



David P. Driscoll  
Commissioner of Education

[Update Archive](#)

[Commissioner's Welcome](#)

  [Superintendent's Checklist](#)

## Commissioner's Update

July 23, 2007

Dear Superintendents, and Leaders of Charter Schools and Collaboratives:

In this Update I have two announcements and three items for your review.

### School Transportation Survey

We are requesting your assistance in providing us with information about school transportation. This information is required as a result of a legislative directive to review current district transportation practices to determine cost savings and efficiencies. To collect this information, we have developed a survey. Please submit your responses no later than August 31. The survey and additional information can be found at [http://finance1.doe.mass.edu/transport/info07\\_01.html](http://finance1.doe.mass.edu/transport/info07_01.html).

### 2007 Massachusetts Literacy Champions Awards Program

The Massachusetts Literacy Foundation is pleased to announce the [2007 Massachusetts Literacy Champions Awards Program](#) in recognition of excellence in the field of literacy. Literacy Champions receive grants in the amount of \$2,500 directed to the organization where they work and \$1,000 to support their professional development. The deadline to apply is August 30, 2007. To meet former Literacy Champions and learn about the program, please visit [www.massliteracy.org](http://www.massliteracy.org).

### Items Posted at [www.doe.mass.edu](http://www.doe.mass.edu):

1. [Schedule for Release of 2007 MCAS and AYP Results; Deadlines for Reporting MCAS and AYP Data Discrepancies](#)
2. [Accountability System Update](#) - 2007 Adequate Yearly Progress (AYP) Determinations
3. [Research Update](#) - Recent Reports from the Department of Education

Sincerely,

David P. Driscoll  
Commissioner of Education

[E-mail this page](#) | [Print View](#)



## EVENTS CALENDAR

August 2007

S	M	T	W	T	F	S
29	30	31	1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	1

## NEWS SEARCH

Keyword:

Dates:

[Past 30 days](#)
[Past 90 days](#)
[Date Range](#)

Start:

End:



## Schedule for Release of 2007 MCAS and AYP Results; Deadlines for Reporting MCAS and AYP Data Discrepancies

**To:** Superintendents, Principals, and Directors of Charter Schools, Educational Collaboratives, Private Special Education Schools, and Institutional Schools

**Copy:** MCAS Coordinators

**From:** David P. Driscoll, Commissioner of Education

**Date:** July 23, 2007

The purpose of this memorandum is to provide you with a schedule for and information regarding the release of 2007 MCAS and AYP results, including deadlines and information for the MCAS data discrepancy reporting process.

### Release of Preliminary and Final 2007 MCAS and AYP Results to Schools and Districts and to the Public

School and district leaders will have access to preliminary MCAS results on August 20 through the [www.mcasservicecenter.com](http://www.mcasservicecenter.com) Web site. In late September, final student, school, and district level results will be released to schools and districts for all grades 3-8 tests and for the grade 10 English Language Arts and Mathematics tests. These results are embargoed until early October, when final results for all tests, including the new high school Science and Technology/Engineering tests, will be released to the public.

Complete schedules for the release of MCAS and AYP results to schools and districts and to the public are attached. Please note that the delivery of *Parent/Guardian Reports* will be staggered, with elementary and middle school *Parent/Guardian Reports* arriving first and high school *Parent/Guardian Reports* arriving shortly thereafter. The slight delay in the release of the high school *Parent/Guardian Reports* is due to the standard-setting activities that are required for the new high school Science and Technology/Engineering tests.

### Deadlines for Reporting MCAS and AYP Data Discrepancies

Last year the Department established an online discrepancy reporting and resolution process. This year the discrepancy reporting period will be open from **August 20 through August 31**. It is essential that principals and directors of private special education schools, institutional schools, and collaboratives review their preliminary student results during this period. **Principals who are unable to review the preliminary results during this timeframe should assign this task to an assistant since discrepancies reported outside of the window will not be corrected in time for the official release of school and district MCAS and AYP summaries.**

The discrepancy reporting tool along with school and district results will be available online to those assigned a confidential password at [www.mcasservicecenter.com](http://www.mcasservicecenter.com). (Passwords were shipped directly to principals and superintendents via U.S. mail on December 29, 2006.) Detailed instructions for reporting discrepancies will be posted on the MCAS Service Center Web site.

The Department of Education will host a series of conference calls beginning in late August to answer questions you may have about MCAS data and the discrepancy resolution process. Registration for these calls will begin on August 6, through the MCAS Service Center Web site.

Attachments:

**2007 MCAS and AYP Reporting Schedule** - Working draft as of 7/13/2007





## EVENTS CALENDAR

August 2007

S	M	T	W	T	F	S
29	30	31	1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	1

## NEWS SEARCH

Keyword:

Dates:

 Past 30 days

 Past 90 days

 Date Range

Start:

End:



## Accountability System Update – 2007 Adequate Yearly Progress (AYP) Determinations

To: Superintendents, Charter School Leaders, and Other Interested Parties

From: David P. Driscoll, Commissioner of Education

Date: July 20, 2007

Again this year we will issue preliminary 2007 AYP determinations in late August so that Title I schools identified for improvement, corrective action, and restructuring can provide parents with timely notice of NCLB school choice and supplemental educational services opportunities. Title I schools that in 2006 had one or more negative AYP determinations must be prepared to implement school choice in September 2007 if they again do not make AYP for that subject in 2007. Title I schools in improvement, corrective action, or restructuring status must make AYP for two consecutive years to exit that status. The preliminary 2007 AYP determinations issued in late August will be used to determine which schools must implement NCLB school choice for the 2007-08 school year.

We plan to make the preliminary 2007 AYP data available for district review on or around August 27, 2007. A period of 2007 data discrepancy reporting will follow, after which we will issue preliminary 2007 AYP determination reports on or about September 24 for most schools. We will issue final 2007 AYP reports for all schools, including those with special circumstances (e.g., schools with data under review, reconfigured schools, K-2 schools and others that have no MCAS participants) on or about October 18, 2007.

### Quick Review of Key Accountability System Information

Massachusetts has set State Performance Targets in English language arts and mathematics that increase every two years to maintain a steady trajectory toward the goal of 100 percent proficiency by 2014. The State Performance Targets for 2007 are:

English Language Arts (ELA): Composite Performance Index (CPI) of 85.4

Mathematics: Composite Performance Index (CPI) of 76.5

If a student group does not meet the *State Performance Target*, the group will make AYP if it meets its own *Improvement Target* and also meets the *Participation Rate* and *Additional Indicator* targets. Each student group's 2007 *Improvement Target* is based on that group's performance in 2006, and indicates whether or not the group is on a trajectory that will bring it to 100 percent proficiency by 2014. We have generated preliminary baselines and *Improvement Targets* for 2007 for all student groups that were large enough to have AYP determinations in 2006. This information is available to you in an Excel workbook that is posted at: <http://www.doe.mass.edu/sda/ayp/2007/>.

Aggregate AYP determinations are issued for all schools and districts that have a minimum of 20 students included in the performance calculations. Subgroup AYP determinations are issued when (a) there are 40 or more subgroup members and (b) the number of subgroup members is at least 5 percent of students whose assessment results are included in the school or district's aggregate performance calculations, or (c) the number of subgroup members is 200 or more.

The formula for determining whether a district, school, or student group has made AYP is as follows:

$$A + (B \text{ or } C) + D = \text{AYP}$$

A Participation Rate: 95% or greater in MCAS & MCAS-Alt

+

**B Performance:** 85.4 or greater CPI in ELA; 76.5 or greater CPI in mathematics

or

**C Improvement:** Meet or exceed 2007 Improvement Target

(Specific to districts, schools, and student groups)

+

**D Performance or Improvement on Additional Indicator:**

- Grades 1-8: 92% or higher attendance rate, or 1% improvement over 2006
- High School: 55% or higher graduation rate standard for class of 2006

## Changes to AYP Determinations for 2007

Beginning with 2007 AYP reporting we will discontinue the practice of combining two years of data in even-numbered years ("cycles"). Instead, we will issue annual AYP performance calculations that are based on a single year of data and improvement calculations that are based on one year of data as compared to the previous year of data. This change will both simplify the process for calculating AYP and increase the transparency of AYP performance and improvement calculations. Consequently, 2007 AYP performance calculations will be based on the 2007 results of students tested in grades 3-8 and 10, and 2007 AYP improvement calculations will be based on the 2007 results of students tested in grades 3-8 and 10 as compared to the 2006 results of students tested in grades 3-8 and 10.

In addition, we will incorporate 4-year cohort graduation rate calculations for the graduating class of 2006 into 2007 AYP determinations. Last February, after reviewing data for the graduating class of 2006, the Board of Education adopted a 55 percent minimum graduation rate for use in rendering 2007 AYP determinations. For all Massachusetts public high schools - and districts for the 9-12 grade span - the graduating class of 2006 will have to have met or exceeded the State's 55% graduation rate standard for all reportable student groups in order to make AYP in 2007. As required by federal law, the 4-year cohort graduation rate replaces the grade 12 competency determination rate for AYP purposes. More information about graduation rates is available at: <http://www.doe.mass.edu/infoservices/reports/gradrates/>. More information about 2007 AYP reporting is available at: <http://www.doe.mass.edu/sda/ayp/2007/>.

If you have questions on matters addressed in this memorandum or regarding the State's accountability system, please write to us via e-mail at [AYP@doe.mass.edu](mailto:AYP@doe.mass.edu).

[E-mail this page](#) | [Print View](#)



## EVENTS CALENDAR

August 2007						
S	M	T	W	T	F	S
29	30	31	1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	1

## NEWS SEARCH

Keyword:

Dates:

[Past 30 days](#)
[Past 90 days](#)
[Date Range](#)

Start:

End:


**Monday, July 23, 2007**

## Research Update – A Summary of Recent Education Research

Recent findings from the world of education research - July 2007 edition  
 Brought to you by the Office of Strategic Planning, Research, and Evaluation

### Recent reports from the DOE

- Dropout Rates in Massachusetts Public Schools, 2005-06.** The dropout rate for the 05-06 school year was 3.3 percent, as compared to 3.8 percent last year. Much of the decrease is due to better tracking of GED recipients this year. From the Information Services Unit.
- Grade Retention in Massachusetts Public Schools, 2005-06.** Our state-wide retention rate has remained relatively stable at 2.5 percent of all students in grades 1-12. Grade nine students are the most likely to be retained, at 7.9 percent. From the Information Services Unit.

### Reports about DOE programs and policies

- Seeking Effective Policies and Practices for English Language Learners.** Reviews the ELL programs at three Massachusetts schools achieving better-than-average results with their ELL students and identifies next steps for policy and practice. From the Rennie Center for Education Research and Policy.

### Other reports of interest

- State Teacher Policy Yearbook 2007.** State-by-state and national data on a variety of policies affecting the teaching profession, including preparation, licensure, evaluation, and compensation. Also includes policy recommendations for states. From the National Council on Teacher Quality.
- Answering the Question That Matters Most: Has Student Achievement Increased Since No Child Left Behind?** Finds that "in most states with three or more years of comparable test data, student achievement in reading and math has gone up since 2002, the year NCLB was enacted," and achievement gaps, though wide, appear to be narrowing. However, it's not clear how much of the change was caused by NCLB versus other program and policy changes made by states at the same time. From the Center on Education Policy.
- Mapping 2005 State Proficiency Standards Onto the NAEP Scales.** Comparing each state's percent proficient on NAEP versus state assessments and finds that most states' standards for proficiency are substantially lower than NAEP's. Massachusetts was an exception, with grade 4 and 8 math proficiency standards higher than NAEP's and with a grade 4 reading proficiency standard just below NAEP's. From the Institute of Education Sciences at the U.S. Department of Education.
- Race-Conscious Policies for Assigning Students to Schools: Social Science Research and the Supreme Court Cases.** Summarizes and interprets the social science research used in the recent Supreme Court ruling on race-based assignment of students to schools. Examines the impact of desegregation on academic achievement, intergroup relations, and long-term outcomes, as well as other policy issues. From the National Academy of Education.
- A Survey of Finance Adequacy Studies.** Summarizes the definition of educational adequacy in 12 states and analyzes why studies may result in different recommendations for an "adequate" budget depending on the methodology chosen. From the Education Commission of the States.