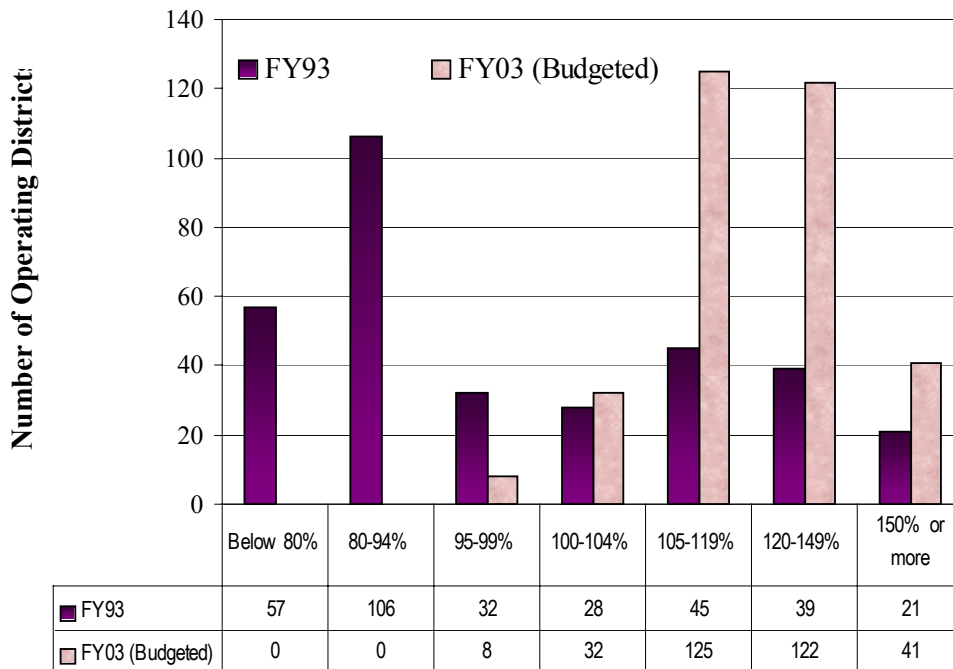
**Graduates with Plans Other than College**



**School Building Assistance Program Data  
FY'90-FY'03**

Year	Projects on File	Projects Approved	Projects Waiting	Funding Needed for All Projects	Funding Available for New Projects	Funding Needed for Waiting List	Amount Expended
FY'90	57	44	13	\$33.0M	\$25.0M	\$8.0M	\$125.5M
FY'91	64	26	38	\$32.0M	\$17.6M	\$14.4M	\$128.3M
FY'92	61	13	48	\$31.0M	\$8.9M	\$22.1M	\$144.9M
FY'93	81	27	54	\$39.0M	\$15.5M	\$23.5M	\$148.1M
FY'94	69	41	28	\$31.0M	\$15.5M	\$15.5M	\$157.7M
FY'95	74	26	48	\$50.6M	\$17.0M	\$33.6M	\$166.5M
FY'96	142	35	107	\$105.7M	\$20.6M	\$85.1M	\$180.1M
FY'97	177	45	132	\$112.0M	\$33.0M	\$79.0M	\$188.1M
FY'98	178	59	119	\$130.5M	\$34.0M	\$96.5M	\$212.5M
FY'99	181	57	124	\$140.5M	\$44.0M	\$96.5M	\$233.1M
FY'00	201	63	138	\$188.9M	\$53.4M	\$135.5M	\$276.0M
FY'01	231	57	173	\$231.2M	\$55.1M	\$180.1M	\$318.6M
FY'02	300	18	282	\$294.7M	\$20.2M	\$274.5M	\$365.0M
FY'03	347	19	328	\$321.9M	\$21.9M	\$300.0M	\$381.9M

**Net School Spending as Pct of Foundation, FY93 vs FY03**



## Data Definitions

### Enrollment and Demographics

1. **Enrollment** figures include all full-time students carried on the school registers on October 1, whether present or absent that day.
2. **Enrollment by Race/Ethnicity** includes all full-time students as of October 1 classified into one of the five standard race/ethnicity categories: *American Indian, Black (Not of Hispanic Origin), Asian or Pacific Islander, Hispanic, and White (Not of Hispanic Origin)*.
3. **Low Income** includes students who meet any one of the following conditions:
  - ◆ Family has an annual income below the federal poverty guidelines;
  - ◆ Family receives Transitional Assistance;
  - ◆ Student is a state ward or is in an institution for the neglected or delinquent; or
  - ◆ Student is eligible for free or reduced price school meals.
4. **First Language Not English** includes (1) children born outside the United States whose native tongue is not English; and (2) children born within the United States of non-English speaking parents.
5. **Limited English Proficient** includes children whose first language is not English and who cannot perform ordinary classwork in English.

### Attendance

An **absence** is defined as “Any day in which a student is not receiving school-sponsored educational instruction or participating in a school-sponsored educational program.”

Both excused and unexcused absences are counted. Attendance rates are calculated by taking the reported average daily enrollment and dividing it by the reported average daily number of students present.

### Retention

A student who was retained in grade repeated the grade in which he or she was enrolled during the previous school year.

Note: The Department did not collect retention data for the 1996-97 school year.

### In-School and Out-of-School Suspension

1. An **in-school suspension** is defined as a disciplinary action imposed by school officials to remove a student from participation in school activities for **up to and including 10 days**. Students suspended in school remain in school during the suspension period but are removed from academic classes and placed in a separate environment.
2. An **out-of-school suspension** is defined as a disciplinary action imposed by school officials to remove a student from participation in school activities for **up to and including 10 days**. Students suspended out-of-school are not in school at any time during the period of their suspension.

#### Notes:

- ◆ The Department did not collect suspension data for the 1996-97 school year.
- ◆ Suspension data represent the **number of students** who are suspended **at least once** during the school year.
- ◆ Rates are based on cumulative number of students suspended for the school year and enrollment numbers reported on October 1. Because enrollments may increase after October 1, a school might report a greater number of students suspended than were enrolled on October 1. Therefore, rates may exceed 100%.

#### **Exclusion**

A **student exclusion** is defined as the removal of a student from participation in regular school activities for disciplinary purposes **permanently, indefinitely, or for more than ten consecutive school (not calendar) days**.

#### Notes:

- ◆ Exclusion data have been collected at the individual student level since 1994.
- ◆ Exclusion data represent “**instances of exclusion**” and not the number of students who are excluded.

#### **Dropout**

1. A **dropout** is defined as a student in grade six through twelve who leaves school prior to graduation for reasons other than transfer to another school and does not re-enroll before the following October 1.
2. The **unadjusted dropout rate** is calculated by dividing the number of dropouts reported by a school over a single one-year period, from July 1 to June 30, by the October 1 enrollment period.
3. Students who drop out during a particular reporting year, but return to school by October 1 of the following year, are identified as **returned dropouts** and are not counted as dropouts.
4. The **annual dropout rate**, or the **adjusted dropout rate**, is the number of students who drop out over a one-year period, from July 1 to June 30, minus the number of returned dropouts, divided by the October 1 enrollment.

#### **Plans of High School Graduates**

School officials report the number of graduating students by gender and race across nine categories of post-graduation plans. The data represent the intentions of high school graduates and may not reflect what students actually do after graduating from high school.

## Massachusetts Board of Education Members



**James A. Peyser**  
**Chairman**

*State House, Room 373  
Boston, MA 02133*

James A. Peyser is chairman of the Massachusetts Board of Education and advisor to Governor Mitt Romney. He also serves as chairman of the Educational Management Audit Council. Mr. Peyser was appointed to the Board of Education by Governor William Weld in 1996 and became its chairman in 1999. Prior to joining the Governor's staff under Jane Swift in 2001, Mr. Peyser worked for close to eight years as executive director of Pioneer Institute for Public Policy Research, a Boston-based think tank. He took a four-month leave of absence from Pioneer in 1995 to serve as Under Secretary of Education and Special Assistant to Governor Weld for Charter Schools. Prior to joining Pioneer in 1993, Mr. Peyser worked for over seven years at Teradyne Inc., a world leader in the manufacture of electronic test systems. Mr. Peyser also served for three years in Washington, D.C. as director of the Export Task Force, a bi-partisan congressional caucus on international trade.

Mr. Peyser holds a Master of Arts in Law and Diplomacy from The Fletcher School (Tufts University) and a Bachelor of Arts from Colgate University. He is a member of the board of overseers of WGBH and is a former member of the board of directors of Boston Partners in Education. He also serves on the policy board of the National Council on Teacher Quality.



**Henry M. Thomas, III**  
**Vice-Chairman**

*Urban League of Springfield  
756 State Street  
Springfield, MA 01109*

Mr. Thomas is the President and Chief Executive Officer of the Urban League of Springfield, Inc. He has worked in the Urban League movement for thirty-one years in various capacities. He also serves as CEO of the Historic Camp Atwater, which is the oldest African American summer youth residential camp in the US. Mr. Thomas serves on a number of local and national boards. He is founder and Chairman of the Board of Directors of the New Leadership Charter School (grades 6-12), elected member of the American Camping Association board, Chairman of the Board of Trustees of the Springfield Cable Endowment, and past Chairman of Springfield's Fire and Police Commission, respectively. In addition, Dr. Thomas has taught "Planning Law" and "Urban Public Polices," as a Visiting Professor, at the University of Massachusetts and Curry College. He received a BA in

psychology, and a MA in human resource development from American International College. Dr. Thomas holds a Juris Doctor degree from Western New England College School of Law, two Honorary PhD's and post graduate course work at the KSG, Harvard. Dr. Thomas along with his wife Devonian (a PS 3rd grade teacher), daughter, Shadae, a sophomore at Smith, and his son, Perren, a recent graduate of Boston College, are all proud products of public education.



**Charles D. Baker**

*Harvard Pilgrim Health Care  
93 Worcester Street  
Wellesley, MA 02481*

Mr. Baker is President and Chief Executive Officer of Harvard Pilgrim Health Care. Before becoming Harvard Pilgrim's CEO, Mr. Baker served as Secretary of Administration and Finance, Secretary of Health and Human Services and Under Secretary for Health during the Weld and Cellucci Administrations, from 1991-1998. Before joining the Weld Administration, he founded and co-directed the Pioneer Institute. Mr. Baker received a Bachelor of Arts in English from Harvard College and a Master's in Management, concentrating in Public Administration and

Finance, from Northwestern's Kellogg School.



**J. Richard Crowley**

*One Keystone Way  
Andover, MA 01810*

Mr. Crowley is the President of Keystone Consulting, which provides financial and operational management services to businesses. He founded Keystone Consulting in 1995 after 17 years of experience, including being Chief Operating Officer of LittlePoint Corporation in Wakefield, Senior Vice President of Trans Financial Services in Boston, and Chief Financial Officer of The Crosby Vandenburg Group in Boston. Mr. Crowley obtained his CPA while at Price Waterhouse in Boston. He received a Bachelor of Arts in economics from Providence College and attended the Cornell Graduate School of Business. He is a Corporator of the New England Baptist Hospital and is a member of the Hospital's finance committee. Mr. Crowley is also a board member of the Andover Little League in addition to coaching soccer and Little League baseball. He has four children, two in middle school, one in high school, and one in college. He teaches confirmation students at St. Augustine's in Andover.



**Jeff DeFlavio**  
**Chair, State Student Advisory Council**

*c/o Massachusetts Department of Education  
350 Main Street  
Malden, MA 02148*

Mr. DeFlavio is the 2002-2003 Chairperson of the State Student Advisory Council, elected by fellow students in June of 2002. Entering his junior year at Belmont High School in the fall of 2002, Mr. DeFlavio serves on Belmont High School's Student Senate, is the student representative on the Belmont High School Renovation Committee and recently completed an internship at Senator John Kerry's Boston office



**Judith I. Gill**  
**Chancellor, Board of Higher Education**

*Board of Higher Education  
One Ashburton Place, Room 1401  
Boston, MA 02108*

Dr. Gill was appointed Chancellor on August 1, 2000. She served as Vice Chancellor from 1995 until January 6, 2000, when she was appointed Acting Chancellor. Dr. Gill received a B.A. from the University of Massachusetts Amherst and a Master's degree in Public Administration from the University of Washington. She received a Ph.D. from the University of Michigan. Prior to her work with the Board, Dr. Gill worked on higher education policy and planning issues with the Massachusetts Higher Education Coordinating Council, the Western Interstate Commission for Higher Education, the Council of State Colleges and Universities in Washington State, and the University of Massachusetts. Dr. Gill is the author of numerous reports and articles on higher education issues.



**William K. Irwin, Jr.**

*New England Carpenters Training Fund  
13 Holman Road  
Millbury, MA 01527*

Mr. Irwin is the Director of the New England Carpenters Training Fund, and the Boston Carpenters Apprenticeship and Training Fund. Mr. Irwin is also a member of the National Association of State Boards of Education Governmental Affairs Committee, the President of the Building Trades Training Directors Association of Massachusetts, and is a member of the Massachusetts School-to-Work Executive Committee. A graduate of Wilmington High School and the Boston Carpenters Apprenticeship and Training Program, Mr. Irwin attended Northern Essex Community College and Northeastern University. A member of the Board of Education since 1990, Mr. Irwin served as a Vice-Chairperson of the State Board of Education in 1992. Mr. Irwin presently serves on a variety of national and statewide boards and commissions, and was honored in April 1999 by the Massachusetts Federation of Teachers as the recipient of the “Hero in Education Award.”



**Roberta R. Schaefer**

*Worcester Regional Research Bureau  
319 Main Street  
Worcester, MA 01608*

Dr. Schaefer is Executive Director of the Worcester Regional Research Bureau, where she has been responsible for overseeing the research agenda, writing reports, and organizing public forums on municipal and regional issues for 17 years. She is a recent recipient of a three-year grant from the Alfred J. Sloan Foundation to benchmark municipal performance in Worcester. She is also lecturer in politics at Assumption College, and has taught political science at Clark University, Nichols College, Assumption College and Rutgers University. Dr. Schaefer is a Director of the Worcester Regional Chamber of Commerce, and a Trustee of the Governmental Research Association. Dr. Schaefer received a Bachelor of Arts degree from Queens College of the City University of New York, and she earned her Master of Arts and Doctorate in Political Science from the University of Chicago. She is also co-editor of two books, Sir Henry Taylor's *The Statesman* and *The Future of Cities*, and has authored several articles for professional journals. Dr. Schaefer is a corporator of the Greater Worcester Community Foundation, the Worcester Art Museum and the Bay State Savings Bank.



**Abigail M. Thernstrom**

*1445 Massachusetts Avenue  
Lexington, MA 02420*

Dr. Thernstrom is currently a Senior Fellow at the Manhattan Institute in New York and a Commissioner on the U.S. Commission for Civil Rights. She received her Ph.D. from the Department of Government, Harvard University, in 1975. Her newest book, *No Excuses: Closing the Racial Gap in Learning* will be published by Simon & Schuster in October 2003. It is co-authored with her husband, Harvard historian Stephan Thernstrom. Their 1997 work, *America in Black and White: One Nation Indivisible* (1997), was named one of the notable books of the year by the *New York Times Book Review*. She was a participant in President Clinton's first town meeting on race, and writes for a variety of journals and newspapers including *The New Republic* and *the Wall Street Journal*. Her frequent media appearances have included Fox News Sunday, Good Morning America, and ABC's Sunday morning "This Week with George Stephanopolous."

**Massachusetts Department of Education  
FY02-FY03 Budget Analysis / FY04 Budget Request / FY04 House 1**

ACCOUNT NUMBER	FY2003 State FTE Staff	FY2002 Budget	% Total	Final FY2003 Budget*	% Total	FY02-03 Change \$	%	DOE's FY2004 Budget Request	% Total	FY04 Governor's "House 1"	% Total
<b>PROGRAM - new programs are in bold type</b>											
<b>Non-Discretionary State Aid &amp; SPED Services:</b>											
7061-0008 Chapter # 70	4.00	3,213,150,094	77.36%	3,258,969,179	79.48%	45,819,085	1.43%	3,258,820,649	78.99%	3,331,892,681	82.84%
7028-0031 Ed. Services in Institutional Settings	44.00	8,741,033	0.21%	7,613,345	0.19%	-1,127,688	-12.90%	8,184,346	0.20%	10,636,543	0.26%
7028-0032 Private Sped. Schools for Abandoned Children	1.00	3,163,662	0.08%	0	0.00%	-3,163,662	-100.00%	0	0.00%	0	0.00%
7035-0004 Pupil Transportation	0.50	57,600,000	1.39%	51,840,000	1.26%	-5,760,000	-10.00%	41,472,000	1.01%	0	0.00%
7035-0006 Regional School Transportation	0.50	51,118,970	1.23%	41,705,180	1.02%	-9,413,790	-18.42%	33,364,144	0.81%	20,852,590	0.52%
7052-0003 Construction - 1st. Pymt. (Deseg.)		16,727,942	0.40%	7,303,260	0.18%	-9,424,682	-56.34%	7,043,760	0.17%	7,043,760	0.18%
7052-0004 Construction - 1st. Pymt. (Non-Deseg.)	1.00	34,152,013	0.82%	12,948,960	0.32%	-21,203,053	-62.08%	14,935,325	0.36%	14,935,325	0.37%
7052-0005 Construction Annual Payments	3.00	310,574,323	7.48%	361,596,898	8.82%	51,022,575	16.43%	388,418,282	9.42%	388,418,282	9.66%
7052-0006 Construction - Planning Grants		43,921	0.00%	43,921	0.00%	0	0.00%	19,076	0.00%	43,921	0.00%
7053-1940 Payment to Northampton		885,000	0.02%	0	0.00%	-885,000	-100.00%	0	0.00%	0	0.00%
7061-0006 Enrollment Growth Aid		4,982,643	0.12%	0	0.00%	-4,982,643	-100.00%	0	0.00%	0	0.00%
7061-0012 SPED Residential Schools - "Circuit Breaker"	1.00	62,497,427	0	70,575,000	1.72%	8,077,573	12.92%	77,632,500	1.88%	115,100,262	2.86%
7061-0022 Class Size Reduction for Low Income Districts		18,000,000	0.43%	18,000,000	0.44%	0	0.00%	0	0.00%	0	0.00%
7061-9000 School Choice Transportation		418,770	0.01%	318,770	0.01%	-100,000	-23.88%	318,770	0.01%	318,770	0.01%
7061-9010 Charter School Reimbursements	1.00	32,757,120	0.79%	0	0.00%	-32,757,120	-100.00%	0	0.00%	0	0.00%
<b>Subtotal State Aid</b>	<b>56.00</b>	<b>3,614,812,918.00</b>	<b>91.85%</b>	<b>3,630,914,513</b>	<b>93.43%</b>	<b>16,101,595</b>	<b>0.42%</b>	<b>3,830,208,852</b>	<b>92.84%</b>	<b>3,889,242,134</b>	<b>96.70%</b>
<b>Assessment &amp; Accountability:</b>											
7061-0013 SPED Data Collection & Monitoring		400,176	0.00%	0	0.00%	-400,176	-100.00%	0	0.00%	0	0.00%
7010-0019 Department Auditing / Monitoring Initiative	10.00	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
7061-0029 Office of Educational Quality and Accountability**		2,257,100	0.05%	2,480,958	0.06%	223,858	9.92%	0	0.00%	4,000,000	0.10%
7061-9400 Student Assessment	20.80	21,653,043	0.52%	18,679,946	0.46%	-2,973,097	-13.73%	22,500,000	0.55%	22,500,000	0.56%
7061-9404 MCAS Low-Scoring Support	13.00	50,000,000	1.20%	50,000,000	1.22%	0	0.00%	50,000,000	1.21%	53,000,000	1.32%
7061-9405 Certificate of Occupational Proficiency		0	0.00%	0	0.00%	0	0.00%	1,458,000	0.04%	0	0.00%
<b>Subtotal Assessment &amp; Accountability</b>	<b>43.80</b>	<b>72,053,219.00</b>	<b>1.73%</b>	<b>68,679,946.00</b>	<b>1.67%</b>	<b>-3,373,273</b>	<b>-4.68%</b>	<b>73,958,000.00</b>	<b>1.79%</b>	<b>79,500,000</b>	<b>1.98%</b>
<b>Educator Quality Enhancement:</b>											
7010-0016 Attracting Excellence to Teaching	2.00	1,116,720	0.03%	816,725	0.02%	-299,995	-26.86%	816,725	0.02%	816,725	0.02%
7010-1100 Educator Mentoring		0	0.00%	0	0.00%	0	0.00%	3,000,000	0.07%	0	0.00%
7061-9604 Teacher Certification Programs	29.00	1,732,155	0.04%	1,490,288	0.04%	-241,867	-13.96%	1,950,000	0.05%	0	0.00%
<b>Subtotal Educator Quality</b>	<b>31.00</b>	<b>2,848,875.00</b>	<b>0.07%</b>	<b>2,307,013</b>	<b>0.06%</b>	<b>-541,862</b>	<b>-19.02%</b>	<b>5,766,725</b>	<b>0.14%</b>	<b>816,725</b>	<b>0.02%</b>

**Massachusetts Department of Education  
FY02-FY03 Budget Analysis / FY04 Budget Request / FY04 House 1**

ACCOUNT NUMBER	PROGRAM - new programs are in bold type	FY2003 State FTE Staff	FY2002 Budget	% Total	Final FY2003 Budget*	% Total	FY02-03 Change \$	%	DOE's FY2004 Budget Request	% Total	FY04 Governor's "House 1"	% Total
<b>Transfers to Other Agencies:</b>												
7035-0003	Skill Training Center (Cambridge)		139,590	0.00%	0	0.00%	-139,590	-100.00%	0	0.00%	0	0.00%
7051-0015	Supplemental Food assistance		930,600	0.02%	830,600	0.02%	-100,000	-10.75%	0	0.00%	830,600	0.02%
7061-9615	MassEd. Online		773,596	0.02%	0	0.00%	-773,596	-100.00%	0	0.00%	0	0.00%
7061-9619	Franklin Institute		1	0.00%	1	0.00%	0	0.00%	1	0.00%	1	0.00%
7061-9626	Youthbuild Programs		2,210,175	0.05%	0	0.00%	-2,210,175	-100.00%	0	0.00%	0	0.00%
7061-9632	Pioneer Valley Business Alliance		180,020	0.00%	0	0.00%	-180,020	-100.00%	0	0.00%	0	0.00%
7061-9634	Mass. Service Alliance Grants		930,600	0.02%	500,000	0.01%	-430,600	-46.27%	0	0.00%	0	0.00%
	<b>Subtotal Transfers to Other Agencies</b>	<b>0.00</b>	<b>5,164,582</b>	<b>0.12%</b>	<b>1,330,601</b>	<b>0.03%</b>	<b>-3,833,981</b>	<b>-74.24%</b>	<b>1</b>	<b>0.00%</b>	<b>830,601</b>	<b>0.02%</b>
<b>Categorical Grant Programs:</b>												
7010-0012	Metco		15,128,126	0.36%	15,128,126	0.37%	0	0.00%	15,128,126	0.37%	15,128,126	0.38%
7010-0017	Charter School Grants	2.50	2,301,790	0.06%	2,301,790	0.06%	0	0.00%	2,301,790	0.06%	2,301,790	0.06%
7010-0042	Magnet Education		1,331,961	0.03%	0	0.00%	-1,331,961	-100.00%	0	0.00%	0	0.00%
7010-0043	Equal Education		2,294,136	0.06%	0	0.00%	-2,294,136	-100.00%	0	0.00%	0	0.00%
7027-0019	School-To-Work Connecting Activities		0	0.00%	4,129,687	0.10%	4,129,687	0.00%	1,582,049	0.04%	0	0.00%
7027-0016	Work Based Learning	4.50	1,939,743	0.05%	1,582,049	0.04%	-357,694	-18.44%	4,129,687	0.10%	0	0.00%
7027-1000	Math & Science Curriculum		1,777,791	0.04%	0	0.00%	-1,777,791	-100.00%	0	0.00%	0	0.00%
7030-1000	Early Childhood Grants	4.50	103,400,908	2.49%	84,662,732	2.06%	-18,738,176	-18.12%	107,341,279	2.60%	10,000,000	0.25%
7030-1002	Kindergarten Development Grants		28,032,387	0.67%	24,587,200	0.60%	-3,445,187	-12.29%	21,636,736	0.52%	0	0.00%
7030-1003	Early Literacy Programs		19,325,371	0.47%	6,481,220	0.16%	-12,844,151	-66.46%	0	0.00%	0	0.00%
7030-1004	Home-Based Parenting		2,995,005	0.07%	0	0.00%	-2,995,005	-100.00%	0	0.00%	0	0.00%
7030-1005	Early Intervention Tutorial Literacy		2,791,800	0.07%	2,123,097	0.05%	-668,703	-23.95%	2,123,097	0.05%	0	0.00%
7030-1006	Kindergarten English Immersion		0	0.00%	0	0.00%	0	0.00%	0	0.00%	9,000,000	0.22%
7030-1500	Head Start Grants		6,829,048	0.16%	6,146,143	0.15%	-682,905	-10.00%	6,146,143	0.15%	6,146,143	0.15%
7032-0500	Health Education		10,924,079	0.26%	0	0.00%	-10,924,079	-100.00%	0	0.00%	0	0.00%
7035-0002	Adult Learning Centers	11.00	28,461,340	0.69%	28,107,237	0.69%	-354,103	-1.24%	28,107,237	0.68%	0	0.00%
7053-1909	School Lunch Match		5,050,353	0.12%	5,426,986	0.13%	376,633	7.46%	5,426,986	0.13%	5,426,986	0.13%
7053-1925	School Breakfast (S.B.) Program	1.00	2,254,830	0.05%	2,266,523	0.06%	11,693	0.52%	2,266,523	0.05%	2,266,523	0.06%
7053-1927	S.B. Pilot Program for Universal Feeding		5,361,260	0.13%	2,261,260	0.06%	-3,100,000	-57.82%	5,361,260	0.13%	0	0.00%
7053-1928	S.B. Pilot Program to Increase Participation		299,000	0.01%	0	0.00%	-299,000	-100.00%	0	0.00%	0	0.00%
7053-1929	Summer Food Program		646,767	0.02%	0	0.00%	-646,767	-100.00%	0	0.00%	0	0.00%
7061-9600	Dual Enrollment		343,641	0.01%	0	0.00%	-343,641	-100.00%	0	0.00%	0	0.00%
7061-9611	After-School Programs		3,106,000	0.07%	0	0.00%	-3,106,000	-100.00%	0	0.00%	0	0.00%
7061-9612	W.P.I. School of Excellence		1,199,231	0.03%	1,199,231	0.03%	0	0.00%	1,199,231	0.03%	1,199,231	0.03%
7061-9614	Alternative Education Programs		490,360	0.01%	0	0.00%	-490,360	-100.00%	0	0.00%	0	0.00%
7061-9620	Advanced Placement Courses		462,400	0.01%	0	0.00%	-462,400	-100.00%	0	0.00%	0	0.00%
7061-9621	Gifted & Talented Grants		370,830	0.01%	0	0.00%	-370,830	-100.00%	0	0.00%	0	0.00%
	<b>Subtotal Categorical Grant Programs</b>	<b>23.50</b>	<b>247,118,157</b>	<b>5.95%</b>	<b>186,403,281</b>	<b>4.55%</b>	<b>-60,714,876</b>	<b>-24.57%</b>	<b>202,750,144</b>	<b>4.91%</b>	<b>51,468,799</b>	<b>1.28%</b>

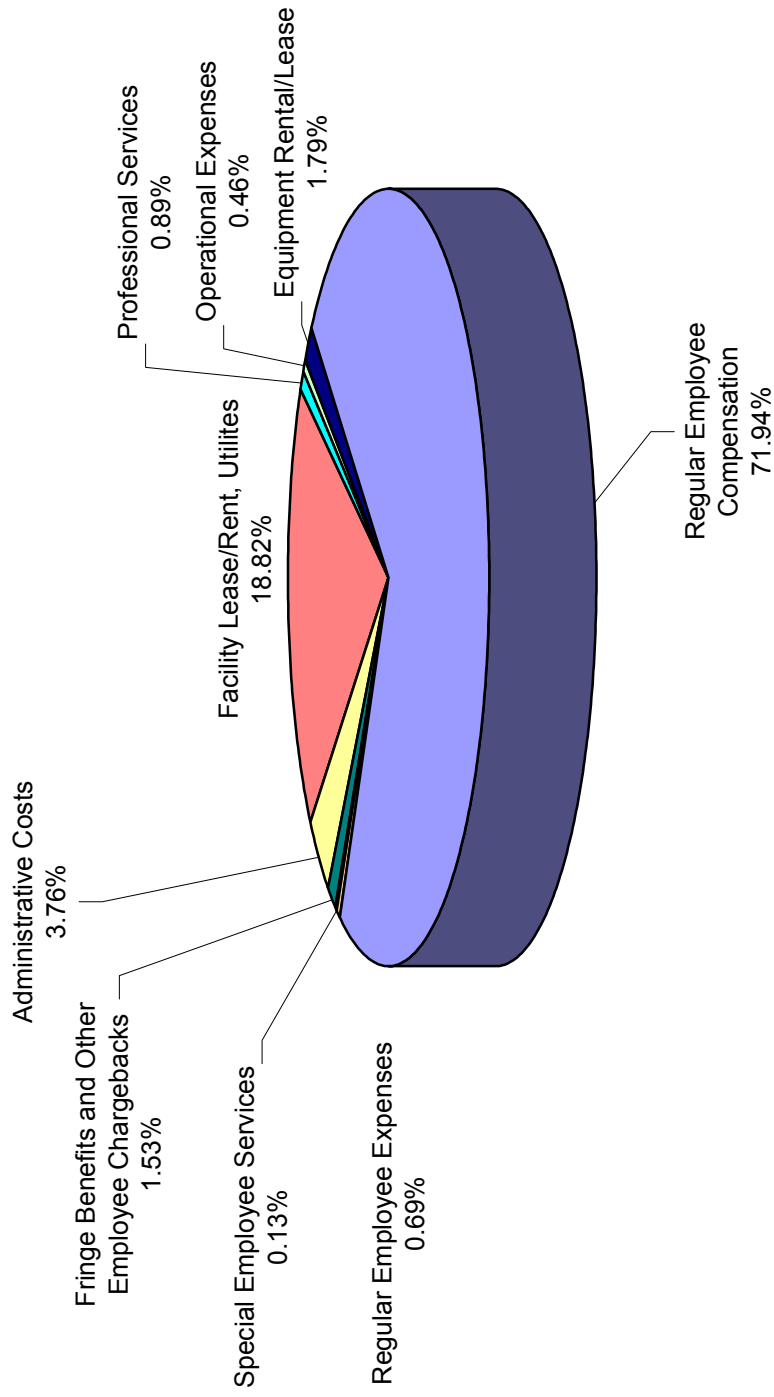
**Massachusetts Department of Education  
FY02-FY03 Budget Analysis / FY04 Budget Request / FY04 House 1**

ACCOUNT NUMBER	PROGRAM - new programs are in bold type	FY2003 State FTE Staff	FY2002 Budget	FY2002 % Total	Final FY2003 Budget*	FY2003 % Total	FY02-03 Change \$	FY02-03 Change %	DOE's FY2004 Budget Request	% Total	FY04 Governor's "House 1"	% Total
7010-0005	<b>D.O.E. Administration</b>	95.20	10,581,365	0.25%	9,957,672	0.24%	-623,693	-5.89%	10,937,672	0.27%	0	0.00%
7061-9200	Department of Education - Administration	17.00	876,328	0.02%	859,500	0.02%	-16,828	-1.92%	1,778,000	0.04%	0	0.00%
	DOE Information Technology - Administration	112.20	11,457,693	0.28%	10,817,172	0.26%	-640,521	-5.59%	12,715,672	0.31%	0	0.00%
	<b>Subtotal Administration</b>											
	<b>Subtotal State Funding:</b>	266.50	4,153,455,444	100.00%	4,100,452,526	100.00%	-53,002,918	-1.28%	4,125,399,394	100.00%	4,021,858,259	100.00%
	<b>Subtotal State Funding:</b>	266.50	4,153,455,444	83.33%	4,100,452,526	81.36%	-53,002,918	-1.28%				
	<b>Subtotal Federal Funding</b>	260.50	750,154,263	15.05%	860,307,318	17.07%	110,153,055	14.68%				
	<b>Subtotal Trust Funds</b>	8.00	73,376,799	1.47%	76,259,725	1.51%	2,882,926	3.93%				
	<b>Subtotal Capital Funding</b>	0.00	7,384,044	0.15%	3,057,765	0.06%	-4,326,279	-58.59%				
	<b>Grand Total</b>	535.00	4,984,370,550	100.00%	5,040,077,335	100.00%	55,706,785	1.12%				

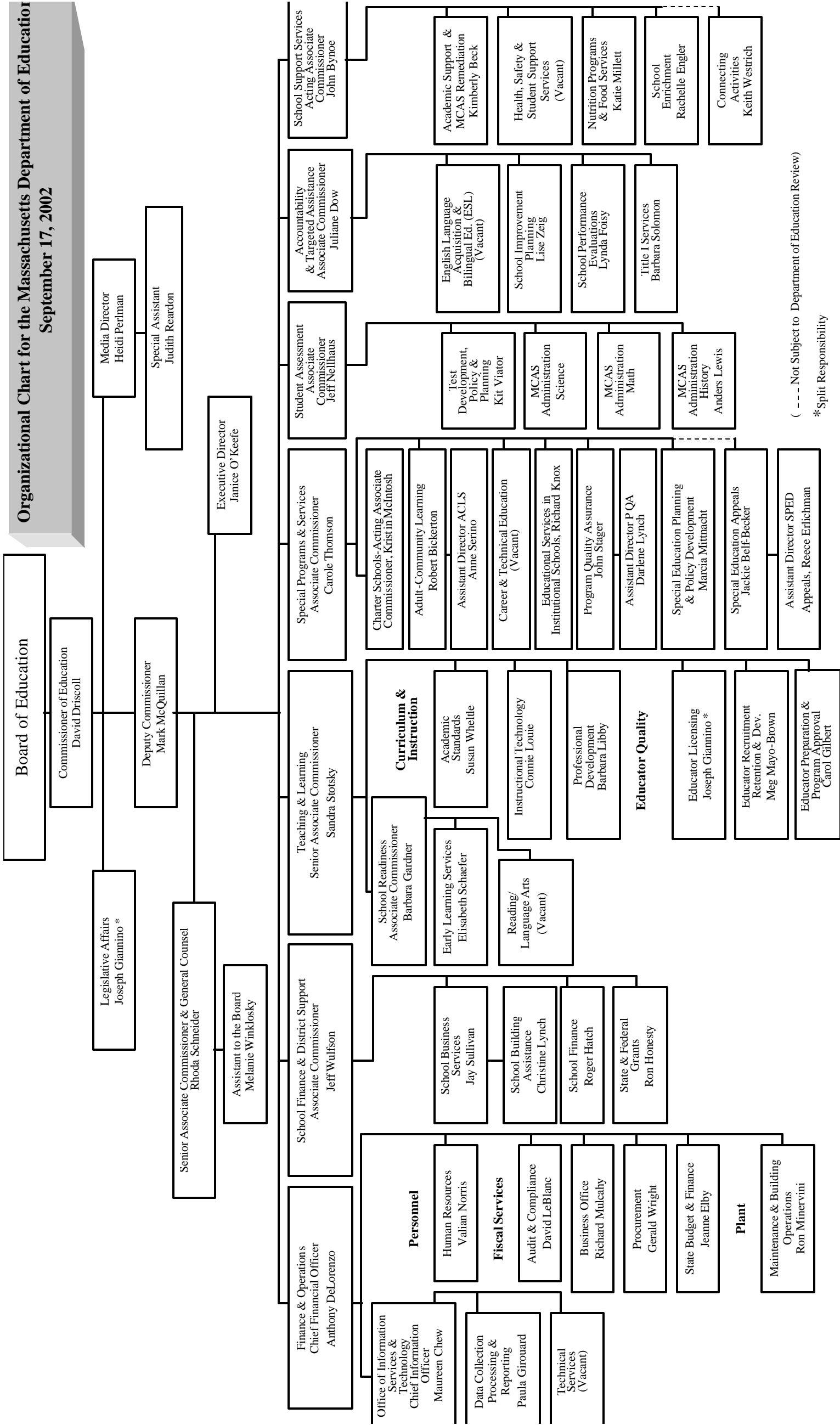
\* Totals reflect any reduction in funding per the Governor's 9C authority.

\*\* Account 7061-0029 is a direct appropriation to the Office of Educational Quality and Accountability. Totals are not included as part of DOE Funding.

# FY 2003 Administration Account Budget Summary



# Organizational Chart for the Massachusetts Department of Education September 17, 2002



( - - - Not Subject to Department of Education Review)

\*Split Responsibility