



*Report to the Legislature:
MCAS Academic Support Programs – FY 2010*

Line Item 7061-9404
April 2010



This document was prepared by the
Massachusetts Department of Elementary and Secondary Education
Mitchell D. Chester, Ed.D
Commissioner

Board of Elementary and Secondary Education Members

Ms. Maura Banta, Chair, Melrose
Ms. Harneen Chernow, Jamaica Plain
Mr. Gerald Chertavian, Cambridge
Mr. Andrew "AJ" Fajnzylber, Chair, Student Advisory Council, Brookline
Dr. Thomas E. Fortmann, Lexington
Ms. Beverly Holmes, Springfield
Dr. Jeff Howard, Reading
Ms. Ruth Kaplan, Brookline
Dr. Dana Mohler-Faria, Bridgewater
Mr. Paul Reville, Secretary of Education, Worcester
Dr. Sandra L. Stotsky, Brookline
Mitchell D. Chester, Ed.D., Commissioner
and Secretary to the Board

The Massachusetts Department of Elementary and Secondary Education, an affirmative action employer, is committed to ensuring that all of its programs and facilities are accessible to all members of the public.

We do not discriminate on the basis of age, color, disability, national origin, race, religion, sex or sexual orientation. Inquiries regarding the Department's compliance with Title IX and other civil rights laws may be directed to the Human Resources Director, 75 Pleasant St., Malden, MA 02148 781-338-6105.

© 2008 Massachusetts Department of Elementary and Secondary Education
Permission is hereby granted to copy any or all parts of this document for non-commercial educational purposes. Please credit the "Massachusetts Department of Elementary and Secondary Education."

This document printed on recycled paper

Massachusetts Department of Elementary and Secondary Education
75 Pleasant Street, Malden, MA 02148-5023
Phone 781-338-3000 TTY: N.E.T. Relay 800-439-2370
www.doe.mass.edu





Mitchell D. Chester, Ed.D.
Commissioner

Massachusetts Department of Elementary and Secondary Education

75 Pleasant Street, Malden, Massachusetts 02148-4906

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

April 2010

Dear Members of the General Court:

I am please to submit this Report to the Legislature: *MCAS Academic Support Programs FY 2010* pursuant to Chapter 27 of the Acts of 2009, line item 7061-9404. This report provides information regarding FY10 MCAS academic support for the classes of 2003–2014 funded through line items 7061-9404 and 7027-0019.

MCAS academic programs include five grant programs, funded at nearly \$9.3 million, and one contract initiative, funded at \$2 million. Line item 7061-9404 funds the following school year and summer grant programs: District and Approved Private Special Education Schools and Collaboratives; One Stop Career Centers; Work and Learning Programs; Higher Education Institutions; and Collaborative Partnerships for Student Success. Line item 7027-0019 supports one annual competitive contract initiative: Connecting Activities (through Workforce Investment Boards).

The grant programs fund entities in virtually all parts of the state. Awards are based on local needs and program scope, and amounts range from approximately \$500 to \$560,000. Connecting Activities are designed to drive and sustain the statewide school-to-career system. The contracts support the 16 local Workforce Investment Board's working in concert with their local youth councils to implement school-to-career policy and programming connected to MCAS support services in ELA and mathematics.

Current data show more than 170,000 students from the classes of 2003–2014 are eligible to be served, and nearly 17,000 or 10 percent are expected to be served in FY10 MCAS Academic Support programs. In October 2006, the Board of Elementary and Secondary Education voted to amend the regulation on the Competency Determination (CD) that is required for high school graduation beginning with the class of 2010. Now students must either score at least 240 on both the grade 10 English language arts (ELA) and Mathematics MCAS tests or score at least 220 on both tests and fulfill the requirements of an Educational Proficiency Plan (EPP). The amendment also added science and technology/engineering to the CD standard by requiring students to earn a scaled score of at least 220 on one of four high school MCAS tests in Biology, Chemistry, Introductory Physics, or Technology/ Engineering. The Board also voted to delay the implementation of the History/Social Science requirement to a future date.

As a result of these changes, student eligibility for MCAS Academic Support programs expanded in FY08 to include students in grades 8–10 who scored at level two (*Needs*

Improvement) on their most recent ELA and Mathematics MCAS. This was in addition to the students in grades 8–12 and post 12th graders who performed in the *Warning/Failing* categories (level one) on their most recent ELA and Mathematics exams. Beginning in FY09, the eligibility pool expanded even further to include students in grades 9–11 who scored in the *Failing* category (level one) on their most recent Science and Technology/Engineering MCAS. The eligibility requirements remained the same for FY10, with the exception of 8th graders at risk of scoring at level one now being allowed to be served in science as well. As a result, the number of eligible students and young adults has nearly doubled from 88,000 in FY07 to approximately 170,000 in FY10. The programs currently funded are able to serve more eligible students with additional resources.

As in previous years, the Department will provide additional information that will include the number of students who have passed the MCAS test and obtained a Competency Determination through these programs as well as how many of these students have and have not met local graduation requirements. This addendum will be submitted once complete post-test score information has been compiled and analyzed for students who participate in FY10 school year and summer programs.

I thank you for your commitment to this funding. Academic support for students to meet the Competency Determination is identified by the Board of Elementary and Secondary Education as a priority that provides maximum statewide leverage to close proficiency gaps and promotes and supports student, school, and district success. I am available if you have questions or would like to discuss this further.

Sincerely,

Mitchell D. Chester, Ed.D.
Commissioner of Elementary and Secondary Education

MCAS Academic Support Programs, Fiscal Year 2010

TABLE OF CONTENTS

Introduction..... 1

Eligible Students 1

Program Data 2

Funded Programs 4

Summary 5

Appendix: Chapter 27 of the Acts of 2009 Line Item Language..... 7

Introduction

The Department of Elementary and Secondary Education (Department) respectfully submits this Report to the Legislature: *MCAS Academic Support Programs* pursuant to Chapter 27 of the Acts of 2009, line item 7061-9404. This report provides information regarding FY10 MCAS academic support for the classes of 2003–2014 funded through line items 7061-9404 and 7027-0019. These line items support five grant programs and one contract initiative. Line item 7061-9404 funds the following five school year/summer grant programs:

1. District/Approved Private Special Education Schools & Collaboratives;
2. One Stop Career Centers;
3. Work & Learning Programs;
4. Higher Education Institutions; and
5. Collaborative Partnerships for Student Success.

Line item 7027-0019 supports one annual competitive contract initiative:

1. Connecting Activities (through Workforce Investment Boards).

In FY10, line item 7061-9404 provided nearly \$9.3 million for services to be delivered through the five MCAS Academic Support programs. Line item 7027-0019 provided \$2 million for Connecting Activities contracts. The text of both line items can be found in the appendix to this report.

This report includes information on the number of students eligible to participate in these programs. While the Department is collecting data on all FY10 MCAS Academic Support programs, data regarding actual participation numbers are not yet available. Preliminary projections are based on the number of students expected to be served by grantees approved to operate FY10 programs as of January 5, 2010. The total also includes students who are projected to be served based upon additional grants to be awarded in FY10.

Eligible Students

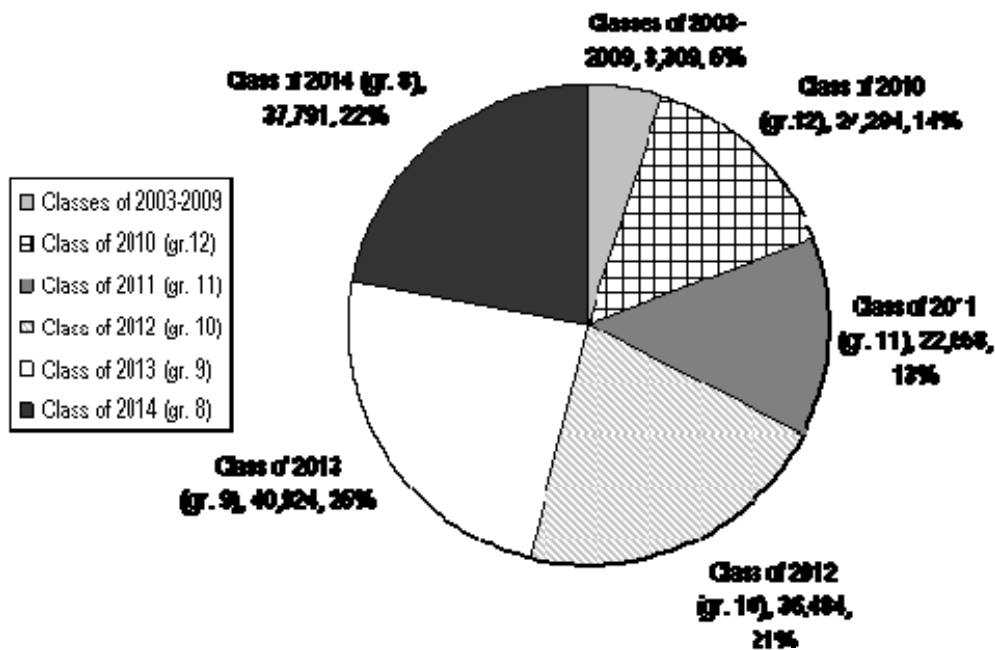
In October 2006, the Board of Elementary and Secondary Education voted to amend the regulation on the Competency Determination (CD) that is required for high school graduation beginning with the class of 2010. Now students must either score at least 240 on both the grade 10 English language arts (ELA) and Mathematics MCAS tests or score at least 220 on both tests and fulfill the requirements of an Educational Proficiency Plan (EPP). The amendment also added science and technology/engineering to the CD standard by requiring students to earn a scaled score of at least 220 on one of four high school MCAS tests in Biology, Chemistry, Introductory Physics, or Technology/Engineering. For more details see <http://www.doe.mass.edu/news/news.asp?id=3200>.

As a result of these changes, student eligibility for MCAS Academic Support programs expanded in FY08 to include students in grades 8–10 who scored at level two (*Needs Improvement*) on their most recent ELA and Mathematics MCAS. This was in addition to the students in grades 8–12 and post 12th graders who performed in the *Warning/Failing*

categories (level one) on their most recent ELA and Mathematics exams. Beginning in FY09, the eligibility pool expanded even further to include students in grades 9–11 who scored in the *Failing* category (level one) on their most recent Science and Technology/Engineering MCAS. The eligibility requirements remained the same for FY10, with the exception of 8th graders at risk of scoring at level one now being allowed to be served in science as well. As a result, the number of eligible students and young adults has nearly doubled from 88,000 in fiscal year 2007 to approximately 170,000 in FY10.

This year, the vast majority (81 percent) of students eligible for services are in grades 8–11. Additional eligible students are in the 12th grade (14 percent) or are post 12th graders (5 percent).

**Chart 1: Eligibility by Class Year (2003–2014)
for All MCAS Academic Support Programs, FY10**



Source: MCAS files, Student Information Management System

Program Data

Table 1 on the next page categorizes the different providers of MCAS Academic Support services funded through line items 7061-9404 and 7027-0019, and shows the estimated number of eligible students expected to be served in FY10. These numbers do not include information on 7027-0019 funded programs that do not directly provide, or make referrals to, MCAS Academic Support services.

Table 1: MCAS Academic Support Programs and Contract Initiative, FY10

Funded Program/Contract Type - Allocation (A), Competitive (C), and Competitive Contract (CC)	Eligible Students	Entities Funded	Students to be Served
Districts and Approved Private Special Education Schools/Collaboratives (A)	170,460	250	11,500
One Stop Career Centers (C)	5,866	20	1,800
Work & Learning Programs (C)	7,284	17	700
Higher Education Institutions (C)	11,094	18	850
Collaborative Partnerships for Student Success (C)	115,199	20	1,000
Workforce Investment Boards for Connecting Activities (CC)	17,247	16	700
Totals	170,460	341	16,550

Source: MCAS files, Student Information Management System, and grant recipient reports

The numbers listed in the table above are estimates based on proposed numbers to be served for entities already awarded grants, as well as anticipated numbers to be served for grant programs that have not yet been awarded.

The total number of students to be served by higher education institutions includes those expected to be served through the Higher Education Institution focused grant program (650 out of 850) as well as through the Work and Learning program (200 out of 700). The other 200 and 500 students to be served through those programs, respectively, will be served by other types of entities (such as high schools and workforce investment boards).

The competitive contracts for Connecting Activities do not have eligibility requirements based on MCAS scores. The numbers in the table above relate only to services for students from the classes of 2003–2011 that will specifically include MCAS support (through an integrated work and learning model and a structured internship). Beyond this, contract recipients will arrange internships and co-op placements for an additional 8,500 students.

The total number of eligible students listed in the table above is an unduplicated count equal to the total number of eligible students across the state. Allocation grant programs may serve any of these eligible students (which is why the number of eligible students for that program equals the unduplicated total), whereas competitive grant programs have more limited eligibility based on targeted populations. The total number of students proposed to be served, however, is not an unduplicated count. Students may be included in more than one grant program. Actual program enrollment data received after FY10 will allow for an unduplicated count of students served to be generated based on State Assigned Student Identifiers (SASIDs). Additionally, the total number of funded entities is not unduplicated, as some entities receive more than one grant.

While the type of students served varies by grant program, eligibility generally includes all or a subset of the following:

- members of the classes of 2003–2009 (post 12th graders) who scored below 220 (in the *Warning/Failing* level) on the grade 10 ELA and/or Mathematics MCAS or subsequent retests;

- members of the classes of 2010–2013 (grades 9-12) who scored below 240 (in the *Warning/Failing* or *Needs Improvement* levels) on their most recent ELA or Mathematics MCAS, or who scored below 220 on their most recent Science and Technology/Engineering MCAS; and
- members of the class of 2014 in summer 2010 programs (students transitioning between grades 8 and 9) who scored below 240 on their most recent MCAS in ELA or Mathematics, or who scored below 220 on their most recent Science and Technology/Engineering MCAS.

Funded Programs

As noted above, student services funded through these line items are provided through five school year/summer grant programs and one annual competitive contract initiative. Below are brief descriptions of the types of services offered:

I. Grant Programs (7061-9404)

The Academic Support grant programs supported through line item 7061-9404 fund entities in virtually all parts of the state. Awards are based on local needs and program scope, and amounts range from approximately \$500 to \$560,000. Funded entities include school districts, one stop career centers, higher education institutions, workforce investment boards, regional employment boards, private industry councils, approved private special education schools, and educational collaboratives. Grants are distributed either through an allocation or a competitive process, as described below. More details on these grants can be found at <http://www.doe.mass.edu/as/grants/>.

- Allocation Grants (7061-9404)

1. *Districts & Approved Private Special Education Schools / Collaboratives:* One of the five grant programs is an allocation grant that provides funding for any eligible entity that meets program requirements. The purpose of this program is to enhance academic support services for the students in the classes of 2003–2014 who have not yet earned their CD. A list of grantees can be found on <http://www.doe.mass.edu/as/pathways/dlist.html>.

- Competitive Grants (7061-9404)

The four remaining grant programs distribute funds through a competitive process that awards funding to the proposals that best demonstrate quality programming that will be run in accordance with program goals and grant requirements.

2. *One Stop Career Centers:* The purpose of this grant program is to broker options that address the unique academic, employment, and career needs of post 12th graders and high school seniors (classes of 2003–2010) who need further support to attain the skills necessary to earn their CD. Within each funded region, the services leverage existing opportunities available to students for support in ELA and mathematics. Grantees are posted to: <http://www.doe.mass.edu/as/pathways/centers.html>.

3. *Work & Learning Programs*: The purpose of this grant program is to provide quality innovative and intensive instruction in ELA and mathematics through *work and learning* programs to students in the classes of 2003–2011 who have not yet earned their CD. A list of grantees can be found on: <http://www.doe.mass.edu/as/pathways/worklearn.html>.
4. *Higher Education Institutions & Partners*: The purpose of this grant program is to provide academic instruction in ELA and mathematics and support services that enable students from the classes of 2003–2011 to continue to pursue their CD while providing pathways to further education. A list of grantees can be seen on: <http://www.doe.mass.edu/as/pathways/colleges.html>.
5. *Collaborative Partnerships for Student Success*: The purpose of this grant program is the development of Collaborative Partnerships for Student Success (CPSS) to supplement existing district resources. Goals include:
 - a. assisting students with the transition into the early high school years, and serving as a part of a comprehensive intervention process to help students earn their CD on their initial try in the spring of their 10th grade year;
 - b. increasing student (and family) awareness of the purposefulness of their high school experience in relation to future opportunities through the development of preliminary career and college plans;
 - c. increasing school district and community partners' ability to provide school year and summer academic support to eligible students in ELA, mathematics, and/or science and technology/engineering; and
 - d. developing a CPSS product (or more than one) to increase students' college and career readiness.

A list of grantees will be posted in February to <http://www.doe.mass.edu/as/grants/?fc=619>.

II. Competitive Contracts (7027-0019)

1. *Connecting Activities (through Workforce Investment Boards)*: The competitive contracts funded by line item 7027-0019 support Connecting Activities through workforce investment boards (WIBs). This initiative is designed to drive and sustain the statewide school-to-career system. The Connecting Activities contracts support the 16 local WIBs working in concert with their local youth councils to implement school-to-career policy and programming connected to MCAS support services in ELA and mathematics. A list of these WIBs can be found on <http://www.massworkforce.com/region-map.php>.

Summary

This report includes the preliminary information available as of January 5, 2010 on FY10 programs. Current data show that more than 170,000 students from the classes of 2003–2014 are eligible to be served, and that nearly 17,000 or 10 percent are expected to be served in FY10 MCAS Academic Support programs.

In FY10, line item 7061-9404 provides nearly \$9.3 million for services to be delivered through the five MCAS Academic Support programs. Line item 7027-0019 provides \$2 million for the Connecting Activities contracts. The text of both line items can be found in the appendix.

As in previous years, the Department will provide additional information in a subsequent report that will be submitted as an addendum to this FY10 report. It will include the number of students who have passed the MCAS test and obtained a CD through these programs as well as how many of these students have and have not met local graduation requirements. This addendum will be submitted once complete post-test score information has been compiled and analyzed for students who participate in FY10 school year and summer programs.

Appendix: Chapter 27 of the Acts of 2009 Line Item Language

MCAS Academic Support Line Item

7061-9404 (\$9,294,804) For grants to cities, towns and regional school districts to provide targeted remediation programs for students in the classes of 2003 to 2014, inclusive, scoring in level 1 or 2 on the Massachusetts comprehensive assessment system (MCAS) exam established by the board of elementary and secondary education pursuant to the provisions of sections 1D and 1I of said chapter 69 of the General Laws; provided, that the department and districts shall ensure that services are available to students with disabilities; provided further, that in awarding remediation funds, preference may be given to schools and districts at risk of or determined to be under-performing in accordance with said sections 1J and 1K of said chapter 69; provided further, that the purpose of this program shall be to improve students' performance on the MCAS exam through replication of services and educational strategies with proven results as determined by the department of elementary and secondary education; provided further, that such programs shall supplement currently funded local, state, and federal programs at the school or district; provided further, that funds shall be expended for a competitive grant program to fund academic support and college transition services to be implemented in fiscal year 2010, and operated by public institutions of higher learning or by public-private partnerships in the commonwealth, for students in the graduating classes of 2003 to 2010, inclusive, who have completed high school but have not yet obtained a competency determination as defined in section 1D of chapter 69 as measured by the MCAS assessment instrument authorized by said section 1I of said chapter 69, but who are working to pass the English and math MCAS tests, obtain a competency determination, and earn a high school diploma; provided further, that for the purpose of the programs, appropriated funds may be expended through August 31, 2010, to allow for summer remediation programs; provided further, that funds shall be expended for a competitive grant program to fund Pathways programs targeting eleventh and twelfth graders, instituted by local school districts, public institutions of higher education and qualified public and private educational services organizations and One Stop Career Centers including, but not limited to, school-to-work connecting activities, creating worksite learning experiences for students as an extension of the classroom, outreach programs for students who will need post-twelfth grade remediation to attain the skills necessary to pass MCAS, and counseling programs to educate parents and high school students on post-twelfth grade remediation options; provided further, that funds shall be expended for a competitive grant program, guidelines for which shall be developed by the department of elementary and secondary education, for intensive remediation programs in communities with students in the graduating classes of 2003 to 2014, inclusive, who have not obtained a competency determination or have scored in levels 1 or 2 on either the English or math MCAS exams; provided further, that the department of elementary and secondary education may give preference for such assistance to those districts with a high percentage of high school students scoring in level 1 on the MCAS exam in English and math; provided further, that eligible applicants shall include individual high schools, and those institutions which shall have partnered with a high school or group of high schools; provided further, that no district shall receive a grant from this appropriation

until said district submits to the department of elementary and secondary education a comprehensive district plan pursuant to the provisions of section II of chapter 69, to improve performance of all student populations including, but not limited to, students with disabilities; provided further, that any evaluation will examine the likelihood and efficiency of replication of these programs and practices in school districts with a large percentage of English language learners; provided further, that these funds may be expended for professional development related to these programs; provided further, that the department shall issue a report not later than February 2, 2010, and annually thereafter as a condition of continued funding under this account, in collaboration with the department of higher education, describing MCAS support programs for the graduating classes of 2003 to 2014, inclusive, funded by items 7061-9404 and 7027-0019, school to work accounts, institutions of public higher education, and other sources, including federal sources; provided further, that such report shall include, but not be limited to, the number of students eligible to participate in such programs, the number of students participating in such programs, the number of students who have passed the MCAS assessment and obtained a competency determination through these programs but not met local graduation requirements, and the number of students who have passed the MCAS assessment and obtained a competency determination through these programs and met local graduation requirements; provided further, that said report shall be provided to the chairs of the house and senate ways and means committees and the house and senate chairs of the joint committee on education; provided further, that any grant funds distributed from this item to a city, town or regional school district shall be deposited with the treasurer of such city, town, or regional school district and held in a separate account and shall be expended by the school committee of such city, town, or regional school district without further appropriation, notwithstanding any general or special law to the contrary; provided further, that funds may be expended to continue mentoring initiatives that combat the chronic dropout of at-risk youths that were funded in item 7030-1003 of section 2 of chapter 182 of the acts of 2008; and provided further, that no costs shall be expended for personnel costs.

Connecting Activities Line Item

7027-0019 (\$4,069,158 reduced to \$2,000,000 by 9C cuts) For school-to-career connecting activities; provided, that notwithstanding any general or special law to the contrary, the board of elementary and secondary education, in cooperation with the department of workforce development and the state workforce investment board, may establish and support a public-private partnership to link high school students with economic and learning opportunities on the job as part of the school-to-work transition program; provided further, that such program may include the award of matching grants to workforce investment boards or other local public-private partnerships involving local community job commitments and work site learning opportunities for students; provided further, that the grants shall require at least a 200 per cent match in wages for the students from private sector participants; provided further, that the program shall include, but not be limited to, a provision that business leaders commit resources to pay salaries, to provide mentoring and instruction on the job and to work closely with teachers; provided further, that public funds shall assume the costs of connecting schools and businesses to ensure that students serve productively on the job; and provided further, that no funds shall be expended for personnel costs.