



Fact Sheets on Public Education in Massachusetts

April 2001



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Massachusetts Department of Education

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Academic Support Services Program

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Purpose of the 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. Academic Support Services Programs allow districts to offer intensive small group instruction and innovative programming to provide expanded opportunities for students with the greatest need to improve their knowledge and academic performance.

School districts and charter schools primarily use ASSP funds to extend student learning time before and after school, on weekends and school vacations, and during the summer. On a limited basis, school districts are experimenting with using funds to provide academic support services for secondary school students during the school day.

Funding

During Fiscal Years 1999 and 2000, the budget appropriation for Academic Support Services was \$20 million. The appropriation was increased to \$40 million for the 2001 fiscal year. Grants and assistance provided through this program are to be primarily academic in focus, may include appropriate cultural and recreational activities to encourage student participation and enhance academic performance, and are to supplement currently funded local, state, and federal programs.

Beginning in FY 2001, all district with students who failed MCAS tests are eligible to apply for ASSP grants.

Examples of Services to Raise Academic Achievement

In FY 2000, funded programs provided 42,906 students in grades 2 through 10 with an average of more than 58 hours of instruction per student. In 1999-2000, the following programs were among those offered.

- * Elementary: summer program with intensive instruction in reading comprehension and writing focused on city's history. Activities included reading historical fiction, field trips to historical sites, and various kinds of writing;
- * Middle School: creative program design based on a "real world" corporate training model, employing student "project managers" as facilitators/leaders using math concepts for solving problems posed by local businesses;
- * High School: math lessons designed and delivered by drafting, plumbing, masonry, and culinary arts instructors as real world projects.

Application Requirements

To receive funds, districts must submit a full description of the proposed program for academic support services, explain how it addresses identified student learning needs, and identify the measures for evaluating program results. In addition, the district provides:

- * a District-wide Student Success Plan that describes how the district will develop individualized supports for students who have failed MCAS; and
- * a District Improvement Plan that focuses district efforts improving student performance.

The Department provides districts with training and technical assistance, including workshops on data collection and reporting to measure program effectiveness, and disseminate information on promising Academic Support Services Program models.

*For more detailed information on the Academic Support Services Program see www.doe.mass.edu/ata.



Adult Education

Chapter 69, Section 1H. “. . . the Department, in coordination with other state agencies, shall develop a comprehensive system, subject to appropriation, for the delivery of adult basic education and literacy services that will ensure opportunities leading to universal basic adult literacy and better employment opportunities. . . .”

“The Department shall endeavor to develop the following objectives: (1) a full continuum of services that take an adult from the lowest level of literacy or English language proficiency through high school completion leading to advanced education and training; (2) a network of self-trained, full-time adult literacy and English as a Second Language professional instructors, qualified to provide high quality effective services; (3) a strong documentation and evaluation capacity that will enable the state to determine what methods of instruction and what means of service delivery are most effective in educating adults; and (4) coordinated accountability mechanisms that simplify existing reporting and refunding processes.”

Board of Education Mission Statement on Adult Education, adopted 11/93

“Massachusetts shall provide each and every adult with opportunities to develop literacy skills needed to qualify for further education, job training and better employment and to reach his or her full potential as a family member, productive worker and citizen in our diverse and changing democratic society.”

Funding and Services

The Department of Education is the lead state agency for Adult Basic Education (ABE) services. State and federal funding in FY 98 was approximately \$29 million, which supported 20,000 students in 200 statewide programs. FY 99 funding will approximate \$37 million.

The Department of Education administers the federal Adult Education Act and other federal discretionary adult education programs such as “Even Start,” workplace education grant programs, and family literacy grant programs.

YEAR	TOTAL FUNDING	STUDENTS SERVED*	EDUCATION PROVIDERS**	COMMUNITIES SERVED
FY 93	\$8,284,782 F-\$4,124,536 S-\$4,165,626	9,219	194	65
FY 94	\$7,882,598 F-\$3,716,972 S-\$4,165,626	8,573	177	65
FY95	\$9,934,162 F-\$5,728,697 S-\$4,205,465	10,276	185	65
FY96	\$13,178,737 F-\$4,933,272 S-\$8,245,465	13,295	185	75
FY97	\$16,573,844 F- \$4,828,379 S-\$11,745,465	16,580	179	91
FY98	\$29,237,386 F- \$6,660,104 S-\$19,545,465 Other-\$3,031,817	20,000	200	117
FY99	\$36,678,191 F- \$6,660,104 S-\$26,600,000 Other-\$3,418,087	23,000	203	120
FY00	\$40,889,552 F- \$7,078,120 S-\$30,201,751 Other-\$3,609,681	24,000	203	120
FY01	\$42,826,488 F- \$8,679,530 S-\$30,227,525 Other-\$3,919,433	24,000 (estimated)	179	106

F = Federal
S = State
* These figures are for students directly funded by the Massachusetts Department of Education and do not include the substantial number of students served with local matching and other funding. Average hours of instruction per student has more than doubled since 1991.
**Community based organizations, local school districts, community colleges, municipal agencies (e.g., libraries), homeless shelters and labor-management non-profit educational programs. Several providers are now working in multi-agency collaborations which are increasing the coordination and administrative efficiency of ABE services in their communities.



Bilingual Education

General Laws Chapter 71A

Whenever a school district has 20 or more students in the same language classification it must provide a Transitional Bilingual Education (TBE) program with instruction in their native language and in English in all mandatory subjects, for a period of three years or until the student is able to perform successfully in English-only classes, whichever occurs first. Students may remain in Transitional Bilingual Education classes beyond three years at the discretion of the school committee and with the approval of the student's parents.

Regulations

After four statewide public hearings and review of written comments and testimony from hundreds of people, the Board of Education adopted revisions to the TBE regulations in May, 1997.

School Year	First Language not English*	Limited English Proficient**	Transitional Bilingual Education***	Total Public School Students
1989-90	87,847	39,747	36,427	827,396
1990-91	92,648	42,296	38,035	836,383
1991-92	96,983	42,598	38,157	848,368
1992-93	100,947	41,584	38,636	861,983
1993-94	105,902	43,690	38,725	879,663
1994-95	111,144	44,211	43,844	895,772
1995-96	114,461	45,044	44,978	916,927
1996-97	118,375	44,394	41,092	935,623
1997-98	119,838	45,412	41,377	950,405
1998-99	122,891	45,287	41,119	963,761
1999-00	128,555	44,828	37,703	972,260

* 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 (enrollment as of October 1)

** Limited English Proficient includes children whose first language is not English, who are not able to perform ordinary classwork in English (Enrollment as of October 1)

***Transitional Bilingual Education includes children not able to perform ordinary classwork in English



Charter Schools

Charter schools are independent public schools that have been operating in Massachusetts since September 1995. Charter schools in Massachusetts are started by parents, teachers, social service organizations, and community leaders. Charters are granted by the state Board of Education. These schools have freedom to organize around a core mission, curriculum, theme, or teaching method. They control their own budgets and hire (and fire) teachers and staff. In return for this freedom, a charter school needs to attract and retain students and produce good results within five years, or lose its charter.

Current Status

State law caps the number of charter schools in Massachusetts at 120. There are two types of charters available in Massachusetts, Commonwealth charter schools which operate as independent public schools, and Horace Mann charter schools which must gain approval of the local school committee and teacher association prior to submitting a charter application to the state's Board of Education. In all, 72 Commonwealth and 48 Horace Mann can operate in Massachusetts at any one time.

Since 1994, the Board of Education has awarded 51 charters – specifically 43 Commonwealth and 8 Horace Mann charters have been awarded. There are 17 Commonwealth and 27 Horace Mann charters available for granting during the 2001-2002 charter application cycle. During the 2000-2001 school year, 41 schools were operating including 36 Commonwealth and 5 Horace Mann charter schools. One Commonwealth charter school, Codman Academy in Dorchester, and two Horace Mann charter schools, Global Learning Charter School in New Bedford and Academy of Strategic Learning Charter School in Amesbury are set to open in September of 2002. In the 2000-2001 school year 13,190 students attended charter schools with 9,400 students on waiting lists.

Since the charter school initiative's inception, Massachusetts has received over 230 applications to start these independent public schools.

Charter School Accountability

Fundamental to charter school accountability are three requirements, (1) the academic program should be a success, (2) the school should be a viable organization, and (3) the school should be faithful to the terms of its charter. Charter schools must report on progress toward their objectives in an annual report due August 1 of each year (followed with an independent financial audit several months later.) In addition, charter schools are subject to an annual day-long site visit conducted by a small group of Massachusetts citizens who are not involved in the school. The purpose of these visits is to augment and verify the information contained in the annual report and to learn firsthand as much as possible about the school's performance. Charter schools need to apply for renewal every five years, and undergo a 4-day renewal inspection based on the school inspection method practiced in Great Britain. Based on annual reports, site visit reports, a renewal inspection report, and financial records, the Board of Education votes to renew or not renew each school's charter for an additional five-year term.

Funding of Charter Schools

For each child a Commonwealth charter school enrolls, it receives a sum from the state equal to the average cost per student in the school district in which that child resides. The state then deducts the same amount from the sending district's state aid account. Funding for a Horace Mann charter school comes directly from the school district in which the school is located. Like other public schools, Commonwealth charter schools are eligible to receive federal and state program funds.

**Funding
FY2001**

Estimated district payment	\$97,785,382
Estimated state payment for students previously in private or home schools	\$1,936,983
Estimated FY99 state reimbursement to districts	\$36,883,716

Number of Students

	FY96	FY97	FY98	FY99	FY00	FY01
Commonwealth	2,623	5,329	6,623	9,428	11,254	12,672
Horace Mann	0	0	0	468	1,185	1,291
Total	2,623	5,329	6,623	9,896	12,439	13,963

Commonwealth Charter Schools	Address	City	Zip	Contact	Telephone	Fax	99/00	00/01
Abby Kelley Foster Regional	10 New Bond Street	Worcester	01606	Doris Schroeder	508-854-8400	508-854-8484	K-6	K-7
Academy of the Pacific Rim	1 Westinghouse Plaza	Hyde Park	02136	Douglas Lemov	617-361-0050	617-361-0045	6-9	6-10
Atlantis Charter School	2501 South Main Street	Fall River	02724	James Wallace	508-672-1821	508-672-1397	K-8	K-8
Benjamin Banneker Charter School	21 Notre Dame Avenue	Cambridge	02142	Fred Birkett	617-497-7771	617-497-4223	K-8	K-8
Benjamin Franklin Classical	201 Main Street	Franklin	02038	Ruth Gass	508-541-3434	508-541-5396	K-8	K-8
Boston Renaissance Charter School	250 Stuart Street	Boston	02116	Dudley Blodget	617-357-0900	617-338-2647	K-8	K-8
Cape Cod Lighthouse Charter School	225 Rte. 6A Box 1959	Orleans	02653	Patricia Anthony	508-240-2800	508-240-3583	6-8	6-8
Chelmsford Public Charter School	197 Littleton Road	Chelmsford	01824	Susan Jamback	978-250-8815	978-250-5975	5-8	5-8
City on a Hill Charter School	320 Huntington Ave.	Boston	02115	Paul Hays	617-262-9838	617-262-9064	9-12	9-12
Community Day Charter School	73 Prospect Street	Lawrence	01841	Sheila Balboni	978-681-9910	978-681-5838	K-8	K-8
Conservatory Lab Charter School	50 West Broadway	South Boston	02127	Mary Street	617-269-2408	617-269-2782	K-2	K-3
Francis W. Parker Charter School	6 Bean Street	Fort Devens	01433	Gregory Sinner	978-772-3293	978-772-3295	7-12	7-12
Hilltown Cooperative Charter School	132 Main Street	Haydenville	01039	Amy Aaron	413-268-3421	413-268-3185	K-6	K-6
Lawrence Family Development	34 West Street	Lawrence	01841	George Langdon	978-689-9863	978-689-8133	K-7	K-8
Lowell Middlesex Academy	33 Kearney Square	Lowell	01852	Colleen Cox	978-656-0170	978-459-0546	HS	HS
Lynn Community Charter School	106 Broad Street	Lynn	01902	Lisa Drake	781-477-0312	781-581-6124	K-7	K-8
Marblehead Community Charter School	17 Lime Street	Marblehead	01945	Thomas Commeret	781-631-0777	781-631-0500	5-8	5-8
Martha's Vineyard Charter School	State Rd., P.O. Box 546	West Tisbury	02575	Robert Moore	508-693-9900	508-696-9008	1-12	K-12
Mystic Valley Regional	770 Salem Street	Malden	02148	Anthony Biegler	781-388-0222	781-388-0777	K-6	K-8
Neighborhood House Charter School	197A Centre Street	Dorchester	02124	Kevin Andrews	617-825-0703	617-825-1829	K1-8	K1-8
North Star Academy Charter School	1259 East Columbus Ave.	Springfield	01103	Leonard Lockley	413-272-1641	413-272-1654	HS	HS
Pioneer Valley Performing Arts	135 Russell Street	Hadley	01035	Robert Brick	413-585-0003	413-585-8399	9-12	9-12
Rising Tide Charter School	6 Resnik Road	Plymouth	02360	Jill Crafts	508-747-2620	508-830-9441	5-8	5-8
River Valley Charter School	2 Perry Way	Newburyport	01950	Gordan Maas	978-465-0065	978-465-0119	1-5	1-6
Robert M. Hughes Academy	570 Cottage Street	Springfield	01104	Bryant Robinson	413-747-5200	413-783-0299	K-11	K-12
Roxbury Preparatory Charter School	120 Fisher Avenue	Roxbury	02120	Evan Rudall	617-566-2361	617-566-2373	6	6 & 7
Sabis Foxboro Regional Charter	131 Central Street	Foxboro	02035	Bill Schwartz	508-543-2508	508-543-7982	K-9	K-10
Sabis International Charter School	120 Ashland Avenue	Springfield	01103	Michael Glickman	413-783-4030	413-783-0299	K-11	K-12
Seven Hills Charter School	51 Gage Street	Worcester	01605	Robert Martin	508-799-7500	508-753-7318	K-8	K-8
Somerville Charter School	15 Webster Avenue	Somerville	02143	Robert Coffill	617-629-5800	617-629-0130	K-11	K-12
South Boston Harbor Academy	7 Elkins Street	Boston	02127	Brett Peiser	617-269-7557	617-269-7553	5-8	5-9
South Shore Charter School	2 A Street	Hull	02045	Edward Gotgart	781-925-2225	781-925-9560	K-12	K-12
Sturgis Charter School	427 Main Street	Hyannis	02601	David Crellin	508-778-1782	508-771-6785	9 & 10	9-11
Horace Mann Charter Schools								
Barnstable Grade Five Charter School	120 High School Road	Barnstable	02601	Thomas McDonald	508-790-6473	508-790-6373	5	5
Boston Evening Academy	989 Commonwealth Ave.	Boston	02215	Ferdinand Fuentes	617-635-6789	617-635-6380	9-12	9-12
Champion Charter School	1 Centre Street	Brockton	02301	Curtis Wells	508-894-4377	508-894-4380	HS	HS
Health Careers Academy	110 The Fenway	Boston	02116	Sharon Callender	617-373-8576	617-373-7850	9-12	9-12
New Leadership Charter School	160 Park Avenue	W. Springfield	01089	Joanne Wingood	413-750-2454	413-750-2456	6-8	6-9
Commonwealth Charter Schools approved in 1999 - Opening Fall 2000								
Frederick Douglass Charter School	1286 Hyde Park Avenue	Hyde Park	02136	James Bower	617-288-4900	617-288-6337	N/A	5-6
Lowell Community Charter School	206 Jackson Street	Lowell	01852	Ramon Alvarez	978-323-0800	978-323-4600	N/A	K-3
Media and Technology Charter High	731 Harrison Avenue	Boston	02118	Michael Goldstein	617-266-9669	617-266-9001	N/A	9
Horace Mann Charter School approved in 2000 - Opening Fall 2001								
New Bedford Global Learning	c/o EDC, 5 Chapel St.	Newton	02458	Vivian Guilfooy	617-618-2310	617-332-4318	N/A	N/A 5

The Massachusetts Education Reform Act of 1993

- Section 70 establishes an early childhood commission to develop a plan to provide children ages three to four the opportunity to participate in a developmentally appropriate early childhood education program.
- Section 84 directs the Department of Education to establish a demonstration project to assess various models of parent outreach programs in working with families of children the ages of one and three years. (Massachusetts Family Network)
- General Laws Chapter 15, Section 54 establishes an early childhood discretionary grant program to provide early care and education opportunities to children of working parents. The law also directs the Board of Education to develop programs and standards for teacher certification.

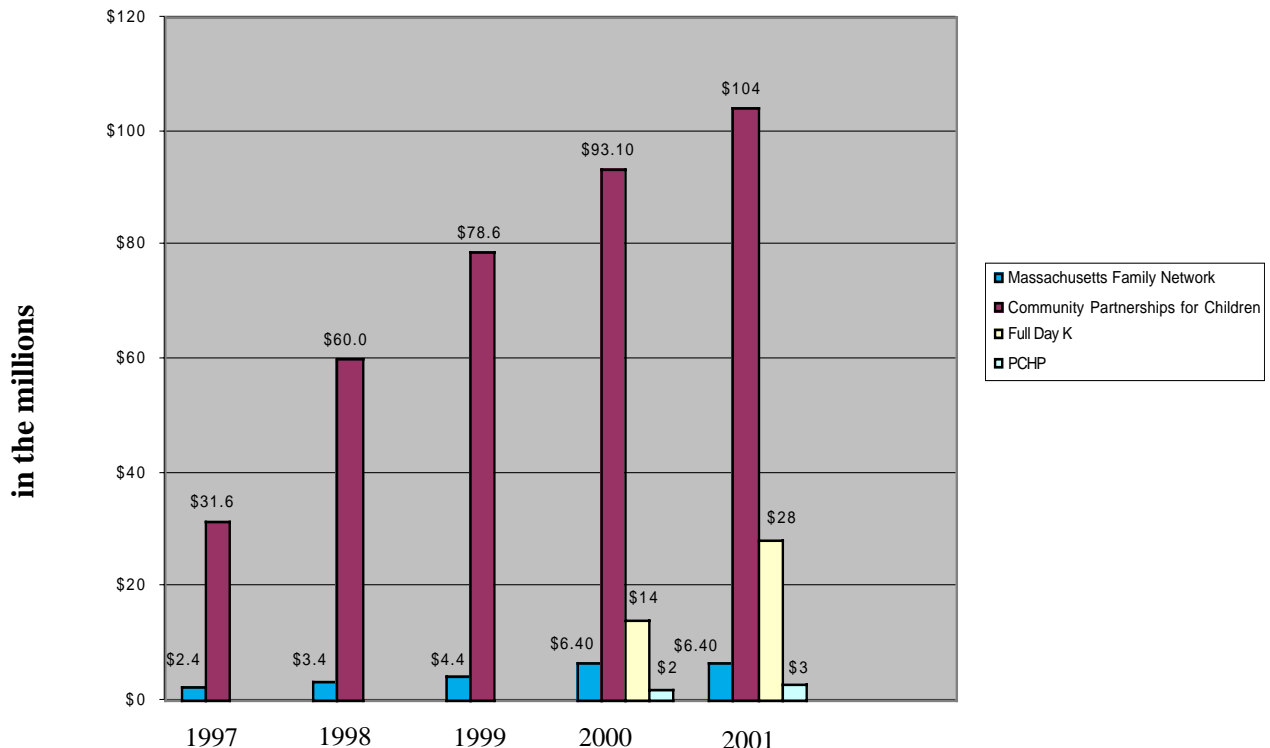
Community Partnerships for Children

This grant program helps communities build networks and combine resources to provide quality early care and education programs for three and four years old children and their families. The number of communities participating in the Community Partnerships program has grown from 109 in 1993 to 332 in 2001. The number of children served has grown from 7,300 in 1993 to 9,000 in 1996, 15,000 in 1998, 20,780 in FY 2000, and an estimated 22,280 in FY 2001. Starting in FY 01, 45% of CPC was funded by federal TANF child care funds.

Massachusetts Family Network

This grant program helps communities build networks and combine resources to provide family support and parenting education for families with children ages birth through three years. Since 1995, the number of communities in the Network has grown from 57 to 162 in 2001. In FY 2000, the Massachusetts Family Network served 24,195 families and 21,607 children.

State Funding for Early Childhood Programs (1997-01)



Family Literacy

Both the Massachusetts Family Networks and Community Partnerships for Children programs offer family literacy activities, which include adult programs, such as adult education; child-focused programs, such as story-hours; parenting education and support; and parent and child activities, such as reading books together. Last year, the Massachusetts Family Network provided family literacy activities to 1800 families and enrolled 1700 parents in adult education classes. Workshops on parenting were attended by about 1800, with workshops being offered in Spanish, Vietnamese, Cantonese and Haitian-Creole in addition to English.

Community Partnerships programs provided a variety of family literacy activities: 78% of the programs provided book- and toy-lending libraries for families; 70% offered at least one parent/child literacy activity and 63% offered family literacy seminars and workshops. Family education activities included operation of family resource centers/libraries; and 80% engage in dissemination of child development/guidance materials.

Starting in FY 2000, a national model of family literacy, the **Parent-Child Home Program**, was begun with \$2 million funding 11 projects. The central component of the model consists of home visitors working with parents along with their child (or children) between 18 months and 4 years of age in an intensive two-year program. The home visitors provide high quality books and toys to low income families and demonstrate how to use those materials to enrich children's language and stimulate their interest in books and learning. The program received an additional \$1million in FY 2001, adding 13 new programs for a total of 39 programs, serving approximately 1200 families.

Full-Day Kindergarten

Two new grant programs were started in FY 2000 to support full-day kindergarten. In FY 01 the Quality Full Day Kindergarten grant (\$24.3 million) funded 1470 full-day kindergarten classrooms across Massachusetts. In FY 01, the goal is to enhance the quality of already-existing full day programs to ensure that they will provide a strong foundation for school success in an environment appropriate for young children. The Transition Planning for Full Day Kindergarten grant (\$3.5 million) funded start-up activities for 107 classrooms that will open as full day programs in the Fall of 2001. In both programs, funds are used for aides, curriculum and professional development, classroom supplies, accreditation fees and other relevant costs. Funds for transition grants may be used for renovation and physical improvements.

Policy Reports on Early Childhood

Children First, the Report of the Special Commission on Early Childhood (December, 1995), included the following recommendations: increase affordability and accessibility of early childhood programs for families; promote a consistent level of quality programs; support families with young children to ensure that all children enter school ready to learn; expand early childhood care and programs, and phase in the plan for expansion and integration.

The Massachusetts Family Network, a report on the programs and recommendations for the future, was submitted to the Legislature in January 1997, and included draft legislation.

An Evaluation of the Massachusetts Community Partnerships for Children, was completed by Tufts University in December 1996.

A Study of Accreditation in the Community Partnerships for Children Program, was completed by the Department in 1998.

Setting a Course for Early Care and Education in Massachusetts: Using Data to Guide Policy Development, was completed by the Department in 1999.

A Guide to Community Partnerships for Children, revised April 2001, provides program and policy guidance for local program staff and Community Partnerships Councils.

Securing the future and planning what we want for our youngest children is a follow-up report to *Setting a Course*, published in April, 2001, and focuses on what children need for healthy development and provides strategies for how to provide programs to meet those needs.



Educational Technology

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The Department of Education continues to capitalize this year on the opportunities for statewide technology integration through several initiatives.

Information Management System (IMS)

The 2000/2001 school year marks the final year of the Department's implementation of a five-year, \$19 million effort to automate data collection from schools and districts. Results show that the average response time for statewide reporting has been reduced from six months to a few weeks. Last school year, the Department assigned state identifiers to almost one million public school students in Massachusetts. This school year, the Department began collecting the full 35 student data elements. All data collected from these and other sources (such as MCAS) are now being loaded into a data warehouse with user-friendly web access through the Department's Data Mart.

Virtual Education Space (VES)

VES is the first statewide, public e-learning portal in the nation. Launched in November, 2000, VES provides school districts with their own Intranet (internal website). It also provides teachers with their own "virtual desktop" to store files and to communicate with their peers, schools and districts. The 2001-2002 academic year will bring many new VES features to teachers including:

- Quality instructional design tools that allow teachers to develop and access standards-based materials (CLASP OnLine)
- Their own online teacher plan-book
- Tools to send assignments to students, assess student work, and communicate with parents
- Online Professional Development Opportunities

Over the next two school years VES will be made available to students, parents, mentors and tutors.

MassEd.Net

This is the Commonwealth's low-cost Internet source for educators. MassEd.Net has become the fastest-growing Internet service-provider in the state, registering 28,000 of the 80,000 Massachusetts K-12 educators.

Benchmark Standards for Local Technology Planning

To help school districts in their local technology planning, six benchmark standards have been developed to guide schools in creating the conditions for technology integration. Ninety-six percent of the school districts submitted their technology plans electronically to the Department. All the plans were approved. As a result, these school districts are eligible to apply for the federal E-Rate reimbursement program. Massachusetts schools received \$35,490,160.79 this year from the program. To be eligible for state and federal grants, school districts also must have approved technology plans. This year 174 school districts applied for grants through the federal Technology Literacy Challenge Fund. One hundred and thirty school districts received funding, totaling \$7.3 million.

Lighthouse Technology Sites and Adopting Best Technology Practices/Programs

Since 1997, grants from the federal Technology Literacy Challenge Fund have been awarded to teachers and schools to promote effective models of teaching with technology. Lighthouse participants are provided with opportunities throughout the year to showcase their practices at statewide conferences and through local workshops. In the past four years, 266 Lighthouse Projects have been funded. Over 600 educators have demonstrated how technology can be used to support teaching and learning in the classroom.

Teachers and schools that are interested in adopting best technology practices and innovative technology programs are supported through grants from the federal Technology Literacy Challenge Fund. Since 1999 the Department has provided 115 school districts Adopting Best Technology Practices/Programs grants to schools to integrate technology into the local curriculum and to align with the state curriculum frameworks.

Professional Development on Assistive Technology

In response to the current special education mandate, an assistive technology professional development program has been established through the support of the Technology Literacy Challenge Fund and Special Needs funds. Thirteen collaboratives and 40 schools have learned to use assistive technology to provide access to learners with disabilities in general education. School districts establish district wide teams to attend the training sessions. An implementation manual and an extensive assistive technology resource kit are distributed to each team to correlate with pertinent topics covered during the sessions. Site visits that provide individualized support in appropriate areas are conducted twice a year. Ongoing electronic support via email and discussion groups allow the teams immediate interaction with the project.

Student As Technology Leaders

This school year through the support of state funding and the Technology Literacy Challenge Fund, 25 Youth Tech Entrepreneurs (YTE) type of programs have been established across the state. Students take industry certification courses and learn about project management, customer service, and entrepreneurial skills. As a result of the programs, students will be able to provide computer services to their schools and communities and may follow a career path in information technology.

Project MEET

This school year marks the third year of the Commonwealth's five-year, federal Technology Innovation Challenge Grant to create a model of technology professional development that will help teachers infuse online instructional technology into standards-based curriculums. Each year 28 schools are selected to participate in summer institutes and yearlong seminars. Project MEET emphasizes the importance of effective models of teaching with technology, grounding all instruction in the Massachusetts Curriculum Frameworks and providing access to the curriculum for all learners through the principles of universal design and assistive technology. Since 1999 approximately 250 teachers and 64 Technology Professional Development specialists have received technology professional development affecting over 6800 students.



Massachusetts Public Schools Facts and Figures

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Public School Enrollment by Grade

	1995	2000
Pre-Kindergarten	13,982	19,539
Kindergarten	77,777	70,029
Grades 1-5	362,993	389,364
Grades 6-8	197,413	223,230
Grades 9-12	230,299	265,174
Grades 13-14	2,045	835
Ungraded	6,342	4,089
Total	895,772	972,260

Private School Enrollment

	1995	2000
	125,768	133,572

Public School Enrollment by Race/Ethnicity

	1995	2000
African American	71,918	83,799
Asian	33,338	41,610
Hispanic	80,609	99,189
Native American	1,635	2,462
White	708,272	745,197

Selected Populations

	1995	2000
Special Education	154,068	168,642
Vocational Education	57,822	N/A
Limited English Proficient	44,211	44,828

Operating School Districts

	2000-2001
Local	244
Regional Academic	55
Regional Vocational Technical	26
Independent Vocational	1
County Agricultural	3
Charter	41
(Public school/district affiliated with WPI)	1
Total	371

Public Schools

	2000-2001
Elementary	1,270
Middle/Junior	282
Secondary	318
Other Configurations	33
Total	1,903



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Education Professionals

	1995	2000
Regular Education	54,706	59,800
Special Education	11,856	10,872
TBE/ESL	2,416	2,828
Occupational Education	2,202	1,997
Administrators	3,973	5,191
Superintendents	260	371
Total	75,430	81,059

Statewide Attendance Rate		Statewide Dropout Rate	
1994	1999	1995	1999
93.1%	93.8%	3.6%	3.6%

Plans of High School Graduates

	Class of 1994	Class of 1999
College		
4-year private	29%	30%
4-year public	23%	22%
2-year private	5%	3%
2-year public	14%	17%
College Total	71%	73%
Other Post-secondary	3%	2%
Work	17%	16%
Military	3%	2%
Other	4%	3%
Unknown	3%	3%

Scholastic Aptitude Test (SAT)

	Class of 1995		Class of 1999	
	MA	US	MA	US
Participation	67%	36%	68%	N/A
Average Verbal	498	501	504	502
Average Math	498	504	505	508
% with verbal score over 600	21%	21%	23%	21%
% with math score over 600	22%	23%	24%	24%

Per Pupil Expenditures

	1994	1999
All Day	\$5,235	\$6,684
Regular Day	\$4,369	\$5,481
Special Education	\$7,666	\$10,502
Bilingual Education	\$5,539	\$7,430
Vocational Education	\$7,843	\$9,415

Early Childhood Education

	1995	2000
Children Served	7,220	20,4000
Funding	\$14.9 million	\$99.5 million

Adult Basic Education

	1995	2000
Number Served	10,276	24,000
GEDs issued	9,318	7,494
Funding (state only)	\$4.2 million	\$30.2 million

Teacher Salary

	1995	1998
Average Minimum	\$24,664	\$27,387
Average Maximum	\$46,919	\$52,037
State Average	\$40,718	\$44,051



Learning Support Services: Safe and Healthy Schools

Fact Sheet
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Health Protection Funds:

This state funded grant program supports school-based comprehensive health education and human services in schools. The priorities of the program are: tobacco education, prevention and cessation activities; implementation of a pre K-12 health education curriculum, including components of guidance and counseling; nursing and mental health services; physical education; family and consumer sciences education; and food and nutrition services. Within these areas, violence prevention and substance abuse education and prevention are addressed as well.

Safe and Drug Free Schools and Communities:

This federally funded activity to support local schools and community programs that: prevent violence around schools; prevent the illegal use of alcohol, tobacco and drugs; involve parents; and coordinate with related federal, state, and community efforts and resources. Programs must be based on the principles of effectiveness; objective analysis of need; goals and measurable objectives (with assistance of local advisory council); proven and effective strategies; and ongoing program evaluation.

Safe Schools Program for Gay and Lesbian Students:

The program provides funds to high schools to promote school-based violence and suicide prevention activities to create and maintain safe and supportive school environments for gay and lesbian students.

Teen Dating Violence Intervention and Prevention Project:

The TDVIPP provides funding to school districts for educational programs and strategies to prevent teens from becoming involved with dating-related violence and to offer safety intervention strategies for school personnel and community members to recognize warning signs of teen dating violence.

Centers for Disease Control and Prevention Cooperative Agreement:

This agreement strengthens school programs to prevent HIV infection and other serious health problems. CDC funding maintains the AIDS/HIV Program which is designed to prevent risk behaviors that result in HIV infection, other sexually transmitted diseases and unintended pregnancy.

McKinney Homeless Assistance Act:

This federal grant program enables homeless children and youth to attend school by providing supplemental instruction, enrichment activities, professional development, appropriate medical, dental, mental and other health services, transportation, parent education and counseling, supplies for shelters, and other necessary resources.

Massachusetts Migrant Education Program (MMEP):

MMEP works to close the existing achievement gap between migrant children and the traditional student by: 1) ensuring that migrant students receive the benefits of all of the services presently offered in the local school and community, 2) establishing supportive interventions that help to elicit a greater return on in-school instruction, and 3) providing more time for learning. A single operating agency oversees all of the Massachusetts Migrant Education Program activities.

Community Service Learning (CSL)-Learn and Serve America:

This program provides training and technical assistance opportunities for school districts to use CSL as a method in achieving the standards of the Massachusetts curriculum frameworks. Service Learning is a method of instruction (teaching and learning) under which students learn and develop through active participation in planned, organized service-learning that is integrated into and enhances academic curriculum.

State Student Advisory Council to the Board of Education:

This group of students, elected by their peers, helps to make decisions about state educational policy and initiate and carry through projects to effect changes in local schools. There are 11 Regional Councils and a State Council. According to state law, every secondary school must elect two delegates to a Regional SAC.

Robert C. Byrd Scholarship Program:

This federal scholarship program funds approximately 129 new scholarships at \$1500 per year for four years. Approximately 385 scholarships renew each year. Students are directly referred for scholarships through their school guidance counselor. Two students are selected for each congressional district, based on the level of their involvement and academic performance.

United States Senate Scholarship Program:

This federal scholarship provides two students with \$2,000 scholarships each, sent directly to their college of choice. Additionally, two alternate students are selected. Vouchers are granted for a one week, all expense paid, trip to Washington D.C. where the students meet with their senators and participate in an awards ceremony.

Centers for Disease Control and Prevention Infrastructure and Expanded Program Project:

This federally funded program expands and strengthens the capacity of the Department of Education to plan, carry out and evaluate coordinated school health programs in collaboration with the Department of Public Health. The program also addresses significant health problems that affect young persons, specifically in the areas of tobacco use, sedentary lifestyle and dietary patterns that result in disease.

Alternative Education:

This state funded grant program provides funds to school districts to develop or establish alternative education programs in grades 6-12 that address problems of students who exhibit classroom behavior that interferes with learning, or to provide services for suspended or expelled students. Funded programs address the special needs of students who may be suffering from the traumatic effects of exposure to violence, utilize technology to provide education in an alternative setting, and provide academic, social and therapeutic support services to students.



Massachusetts Comprehensive Assessment System

**Fact Sheet
April
2001**

Fulfilling requirements of the Massachusetts Education Reform Law of 1993, the Massachusetts Comprehensive Assessment System (MCAS) measures the performance of students, schools, and districts on the academic learning standards contained in the Massachusetts *Curriculum Frameworks*. The fourth MCAS administration, in 2001, tested students in Reading at Grade 3; English Language Arts at grades 4, 7, 8, and 10; Mathematics at grades 4, 6, 8, and 10; Science & Technology at grades 5 and 8; and History and Social Science at grades 5, 8 and 10. Beginning with the graduating class of 2003, students will need to earn a scaled score of at least 220 on both the grade 10 English Language Arts and Mathematics tests, in addition to meeting local graduation requirements, in order to graduate from high school.

2002 MCAS Testing Schedule

	ELA Composition*	ELA Language and Literature	Mathematics*	Science & Technology	History and Social Science
Grade 3		April (Reading)			
Grade 4	April	May	May		
Grade 5				May	May
Grade 6			May		
Grade 7	April	May			
Grade 8			May	May	May
Grade 9				May*	
Grade 10	April	May	May	May*	May

* There will be no operational test in Science & Technology at the high school level in the spring of 2002. Instead, there will be question tryouts in the following areas in grades 9 and 10: introductory physics, biology, chemistry, earth science, engineering/technology, and integrated sciences.

**MCAS TESTS OF 1998 AND 2000:
PERCENTAGE OF STUDENTS AT EACH PERFORMANCE LEVEL: ALL STUDENTS**

		Advanced	Proficient	Needs Improvement	Failing	Average Scaled Score
Grade 4						
English Language Arts	2000	1	19	67	13	231
	1999	0	21	67	12	231
	1998	1	19	66	15	230
Mathematics	2000	12	28	42	18	235
	1999	12	24	44	19	235
	1998	11	23	44	23	234
Science & Technology	2000	11	51	30	8	241
	1999	10	46	36	9	240
	1998	6	42	40	12	238
Grade 8						
English Language Arts	2000	5	57	27	11	240
	1999	3	53	31	13	238
	1998	3	52	31	14	237
Mathematics	2000	10	24	27	39	228
	1999	6	22	31	40	226
	1998	8	23	26	42	227
Science & Technology	2000	6	29	27	37	228
	1999	5	23	27	45	224
	1998	2	26	31	41	225
History and Social Science	2000	1	10	45	45	221
	1999	1	10	40	49	221
	1998	-	-	-	-	-
Grade 10						
English Language Arts	2000	7	29	30	34	229
	1999	4	30	34	32	229
	1998	5	33	34	28	230
Mathematics	2000	15	18	22	45	228
	1999	9	15	23	53	222
	1998	7	17	24	52	222
Science & Technology	2000	3	23	37	37	226
	1999	3	21	39	38	226
	1998	1	21	42	36	225

Percentages may not total 100 percent due to rounding. For the purpose of computing school, district, and state results, students who were absent without a medically documented excuse from any subject area MCAS test were assigned the minimum scaled score of 200 and a performance level of Failing for that subject area. Includes regular education students, students with disabilities and limited English proficient students.

SAT □	Class of 1995		Class of 2000	
	MA	US	MA	US
Percent taking test *	67%	36%	68.60%	38.48%
Average Verbal *	498	501	504	501
Average Math *	498	504	508	510
Percent with Verbal Score over 600 **	21%	21%	23%	21%
Percent with Math Score over 600 **	22%	23%	25%	24%
* Public school students only ** Private and public school students				



Problem Resolution System

**Fact Sheet
April
2001**

The Massachusetts Department of Education provides information on the education opportunities and legal rights provided for all students in the Commonwealth. Specifically, the Department provides information on the following types of programs:

- adult basic education programs
- bilingual education programs
- Massachusetts Education Reform Act requirements
- private day and residential special education programs
- private proprietary school programs
- public early childhood, elementary and secondary school programs
- public school or collaborative special education programs
- vocational education programs

Department staff welcome questions or concerns about these programs, and will work with parents, educators, students, community members, and others so that students receive the educational services to which they are legally entitled.

The Department recommends that individuals with concerns first contact the school (for example, the Principal or Superintendent of Schools) to present the concerns to the people closest to the situation and who are most able to resolve the concern quickly. If that does not work, or does not seem possible under the circumstances, individuals may contact the Department's Problem Resolution System at the address below to state their concern.



School and District Accountability System Under-Performing Schools

Fact Sheet
April
2001

General Laws Chapter 69

Directs the Board of Education, the Commissioner, and the Department of Education to hold schools and districts accountable for delivery of a high quality education to all Massachusetts' public school students.

To fulfill this obligation, the Department must:

- * set student performance standards, including a graduation requirement;
- * provide guidance and resources to assist schools and districts in delivering programs and services to enable students to meet those standards;
- * assess the effectiveness and monitor the improvement of all public schools; and
- * intervene, as needed, to ensure results.

The School and District Accountability System adopted in 1999, and implemented over the past two years, focuses on student results, expressed as both performance and improvement, and tracks the progress of every school and every district in improving the performance of its students toward State standards.

The system consists of two multi-stage processes, one for evaluating school performance, and one for assessing district performance.

The School Performance Rating Process

- * All public schools are rated every two years, based on performance and improvement on MCAS.
- * Descriptive categories based on percentage of students failing and percentage proficient and advanced are used to rate MCAS performance.
- * Schools in each performance category are expected to make specific improvements in their MCAS scaled scores to close the gap between their students' baseline scores and State performance targets. They are rated on the extent to which they meet these expectations.
- * Schools that exceed expectations for improvement, and that significantly outperform demographically similar schools in the state in absolute performance, will be invited to participate in the **Exemplary Schools Program**.
- * Schools with low performance that fail to meet improvement expectations will be referred for further review of multiple indicators through a **Panel Review** to help the Commissioner determine whether the school should be declared under-performing.
- * Schools that, after review are deemed unlikely to improve without State intervention will be declared under-performing.

The District Performance Evaluation Process

- * In June 2000, the Board of Education approved a set of District Performance Evaluation Standards that form the foundation of the evaluation of district performance in five key areas of inquiry:
- * Department evaluations of district performance will include consideration of educational results for all students served, quality of curriculum, instruction, programs and services provided, and the efficiency and effectiveness of operational management and resource utilization.
- * Districts cited for serious or widespread deficiencies may be declared *under-performing*.

If the Board finds evidence of under-performance by a district, the Commissioner will appoint a fact-finding team to assess the reasons for under-performance and prospects for improvement. Upon review of the conclusions of the fact-finding team, the Board may declare the district chronically under

603 CMR 2.00 Regulations on Under-Performing Schools and School Districts

As set out in the regulations, schools with low MCAS performance that do not meet improvement expectations may be referred to a Review Panel for more extensive evaluation of multiple gauges of school performance through a School Panel Review Process. Review panels of five (made up of DOE staff and educational practitioners) examine in detail the student results for all students and various subgroups, including attendance, dropout, and graduation data.

Panel members visit classrooms and meet with school officials to make sure that the school is doing all it can to promote and support improved student performance. The Review Panel's charge is to advise the Commissioner of Education, at the conclusion of the review process, of their judgment on two questions:

- * Does the school under review appear to have a sound plan for improving student performance?*
- * Do the conditions appear to be in place for successful implementation of the school's improvement plan?*

If the answer to either or both of these questions is no, the Commissioner may declare the school to be under-performing. When a school is declared to be under-performing, the next stage in the process is a Fact-Finding Review.

The fact-finding team will report its findings, in writing, to the Commissioner and to the district in which the school is located. Following the fact-finding process, the school must then submit an improvement plan to the Board of Education for its approval. The Board may then accept, reject, or direct modification of the plan, or any parts of the plan.

During the period of implementation of the plan, the Department will provide the school with technical assistance for the improvement of the educational program provided to the students.

If the school fails to demonstrate significant improvement as dictated by its plan within twenty-four months after the approval of the plan, the Board may declare the school to be *chronically under-performing*. The school would then be subject to the provisions outlined in G. L. c 69, s. 1J, which include:

- * removal of the principal,
- * dismissal of teachers,
- * remediation funding measures, and
- * actions determined by the board of education to be reasonably calculated to increase the number of students attending the school who satisfy the student performance standards.



School Choice

School choice (MGL Chapter 76, Section 12B) allows pupils to attend public schools outside of their own district.

In FY01, 125 Massachusetts school districts are accepting pupils through this program. School committees choose whether or not to become school choice receiving districts, and they may designate a maximum number of available school choice seats for an upcoming year. If there are more applicants than available openings, the selection of students must be conducted on a random basis, and must be free from discrimination on the basis of race, color, religious creed, national original, sex, age, sexual orientation, ancestry, athletic performance, physical handicap, special need or academic proficiency.

Pupils' local districts are charged tuition based upon 75 percent of the receiving districts' per pupil cost, capped at \$5,000 except for special education. Tuitions are calculated by the Department of Education based upon enrollment reports submitted twice a year by receiving districts. Sending districts are assessed through the quarterly local aid distribution. Below-foundation districts receive additional Chapter 70 aid to partially offset these assessments. Tuition is transferred to the receiving districts, where it is placed in a separate account and may be spent by the school committee without appropriation.

Transportation

In 1994, the Board approved regulations governing a reimbursement program which allows for the reimbursement of transportation costs to low income parents whose children are participating in school choice.

Important School Choice Statistics

	Year	No. of Districts Receiving Students	No. of Students	FTE*	Tuition (Paid by Sending District to Receiving District)
Before the Education Reform Act	1992	32	1122	920	\$4,852,296
	1993	63	3715	3208	\$12,087,120
After the Education Reform Act	1994	73	5111	4402	\$17,209,559
	1995	85	6219	5431	\$22,424,440
	1996	89	6793	6039	\$26,089,544
	1997	100	7116	6506	\$28,656,569
	1998	109	7486	6867	\$31,368,755
	1999	116	7,953	7204	\$34,028,235
	2000	121	8,045	7344	\$36,373,827
	2001	125	7,188	7112	\$36,655.931

*FTE = Full time equivalent, which is average enrollment during the entire school year.

2000-2001 School Year School Choice Receiving Districts

AGAWAM	IPSWICH	UXBRIDGE	NASHOBA
AMESBURY	LANESBOROUGH	WALES	NORTH MIDDLESEX
ASHLAND	LEE	WARE	PENTUCKET
AVON	LENOX	WEST BOYLSTON	PIONEER VALLEY
AYER	LITTLETON	WESTFIELD	REGIONAL
BARNSTABLE	LONGMEADOW	WESTFORD	QUABBIN
BERLIN	LUDLOW	WESTPORT	RALPH C.
BEVERLY	LUNENBURG	WHATELY	MAHAR REGIONAL
BROOKFIELD	MANCHESTER	WILLIAMSBURG	SOUTHERN BERKSHIRE
CHATHAM	MAYNARD	WILLIAMSTOWN	SOUTHWICK-TOLLAND
CLINTON	MEDWAY	WINCHENDON	SPENCER-EAST
DEERFIELD	MIDDLEBOROUGH	ADAMS-CESHIRE	BROOKFIELD*
DOUGLAS	MILFORD	AMHERST-PELHAM	TRITON
DRACUT	MILLIS	ASHBURNHAM-	UP-ISLAND
EASTHAMPTON	NEWBURYPORT	WESTMINSTER	GREATER LAWRENCE
EAST LONGMEADOW	NORTHAMPTON	BERKSHIRE HILLS	GREATER LOWELL
ESSEX	NORTHBRIDGE	BERLIN-BOYLSTON	MONTACHUSETT
FITCHBURG	NORTH BROOKFIELD	BLACKSTONE-MILLVILLE	NASHOBA VALLEY
GARDNER	PETERSHAM	CHESTERFIELD-GOSHEN	NORTHEAST METRO
GEORGETOWN	PITTSFIELD	CENTRAL BERKSHIRE	NORTH SHORE
GLOUCESTER	PROVINCETOWN	DENNIS-YARMOUTH	PATHFINDER
GRANBY	ROCKPORT	NAUSET	WHITTIER
GREENFIELD	ROWE	FARMINGTON RIVER	
HANCOCK	SAVOY	FRONTIER REGIONAL	
HARVARD	SHIRLEY	GATEWAY	
HARWICH	SOUTH HADLEY	GILL-MONTAGUE REGIONAL	
HAVERHILL	SUNDERLAND	HAMILTON-WENHAM	
HOLLISTON	SUTTON	HAMPSHIRE REGIONAL	
HOLYOKE*	TAUNTON	HAWLEMONT	
HOPEDAILE	TRURO*	MENDON-UPTON	
HUDSON	TYNGSBOROUGH	MOUNT GREYLOCK	
		MOHAWK TRAIL REGIONAL	

* New choice district for 2000-2001

School Choice Districts Not accepting new enrollments for 2000-2001 School Year

ACTON	HAMPDEN-WILBRAHAM	ACTON-BOXBOROUGH	SPRINGFIELD
MARBLEHEAD	HOPKINTON	QUABOAG	GROTON-DUNSTABLE
WAREHAM	PALMER	LEOMINSTER	MINUTE MAN



Special Education

Special education is provided for all eligible Massachusetts' students under the requirements of state and federal law.

Recent Activity

* During the 2000-2001 school year, the Board of Education acted to revise the newly enacted state special education regulations in response to significant statutory changes made during the summer of 2000. Final regulations were promulgated by the Board of Education in December 2000 and are in effect. School districts continue to be accountable to the requirements for special education that are regulated under federal law, most particularly the Individuals with Disabilities Education Act (IDEA). Some key aspects:

1. Tightened eligibility definitions, including a requirement to identify type of disability when determining eligibility.
2. Emphasis on having a responsive general education program with all educators gaining skill in responding to the needs of diverse student learners.
3. Strong involvement of the Team in determining placement.
4. Reinstatement of certain health and safety provisions in programs provided in separate environments.

* IEP – Throughout the 2000-2001 school year, a new Individualized Education Program (IEP) form and process was implemented across the Commonwealth, resulting in greater emphasis on access to the general curriculum and parent involvement.

* Alternate Assessment – A new statewide model, based on a selected work sample, has been implemented to alternately assess students with disabilities who are unable to take the MCAS on-demand tests, even with accommodations. A very small number of students with disabilities participate in alternate assessment. This alternate assessment was developed to allow even those students with the most complex disabilities to demonstrate their abilities, and if possible, to demonstrate meeting the standards necessary to receive a high school diploma.

* Project FOCUS – Massachusetts continues activities to improve and increase personnel development activities and coordination in special education. Massachusetts receives more than \$1,000,000 each year for the next three years (of a five-year program) for this purpose. Massachusetts was one of only 17 states to receive an award in the initial year of competition for this grant program of the US Department of Education.

* Special Education Funding – Massachusetts school districts prepare to revise record keeping procedures and respond to proposed regulations in FY 2002 on a revised funding program for special education which will emphasize providing state assistance to the costs of education students with disabilities whose services

School Year	Public School Enrollment	Special Ed. Enrollment	% in Special Education
1991-92	854,084	147,732	17.3%
1993-94	885,320	149,431	16.9%
1995-96	922,941	154,068	16.7%
1997-98	956,851	159,042	16.6%
1998-99	970,491	164,925	16.9%
1999-00	973,974	168,642	17.3%



Teacher Quality Enhancement

Fact Sheet
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Chapter 260 of the ACTS of 1998: "There shall be established and set up on the books of the Commonwealth a separate fund, to be administered by the Commissioner of Education, which shall be known as the Teacher Quality Endowment fund." The fund allows several programs to promote teacher quality.

Tomorrow's Teachers Club

Purpose: This program seeks to develop student interest in teaching. Activities include middle and high school students tutoring in MCAS test content areas and teacher shadowing.

The program began with 89 Clubs in the Fall of 1998. Many of those applied for continuation funding and a number applied for new competitive grants. A total of \$100,000 was available through school-to-career grant support. Individual schools could apply for up to \$2,000 to be used for an advisor stipend and a start-up treasury. One hundred fifteen schools received funding.

Goal: Currently, the Department is reviewing applications for programs beginning in September. Through state and federal funds, the Department has committed to expanding the program to 200 clubs

Teachers for Tomorrow Scholarship Program

Purpose: This program offers tuition remission at a Massachusetts public undergraduate program for high school seniors who graduate in the top 25% of their class and agree to teach for a minimum of four years after graduation. Priority in granting Tomorrow's Teachers Scholarship awards will be given to eligible students who commit to teach in a subject area for which there is a documented teacher shortage in Massachusetts or commit to a geographic region or school district where there is a documented teacher shortage in Massachusetts.

Three million dollars has been secured to offer over 900 scholarships covering full tuition and fees. Applications are made available to all high school seniors. In 2000, scholarships were awarded to 732 high school seniors.

Goal: Funding for the program will continue to support students selected in 2000 as they move into their second year of college as well as offer scholarships to high school seniors who are qualified. Scholarships awarded to students attending private colleges are capped at the highest level awarded to students attending public institutions.

Massachusetts Signing Bonus Program for New Teachers

Purpose: This bonus program seeks to attract excellent college graduates or mid-career professionals to teach in Massachusetts public schools.

Since January 1999, the Department of Education has embarked on a national recruitment campaign to attract outstanding individuals to become teachers. Over 775 people applied to the program and 59 individuals were selected for bonuses in the first year. In year two, over 900 individuals applied and 119 were selected to receive the bonus. This year the Department received close to 1000 applications and 119 were selected to receive the bonus. The bonus recipients represent some of the top colleges and universities in the country and come from professional careers in law, engineering, biotechnology, journalism and television production. All bonus candidates receive training through the Massachusetts Institute for New Teachers (MINT), and alternative route to certification

Goal: Recruitment for high-achieving candidates in academics and professional careers will continue with and emphasis on identifying candidates in the areas of math, science, foreign language and special education.

Massachusetts Institute for New Teachers

Purpose: To provide a comprehensive training for new teachers through an accelerated seven week practical and theoretical approach that involves daily teaching in summer school sessions with educational coursework in the afternoons. Completion of the seven-week training, a follow up seminar and presentation of a final portfolio in December will enable a candidate to reach Provisional with Advanced Standing status.

Goal: Expand MINT sites to 11 throughout the state. Award 200 scholarships to MINT for outstanding candidates. Promote program as a pre-service training for candidates identified by the district for September hire. The total number of MINT participants will expand from 160 to 400.

Attracting Excellence in Teaching

Purpose: Loan reimbursement for high achieving college graduates who are teaching full-time in urban districts within Massachusetts.

Attracting Excellence provides loan reimbursements for high achieving college graduates who enter public school teaching. The program has been in existence since the 1995-96 school year, but has been expanded in several significant ways as a component of Chapter 260. Rather than limiting the pool to only those teachers who graduated in the top 15% of the undergraduate class, eligibility has been extended to those who earned honors designation with either their graduate or undergraduate degree, in either their major or overall. Teachers receive up to \$1800 per year of loan reimbursement for four years. Priority funding is given to teachers in districts where 10 percent or more of students qualify for the federal free or reduced lunch program. The program has \$1.1 million of available funding for the 2000-2001 school year, which will serve 800 teachers.

Goal: The Department will publicize this opportunity widely as a tool to recruit, attract and retain highly qualified teachers.

Master Teachers/National Board Certification

Purpose: Massachusetts will host a corps of 1000 Master Teachers by 2003 who will lead the profession and provide mentoring support to beginning teachers.

There are 190 Board Certified Master Teachers teaching in the Commonwealth and 270 currently completing their applications. In the coming year, as in the two previous, the Department of Education will partner with districts to subsidize the \$2300 application fee and will continue to offer support through regularly scheduled meetings and statewide seminars. All applicants will again receive a \$2000 tuition subsidy with the balance of \$300 to be paid by the teacher. Up to 400 individuals will be accepted into this subsidy program.

All Master Teachers will be awarded \$5,000/year for up to 10 years (the length of their National Board certificate.)

Goal: The Department will increase awareness of the program so that our goal of 1000 will be realized. The Department will increase district capacity to support groups of National Board candidates. Finally, the Department will begin preliminary work on creating alternative paths to Master Teacher status.

Summer Mentor Training Institutes

Purpose: One of the goals of the 12 to 62 Plan is to make it possible for all beginning teachers in Massachusetts to be paired with a veteran teacher mentor. The training institutes offer groups of experienced teachers and administrators the opportunity to be trained in the skills necessary to become an effective mentor. District teams also collaborate to design a beginning teacher support implementation plan. Over 65 districts have participated in the training and last summer 800 educators became trained mentors.

Goal: The Department will offer 18 mentor training institutes in the summer of 2001. An additional 1100 educators will become trained mentors.

Case Study Seminars for Beginning Teachers

Purpose: In order to support new teachers, the Department sponsors case study seminars, a series of support seminars offered to beginning teachers in locations throughout the state. These seminars enable new teachers to discuss with both peers and experienced teacher facilitators issues that relate to their current classroom practice. In 2000, 700 beginning teachers participated in the seminars.

Goal: This year, the seminars will serve over 1200 beginning teachers, nearly one-half of all beginning teachers across the Commonwealth.