



**Addendum to the 2007 Report to the Legislature:
MCAS Academic Support Programs – FY07**

Line-item 7061-9404
May 2009

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

May 2009

Dear Members of the General Court:

Pursuant to the fiscal year 2007 state budget, Chapter 139 of the Acts of 2006 line-item 7061-9404, I am pleased to submit this addendum in collaboration with the Department of Higher Education to provide additional information in support of the following:

"...provided further, that the department shall issue a report, no later than February 1, 2007 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 2008, 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...."

This addendum supplements the report submitted in January 2007 regarding MCAS Academic Support Programs for students who had not yet passed the grade 10 MCAS English Language Arts (ELA) and MCAS Mathematics tests required for high school graduation. Since that time, funded programs have submitted their end of year student data to the Department, which allows this report to include more complete statistics. Approximately 13,200 of the 87,700 eligible students from the classes of 2003-2011 have been served through this line-item. The data presented illustrate that students served by these programs earned their Competency Determinations (state graduation requirement) at rates 25 percentage points higher than their eligible peers who did not participate in these programs. Furthermore, this report shows that this also holds true when looking at students by class year as well as by special population.

In total, the Department of Elementary and Secondary Education funded 371 programs during the 2006-2007 school-year and the summer of 2007. Nearly 85 percent of students served through MCAS Academic Support grants participated in programs funded through 278 school district allocation grants. Allocation grants were awarded to all recipients who met the criteria specified in the applications (Requests for Proposals / RFPs). The additional 15 percent of students were served through four 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.

The Department considers continuous program improvement at both the state and local level to be an essential goal in helping as many young people as possible earn their high school diplomas and pursue opportunities in higher education and the workforce. The data included in this *Addendum to the FY07 Legislative Report* clearly demonstrates that students participating in the state funded MCAS Academic Support Program are significantly more likely than their peers to pass the grade 10 MCAS ELA and Mathematics tests/retests required for high school graduation.

For more information on this report or the programs described herein, contact Associate Commissioner John L.G. Bynoe, III, or Rachelle Engler Bennett, Director of Student Support, at the Massachusetts Department of Elementary and Secondary Education.

Sincerely,

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

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Addendum on MCAS Academic Support Program, FY07

Introduction

The Department of Elementary and Secondary Education (the Department) is pleased to submit this *Legislative Report: Addendum on MCAS Academic Support Program, FY07* pursuant to Chapter 139 of the Acts of 2006, line-item 7061-9404. This addendum supplements the report submitted in January 2007 (available via <http://www.doe.mass.edu/as/reports/>) and is able to provide more complete statistics including post-program MCAS results.

Student Eligibility and Participation

During FY07, MCAS Academic Support grants served approximately 13,200 of the 87,700 eligible students from the classes of 2003-2011 (15 percent of those eligible). These students were eligible for services between September 2006 and August 2007 as a result of not earning a passing score on their most recent MCAS English Language Arts (ELA) and/or MCAS Mathematics tests or retest(s). This population was targeted because students who pass the grade 10 MCAS ELA and Mathematics tests or retest(s) earn a Competency Determination (CD), which is needed in order to receive a high school diploma, in addition to meeting local graduation requirements. Program policies placed a priority on serving older students (including juniors, seniors, and the classes of 2003-2006) where appropriate, and on ensuring that services were available to students with disabilities. Communities used a variety of methods for informing eligible students about the programs and encouraging 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 FY07, eligible students who participated in Department-funded MCAS Academic Support Programs were 25 percentage points more likely to earn their Competency Determination by November 2007 than eligible students who did not participate.

- Approximately one-half (49 percent) of students served by MCAS Academic Support Programs were 9th-10th graders (classes of 2009-2010).
- More than one-third (35 percent) of students served were 11th or 12th graders (classes of 2007-2008).
- Other students served included 8th graders from the class of 2011 (13 percent) and post 12th graders from the classes of 2003-2006 (3 percent).

More than 85 percent of students served through this line-item participated in programs funded through 278 school district allocation grants. The additional 15 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 Private Industry Councils and Regional Workforce Investment Boards. Community Colleges, One Stop Career Centers, PICs, and WIBs also impacted students served through partnerships with the high school focused grantees. In all, the Department funded a total of 371 programs during the 2006-2007 school year and the following summer.

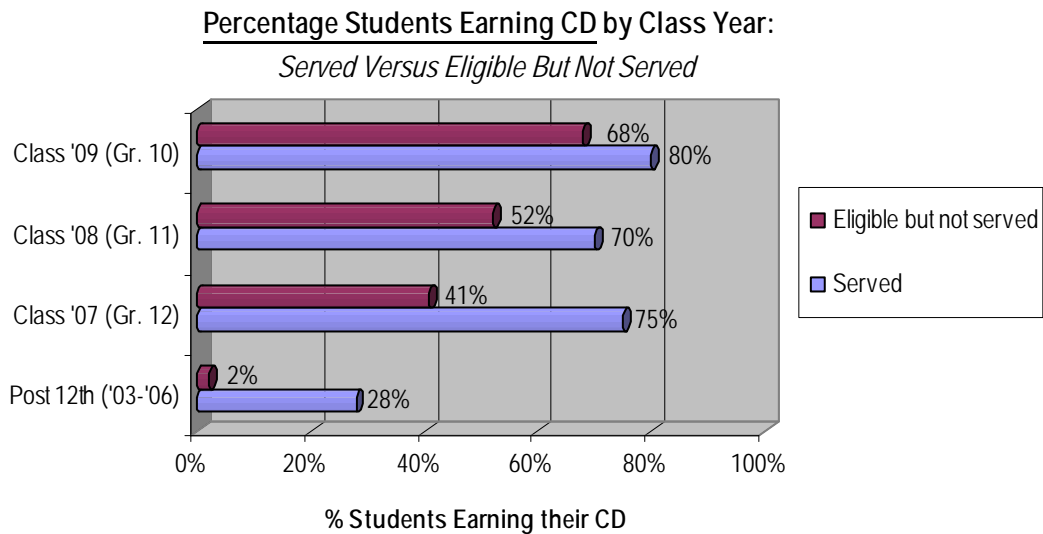
Findings

The data presented illustrate that *students served by FY07 MCAS Academic Support Programs earned their Competency Determinations at substantially higher rates than their peers who did not participate in these programs.* This CD earning rate difference also held true when looking at students by class year as well as by special population. Moreover, a similar difference has now been demonstrated with MCAS ELA passing rates for three consecutive years (since FY04 when this type of information first became available.)

Class Year

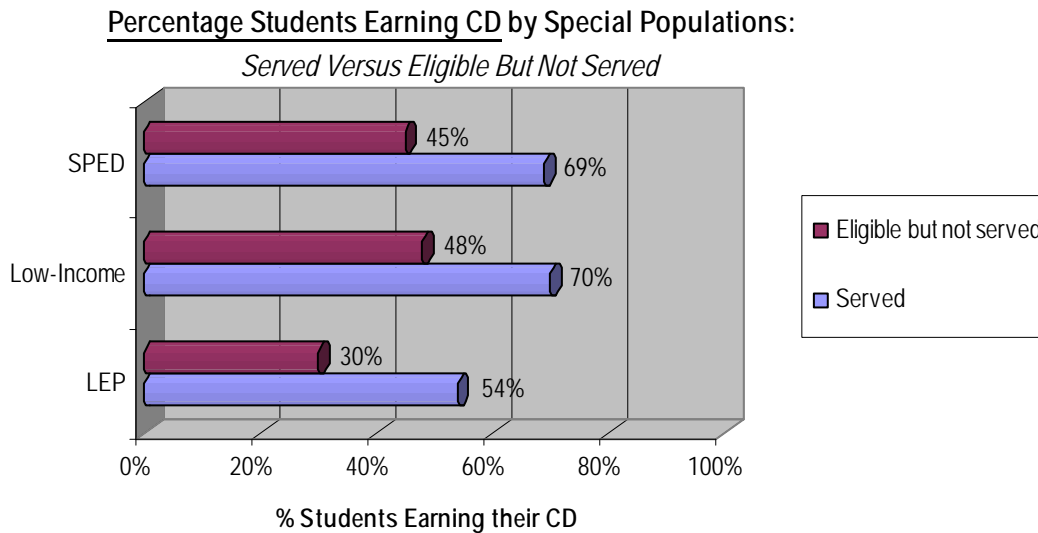
When differentiating the eligible population by class year, data for the classes of 2003-2009 shows that a greater percentage of participants in MCAS Academic Support Programs, as compared to non-participants, earned their CDs by the November 2007 retest. The actual percentage point difference between participants and non-participants ranged from 12 percentage points for 10th graders (class of 2009) to 34 percentage points for 12th graders (class of 2007).

It is worth noting that post 12th graders are often the most challenging to serve, in part because the vast majority of these post 12th graders still needing assistance have taken and failed the MCAS retests numerous times; and as such, many of these students face the greatest barriers to achievement due to challenges of an academic or other nature. It is this factor that may account for the lower percentage earning Competency Determinations, as compared to students still in high school. Despite this, these support programs appear to be both helpful and important for these older students.



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

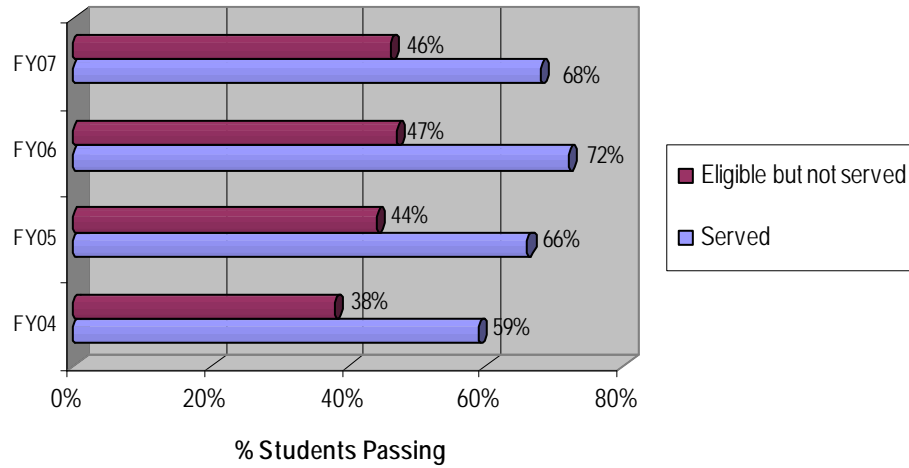
Students in special education, students from low-income families, and students who have limited English proficiency are more likely than students as a whole, to fail the grade 10 MCAS tests/retests and need support in order to pass the tests. It is significant to note, however, that students served from these special populations appeared to benefit considerably from their participation. For example, 69 percent of special education students who participated in MCAS Academic Support Programs earned their Competency Determinations by the November 2007 MCAS retest, as compared to 45 percent of eligible special education students who did not participate in these programs. For students from low-income families, 70 percent earned CDs whereas only 48 percent of eligible non-participants earned CDs during the same time period. For students who were limited English proficient, the associated CD-earning percentages were 54 percent for program participants and 30 percent for non-participants.



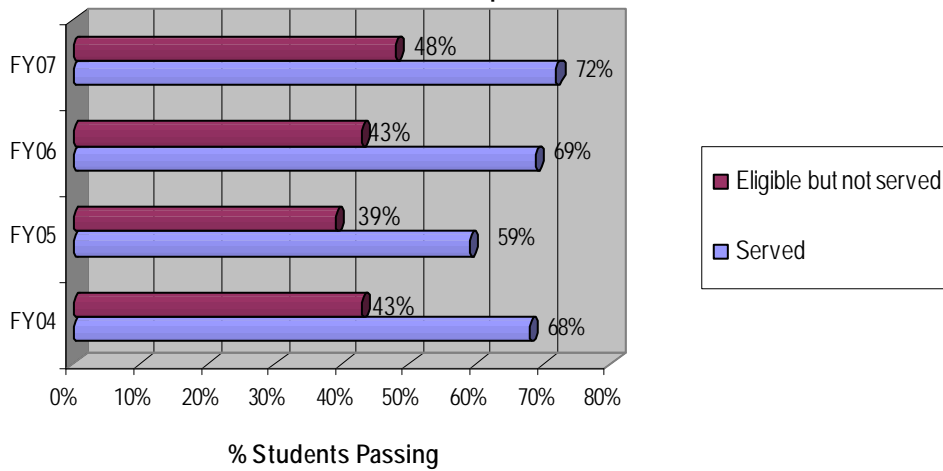
Data Comparisons, FY04-07

Over the past three fiscal years (2004-2007) students served, versus eligible students not served, have consistently had a higher likelihood of passing the MCAS in their eligible subject area by the subsequent year's fall retest. The actual percentage point difference between participants and non-participants in both MCAS ELA and Mathematics has ranged from approximately 20-25 percentage points each year, as can be seen on the charts on the next page that compare similar information from each fiscal year.

**ELA: Percentage of Students Passing by
November Retest After Participation Period, FY04-07**



**Mathematics: Percentage of Students Passing by
November Retest After Participation Period, FY04-07**



The Department considers continuous program improvement at both the state and local level to be an essential goal in helping as many young people as possible earn their high school diplomas and pursue opportunities in higher education and the workforce. The data included in this *Addendum to the FY07 Legislative Report* clearly demonstrates that students participating in the state funded MCAS Academic Support Program are significantly more likely than their peers to pass the grade 10 MCAS ELA and Mathematics tests/retests required for high school graduation.

FY07 MCAS Academic Support Program Descriptions

In total, the Department of Elementary and Secondary Education funded 371 programs during the 2006-2007 school year and the summer of 2007. Nearly 85 percent of students served through MCAS Academic Support grants participated in programs funded through 278 school district allocation grants. Allocation grants were awarded to all recipients who met the criteria specified in the applications (Requests for Proposals / RFPs). The additional 15 percent of students were served through four 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

Districts & Approved Private Special Education Schools/Collaboratives

The purpose of this grant program was to enhance academic support services needed to meet the CD required for high school graduation for students in the classes of 2003-2010 who have performed in the warning/failing category on their most recent MCAS ELA and/or Mathematics tests or re-tests. Summer programs were also able to serve students in the class of 2011 transitioning into high school who scored at level one in ELA and/or Mathematics on their most recent MCAS.

Competitive Grants

High Schools & Partnering Organizations

PARTNERING PROGRAM

The purpose of this grant program was to provide academic instruction (English language arts and mathematics) and support services that enabled students from the classes of 2003-2008 to continue to pursue a CD through the delivery of programs developed collaboratively by school districts, One Stop Career Centers, community colleges, and other partners in underserved areas of the state.

COLLABORATIVE SUCCESS PLAN

The purpose of this grant program was the development of Collaborative Success Plans (CSP) to supplement existing district resources to increase: (1) the number of students entering high school who will exit having met the CD and graduation requirements; and (2) the number of post 12th grade students who are aware of the postsecondary educational and/or employment/workforce training opportunities available until passing the retest.

TRANSITION AND ENRICHMENT PROGRAM

The purpose of this program was to: provide summer remediation in English language arts and/or mathematics for students in the classes of 2010-2011 (students entering 9th or 10th in the fall of 2007) who scored in the warning level on the 7th and/or 8th grade MCAS ELA and/or Mathematics tests; and serve as a part of a comprehensive intervention plan to help students meet and exceed the CD standards on their initial try in the spring of their 10th grade year.

Work & Learning Programs

The purpose of this program was to provide quality innovative and intensive instruction in English language arts and mathematics through *work and learning* programs for students in the classes of 2003-2008 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 by school/district teachers 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 employability skills necessary for success.

Higher Education Institutions & Partners

The purpose of this program was to provide academic instruction (English language arts and mathematics) and support services that enabled students from the classes of 2003-2008 to continue to pursue their CD while providing pathways to further post secondary education and career opportunities. Programs provided intensive, small-group, or one-to-one engaging instruction that addressed identified gaps in participants' acquisition of knowledge and 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 provide services for participating students such as One Stop Career Center and Work & Learning Initiative grant recipients.

One Stop Career Center Initiative

The purpose of these grants, given to regions supporting One Stop Career Centers, was to broker options that address the unique academic, employment, and career needs of post12th 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 opportunities that offered remediation services in English language arts and mathematics.

Eligibility by Class Year for Each Program Type						
Grant	2003-2006	2007	2008	2009	2010	2011
Districts & Approved Private Special Education Schools/Collaboratives	X	X	X	X	X	X
<i>High Schools & Partnering Organizations</i>						
Partnering Program	X	X	X			
Collaborative Success Plan	X	X	X	X	X	X
Transition & Enrichment Program					X	X
Work & Learning Programs	X	X	X			
Higher Ed. Institutions & Partners	X	X	X			
One Stop Career Center Initiative	X	X				

FY07 MCAS Academic Support Program Data Results

1.0 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 FY07 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 earned Competency Determinations (CD) required for a high school diploma.

Individuals across the state from the classes of 2003-2011 were eligible for these programs if they had not yet passed the 7th or 8th grade MCAS (for 9th or 10th graders) or the 10th grade MCAS test or retests. Within those parameters, eligible class years varied by grant program, and some students were served by more than one program. Additionally, the CD-earning percentages in the tables below include only students in the class of 2009 and older, as younger students were not yet able to take the 10th grade MCAS tests or retests.

Table 1.1 shows data related to all funded programs. Nearly 13,200 students were served through 371 grant awards, and approximately 6,500 students earned their CD after program participation (71 percent of those served in class years able to earn it).

1.1 All Line-Item 7061-9404 Funded MCAS Academic Support Programs	Eligible Students	Grants Awarded	Students Served	Students Served Who Earned a CD
TOTALS FOR ALL PROGRAMS <i>(Approximate Unduplicated Counts)</i> ¹	87,724	371	13,155	6,456 <i>71 percent of students served in the classes of '03-'09</i>

Tables 1.2 and 1.3 on the next page offer additional details, and delineate the primary age groups served by the programs. As can be seen in Table 1.2, school districts and approved private special education schools and collaboratives (through the allocation grant program) served the largest number of students (more than 11,000). While these grantees could serve students from any eligible grade (a total of 87,724 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 12,300 students, of which more than 6,100 earned their CD after program participation.

Table 1.3 identifies the grant programs that focus primarily on post 12th graders² from the classes of 2003-2007. Nearly 1,200 individuals participated in Higher Education Institutions and One Stop Career Center Initiative programs, and 452 of these participants earned their CD upon

¹ In this report, unduplicated totals indicate the number of individual students served in multiple programs, so that students who participate in more than one program are not counted more than once. When the totals include One Stop Career Initiative participants, the unduplicated total is estimated, due to the way that program collected and submitted student data.

² This report considers students to be "post 12th graders" if they completed grade 12 before September 2006; it does not include the students who completed 12th grade during FY07.

program completion. The 770 students served by higher education institutions includes those served through the higher education focused grant program (693), in addition to those served through the high school partnering and Work and Learning programs (77). It is also worth noting that it was nine community colleges that provided the services, as the 18 higher education grants awarded included school year and summer grants to each one. Moreover, approximately 40 percent (268) of the students served by the One Stop Career Centers Initiative were referred to community colleges for MCAS Academic Support services.

1.2 Grants Focused Primarily on Students in High School	Eligible Students	Grants Awarded	Students Served	Students Served Who Earned a CD
Districts & Approved Private Special Ed. Schools & Collaboratives	87,724	278	11,070	5,791
<i>High Schools & Partnering Organizations</i>				
Partnering Programs	4,503	8	243	88
Collaborative Success Plan	7,331	6	59	12
Transition & Enrichment Program	7,558	25	521	n/a
Work & Learning Programs	9,185	22	793	430
TOTALS (Unduplicated Counts)	87,724	339	12,270	6,116

1.3 Grants Focused Primarily on Post 12 th Graders	Eligible Students	Grants Awarded	Students Served	Students Served Who Earned a CD
Higher Education Institutions	10,438	18	770	322
One Stop Career Center Initiative	4,987	14	658	243
TOTALS (Approximate Unduplicated Counts)	13,058	32	1,196	452

The data in Table 1.4 provides information about the number of students served who met local graduation requirements, based on data reported to the Department of Elementary and Secondary Education by districts through the Student Information Management System (SIMS) in June 2007 and October 2007. However, this available data is limited for a number of reasons. Any student who may have graduated with his/her CD or received a Certificate of Attainment (CA) after this time is not included. Moreover, students who are no longer enrolled in high school (classes of 2003-2006 students) do not have SIMS data collected on them. As a result, for these post 12th grade students, it cannot be determined if they have met local graduation requirements. Districts have the option of awarding a Certificate of Attainment to students who have met local graduation requirements but have not yet earned a CD. Furthermore, not all districts award Certificates of Attainment, and those that do are *not* required to report to the Department of Elementary and Secondary Education the numbers of students awarded a CA.

1.4 Students Served Who Met Local Graduation Requirements	
...and Earned a Competency Determination (CD)	982
...and Earned a Certificate of Attainment (CA)	354

2.0 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.

Instruction-Focused MCAS Academic Support Grant Programs

Data is collected on students served³ through allocation grants to districts/approved special education schools and collaboratives; as well as on students served through competitive grants to high schools and partnering organizations, community colleges, and districts/partners for work and learning programs. Highlights include:

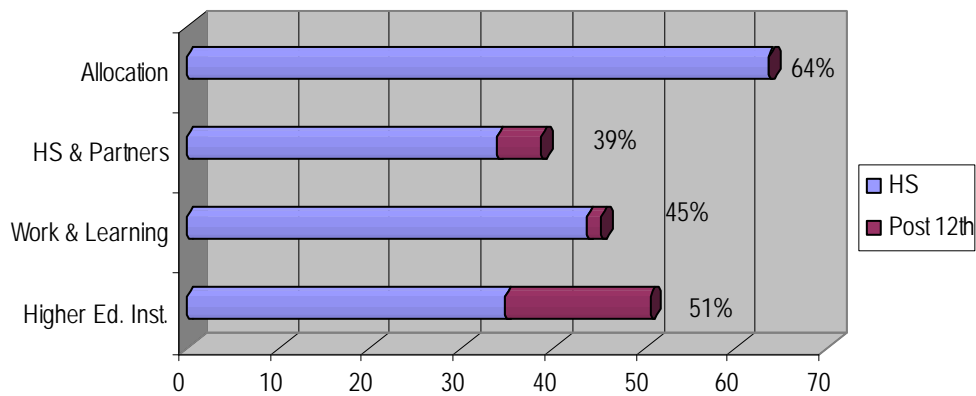
- Three hundred and fifty-seven (357) programs offered by districts, high schools, community colleges, and partnering organizations served 12,625 students in the classes of 2003-2011 (14 percent of those eligible).
- Eligible students in classes of 2003-2009 who participated were 25 percentage points more likely to earn their CD by November 2007 than eligible students who did not participate.
- Fifty-one (51) percent of students served received federal free- or reduced-price lunch, 37 percent had a special education placement, and 12 percent were designated as limited English proficient.
- Sixty-one (61) percent of students in English language arts and 71 percent in mathematics passed the grade 10 MCAS test or retest (scored ≥ 220) taken after participation.
- Thirty-six (36) percent of students³ participated in programs during the school day, 26 percent during extended time (before, after/evening) from school, 33 percent during the summer, and 5 percent during school weekends/vacations.
- Seventy-five (75) percent of students³ were served in mathematics, and 25 percent in English language arts.
- Sixty (60) percent of students³ served received small group instruction (teacher to student ratio of 1:6-10), 33 percent smallest group instruction (1:2-5), 5 percent individual instruction (1:1), and the remaining 1 percent an “other” instructional model.

³ Because of the way data is collected for instruction-focused MCAS Academic Support Programs, "student" here 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.

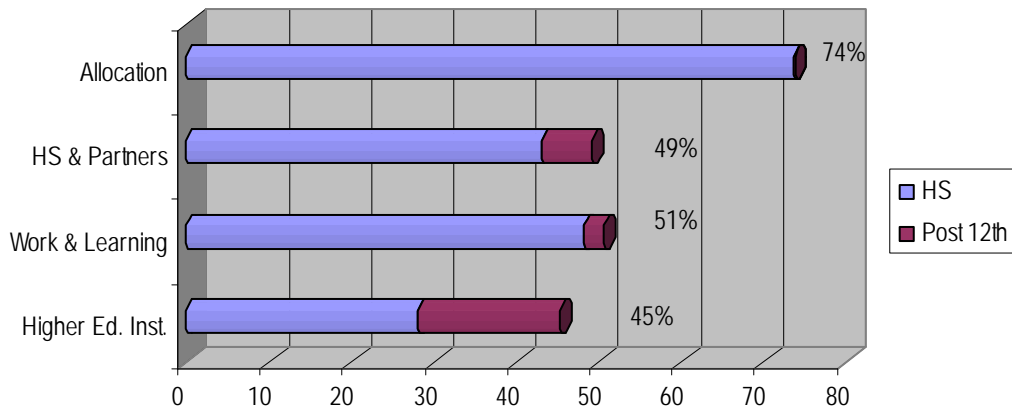
Charts 2.1 and 2.2 below illustrate the percentages of students served in instruction-focused MCAS Academic Support Programs who received a passing score (at least 220) on the first MCAS test or retest taken after participation. This information is shown by type of program as well as by high school versus post 12th grade status. As noted earlier, students must pass both the grade 10 MCAS ELA and Mathematics tests (or retests) to earn a CD.

Approximately 64 percent of students served by district allocation grants passed the ELA portion of the MCAS after program participation, and 74 percent of participating students passed the Mathematics portion. Of those served in high school and partnering grants, 39 percent passed in ELA and 49 percent in Mathematics. Similar percentages (more than 50 percent) of students served in Work and Learning programs passed in MCAS ELA and Mathematics. Finally, 51 percent MCAS ELA and 45 percent MCAS Mathematics students served in community college programs received a passing score.

2.1 Instruction-Focused MCAS Support Programs: Percentages Receiving Passing Score (≥ 220) on Subsequent ELA MCAS Test or Retest



2.2 Instruction-Focused MCAS Support Programs: Percentages Receiving Passing Score (≥ 220) on Subsequent Mathematics MCAS Test or Retest



***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 CD and other pathway services. One Stop Career Centers by design do not deliver instruction-focused MCAS support but refer students to appropriate venues 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 shown in Table 2.3 below, One Stop Career Centers served approximately 600 students during FY07. Of these, more than 243 went on to earn their CD, 8 passed the community college Ability to Benefit Test, and 13 earned a GED. Nearly 500 students served through One Stop Career Centers also entered into one or more of the following positive placements during this reporting period: post-secondary education and training, employment, military, high school, and/or job corps.

2.3 One Stop Career Center Enrollment, Outcome, and Placement Summary					
	Class of 2003	Class of 2004	Class of 2005	Class of 2006	Class of 2007
PATHWAYS TO SUCCESS ENROLLMENT	Number of Individuals				
New Enrollment in Current Reporting Period (9/06-8/07)	76	59	45	63	352
Total (Cumulative) Enrollment ⁴	631	551	421	354	352
OUTCOMES	Number of Individuals				
(1) Passed Community College Ability to Benefit Test	2	2	2	0	2
(2) Earned GED	0	0	6	1	6
(3) Earned CD	22	20	15	36	150
POSITIVE PLACEMENTS DURING REPORTING PERIOD	Positive Placements (may include duplicates)				
(a) Entered Post-Secondary Education and Training	19	8	20	15	20
(b) Entered Employment	80	55	72	109	197
(c) Entered Military	0	0	0	2	2
(d) Remains in High School	22	14	22	46	35
(e) Entered Job Corps		1	2	3	3
	Total Individuals with Positive Placement (unduplicated count)				
TOTAL INDIVIDUALS WITH POSITIVE PLACEMENT DURING REPORTING PERIOD – UNDUPLICATED COUNT FROM LINES (A) THROUGH (E)	118	78	120	143	225

⁴ Cumulative Enrollment = Total number of eligible students who are in the One Stop Career Center initiative "system." Some of these students may have first been served in FY03, and some may not have participated in any services during FY07.

3.0 Details by Class Year

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

The majority of students served (84 percent) in MCAS Academic Support Programs were from grades 9-12. As can be seen in Pie Chart 3.1 below, approximately one-half (49 percent) of students served were 9th-10th graders (classes of 2009-2010). More than one-third (35 percent) of students served were 11th or 12th graders (classes of 2007-2008). Other students served included 8th graders from the class of 2011 (13 percent) and post 12th graders from the classes of 2003-2006 (3 percent). Collectively, programs were able to serve 13,200 students, approximately 15 percent of all eligible students.

3.1 FY07 Students Served through All MCAS Support Programs

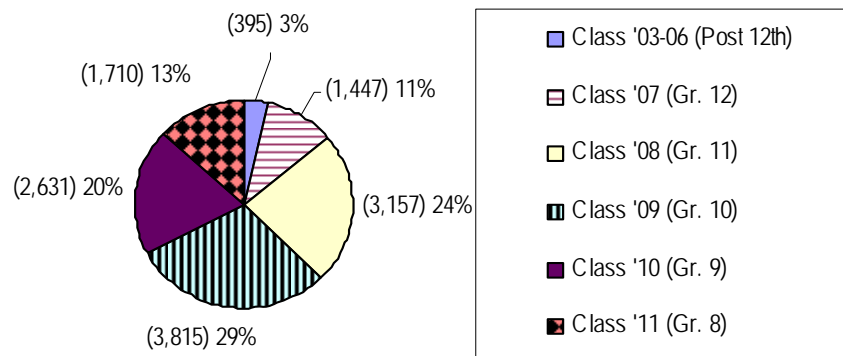


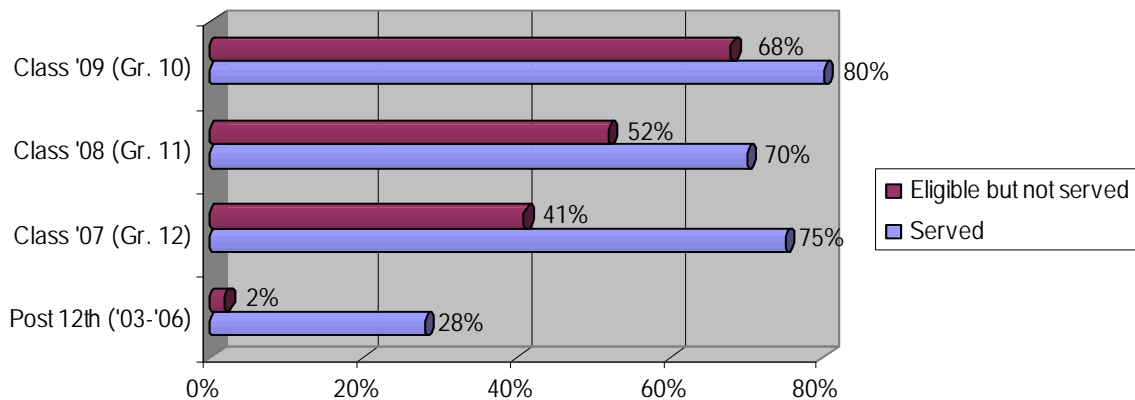
Table 3.2 below demonstrates that the different grant programs served varied percentages of students by class. The allocation grants to districts, competitive district/partners, and work and learning grants served a greater proportion of the youngest students, those in the classes of 2008-2011 (89 percent, 82 percent, and 66 percent, respectively), while the community college and One Stop Career Initiative programs served primarily the older students. Approximately 72 percent of students served in community college and 100 percent in One Stop Career Center programs were in the classes of 2003-2007.

3.2 Participation by Program Type & Class in All MCAS Academic Support Programs													
Program Type	Students (Numbers & Percentages) Served Per Class												Totals
	2011		2010		2009		2008		2007		Post 12 th ('03-'06)		
	N	%	N	%	N	%	N	%	N	%	N	%	
District – Allocation	706	6%	2,785	25%	3,703	34%	2,676	24%	1,179	10%	21	<1%	11,070
District/Partners – Competitive	304	38%	245	31%	36	5%	60	8%	65	8%	89	11%	799
Higher Education Institutions – Comp.	n/a	n/a	n/a	n/a	n/a	n/a	146	28%	178	35%	192	37%	516
Work & Learning - Competitive	n/a	n/a	n/a	n/a	n/a	n/a	520	66%	240	30%	33	4%	793
One Stop Career Ctr. Initiative – Comp.	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	332	50%	326	50%	658
Totals (Unduplicated Counts)	1,710	13%	2,631	20%	3,815	29%	3,157	24%	1,447	11%	395	3%	13,155

Percentage of Eligible Students Who Earned Competency Determination by High School Class: Served Versus Eligible but Not Served

Students served in MCAS Academic Support Programs earned their Competency Determination at substantially higher rates than their peers who did not participate in the programs, with the data showing the oldest students (seniors and post 12th grade) benefiting the most. Chart 3.3 shows 80 percent of participating students served in the class of 2009 earned their CD, whereas 68 percent who did not participate in one of the grant programs earned their CD during the same period. Additionally, 70 percent of served students in the classes of 2008 earned their CD after participation, whereas just over half of students in these classes who were eligible and not served by the grant program, earned their CD by the November 2007 retest. The contrast is the strongest for the class of 2007 and post 12th grade students where the percentage difference between those served compared to not served was 75 percent versus 41 percent for class of 2007, and 28 percent versus 2 percent for post 12th graders. Note: Chart 3.3 does not include 8th and 9th graders (class of 2011 and 2010), as Competency Determination is based on the grade 10 MCAS and/or subsequent MCAS retest(s).

3.3 Percentage Earned CD by Class Year:
Served Versus Eligible But Not Served



4.0 Additional Special Population Information

Table 4.1 on the next page 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 noted in previous sections of this report, eligible students include those who have not yet passed the grade 10 MCAS tests/retests required for high school graduation.

The table shows that special education students comprised nearly 40 percent of the total number of students from the classes of 2003 to 2011 who were eligible for and served by MCAS

Academic Support Programs during fiscal year 2007. That same year, only 17 percent of students enrolled in high school statewide were in special education.

Close to one-half of eligible students, as well as program participants, were from low-income families (46 and 51 percent, respectively). By comparison, only one-quarter (26 percent) of all students enrolled in high school during 2006-2007 school year were classified as low income.

Furthermore, 8 percent of eligible students and 12 percent of program participants were limited English proficient, which was, respectively, two and three times greater than the statewide average of 4 percent.

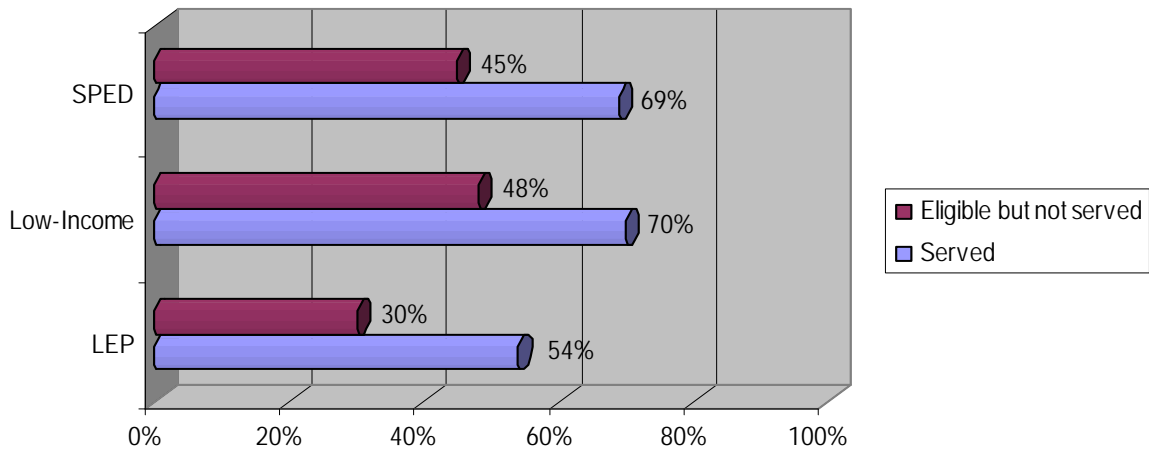
4.1 FY07 Special Population Status: Statewide High School Enrollment Percentages Compared with MCAS Academic Support Program Eligibility and Participation			
Special Population	Percent of Statewide High School Enrollment	Percent of Students Eligible for MCAS Academic Support Services	Percent of MCAS Academic Support Participants
Special Education	17%	39%	37%
Low-Income	26%	46%	51%
Limited English Proficient	4%	8%	12%

Percentage Earned CD 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 within the special populations of special education, low-income, and limited English proficient benefited considerably from participation, as can be seen in Chart 4.2 on the next page:

- More than two-thirds of students designated as having a special education placement served in MCAS Academic Support Programs earned their CD, whereas only 45 percent of eligible students with a special education placement but not served earned their CD during this same period;
- For students eligible with low-income classifications, 70 percent of those served earned a CD after participation, compared to 48 percent for those not served; and
- Fifty-four (54) percent of students designated limited English proficient who were served in MCAS Academic Support Programs earned their CD, compared to only 30 percent of LEP classified students eligible but not served.

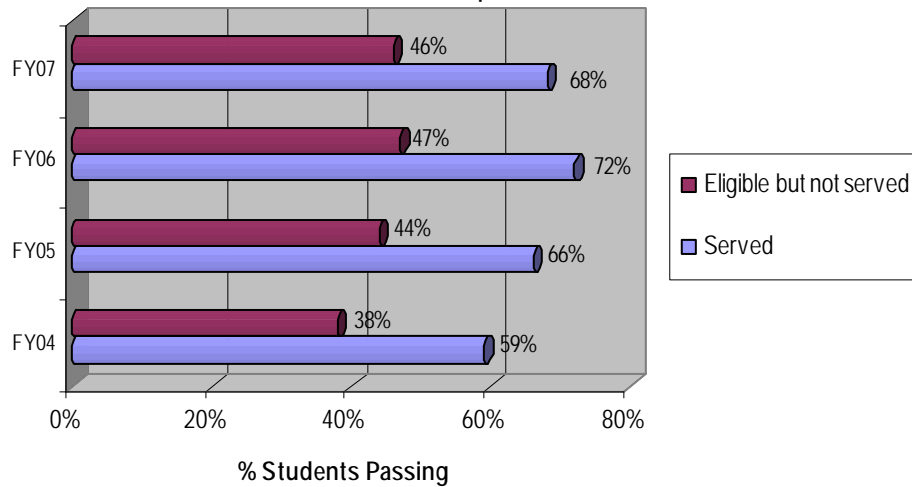
4.2 Percentage Earned CD by Special Populations:
Served Versus Eligible But Not Served



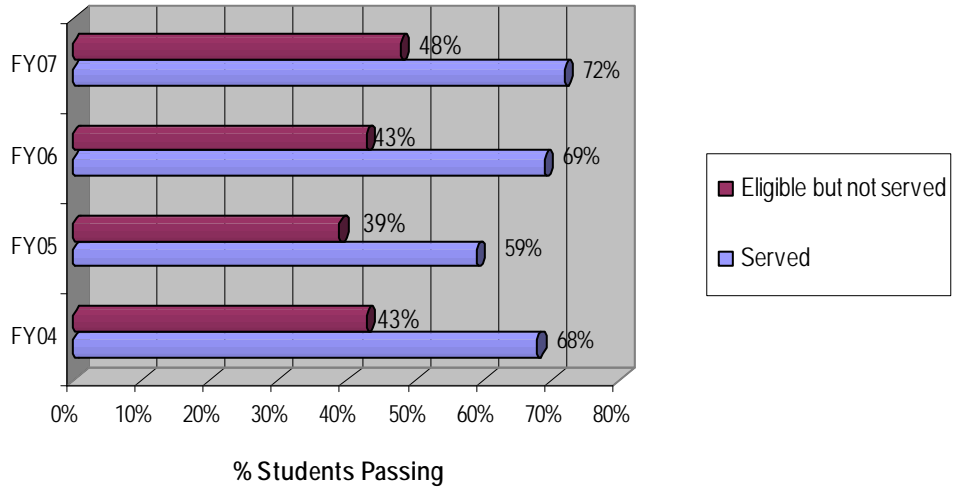
5.0 Data Comparisons, FY04-07

Over the past three fiscal years (2004-2007) students served, versus eligible students not served, have consistently had a higher likelihood of passing the MCAS in their eligible subject area by the subsequent year's fall retest. The actual percentage point difference between participants and non-participants in both MCAS ELA and Mathematics has ranged from approximately 20-25 percentage points each year, as can be seen in Charts 5.1 and 5.2 below and on the next page that compare similar information from each fiscal year.

5.1 ELA: Percentage of Students Passing by
November Retest After Participation Period, FY04-07



5.2 Mathematics: Percentage of Students Passing by November Retest After Participation Period, FY04-07



**APPENDIX A: Entities Funded for FY07 MCAS Academic Support Programs
through Line-item 7061-9404**

**Grants (Allocation) to Districts & Approved Private Special Ed. Schools & Collaboratives
(278 entities funded)**

All school districts, charter schools, and approved private special education schools and collaboratives serving students who had not yet passed the MCAS English Language Arts and/or MCAS Mathematics test(s) were eligible for allocation funds. Individual grant awards were based on a formula that incorporated student MCAS scores. Funds were awarded if applicants met the requirements of the Request for Proposals (RFP) and grant program.

SCHOOL YEAR:

ABINGTON	CITY ON A HILL CS
ACTON-BOXBORO	CLINTON
ADAMS-CHESHIRE	DANVERS
AGAWAM	DARTMOUTH
AMESBURY	DEDHAM
ANDOVER	DENNIS-YARMOUTH
ARLINGTON	DIGHTON-REHOBETH
ASHBURNHAM-WESTMINSTER	DOUGLAS
ASHLAND	DRACUT
ASSABET VALLEY	DUDLEY-CHARLTON
ATHOL-ROYALSTON	DUXBURY
ATTLEBORO	EAST BRIDGEWATER
AUBURN	EAST LONGMEADOW
AVON	EASTHAMPTON
BARNSTABLE	FALL RIVER
BEDFORD	FALMOUTH
BELLINGHAM	FITCHBURG
BEVERLY	FOXBOROUGH
BILLERICA	FOXBOROUGH REGIONAL CS
BLACKSTONE VALLEY	FRAMINGHAM
BLACKSTONE-MILLVILLE	FRANKLIN
BLUE HILLS VOC	FREETOWN-LAKEVILLE
BOSTON	GATEWAY
BOURNE	GEORGETOWN
BRAINTREE	GILL-MONTAGUE
BRIDGEWATER-RAYNHAM	GLOUCESTER
BRISTOL COUNTY	GR. FALL RIVER
BRISTOL-PLYMOUTH	GR. LAWRENCE RVT
BROCKTON	GR. LOWELL VOC TECH
BROOKLINE	GR. NEW BEDFORD
BURLINGTON	GRAFTON
CAMBRIDGE	GRANBY
CAPE COD REGIONAL	GREENFIELD
CHATHAM	HAMILTON-WENHAM
CHELMSFORD	HAMPDEN-WILBRAHAM
CHELSEA	HAMPSHIRE
CHICOPEE	HARWICH

HATFIELD
HAVERHILL
HEALTH CAREERS
HEALTH EDUCATION SERVICES
HINGHAM
HOLBROOK
HOLLISTON
HOLYOKE
HOPKINTON
KING PHILIP
LABB COLLABORATIVE
LAWRENCE
LEOMINSTER
LEXINGTON
LINCOLN-SUDBURY
LONGMEADOW
LOWER PIONEER VALLEY
EDUCATIONAL COLLABORATIVE
LUDLOW
LUNENBURG
LYNN
LYNNFIELD
MALDEN
MARBLEHEAD
MARLBOROUGH
MARSHFIELD
MASHPEE
MAYNARD
MEDFIELD
MEDFORD
MEDIA & TECH CS
MEDWAY
MELROSE
METHUEN
MIDDLEBOROUGH
MILFORD
MILLBURY
MILLIS
MILTON
MINUTEMAN VOC
MOHAWK TRAIL
MONSON
MOUNT GREYLOCK
NANTUCKET
NARRAGANSETT
NASHOBA VALLEY
NATICK
NAUSET
NEEDHAM
NEW BEDFORD

NEW LEADERSHIP CS
NEWBURYPORT
NORTH ADAMS
NORTH ANDOVER
NORTH ATTLEBORO
NORTH BROOKFIELD
NORTH CENTRAL CHARTER
NORTH MIDDLESEX
NORTH SHORE REG
NORTHAMPTON
NORTHAMPTON-SMITH
NORTHBORO-SOUTHBORO
NORTHBRIDGE
NORWELL
NORWOOD
OLD COLONY REG VOC
OXFORD
PALMER
PATHFINDER VOC
PEABODY
PEMBROKE
PIONEER VALLEY
PITTSFIELD
PLYMOUTH
QUABBIN
QUABOAG REG
QUINCY
READING
REVERE
ROCKLAND
ROCKPORT
SALEM
SAUGUS
SCITUATE
SEEKONK
SHARON
SHAWSHEEN VALLEY
SHREWSBURY
SILVER LAKE
SOUTH MIDDLESEX VOC
SOMERSET
SOMERVILLE
SOUTH HADLEY
SOUTH SHORE REG
SOUTHBRIDGE
SOUTHWICK TOLLAND
SPENCER-EAST BROOKFIELD
SPRINGFIELD
STONEHAM
STOUGHTON

SUTTON
SWANSEA
TANTASQUA
TAUNTON
TEWKSBURY
TRI COUNTY
TRITON
TYNGSBOROUGH
UXBRIDGE
WACHUSETT
WAKEFIELD
WALPOLE
WALTHAM
WAREHAM
WATERTOWN

WELLESLEY
WEST BOYLSTON
WEST SPRINGFIELD
WESTBOROUGH
WESTFIELD
WESTFORD
WESTPORT
WEYMOUTH
WHITMAN-HANSON
WHITTIER VOC
WILLOW HILL
WILMINGTON
WINCHENDON
WINCHESTER
WORCESTER

SUMMER:

AMHERST-PELHAM
ATHOL-ROYALSTON
ATTLEBORO
BELLINGHAM
BOSTON
BRISTOL-PLYMOUTH
CAMBRIDGE
CHELMSFORD
CHICOPEE
COASTAL EDUCATIONAL
COLLABORATIVE
DARTMOUTH
DOVER-SHERBORN
DRACUT
EASTHAMPTON
EVERETT
FREETOWN-LAKEVILLE
FRONTIER
GARDNER
GILL-MONTAGUE
GLOUCESTER
GR. LAWRENCE RVT
GR. LOWELL VOC TECH
HAMPSHIRE
HOLDEN SCHOOL INC
HOLYOKE
HUDSON
HULL
LAWRENCE
LEICESTER
LOWELL
LUDLOW
MALDEN

MARSHFIELD
MASCONOMET
MEDFORD
METHUEN
MIDDLEBOROUGH
MONTACHUSETT
NAUSET
NEW BEDFORD
NORTHAMPTON
NORTHAMPTON-SMITH
NORTHEAST METRO VOC
NORTON
OLD COLONY REG VOC
OLD ROCHESTER
PATHFINDER VOC
PEABODY
PEMBROKE
PENTUCKET
PLYMOUTH
RANDOLPH
SALEM
SAUGUS
SCITUATE
SEEKONK
SHAWSHEEN VALLEY
SOMERSET
SOUTHEASTERN
SOUTHERN WORCESTER
SPENCER-EAST BROOKFIELD
SPRINGFIELD
TANTASQUA
TAUNTON
TRI COUNTY

UPPER CAPE COD
UXBRIDGE
WACHUSETT
WALTHAM
WEST BOYLSTON

WESTFIELD
WHITTIER VOC
WILMINGTON
WINTHROP
WORCESTER

Grants (Competitive) for High Schools and Partnering Organizations

Partnering Grant (8 entities funded)

SCHOOL YEAR:

BROCKTON PUBLIC SCHOOLS
BUNKER HILL COMMUNITY COLLEGE
EVERETT PUBLIC SCHOOLS
MIDDLESEX COMMUNITY COLLEGE

SUMMER:

BROCKTON PUBLIC SCHOOLS
BUNKER HILL COMMUNITY COLLEGE
EVERETT PUBLIC SCHOOLS
MIDDLESEX COMMUNITY COLLEGE

Collaborative Success Plan (6 entities funded)

SCHOOL YEAR:

BROCKTON PUBLIC SCHOOLS
CAMBRIDGE PUBLIC SCHOOLS
WAREHAM PUBLIC SCHOOLS
WORCESTER PUBLIC SCHOOLS

SUMMER:

WAREHAM PUBLIC SCHOOLS
WORCESTER PUBLIC SCHOOLS

Transition and Enrichment Program (35 entities funded)

SCHOOL YEAR:

AMHERST-PELHAM REGIONAL SCHOOL DISTRICT
BROCKTON PUBLIC SCHOOLS
DUDLEY-CHARLTON REGIONAL SCHOOL DISTRICT
FITCHBURG PUBLIC SCHOOLS
FRAMINGHAM PUBLIC SCHOOLS
GATEWAY REGIONAL SCHOOL DISTRICT
HOLBROOK PUBLIC SCHOOLS
MALDEN PUBLIC SCHOOLS
METHUEN PUBLIC SCHOOLS
NEW BEDFORD PUBLIC SCHOOLS
NORTHAMPTON-SMITH INDEPENDENT VOCATIONAL SCHOOL
PEABODY PUBLIC SCHOOLS
SOMERVILLE PUBLIC SCHOOLS

WESTFIELD PUBLIC SCHOOLS
WESTPORT COMMUNITY SCHOOLS
WEYMOUTH PUBLIC SCHOOLS
WORCESTER PUBLIC SCHOOLS

SUMMER:

AMHERST-PELHAM REGIONAL SCHOOL DISTRICT
BROCKTON PUBLIC SCHOOLS
DUDLEY-CHARLTON REGIONAL SCHOOL DISTRICT
FITCHBURG PUBLIC SCHOOLS
FRAMINGHAM PUBLIC SCHOOLS
GATEWAY REGIONAL SCHOOL DISTRICT
HOLBROOK PUBLIC SCHOOLS
MALDEN PUBLIC SCHOOLS
METHUEN PUBLIC SCHOOLS
NEW BEDFORD PUBLIC SCHOOLS
NORTHAMPTON-SMITH INDEPENDENT VOCATIONAL SCHOOL
PEABODY PUBLIC SCHOOLS
PEMBROKE PUBLIC SCHOOLS
SOMERVILLE PUBLIC SCHOOLS
WESTFIELD PUBLIC SCHOOLS
WESTPORT COMMUNITY SCHOOLS
WEYMOUTH PUBLIC SCHOOLS
WORCESTER PUBLIC SCHOOLS

Grants (Competitive) for Work & Learning Programs (22 entities funded)

SCHOOL YEAR:

BOSTON PRIVATE INDUSTRY COUNCIL
BROCKTON PUBLIC SCHOOLS
CHARMS COLLABORATIVE
GREATER FALL RIVER SCHOOL TO CAREER PARTNERSHIP, INC.
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:

ATTLEBORO PUBLIC SCHOOLS
BOSTON PRIVATE INDUSTRY COUNCIL
BROCKTON PUBLIC SCHOOLS
CITY OF NEW BEDFORD, DEPARTMENT OF WORKFORCE DEVELOPMENT
ADMINISTRATION
GREATER FALL RIVER SCHOOL TO CAREER PARTNERSHIP, INC.
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:

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 (14 entities funded)

SCHOOL YEAR:

BOSTON PRIVATE INDUSTRY COUNCIL
BRISTOL WORKFORCE INVESTMENT BOARD
CITY OF NEW BEDFORD, DEPARTMENT OF WORKFORCE DEVELOPMENT
ADMINISTRATION FRANKLIN/HAMPSHIRE EMPLOYMENT AND TRAINING
(NORTHAMPTON)
LAWRENCE DEPARTMENT OF TRAINING AND DEVELOPMENT
MIDDLESEX COMMUNITY COLLEGE
REGIONAL EMPLOYMENT BOARD OF HAMPDEN COUNTY (SPRINGFIELD)

SUMMER:

BOSTON PRIVATE INDUSTRY COUNCIL
BRISTOL WORKFORCE INVESTMENT BOARD
CITY OF NEW BEDFORD, DEPARTMENT OF WORKFORCE DEVELOPMENT
ADMINISTRATION FRANKLIN/HAMPSHIRE EMPLOYMENT AND TRAINING
(NORTHAMPTON)
LAWRENCE DEPARTMENT OF TRAINING AND DEVELOPMENT
MIDDLESEX COMMUNITY COLLEGE
REGIONAL EMPLOYMENT BOARD OF HAMPDEN COUNTY (SPRINGFIELD)

APPENDIX B: Additional Information on Data Used in Report

ELIGIBILITY

Students eligible for these programs included individuals across the state from the classes of 2003-2011 who have not yet passed the grade 7 or 8 MCAS English Language Arts and/or Mathematics tests (for 8-10th graders) or the grade 10 MCAS test or retests. Class year eligibility varied by grant program.

In this report, student eligibility numbers were primarily determined from information provided by the Student Assessment Unit in the Department (of Elementary and Secondary Education). The number of students in the classes of 2003-2010 reported here to be eligible for MCAS Academic Support Programs in fiscal year 2006-2007 (FY07) was based on the "HS CD All File" captured on December 15, 2006, which included MCAS results through the November 2006 retest. For students in the class of 2011 (grade 8), eligibility was based on the "2006 MCAS megafile" captured on December 13, 2006.

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 the Department's Student Information Management System (SIMS). Those students eliminated from eligibility numbers included the following: graduated with Competency Determination (CD), permanent exclusions, dropped out, and deceased.

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 2007 and October 2007. 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 2003-2006) did not have SIMS data collected on them during FY07. As a result, for these post 12th grade students, it could not be determined if they had met local graduation requirements.

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, and those that do are *not* required to report to the Department the number of students awarded a CA.

MCAS ACADEMIC SUPPORT PROGRAM DATA COLLECTION

Districts 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 INFORMATION

Information noting who attained a Competency Determination after program participation was based on testing data that included the November 2007 retest (from the file "High School CD File")

captured on March 7, 2008). To determine CD earning comparisons of served versus not served students, MCAS information from this March 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 B. Only students in the classes of 2003-2009 were included in the FY07 CD-earning comparisons, as students from the classes of 2010-2011 were not able to earn their CD until taking the grade 10 MCAS tests in FY08 and FY09.

POST 12th GRADERS

This report considered students to be “post 12th graders” if they completed grade 12 before September 2006; it did not include the students who completed 12th grade during FY07. Class year data was based on 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), their 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 2007 collection included in the “High School CD File” that was captured on March 7, 2008. 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 class of 2007, and from October 2008 for students in the classes of 2008-2011. Statewide high school enrollment percentages were based on the June 2007 SIMS data included in the “High School CD File” captured on June 29, 2007.

FISCAL YEAR COMPARISON DATA

In order to create similar comparisons, data for each year only included students who that year were in grades 11, 12, and one year post high school (e.g., fiscal year 2004 = classes 2003-2005). Class year and enrollment status data was based on the October SIMS collection of the fiscal year in which services were provided. “Passing” data included scores of 220 or greater on the subject-relevant MCAS retest(s) that took place anytime between (and including) the fall of the fiscal year of services through to the fall retest of the subsequent year. That data also includes alternative assessment and appeals data from the fiscal year of the services provided. Records of students who had not taken a grade 10 MCAS in the fiscal year prior to services are not included (those for whom a pre-program score was not available).

APPENDIX C: Chapter 139 of the Acts of 2006 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 and beyond, scoring in level one 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 that may include but shall not be limited to: integrated tutoring and mentoring programs, supplemental web-based tutorial programs that are diagnostic and prescriptive, weekend and school vacation programs focused on English and math remediation, the English and math components of comprehensive after school programs, and the remediation component of summer programs; provided further, that such programs shall supplement currently funded local, state, and federal programs at the school or district; provided further, that such grants and assistance shall be used solely for the academic portions of such programs, and shall focus on the acquisition of skills in English and math needed to pass the MCAS; 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 2007, 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 and 2006 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, 2007 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 organization 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 2008, inclusive, who have not obtained a competency determination on either the tenth grade 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, including but not limited to, institutions of public and private higher education, providers of adult basic education services, career centers, other public and private educational services organizations, including, but not limited to, JFY networks, a non-profit corporation, and after-school programs with a structured academic component and focused on MCAS remediation operated by public and non-public entities including, but not limited to, members of the National Alliance of Boys and Girls Clubs; 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 the department shall issue a report, no later than February 1, 2007 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 2008, 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 the department may expend up to \$350,000 to administer programs funded herein; and 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 \$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 \$50,000 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 large percentages of English language learners; provided further, that these funds may be expended for professional development related to these programs; provided further, that \$50,000 shall be expended for the Astro Park Astronomy Facility at Barnstable High School; provided further, that not less than \$20,000 shall be expended for a Brown Eyes Blue Eyes Pilot Project, linking performance to perception to improve assessment exam scores by teaching children how to recognize faulty stereotypes inherent in racism for schools in Falmouth, Mashpee, Bourne, Barnstable and Springfield; provided further, that not less than \$100,000 shall be expended for the clean slate program to provide classroom and community service supervision for youthful offenders; provided further, that not less than \$15,000 shall be expended for after school programs for at-risk youth in the city of Lynn; and 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..... \$10,332,793