



Addendum to the 2008 Report to the Legislature: MCAS Academic Support Programs – Fiscal Year 2008

April 2010

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Mitchell D. Chester, Ed.D.
Commissioner

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Dear Members of the General Court:

I respectfully submit this *Addendum to the 2008 Report to the Legislature: MCAS Academic Support Programs FY08* pursuant to Chapter 61 of the Acts of 2007, line-item 7061-9404. This addendum supplements the report submitted in February 2008 (available via <http://www.doe.mass.edu/as/reports/>) and provides more complete statistics including post-program MCAS results.

FY08 MCAS Academic Support programs were primarily designed for students who have not yet passed the 10th grade English Language Arts and Mathematics MCAS tests (or retests) required for high school graduation. More than 87 percent of students served through this line item participated in programs funded through 358 school district allocation grants. The additional 13 percent of students were served through four types of competitive grants awarded to districts, community colleges, One Stop Career Centers, and other partners such as Regional Workforce Investment Boards (WIBs). In all, the Department funded a total of 450 programs during the 2007-2008 school year and the following summer and served approximately 18,400 of 149,100 eligible students from the classes of 2003-2012 (grades 8-12 and post 12th graders).

When compared with eligible students who did not participate in these MCAS support programs, ***participants were 26 percentage points more likely to pass the grade 10 ELA and Mathematics MCAS tests.*** As can be seen in this report, this difference held true when looking at students by class year as well as by special population (special education, low income, and limited English proficient students). Special education students, students from low-income families, and students who have limited English proficiency (LEP) are more likely than students as a whole to fail the grade 10 MCAS tests/retests and need additional support in order to pass the tests. Students served from these special populations appear to benefit considerably from their participation in Academic Support programs.

- Seventy percent of special education students who participated in MCAS Academic Support Programs passed the grade 10 ELA and Mathematics MCAS by the November 2008 MCAS retest compared to 45 percent of eligible special education students who did not participate;

- Sixty-nine percent of students from low-income families passed compared with 48 percent of eligible non-participants during the same time period; and
- Fifty percent students who were limited English proficient program participants passed while the rate was 27 percent for non-participants.

The number of eligible students nearly doubled from just over 88,000 in FY07 to nearly 150,000 in FY08 as a result of action by the Board of Elementary and Secondary Education in October 2006 to amend the Competency Determination (CD) regulation for earning a high school diploma 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).

As a result of these changes, student eligibility for MCAS support programs expanded this year to include grade 8-10 students (classes of 2010-2012) who scored at level two (Needs Improvement) on their most recent ELA and/or Mathematics MCAS. These students were in addition to the students in grades 8-12 and post 12th graders (classes of 2003-2012) who had performed in the Warning/Failing (level one) category. It is important to also note that the changes to the Competency Determination for students in the class of 2010 and beyond also added a requirement that students earn a passing (scoring at least 220 on) one of the four high school Science and Technology/Engineering tests. However, during FY08, MCAS Support grants did not fund science programs.

As you will see in the details of this report, this grant program continues to serve students in need of additional supports to attain their Competency Determination. The Board of Elementary and Secondary Education has prioritized this line item as one that provides maximum statewide leverage to close proficiency gaps and promote and support students, school, and district success. With the increased number of eligible students for academic support to meet the Competency Determination and programs willing to engage more students with the availability of additional resources I would be pleased to have further discussion on the benefits of this support for students.

Please feel free to contact me if you have questions.

Sincerely,

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

Addendum to the 2008 Report to the Legislature: MCAS Academic Support Programs FY08

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Addendum to the 2008 Report to the Legislature: MCAS Academic Support Programs FY08

Introduction

The Department of Elementary and Secondary Education (the Department) respectfully submits this *Addendum to the 2008 Report to the Legislature: MCAS Academic Support Programs FY08* pursuant to Chapter 61 of the Acts of 2007, line-item 7061-9404. This addendum supplements the report submitted in February 2008 (available via <http://www.doe.mass.edu/as/reports/>) and provides more complete statistics including post-program MCAS results.

Chapter 61 of the Acts of 2007, line-item 7061-9404 Reporting Requirement

“... provided further, that the department shall issue a report, no later than February 1, 2008 and annually thereafter as a condition of continued funding under this account, in collaboration with the board of higher education, describing MCAS support programs for the graduating classes of 2003 to 2012, 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...”

Student Eligibility

In October 2006, the Board of Elementary and Secondary Education voted to amend the Competency Determination (CD) regulation for earning a high school diploma 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). For more details see <http://www.doe.mass.edu/news/news.asp?id=3200>.

As a result of these changes, student eligibility for MCAS support programs expanded this year to include grade 8-10 students (classes of 2010-2012) who scored at level two (*Needs Improvement*) on their most recent ELA and/or Mathematics MCAS. These students were in addition to the students in grades 8-12 and post 12th graders (classes of 2003-2012) who had performed in the *Warning/Failing* (level one) category. Consequently, the number of eligible students nearly doubled from just over 88,000 in FY07 to nearly 150,000 in FY08.

It is important to also note that the changes to the Competency Determination for students in the class of 2010 and beyond also added a requirement that students earn a passing (scoring at least 220) on one of the four high school Science and Technology/Engineering tests. However, during FY08, MCAS Support grants did not fund science programs. Therefore, in this addendum, instead of including data specifying numbers and percentages that earned a Competency Determination, as has been done in previous reports, this document will include data specifying numbers and percentages passing the grade 10 ELA and Mathematics MCAS, which continue to be required to earn a CD, and which is equivalent to the CD standard noted in previously submitted reports to the legislature.

Student Participation

During FY08, MCAS Academic Support grants served approximately 18,400 of the 149,100 eligible students from the classes of 2003-2012 or 12 percent of those eligible. These students were eligible for services between September 2007 and August 2008. Department program policies placed a priority on serving older students, including juniors, seniors, and the classes of 2003-2007, where appropriate, and on ensuring that services were available to students with disabilities. Communities used a variety of methods to inform eligible students about the programs and encourage them to participate free of charge, including outreach to students through teachers, guidance counselors, mailings, and other media venues, as well as spreading the word through parents and peers.

In FY08, eligible students who participated in Department-funded MCAS Academic Support Programs were 26 percentage points more likely to have met the ELA and Mathematics MCAS testing requirements by November 2008 than eligible students who did not participate.

- More than two-fifths (41 percent) of students served by MCAS Academic Support Programs were 10th graders (classes of 2010).
- Nearly one-quarter (23 percent) of students served were 9th graders (class of 2011).
- Approximately one-fifth (19 percent) of students served were 11th or 12th graders (classes of 2008-2009).
- Other students served included 8th graders from the class of 2012 (14 percent) and post 12th graders from the classes of 2003-2007 (3 percent).

More than 87 percent of students served through this line item participated in programs funded through 358 school district allocation grants. The additional 13 percent of students were served through four types of competitive grants awarded to districts, community colleges, One Stop Career Centers, and other partners such as Regional Workforce Investment Boards (WIBs). In all, the Department funded a total of 450 programs during the 2007-2008 school year and the following summer.

Findings

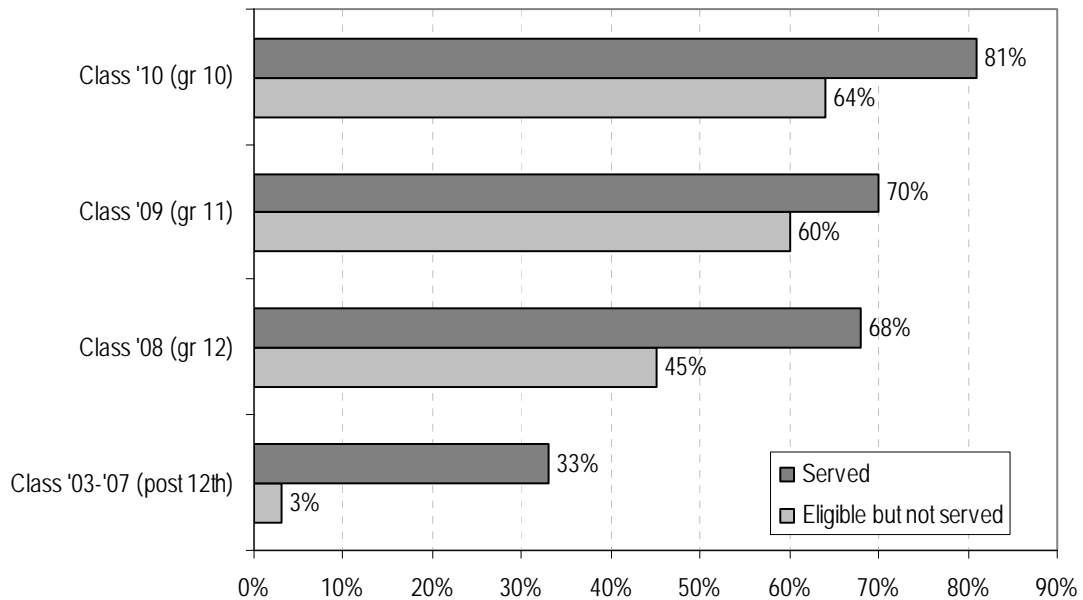
The data presented illustrate that *students served by fiscal year 2008 MCAS Academic Support Programs met the ELA and mathematics MCAS testing requirement at substantially higher rates than their peers who did not participate in these programs.* This rate difference also held true when looking at students by class year as well as by special population.

Class Year

When differentiating the eligible population by class year, data for the classes of 2003-2010 show that a greater percentage of participants in MCAS Academic Support Programs, as compared to non-participants, passed the grade 10 ELA and Mathematics tests or retests by the November 2008 retest as compared to non-participants. The actual percentage point difference between participants and non-participants ranged from 10 percentage points for 10th graders (class of 2010) to 30 percentage points for post-12th graders (classes of 2003-2007).

Post 12th graders are often the most challenging to serve because the vast majority of these students have taken and failed the MCAS numerous times and because many face academic and other challenges that are barriers to earning a CD. These factors may account for the lower passing rates among this group of young adults as compared to students who are still in high school. Despite these challenges, participating post 12th graders passed at a rate that was 30 percentage points higher than their eligible but non-participating peers, which suggests that support programs appear to be both helpful and important for these older students.

Chart 1: Percentage of Students Passing the ELA and Mathematics Grade 10 MCAS Required to Earn a CD, by Class Year, FY08

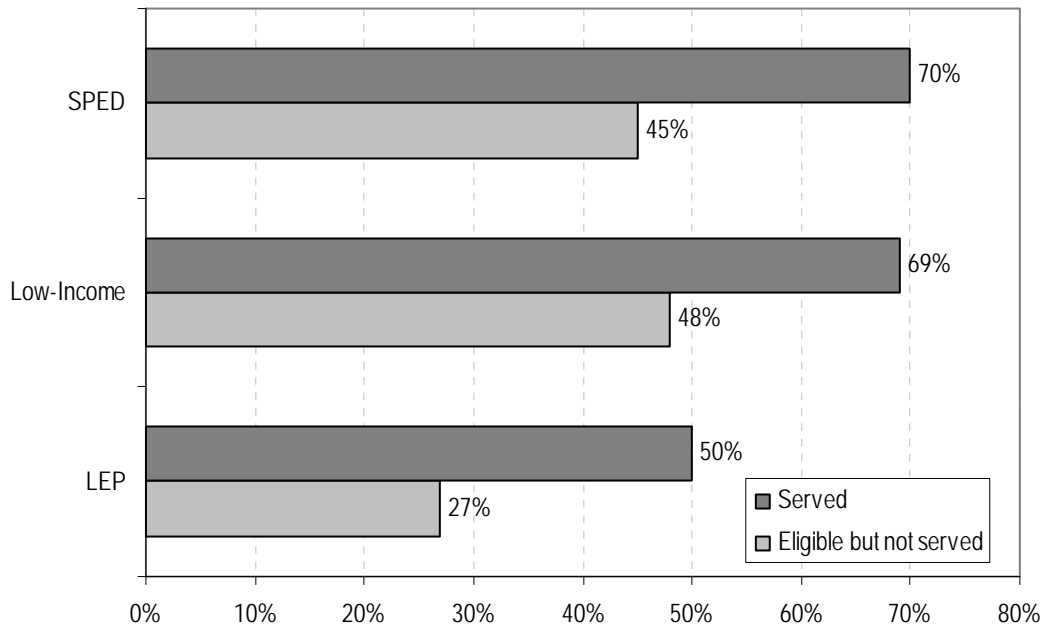


Source: Student Information Management System, grant recipient reports, and MCAS files.

Special Populations: Special Education, Low-Income, Limited English Proficient

Special education students, students from low-income families, and students who have limited English proficiency (LEP) are more likely than students as a whole to fail the grade 10 MCAS tests/retests and need additional support in order to pass the tests. Students served from these special populations appear to benefit considerably from their participation in Academic Support programs. For example, 70 percent of special education students who participated in MCAS Academic Support Programs passed the grade 10 ELA and mathematics MCAS by the November 2008 MCAS retest compared to 45 percent of eligible special education students who did not participate. For students from low-income families, 69 percent passed compared with 48 percent of eligible non-participants during the same time period. For students who were limited English proficient, the associated passing percentages were 50 percent for program participants and 27 percent for non-participants.

Chart 2: Percentage of Students Passing the ELA and Mathematics Grade 10 MCAS Required to Earn a CD, by Special Population, FY08



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

An essential goal of the Department is helping as many young adults as possible to earn their high school diplomas and pursue opportunities in higher education and the workforce. The data included in this *Addendum to the FY08 Legislative Report* clearly demonstrates that participants in the state funded MCAS Academic Support Program are substantially more likely than their peers to pass (score at least 220) on the 10th grade level MCAS ELA and mathematics tests/retests, which is one of the conditions required to earn a Competency Determination for high school graduation.

FY08 MCAS Academic Support Program Descriptions

In total, the Department funded 450 programs during the 2007-2008 school year and the summer of 2008. Nearly 80 percent of students served through MCAS Academic Support grants participated in programs funded through 358 school district Allocation grants. Allocation grants were awarded to all recipients who met the criteria specified in the Request for Proposals (RFP). The additional 20 percent of students were served through 4 types of competitive grants awarded to school districts, higher education institutions, One Stop Career Centers, and other partners such as Private Industry Councils and Regional Workforce Investment Boards. Competitive grants were awarded to only the applicants who best met the criteria specified in the RFPs.

Allocation Grants

For School Districts & Approved Private Special Education Schools/Collaboratives – Fund Codes 632/625/625-B

The purpose of this program was to enhance academic support services needed to meet the Competency Determination (CD) for students in the classes of 2003-2011 who scored in the *Warning/Failing* (level one) category as well as students from the classes of 2010-2011 who scored in the *Needs Improvement* (level two) category on their most recent ELA and/or Mathematics MCAS tests or re-tests. Summer programs also served students in the class of 2012 transitioning into high school that had scored at level one or level two on their most recent ELA and/or Mathematics MCAS.

Competitive Grants

Collaborative Partnerships for Students Success (CPSS) – Fund Codes 619/592

The purpose of this program was to develop Collaborative Partnerships for Student Success (CPSS) to supplement existing district resources. Goals included:

- a. Serving as a part of a comprehensive intervention process to help students meet and exceed the CD standards on their initial try in the spring of grade 10;
- b. Increasing student (and family) awareness on the purposefulness of their high school experience in relation to future opportunities through the development of preliminary career/college plans (and other means);
- c. Increasing school district and community partners' ability to provide school year and summer academic support in ELA and/or Mathematics for students in the classes of 2010—2012 who scored in the *Warning* or *Needs Improvement* categories (levels one or two) on their most recent ELA and/or Mathematics MCAS tests; and
- d. Developing or enhancing CPSS products such as curricula, learning activities or other tools to help increase college and career readiness.

Work & Learning Programs – Fund Codes 596/597

The purpose of this program was to provide quality innovative and intensive instruction in ELA and mathematics through *work and learning* programs for students in the classes of 2003—2009 who had not yet earned their CD. *Work and learning* models typically combined

academic instruction at the workplace with structured internships for participating students. Academic content was taught through the lens of a "real world" context to help engage students differently and raise achievement levels, while simultaneously giving them the academic, technical/technological, and job skills necessary for success.

Higher Education Institutions & Partners – Fund Codes 598/593

The purpose of this program was to provide academic instruction, ELA and mathematics, and support services that enabled students from the classes of 2003—2009 to continue to pursue a CD while providing pathways to further education. Programs provided intensive, small-group or one-to-one, engaging instruction that addressed gaps in participants’ acquisition of knowledge and basic skills. Support services varied from program to program, but included internships, working and learning opportunities, access to select college classes, guidance and information related to attending college, and other efforts that helped students become career and college ready. Grant recipients included community colleges that partnered with high schools, local businesses, community-based organizations, internal college organizations or programs, and/or others that provided services for participating students such as One Stop Career Center and Work & Learning Initiative grant recipients.

One Stop Career Center Initiative – Fund Codes 627/626

The purpose of these grants, given to regions supporting One Stop Career Centers, was to broker options that addressed the unique academic, employment, and career needs of post 12th grade students who needed further remediation to attain the skills necessary to earn their CD. The services designed as part of this initiative leveraged existing educational opportunities that offered remediation services in ELA and mathematics.

Table 3: ACADEMIC SUPPORT GRANT ELIGIBILITY AT A GLANCE, FY08

Class Year and Grade Level (on 9/1/2007)	Student ELA/Math MCAS Score Eligibility Levels (Level one) F=Failing, W=Warning, (Level two) NI= Needs Improvement	Grant Fund Codes that Could Serve Those Students	
POSTSECONDARY			
Class of 2003	Senior 5 yrs ago	F	632/625, 598/593, 596/597, 627/626
Class of 2004	Senior 4 yrs ago	F	632/625, 598/593, 596/597, 627/626
Class of 2005	Senior 3 yrs ago	F	632/625, 598/593, 596/597, 627/626
Class of 2006	Senior 2 yrs ago	F	632/625, 598/593, 596/597, 627/626
Class of 2007	Senior 1 yr ago	F	632/625, 598/593, 596/597, 627/626
HIGH SCHOOL			
Class of 2008	Grade 12	F	632/625, 598/593, 596/597, 627/626
Class of 2009	Grade 11	F	632/625, 598/593, 596/597
Class of 2010	Grade 10	F or NI	632/625/625-B, 619/592
Class of 2011	Grade 9	W or NI	632/625/625-B, 619/592
Class of 2012	Grade 8	W or NI	632/625/625-B, 619/592

FY08 MCAS Academic Support Program Data Results

High School Students & Post 12th Graders

The three tables in this section indicate the number of students eligible for MCAS Academic Support Programs funded through the FY08 state budget line item 7061-9404, the number of entities funded to run programs, the number of students who participated in programs, and the number of participating students who passed the ELA and Mathematics MCAS tests required to earn a CD for high school graduation.

Individuals across the state from the classes of 2003-2012 were eligible for these programs if they had not yet passed the grade 7 or 8 MCAS (for 9th or 10th graders) or the grade 10 MCAS test or retests (for older students). Within those parameters, eligible class years varied by grant program, and some students were served by more than one program. Additionally, ELA and Mathematics MCAS passing percentages in the tables below includes only students in the classes of 2003-2010 since students in lower grades have not taken the 10th grade MCAS tests or retests required to earn a CD for high school graduation.

Table 4 shows data related to all funded programs. More than 18,000 students were served through 450 grant awards, and approximately 9,200 students passed the 10th grade ELA and Mathematics MCAS after program participation (79 percent of participants who were in a high enough grade to take those tests).

Table 4: All Line Item #7061-9404 Funded

	Eligible Students	Grants Awarded	Students Served	Students Served who Passed the Grade 10 ELA and Math MCAS Required for a CD
TOTALS FOR ALL PROGRAMS	149,099	450	18,385	9,175
<i>(Approximate Unduplicated Counts)</i>	<i>60,297 classes '03-'10</i>			<i>79% of students served in the classes of '03-'10</i>

Note: Unduplicated totals indicate the number of individual students served in multiple programs, so that students who participated in more than one program were **not** counted more than once. When the totals include One Stop Career Initiative participants, the unduplicated totals are underestimated due to the way that program collected and submitted student data.

Source: Student Information Management System and grant recipient reports.

Tables 5 and 6 on the next page offer additional details, and delineate the primary age groups served by the programs. As can be seen in Table 5, school districts and approved private special education schools and collaborative (through the Allocation grant program) served the largest number of students (nearly 16,500). While these grantees could serve students from any eligible grade (a total of 149,099 students), the focus was primarily on high school students. Combined with the competitive grants for districts/partners and work and learning programs, these high-school focused programs served approximately 17,500 students, of which more than 9,100 passed the 10th grade ELA and mathematics MCAS exams after program participation.

Table 6 identifies the grant programs that focused primarily on post 12th graders¹ from the classes of 2003-2008. More than 1,200 individuals participated in Higher Education and One Stop Career Center Initiative programs, and 522 of these participants passed the 10th grade MCAS upon program completion. The 662 students served by higher education institutions includes 506 students served through the Higher Education focused grant program as well as 206 served through the Work and Learning grant program. This is an unduplicated count. It is also worth noting that 9 community colleges that provided the services, since the 18 Higher Education grants awarded included school year and summer grants to each college. Moreover, approximately 246 students or 40 percent served by the One Stop Career Centers Initiative were referred to community colleges for MCAS Academic Support services.

Table 5: Grants Focused Primarily on Students in High School

	Eligible Students	Grants Awarded	Students Served	Students Served Passed Grade 10 ELA and Math MCAS Required for a CD	% Served Passed Grade 10 ELA and Math MCAS Required for a CD
Districts & Approved Private Special Education Schools and Collaboratives	149,099	358	16,495	8,944	83%
Collaborative Partnerships for Student Success	20,876	29	797	85	81%
Work & Learning programs	7,870	23	585	296	51%
Totals (unduplicated counts)	149,099	410	17,484	9,162	79%

Source: Student Information Management System and grant recipient reports.

Note: Unduplicated totals indicate the number of individual students served in multiple programs, so that students who participated in more than one program were **not** counted more than once. Students in grades 8 and 9 were not included in the “% Served Passed Grade 10 ELA and Math MCAS Required for CD” calculations.

Table 6: Grants Focused Primarily on Post 12th Graders

	Eligible Students	Grants Awarded	Students Served	Students Served Passed Grade 10 ELA and Math MCAS Required for a CD	% Served Passed Grade 10 ELA and Math MCAS Required for a CD
Higher Education Institutions	9,275	18	662	317	48%
One Stop Career Center Initiative	6,561	22	616	208	37%
Totals (approximate unduplicated counts)	13,500	40	1,227	522	43%

Note: The One Stop Career Center numbers and the unduplicated totals for served and CD-pre 2010 is underestimated, due to missing SASIDS for some students.

Source: Student Information Management System and grant recipient reports.

The data in Table 7 on the next page provides information about the number of students served who met local graduation requirements, based on data reported to the Department by districts through the Student Information Management System (SIMS) in June 2008 and October 2008. However, this available data is limited for a number of reasons. Any student who may have passed the required MCAS or received a Certificate of Attainment (CA) after October 2008 is not included. Since SIMS does not collect data for students who are no longer enrolled in high

¹ This report considers students to be “post 12th graders” if they completed grade 12 before September 2007; it does not include the students who completed 12th grade during FY08.

school (classes of 2003-2007 students), the Department cannot determine if post 12th grade students have met local graduation requirements. Districts have the option of awarding a CA to students who have met local graduation requirements, but have not yet earned a CD. Furthermore, not all districts award CAs, and those that do are *not* required to report how many they award to the Department.

Table 7: Students Served Who Met Local Graduation Requirements

...and Passed the 10 th Grade Level ELA and Mathematics MCAS Required for a CD	851
...and Earned a Certificate of Attainment (CA)	224

Source: Student Information Management System and grant recipient reports.

Data by Program Type

This section of the report separates instruction-focused MCAS Academic Support Programs from the One Stop Career Center initiative as a result of the different ways in which data was collected (data by subject area, time of program, instructional model, and school type does not apply for One Stop Career Center programs).

Instruction-Focused MCAS Academic Support Grant Programs

Data is collected on students served² through Allocation grants to districts/approved special education schools and collaboratives as well as on students served through competitive grants to high schools for Collaborative Partnerships for Student Success, Higher Education Institution grants, and grants to districts/partners for Work and Learning programs. Highlights include:

- Four hundred and twenty-eight (428) programs offered by districts, high schools, community colleges, and partnering organizations served 17,934 students in the classes of 2003-2012 (12 percent of those eligible).
- Eligible students in classes of 2003-2010 who participated were 26 percentage points more likely to pass the 10th grade ELA and Mathematics MCAS required for a CD and high school graduation by November 2008 than eligible students who did not participate.
- Seventy percent of students in ELA programs and 80 percent in mathematics programs who took that subject's 10th grade MCAS test or retest after participation in an MCAS Support Program earned a score of at least 220.

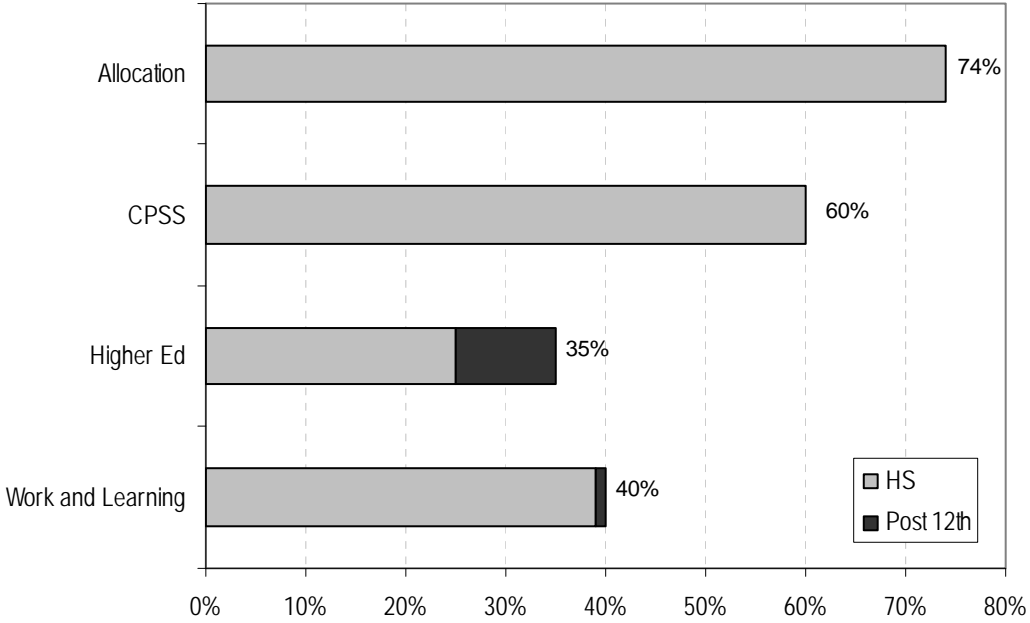
² Because of the way data is collected for instruction-focused MCAS Academic Support Programs, "student" in this section actually refers to record. A student may have more than one record if served in more than one program. For example, a student may have been served both in an English language arts (ELA) and/or mathematics program run during the school and/or extended day. In any combination of these, s/he may also have received instructional models with differing student:teacher ratios (e.g., 10:1 in school day and 1:1 in the extended day). As a result, the totals may count an individual student more than once.

- Among students who scored *Needs Improvement* on the MCAS before entering an ELA program (all in the class of 2010 based on eligibility criteria), 34 percent scored *Proficient* or *Advanced* following the program. In mathematics programs, 79 percent of participants who previously scored *Needs Improvement* improved to *Proficient* or *Advanced* following the program.
- Among the class of 2010 students who scored *Failing* on the MCAS before entering a ELA program, 15 percent scored *Proficient* or *Advanced* following the program. In mathematics programs, 28 percent of participants who previously scored *Failing* improved to *Proficient* or *Advanced* following the program.
- Thirty-four percent of participating students were served in programs that took place during the school day, 27 percent during extended time (before or after-school or evenings), 35 percent during the summer, and 4 percent during school weekends or vacations.
- Sixty-six percent of participating students were served in mathematics, 34 percent in English language arts.
- Eighteen percent of students served were from vocational schools, and less than one (0.4) percent were from private special education schools or collaboratives.
- Sixty percent of students served received small group instruction (teacher to student ratios of 1:6-10), 30 percent smallest group instruction (1:2-5), 8 percent individual instruction (1:1), and the remaining 3 percent an “other” instructional model.

Charts 8 and 9 on the next page illustrate the percentages of students served in instruction-focused MCAS Academic Support Programs who received a score of at least 220 on the first MCAS test or retest taken after participation. This information is shown by type of program as well as by high school versus post 12th grade status. As noted earlier, students must receive a score of at least 220 on the grade 10 ELA and Mathematics tests (or retests) in order to earn a Competency Determination required for a high school diploma.

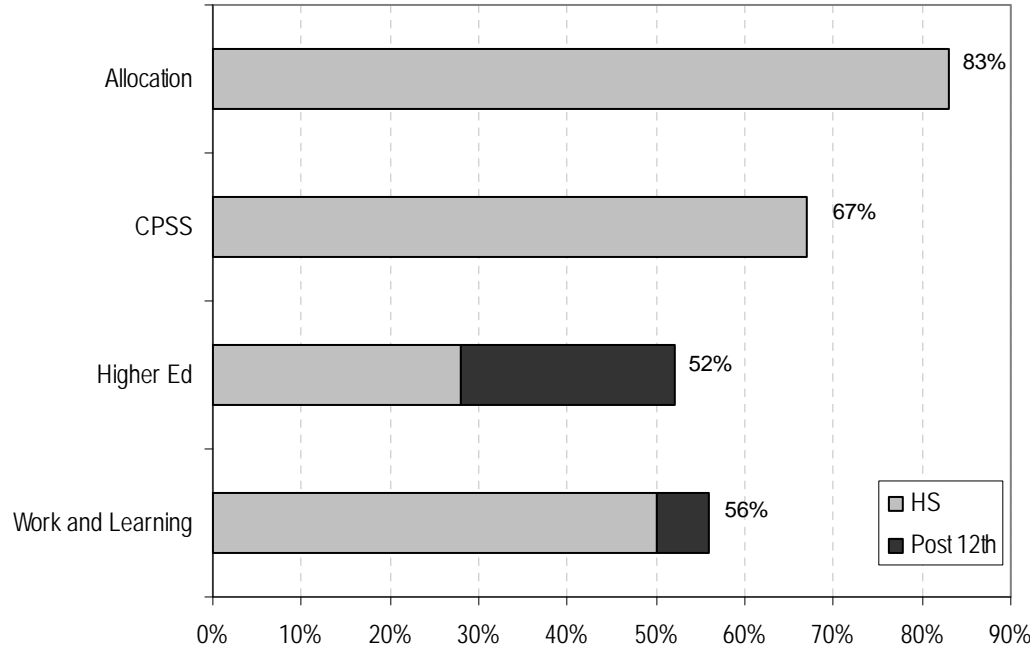
Approximately 74 percent of students served by district Allocation grants passed the ELA portion of the MCAS after program participation, and 70 percent passed the Mathematics portion. Of those served in Collaborative Partnerships for Student Success (CPSS) grants, 60 percent passed in ELA and 64 percent Mathematics. For those served in Higher Education programs, 35 percent of students served passed in ELA and 52 percent in Mathematics. Finally, students served in Work and Learning programs passed at rates of 40 percent in ELA and 56 percent in Mathematics.

Chart 8: MCAS Academic Support Programs: Percentage of Participants Receiving Score of at least 220 on Subsequent ELA MCAS Test or Retest



Source: Grant recipient reports and MCAS files.

Chart 9: MCAS Academic Support Programs: Percentage of Participants Receiving Score of at least 220 on Subsequent Mathematics MCAS Test or Retest

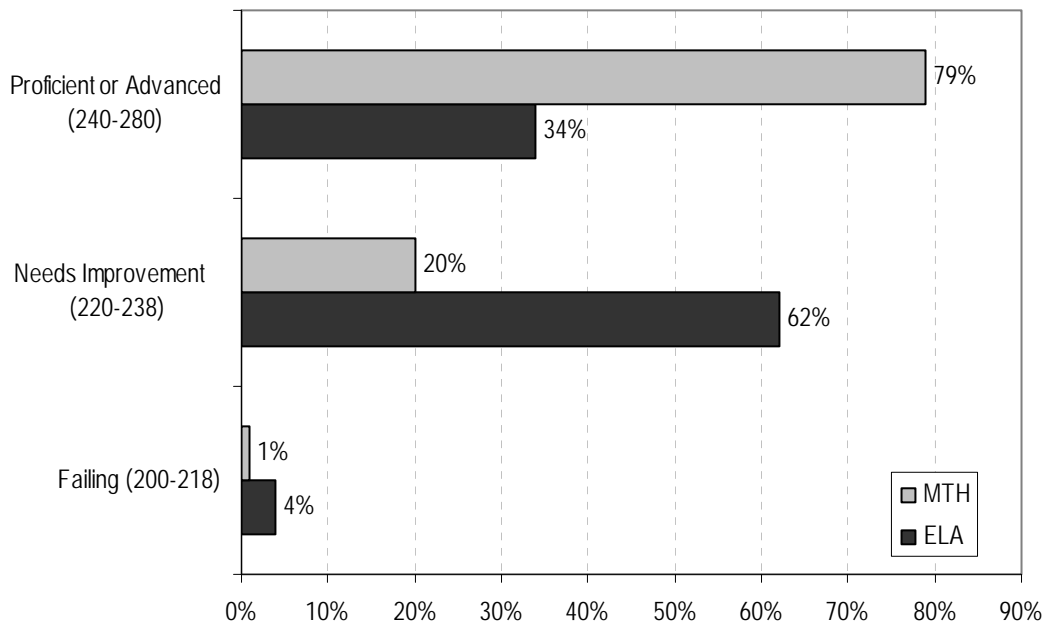


Source: Grant recipient reports and MCAS files.

In order to support the efforts of moving all students toward proficiency, and in light of the new CD earning requirements for the class of 2010 and beyond, the Allocation and the Collaborative Partnerships for Student Success (CPSS) grant programs were able to serve students from the classes of 2010-2012 (8th-10th graders) who had scored in the *Needs Improvement* (220-238) category on their most recent MCAS.

During FY08, Allocation and CPSS grant programs served an unduplicated total of 3,751 students in ELA and 4,612 in Mathematics who had scored in the *Needs Improvement* category prior to the program. Of these, 1,345 participants in ELA and 2,227 in Mathematics took the grade 10 MCAS test after participation, and Chart 10 below shows the post-program performance level for those participants. Overall, approximately one-third (34 percent) of students served in ELA and more than three-quarters (79 percent) served in Mathematics scored in the *Proficient or Advanced* categories.

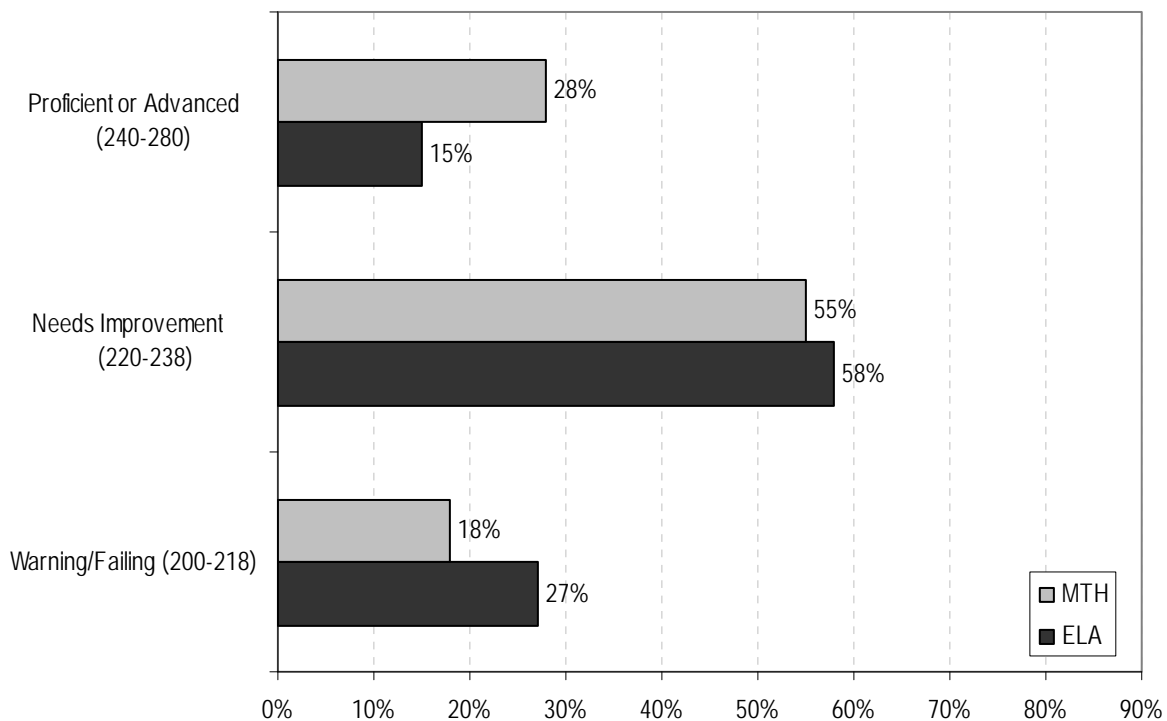
Chart 10: Allocation and Collaborative Partnerships for Student Success MCAS Academic Support Programs: Post Program MCAS Performance Levels for Students with Preliminary Scores of *Needs Improvement*



Source: Grant recipient reports and MCAS files.

Allocation and CPSS grant programs also served an unduplicated total of 914 students in ELA and 4,243 in Mathematics who had scored in the *Failing* category prior to the program. Of these, 750 participants in ELA and 3,636 in Mathematics took the grade 10 MCAS test after participation, and Chart 11 on the next page shows the post-program performance level for those participants. Overall, 15 percent of students served in ELA and more than one-quarter (28) percent served in Mathematics scored in the *Proficient or Advanced* categories.

Chart 11: Allocation and Collaborative Partnerships for Student Success MCAS Academic Support Programs: Post Program MCAS Performance Levels for Students with Preliminary Scores of *Warning/Failing*



Source: Grant recipient reports and MCAS files.

***One Stop Career Center Initiative:
Brokering Education, Training, & Employment Options for Post 12th Graders***

The purpose of the One Stop Career Center initiative is to broker ongoing education, training and employment options for those students exiting the 12th grade who are still in need of a Competency Determination and other college and career pathway services. One Stop Career Centers by design do not deliver instruction-focused MCAS support but refer students to appropriate institutions that will best serve their developmental needs, such as community colleges or their local school district. Other services brokered through these centers include but are not limited to training and employment, GED preparation, and apprenticeship training.

As noted earlier in Table 6, more than 600 students were served through One Stop Career Centers in FY08, of which over 200 passed the ELA and Mathematics MCAS during that period. Table 12 on the next page highlights some additional information on the enrollment, outcomes, and placements made during FY08. As the table shows, One Stop Career Centers enrolled approximately 400 students. Fifteen students passed the Community College Ability to Benefit Test and 22 earned a GED. More than 500 students served by the One Stop Career Center programs entered into one or more of the following positive placements during the FY08 reporting period: postsecondary education and training, employment, military, high school, and/or job corps.

Table 12: One Stop Career Center Enrollment, Outcome, and Placement Summary

	Class 2003	Class 2004	Class 2005	Class 2006	Class 2007	Class 2008
PATHWAYS TO SUCCESS ENROLLMENT						
	Number of Individuals					
New Enrollment in Current Reporting Period (September 2007-August 2008)	13	21	15	31	133	182
Total (Cumulative) Enrollment* FY03-08	805	742	525	461	391	264
OUTCOMES						
	Number of Individuals					
(1) Passed Community College Ability to Benefit Test	6	3	0	1	2	3
(2) Earned GED	2	2	4	5	6	3
POSITIVE PLACEMENTS DURING REPORTING PERIOD						
	Positive Placements (<i>may include duplicates</i>)					
(a) Entered Postsecondary Education and Training	22	6	6	7	27	15
(b) Entered Employment	32	35	49	43	101	111
(c) Entered Military	0	0	1	0	1	2
(d) Remain in High School	0	4	8	10	26	51
(e) Entered Job Corps	0	1	3	1	2	0
	Total Individuals with Positive Placement (<i>unduplicated count</i>)					
TOTAL INDIVIDUALS WITH POSITIVE PLACEMENT DURING REPORTING PERIOD – UNDUPLICATED COUNT FROM LINES (A) THROUGH (E)	43	44	66	54	152	149

Source: Grant recipient reports.

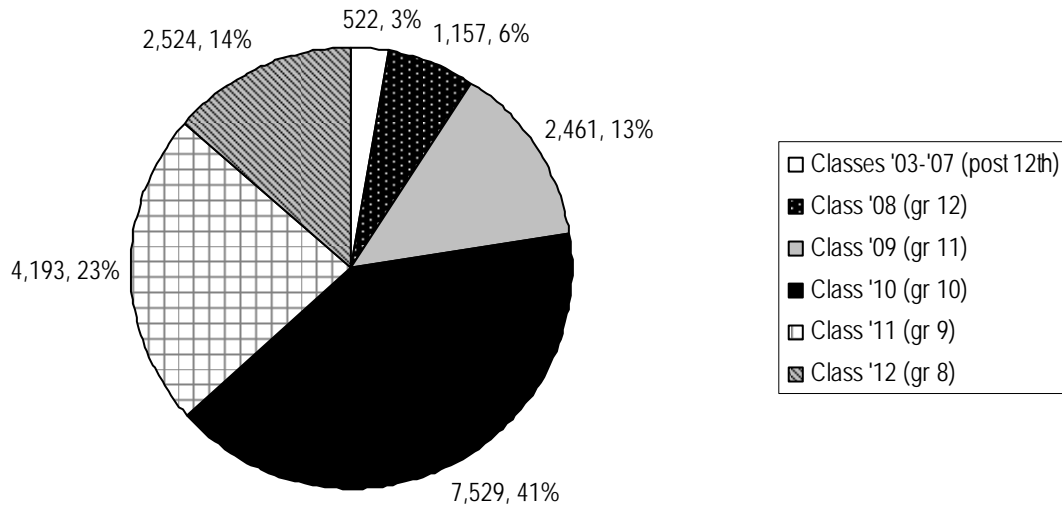
*Note: Total (Cumulative Enrollment) = Total number of eligible students who are in the One Stop Career Center initiative “system” from the specified class year. Some of these students may have first been served in FY03 (or a later year), and some may not have participated in any services during FY08.

Details by Class Year

Participation by Program Type and Class Year in All MCAS Academic Support Programs

The majority of students served (83 percent) in MCAS Academic Support Programs were from grades 9-12. As can be seen in Chart 13 on the next page, approximately two-fifths (41 percent) of students served were 10th graders (class of 2010). Nearly one-quarter (23 percent) of students served were 9th graders (class of 2011). Other students served included 8th graders from the class of 2012 (14 percent) and post 12th graders from the classes of 2003-2007 (3 percent). Collectively, programs were able to serve 18,385 students, approximately 12 percent of all eligible students.

Chart 13: Participation by Class Year in All MCAS Academic Support Programs, FY08



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

Table 14 below demonstrates that the different grant programs served various percentages of students by class. The Allocation grants to districts and Collaborative Partnerships for Student Success (CPSS) served the youngest students, as nearly 100 percent of the students served were in the classes of 2008-2012. The Work and Learning grants also served a greater proportion of the youngest students with 92 percent in those classes, while the Higher Education and One Stop Career Initiative programs served primarily the older students. Approximately 62 percent of students served in Higher Education and 100 percent in One Stop Career Center programs were in the classes of 2003-2008.

Table 14: Participation by Program Type & Class in All MCAS Academic Support Programs

Program Type	Students Served Per Class										Totals	
	2012 & 2011 (gr 8 & 9)		2010 (gr 10)		2009 (gr 11)		2008 (gr 12)		2003-2007 (post 12 th)			
	N	%	N	%	N	%	N	%	N	%	N	%
District – Allocation	6,102	37%	7,385	45%	2,099	13%	880	5%	29	.2%	16,495	86%
Coll. Part. Stud. Success(CPSS)	694	87%	103	13%	--	--	--	--	--	--	797	4%
Work & Learning	--	--	--	--	413	71%	123	21%	49	8%	585	3%
Higher Ed. Institutions	--	--	--	--	252	38%	185	28%	225	34%	662	3%
One Stop Career Ctr.	--	--	--	--	--	--	289	47%	327	53%	616	3%
Totals (Unduplicated Counts)	6,716	23%	7,529	41%	2,461	13%	1,157	6%	522	3%	18,385	100%

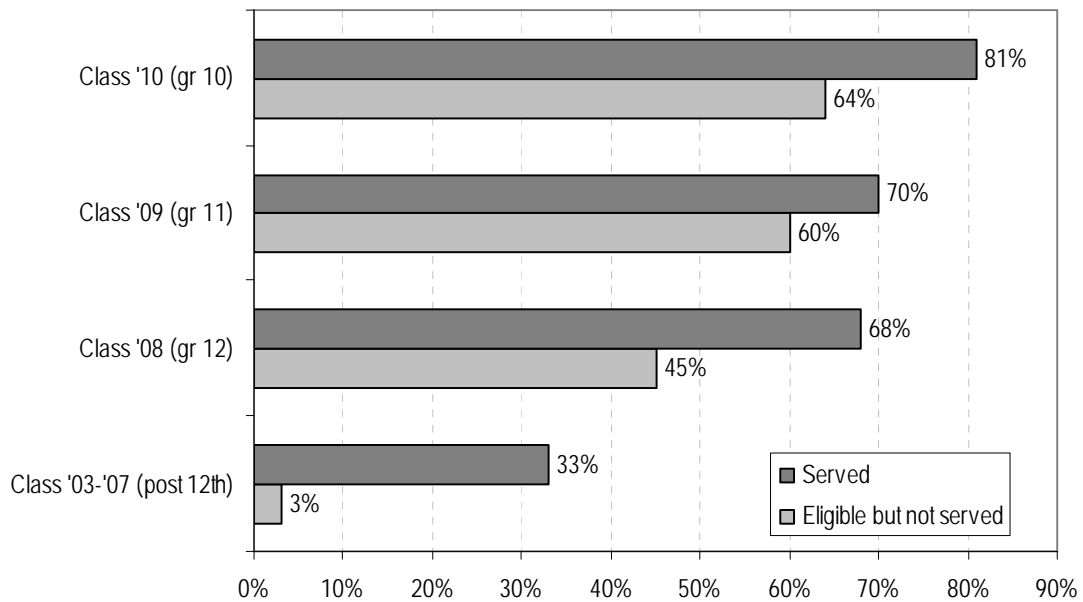
Source: Student Information Management System and grant recipient reports.

Percentage of Eligible Students Who Passed the ELA and Mathematics 10th Grade Level MCAS, by High School Class: Served Versus Eligible but Not Served

Students served in MCAS Academic Support Programs passed the 10th grade level ELA and Mathematics MCAS at substantially higher rates than their peers who did not participate in the programs. More specifically, the data shows that the oldest students (seniors and post 12th graders) benefited the most when each grade level was compared to their eligible but non-participating peers.

Chart 15 shows that 81 percent of participating students in the class of 2010 passed their 10th grade MCAS post-program exam compared to only 64 percent of those who did not participate. Additionally, 70 percent of students in the class of 2009 passed the MCAS after participation, whereas only 60 percent of those not served by the grant program did so by the November 2008 retest.

Chart 15: Percentage of Students Passing the Grade 10 ELA and Mathematics MCAS, by Class Year, FY08



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

Note: CD-pre 2010 = earned a score ≥ 220 (above the *Failing* level) on both ELA and Mathematics (does not include science or EPP information).

Additional Special Population Information

Table 16 shows that a disproportionate number of students who are eligible for and served by MCAS Academic Support Programs are in special education, are from low-income families, or are limited English proficient (LEP), as compared to their percentages in the statewide public school population. As noted in previous sections of this report, eligible students include those in classes of 2003-2012 who have not yet earned a score of at least 220 (*Needs Improvement* level) on the ELA and Mathematics grade 10 MCAS tests/retests required for high school graduation as well as those in the classes of 2010-2012 who did not earn a *Proficient* score on their grade 7 or 8 ELA and/or Mathematics MCAS test.

The table shows that special education students comprised 34 percent of the total number of students from the classes of 2003 to 2012 who were served by MCAS Academic Support Programs during fiscal year 2008. This rate was higher than that of special education students eligible for services (29 percent), and double that of special education students in the high school population statewide (17 percent).

Close to one-half of program participants (46 percent) were from low-income families. In comparison, this was a larger proportion than the percentage of this group among students statewide who were eligible for participation in the programs (40 percent), and a larger proportion than their percentage among all students statewide (30 percent).

Furthermore, 10 percent of program participants were LEP, which was a greater percentage than the incidence of LEP students in the pool of eligible students (8 percent), and also greater than their proportion in the statewide school population (6 percent).

Table 16: Special Population Status: Statewide High School Enrollment Percentages Compared with MCAS Academic Support Program Eligibility and Participation

Special Population	Statewide High School Enrollment		Students Eligible for MCAS Academic Support Programs		MCAS Academic Support Participants	
	N	%	N	%	N	%
Special Education	164,298	17%	43,239	29%	6,251	34%
Low-Income	283,827	30%	59,640	40%	8,457	46%
Limited English Proficient	55,730	6%	10,437	8%	1,839	10%

Source: Student Information Management System and grant recipient reports.

Percentage Passing the 10th Grade Level ELA and Mathematics MCAS, by Special Population: Served Versus Eligible but Not Served

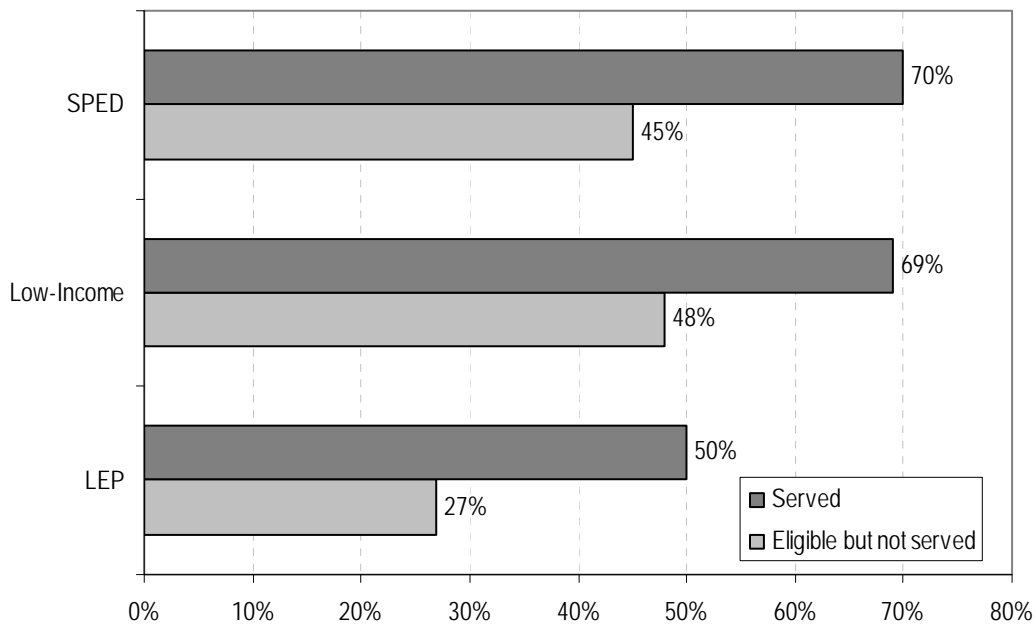
Students eligible for MCAS Academic Support Programs that were classified in the Department's SIMS data as being special education, low-income, and limited English proficient benefited considerably from participation, as can be seen in Chart 17 on the next page. Highlights include the following:

- Approximately 70 percent of participating students designated with special education status passed the 10th grade level ELA and Mathematics MCAS post-program compared with only 45

percent of special education students eligible for but not participating in these MCAS Support programs did so during this same period;

- For students with low-income classifications who were eligible for the MCAS Support programs, 69 percent of those served passed the 10th grade level MCAS post-program, as compared to 48 percent of those not served; and
- One-half (50 percent) of students designated LEP who were served in MCAS Academic Support Programs passed the 10th grade level MCAS post-program, as compared to only 27 percent of LEP classified students who were eligible but not served.

Chart 17: Percentage of Students Passing the Grade 10 ELA and Mathematics MCAS, by Special Population, FY08



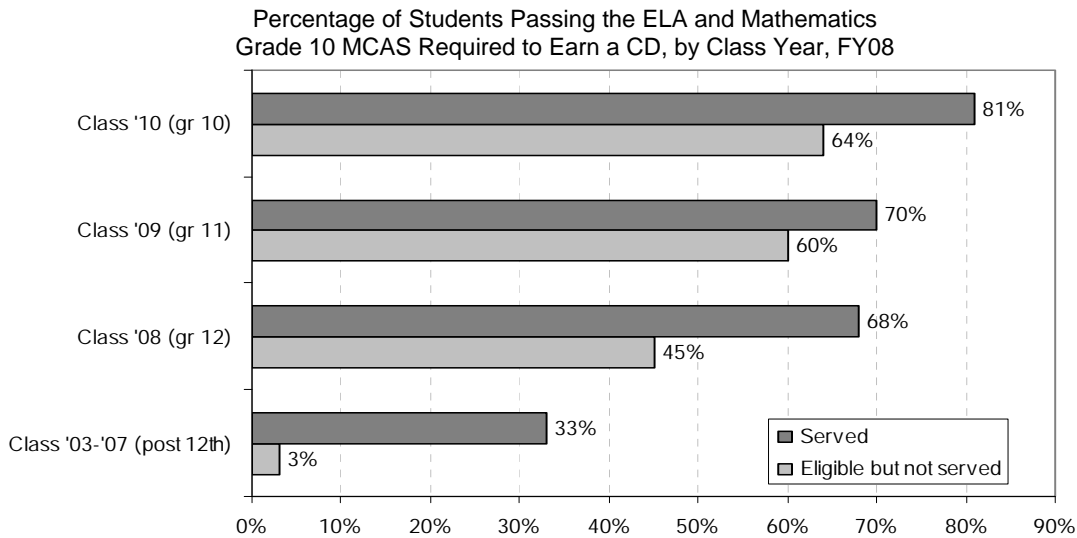
Source: Student Information Management System, grant recipient reports, and MCAS files.

For additional information on programs or this report, visit the Academic Support website <http://www.doe.mass.edu/as> or contact John L.G. Bynoe, III, Associate Commissioner, Rachele Engler Bennett, Director of Student Support, or Allison (Ward) Smith, Data Specialist, via AcSupport@doe.mass.edu or 781-338-3010.

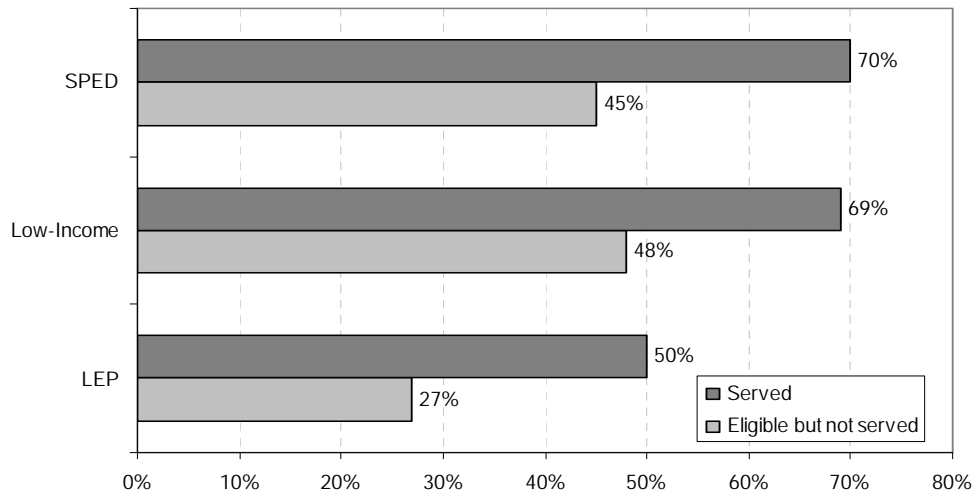
APPENDIX A: MCAS Academic Support Program Highlights – FY08

Funded through state budget line item 7061-9404, MCAS Academic Support programs are designed for students who have not scored high enough on the MCAS to earn their Competency Determinations required for high school graduation. Student grade eligibility varies by program, but may include grades 8-12 and post-12th graders. During fiscal year 2008 (September 2007- August 2008), MCAS Academic Support grants served approximately 18,400 of 149,100 eligible students from the classes of 2003-2012.

Overall, participants in these MCAS support programs were 26 percentage points more likely to have met the state's English Language Arts and Mathematics MCAS testing requirements by November 2008 than eligible youth who did not participate. Moreover, as can be seen in the charts below, this difference holds true when looking at students by class year as well as by special population.



Percentage of Students Passing the ELA and Mathematics Grade 10 MCAS Required to Earn a CD, by Special Population, FY08



More than 87 percent of students served through this line item participated in programs funded through 358 school district allocation grants. The additional 13 percent of students were served through 4 types of competitive grants awarded to districts, community colleges, One Stop Career Centers, and other partners such as Regional Workforce Investment Boards (WIBs). In all, the Department funded a total of 450 programs during the 2007-2008 school year and the following summer.

APPENDIX B: Entities Funded for FY08 MCAS Academic Support Programs through Line Item #7061-9404

Grants (Allocation) to Districts & Approved Private Special Education Schools & Collaboratives (358 entities funded)

SCHOOL YEAR PROGRAMS:

Abington	Chelsea
Acton-Boxborough	Chicopee
Adams-Cheshire	City on A Hill Charter Public
Agawam	Clinton
Amesbury	Cohasset
Andover	Danvers
Arlington	Dartmouth
Ashburnham-Westminster	Dedham
Ashland	Dennis-Yarmouth
Assabet Valley	Dighton-Rehoboth
Attleboro	Douglas
Avon	Dover-Sherborn
Barnstable	Dracut
Bedford	Dudley-Charlton
Belchertown	Duxbury
Bellingham	East Bridgewater
Beverly	East Longmeadow
Blackstone Valley	Easthampton
Blackstone-Millville	Easton
Blue Hills Voc	Essex Agricultural Tech.
Boston	Everett
Boston Day and Evening Academy Charter	Fall River
Bourne	Falmouth
Braintree	Fitchburg
Bridgewater-Raynham	Foxborough
Bristol County Agricultural Tech.	Foxborough Regional Charter
Bristol-Plymouth Voc. Tech.	Framingham
Brockton	Franklin
Brookline	Freetown-Lakeville
Cambridge	Gateway
Canton	Georgetown
Cape Cod Regional Voc. Tech.	Gill-Montague
Chatham	Gloucester
Chelmsford	Granby

Greater New Bedford	Maynard
Greater Fall River (Diman)	Medfield
Greater Lawrence Voc. Tech.	Medford
Greater Lowell Voc. Tech.	Medway
Greenfield	Melrose
Hamilton-Wenham	Methuen
Hampden-Wilbraham	Middleborough
Hampshire	Milford
Hanover	Millbury
Harbor School	Millis
Harwich	Milton
Hatfield	Minuteman Voc. Tech.
Haverhill	Mohawk Trail
Health Careers Academy Charter	Monson
Hingham	Nantucket
Holbrook	Narragansett
Holliston	Nashoba Valley Tech.
Holyoke	Natick
Hopedale	Nauset
Hopkinton	Needham
Hudson	New Bedford
Ipswich	New Bedford Global Learning Charter
LABBB Collaborative	New Leadership Charter
Lawrence	Newburyport
Leicester	Newton
Leominster	North Adams
Lexington	North Andover
Lincoln-Sudbury	North Attleborough
Longmeadow	North Brookfield
Lower Pioneer Valley Educational Collaborative	North Middlesex
Ludlow	North Reading
Lunenburg	North Shore Voc.
Lynn	Northampton
Lynnfield	Northampton-Smith
Malden	Northboro-Southboro
Marblehead	Northbridge
Marlborough	Northern Berkshire Voc.
Marshfield	Norwell
Masconomet	Norwood
Mashpee	Old Colony Voc. Tech.
MATCH Charter	Old Rochester

Oxford
Palmer
Peabody
Pembroke
Pentucket
Phoenix Charter Academy
Pioneer Valley
Pittsfield
Plymouth
Quabbin
Quincy
Ralph C Mahar
Reading
Revere
Rockland
Salem
Saugus
Scituate
Seekonk
Sharon
Shawsheen Valley Voc. Tech.
Shrewsbury
Silver Lake
So Middlesex Voc. Tech. (Keefe)
Somerset
Somerville
South Hadley
South Shore Voc. Tech.
Southbridge
Southwick-Tolland
Spencer-East Brookfield
Springfield
Stoughton
Sutton
Swansea
Taunton
Tewksbury
Tri County
Triton

Tyngsborough
Uxbridge
Wachusett
Waltham
Wareham
Watertown
Wellesley
West Boylston
West Springfield
Westborough
Westfield
Westford
Weston
Westport
Weymouth
Whitman-Hanson
Whittier Voc
Wilmington
Winchendon
Winchester
Winthrop
Worcester

SUMMER 2008 PROGRAMS:

Abby Kelley Foster Charter Public	Freetown-Lakeville
Agawam	Frontier
Amherst-Pelham	Gardner
Ashburnham-Westminster	Gateway
Ashland	Gloucester
Attleboro	Granby
Barnstable	Greater Lawrence Voc. Tech.
Bellingham	Greater Lowell Voc. Tech.
Berkshire Arts and Technology Charter	Greater New Bedford
Berlin-Boylston	Greenfield
Beverly	Groton-Dunstable
Blackstone-Millville	Hampden-Wilbraham
Blue Hills Voc	Hampshire
Boston	Hanover
Boston Day and Evening Academy Charter	Holyoke
Bridgewater-Raynham	Hudson
Bristol-Plymouth Voc. Tech.	Hull
Brookline	Ipswich
Cambridge	King Philip
Canton	LABB Collaborative
Central Berkshire	Lawrence
CHARMS Collaborative	Leicester
Chelmsford	Leominster
Chicopee	Longmeadow
City On A Hill Charter Public	Lowell
Coastal Educational Collaborative (Greater Newburyport)	Ludlow
Codman Academy Charter Public	Lunenburg
Concord-Carlisle	Lynnfield
Cottage Hill Academy	Malden
Danvers	Marblehead
Dartmouth	Marshfield
Dedham	Masconomet
Dennis-Yarmouth	Mashpee
Dighton-Rehoboth	Medford
Dracut	Medway
Dudley-Charlton	Methuen
Everett	Middleborough
Fitchburg	Milford
Foxboro Regional Charter	Millbury

Abby Kelley Foster Charter Public	Freetown-Lakeville
Agawam	Frontier
Amherst-Pelham	Gardner
Ashburnham-Westminster	Gateway
Ashland	Gloucester
Attleboro	Granby
Barnstable	Greater Lawrence Voc. Tech.
Bellingham	Greater Lowell Voc. Tech.
Berkshire Arts and Technology Charter	Greater New Bedford
Berlin-Boylston	Greenfield
Beverly	Groton-Dunstable
Blackstone-Millville	Hampden-Wilbraham
Blue Hills Voc	Hampshire
Boston	Hanover
Boston Day and Evening Academy Charter	Holyoke
Bridgewater-Raynham	Hudson
Bristol-Plymouth Voc. Tech.	Hull
Brookline	Ipswich
Cambridge	King Philip
Canton	LABB Collaborative
Central Berkshire	Lawrence
CHARMS Collaborative	Leicester
Chelmsford	Leominster
Chicopee	Longmeadow
City On A Hill Charter Public	Lowell
Coastal Educational Collaborative (Greater Newburyport)	Ludlow
Codman Academy Charter Public	Lunenburg
Concord-Carlisle	Lynnfield
Cottage Hill Academy	Malden
Danvers	Marblehead
Dartmouth	Marshfield
Dedham	Masconomet
Dennis-Yarmouth	Mashpee
Dighton-Rehoboth	Medford
Dracut	Medway
Dudley-Charlton	Methuen
Everett	Middleborough
Fitchburg	Milford
Foxboro Regional Charter	Millbury
Framingham	Monson
Francis W. Parker Charter Essential	Montachusett Voc. Tech.
Franklin	Nantucket

Nauset
New Bedford
Newburyport
Newton
Norfolk County Agriculture
North Andover
North Central Charter Essential
North Middlesex
North Reading
North Shore Voc.
Northampton
Northbridge
Northeast Metro. Voc.
Norton
Norwood
Old Colony Voc. Tech.
Pathfinder Voc. Tech.
Peabody
Pembroke
Pentucket
Phoenix Charter Academy
Pittsfield
Plymouth
Ralph C Mahar
Randolph
READS Collaborative
Salem
Saugus
Scituate
Seekonk
Shawsheen Valley Voc. Tech.
Silver Lake
So Middlesex Voc. Tech. (Keefe)
Somerset
South Hadley
South Shore Charter Public
South Shore Voc. Tech.
Southbridge
Southeastern Voc. Tech.
Southern Worcester County Voc. Tech.
Southwick-Tolland
Spencer-E Brookfield

Springfield
Tantasqua
Taunton
Tewksbury
The Victor School
Tri County
Upper Cape Cod Voc. Tech.
Walpole
Waltham
Ware
Wareham
Webster
West Boylston
Westfield
Westport
Weymouth
Whittier Voc.
Wilmington
Winchester
Winthrop
Worcester

**Grants (Competitive) for Collaborative Partnerships for Student Success –CPSS
(29 entities funded)**

SCHOOL YEAR:

Amherst-Pelham Regional School District
Attleboro Public Schools
Brockton Public Schools
Everett Public Schools
Fitchburg Public Schools
Framingham Public Schools
Greater Lowell Vocational Technical High School
North Adams Public Schools
Northampton-Smith Vocational and Agricultural High School
Quincy Public Schools
Somerville Public Schools
Springfield Public Schools
Westfield Public Schools
Worcester Public Schools

SUMMER 2008:

Amherst-Pelham Regional School District
Attleboro Public Schools
Brockton Public Schools
Everett Public Schools
Fitchburg Public Schools
Framingham Public Schools
Greater Lowell Vocational Technical High School
North Adams Public Schools
Northampton-Smith Vocational and Agricultural School
Quincy Public Schools
Somerville Public Schools
Springfield Public Schools
Wareham Public Schools
Westfield Public Schools
Worcester Public Schools

Grants (Competitive) for Work & Learning Programs (23 entities funded)

SCHOOL YEAR:

Attleboro School to Career Partnership
Boston Private Industry Council
Bristol Community College
Bristol County Training/Bristol Workforce Investment Board
Greater Lowell Technical High School
Holyoke Community College
Lynn Public Schools
Mount Wachusett Community College
Taunton Area School to Career, Inc.
Worcester Public Schools

SUMMER 2008:

Attleboro Public Schools
Boston Private Industry Council
Bristol Community College
Bristol County Training/Bristol Workforce Investment Board
Brockton Public Schools
Greater New Bedford Workforce Investment Board
Greater Lowell Technical High School
Holyoke Community College
Lynn Public Schools
Palmer Public Schools
Springfield Public Schools
Taunton Area School to Career, Inc.
Worcester Public Schools

Grants (Competitive) for Higher Education Institutions (18 entities funded)

SCHOOL YEAR:

Bristol Community College
Bunker Hill Community College
Holyoke Community College
Massasoit Community College
Middlesex Community College
Mt. Wachusett Community College
North Shore Community College
Roxbury Community College
Springfield Technical Community College

SUMMER 2008:

Bristol Community College
Bunker Hill Community College
Holyoke Community College
Massasoit Community College
Middlesex Community College
Mt. Wachusett Community College
North Shore Community College
Roxbury Community College
Springfield Technical Community College

Grants (Competitive) for One Stop Career Centers (22 entities funded)

SCHOOL YEAR:

Berkshire Training and Employment (Pittsfield)
Boston Private Industry Council
Bristol Workforce Investment Board (Fall River)
Brockton Area Workforce Investment Board
City of Worcester
Employment Links, Incorporated (Leominster)
Greater New Bedford Workforce Investment Board

Franklin/Hampshire Employment and Training (Northampton)
Lawrence Department of Training and Development
Middlesex Community College
Regional Employment Board of Hampden County (Springfield)

SUMMER 2008:

Berkshire Training and Employment (Pittsfield)
Boston Private Industry Council
Bristol Workforce Investment Board (Fall River)
Brockton Area Workforce Investment Board
City of Worcester
Employment Links, Inc. (Leominster)
Greater New Bedford Workforce Investment Board
Franklin/Hampshire Employment and Training (Northampton)
Lawrence Department of Training and Development
Middlesex Community College
Regional Employment Board of Hampden County (Springfield)

APPENDIX C: Additional Information on Data Used in Report

ELIGIBILITY

Students eligible for these programs included individuals across the state from the classes of 2003-2012 (grade 9 through post 12th graders) who scored at the *Warning/Failing* level (one) on the 10th grade level MCAS ELA and/or Mathematics MCAS test or retests or on the 7 or 8th grade ELA and/or Mathematics MCAS tests (for students who had not yet taken the 10th grade level tests). Class of 2010-2012 students who scored at the *Needs Improvement* level on their most recent ELA or Mathematics MCAS were also eligible for services. Class year eligibility varied by grant program.

In this report, student eligibility numbers were primarily determined from information provided by the Department's Student Assessment unit. The number of students in the classes of 2003-2011 reported to be eligible for MCAS Academic Support Programs in FY08 was based on the "HS CD All File" captured on December 21, 2007, which included MCAS results through the November 2007 retest. For students in the class of 2012 (grade 8), eligibility was based on the "2007 MCAS megafile" captured on November 15, 2007.

The numbers listed under the competitive grant programs were limited to the eligible students in the districts served by the organizations awarded grants. Students were not included in eligibility counts if they were no longer in the system, as indicated by their status distinctions in data collected from districts in June 2006 through SIMS. Students eliminated from eligibility included those who graduated with a Competency Determination, permanent exclusions, drop outs, and deceased students.

LOCAL GRADUATION REQUIREMENTS / CERTIFICATE OF ATTAINMENT

The number of students reported as meeting local graduation requirements and earning Certificates of Attainment (CA) was based on data reported by districts through SIMS in June 2008 and October 2008. Any student who may have graduated with their CD or CA after this time was not included. Moreover, students who were no longer enrolled in high school (from the classes of 2003-2007) were not included in SIMS during FY08. As a result, for these post 12th grade students, it could not be determined if they had met local graduation requirements or not.

NOTE: A Certificate of Attainment (CA) is what districts have the option of awarding to students who have met local graduation requirements but have not yet earned a CD. Not all districts award Certificates of Attainment.

MCAS ACADEMIC SUPPORT PROGRAM DATA COLLECTION

Entities receiving any of the MCAS Academic Support Program grants were required to submit student level data to the Department on all school year and summer participants. Data collected on each individual served included SASID number; first, last, and middle name; class year; and school. All grantees except those in the One Stop Career Center Initiative, also submitted information on each student served detailing the number of hours of service, the instructional model, and the student's participation status.

COMPETENCY DETERMINATION AND MCAS COMPARISON DATA

Information noting who passed the 10th grade ELA and Mathematics MCAS after program participation was based on testing data that included the November 2008 retest from the file "High School CD File" captured on February 23, 2009. To determine passing rates of students served versus students not served, MCAS information from this February file was merged with all student information submitted via the Academic Support Data Collection and also with information on students in the eligibility file described in the first section of this Appendix C. Only students in the classes of 2003-2010 who had not already earned a score at or above 220 on both the 10th grade level ELA and Mathematics MCAS were included in the post-program MCAS comparisons, as students from the classes of 2011-2012 were not yet in a high enough grade to have taken (and passed) those MCAS tests.

POST 12th GRADERS

This report considered students to be "post 12th graders" if they completed grade 12 before September 2007; it did not include the students who completed 12th grade during FY08. Class year data was based off of the last year in which they were reported in SIMS as grade 12. For students who dropped out and/or never enrolled in grade 12 (because they were retained in previous grade) the class year was estimated based on their last year in grade 9, 10, or 11.

SPECIAL POPULATION DATA

Special population data (e.g., special education, low-income, and limited English proficient status) was based on SIMS data from the October 2008 collection included in the "High School CD File" that was captured on February 23, 2009. Students were considered to be low-income if SIMS identified their family as qualifying for school lunches at a free or reduced price. SIMS data used was from June 2003 for students in the class of 2003, from June 2004 for students in the class of 2004, from June 2005 for students in the class of 2005, from June 2006 for students in class of 2006, from June 2007 for students in class of 2007, from June 2008 for class of 2008, and from October 2008 for students in the classes of 2009-2012. Statewide high school enrollment percentages were based on the 2007-2008 Statewide Enrollment Special Populations Profiles page:
[http://profiles.doe.mass.edu/state_report/selectedpopulations.aspx?mode=&year=2008&orderBy=&filterBy=.](http://profiles.doe.mass.edu/state_report/selectedpopulations.aspx?mode=&year=2008&orderBy=&filterBy=)

APPENDIX D: Chapter 61 of the Acts of 2007, line-item 7061-9404

For grants to cities, towns and regional school districts to provide targeted remediation programs in English and math to students in the classes of 2003, 2004, 2005, 2006, 2007, 2008, 2009, 2010, 2011, 2012 and beyond, scoring in level one or two on the Massachusetts Comprehensive Assessment System (MCAS) exam established by the board of 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 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 2008, and operated by public institutions of higher learning or by public-private partnerships in the commonwealth, for students in the graduating classes of 2003, 2004, 2005, 2006, 2007 and 2008 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, 2008 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 education, for intensive remediation programs, in communities with students in the graduating classes of 2003 to 2012, inclusive, who have not obtained a Competency Determination or have scored in levels one or two on either the English or math MCAS exams; provided further, that the department of education may give preference for such assistance to those districts with a high percentage of high school students scoring in level one 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 education a comprehensive district plan pursuant to the provisions of section 1I of chapter 69, to improve performance of all student populations including, but not limited to, students with disabilities; provided further, that not less than \$1,000,000 shall be transferred to JFY networks, a non-profit corporation formerly Jobs for Youth, for a matching grant for the purposes of enhancing student performance on the Massachusetts Comprehensive Assessment System examination through instructional computer software; provided further, that \$300,000 shall be transferred to the Efficacy Institute for work in 'Campaigns for Proficiency' in Springfield, Boston and Lawrence, to be used for training public school teachers and youth workers in after-school programs in methods for using assessment data to develop effective strategies to improve student performance on the MCAS; provided further, that not less than \$75,000 shall be expended for Link Services at the Pettengill House to provide advocacy counseling, referrals, emergency assistance and prevention education programs to the children and families of both Triton Regional and Amesbury Public Schools; provided further, that not less than

\$125,000 shall be expended for Casa Dominicana in Lawrence; provided further, that not less than \$100,000 shall be expended for Lawrence Learning Center and Community Development in the City of Lawrence; provided further, that not less than \$50,000 shall be expended for Centro Latino de Chelsea to provide adult basic education services in the city of Chelsea; provided \$75,000 shall be expended for The WhizKids Foundation Inc.; provided further, that not less than \$370,000 shall be allocated to the Framingham public schools to evaluate existing dual-immersion programs in the town of Framingham and elsewhere in the commonwealth including an evaluation of best practices and all professional development related to these programs; 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 not less than \$100,000 shall be expended for a pilot program operated by a non-profit organization, staffed by certified teachers and college aged tutors, to provide after school and summer educational services to students in low-income urban communities that require additional assistance to become academically proficient; provided further that said pilot shall provide student instruction for two and half hours in core curricula such as math and literacy using a multi-cultural approach and shall provide opportunities to work with tutors on homework, community service, team self-esteem and relationship building; provided further, that not less than \$180,000 shall be expended for the Invest-in-Kids program to provide after school programs in the city of New Bedford; provided further that not less than \$100,000 shall be expended for the Clean Slate program in the city of Springfield; and provided further, that \$50,000 shall be expended for the Astro Park Astronomy Facility at Barnstable High School; provided further, that notwithstanding any eligibility requirements herein, \$150,000 shall be expended for a pilot program operated by the Randolph public schools to provide educational services to students that require additional assistance to become academically proficient; and provided further, that the pilot program may use a multi-cultural approach and provide opportunities for community service and relationship building; provided further, that \$15,000 shall be expended for the Lynn At-Risk Youth; provided further, that the department shall issue a report, no later than February 1, 2008 and annually thereafter as a condition of continued funding under this account, in collaboration with the board of higher education, describing MCAS support programs for the graduating classes of 2003 to 2012, 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; and provided further that no costs shall be expended for personnel costs.....\$13,215,863