



Massachusetts Department of
ELEMENTARY & SECONDARY
EDUCATION

Addendum to the 2009 Report to the Legislature: MCAS Academic Support Programs Fiscal Year 2009

This Addendum to the report submitted to the legislature in February 2009 provides more complete statistics now available, including post-program MCAS results. Funded through state budget line item 7061-9404, fiscal year 2009 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. Students scoring at the *Failing* level on a high school Science and Technology/Engineering MCAS test could also be served. During the 2008-2009 school year and summer, a total of 452 programs served approximately 17,600 of the nearly 160,000 eligible students from the classes of 2003-2013 (grades 8-12 and post 12th graders). When compared with eligible students who did not participate in these MCAS support programs, **participants were 27 percentage points more likely to pass the grade 10 ELA and Mathematics MCAS tests.** Moreover, as can be seen in this report, this difference held true when looking at students by class year as well as by selected populations (special education, low income, and limited English proficient students), which suggests that these programs are likely to significantly contribute to reducing the proficiency gap.

July 2011

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Dear Members of the General Court:

I am pleased to submit this *Addendum to the 2009 Report to the Legislature: MCAS Academic Support Programs Fiscal Year 2009 (FY09)* pursuant to Chapter 182 of the Acts of 2008, line-item 7061-9404. This addendum supplements the report submitted in February 2009 (available via <http://www.doe.mass.edu/as/reports/>) and provides more complete statistics including post program MCAS results.

FY09 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. During FY09, MCAS support programs served approximately 17,600 of the 158,600 eligible students from the classes of 2003-2013. Only 11 percent of those eligible for services were able to participate due to the limited funding available. More than 87 percent of students served through this line item participated in programs funded through 347 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 452 programs during the 2008-2009 school year and the following summer.

When compared with eligible students who did not participate in these MCAS support programs, participants were 27 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 selected populations (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:

- Approximately 70 percent of participating students designated with special education status passed the 10th grade level ELA and Mathematics MCAS post-program tests, compared with only 42 percent of special education students eligible for but not participating in these MCAS Support programs;

- For students with low-income classifications who were eligible for the MCAS Support programs, 67 percent of those served passed the 10th grade level MCAS post-program tests, as compared to 45 percent of those not served; and
- Forty-seven (47) percent of students designated LEP who were served in MCAS Academic Support Programs passed the 10th grade level MCAS post-program tests, as compared to only 27 percent of LEP who were eligible but not served.

Student eligibility for MCAS Academic Support Programs expanded in fiscal year 2008 to include students in grades 8-10 who score *Needs Improvement* on their most recent ELA and Mathematics MCAS tests. This was in addition to the students in grades 8-12 and post 12th graders who performed in the *Warning/Failing* (less than 220) categories on their most recent ELA and Mathematics exams. Beginning in fiscal year 2009, the eligibility pool expanded even further to include students in grades 9-11 who scored *Warning/Failing* on their most recent and Science Technology/Engineering (STE) MCAS test. As a result, the number of eligible students in fiscal year 2009 increased to nearly 160,000 from approximately 150,000 in fiscal year 2008, and from approximately 88,000 in fiscal year 2007.

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. I thank you for your ongoing commitment to funding academic support for students to enable them to meet the Competency Determination. The Board of Elementary and Secondary Education views this as a priority that addresses proficiency gaps and promotes and supports student, school, and district success. I am available if you have questions or would like to discuss this further.

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 2009 Report to the Legislature:
MCAS Academic Support Programs Fiscal Year 2009 (FY09)**

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Addendum to the 2009 Report to the Legislature: MCAS Academic Support Programs Fiscal Year 2009 (FY09)

Introduction

The Department of Elementary and Secondary Education (Department) respectfully submits this *Addendum to the 2009 Report to the Legislature: MCAS Academic Support Programs Fiscal Year 2009 (FY09)* pursuant to Chapter 182 of the Acts of 2008, line-item 7061-9404. This addendum supplements the report submitted in February 2009 (available via <http://www.doe.mass.edu/as/reports/>) and provides more complete statistics including post-program MCAS results.

Chapter 182 of the Acts of 2008, line-item 7061-9404 Reporting Requirement

“provided further, that the department shall issue a report not later than February 2, 2009, and annually thereafter as a condition of continued funding under this account, in collaboration with the department of higher education, describing MCAS support programs for the graduating classes of 2003 to 2013, 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 *Proficient* (240) on both the grade 10 English Language Arts (ELA) and Mathematics MCAS tests, or score at least *Needs Improvement* (220) on both tests and fulfill the requirements of an Educational Proficiency Plan (EPP). Additionally, students must also now score at least *Needs Improvement* on one of the four high school Science and Technology/Engineering (STE) MCAS tests. For more details see <http://www.doe.mass.edu/news/news.aspx?id=3200>.

As a result of these changes, student eligibility for MCAS Academic Support Programs expanded in fiscal year 2008 to include students in grades 8-10 who score *Needs Improvement* on their most recent ELA and Mathematics MCAS tests. This was in addition to the students in grades 8-12 and post 12th graders who performed in the *Warning/Failing* (less than 220) categories on their most recent ELA and Mathematics tests. Beginning in fiscal year 2009, the eligibility pool expanded even further to include students in grades 9-11 who scored

Warning/Failing on their most recent STE MCAS test. As a result, the number of eligible students in fiscal year 2009 increased to nearly 160,000 from approximately 150,000 in fiscal year 2008, and from approximately 88,000 in fiscal year 2007. See Table 1 below for full eligibility details.

As a result of these changes, this document includes data specifying numbers and percentages passing the grade 10 ELA and Mathematics MCAS tests, 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. Where applicable, figures and tables will now also include separate information on the numbers of students who earned a passing score (at least 220) on an STE MCAS test.

Table 1: Academic Support Grant Eligibility at a Glance, FY09

Class Year and Grade Level (on 9/1/2008)		Student Eligibility based on MCAS Scores & Subjects (Level one) F= <i>Failing</i> or W= <i>Warning</i> , (Level two) NI= <i>Needs Improvement</i>	Grant Fund Codes Serving Those Students
POSTSECONDARY			
Class of 2003-2008	Seniors 1-5 years ago	F – Math/ELA	632/625/625-B, 598/593, 596/597, 627/626
HIGH SCHOOL			
Class of 2009	Grade 12	F – Math/ELA	632/625/625-B, 598/593, 596/597, 627/626
Class of 2010	Grade 11	F or NI – Math/ELA <i>Also W or F – STE</i>	632/625/625-B, 598/593, 596/597
Class of 2011	Grade 10	F or NI – Math/ELA <i>Also W or F- STE</i>	632/625/625-B, 619/592
Class of 2012	Grade 9	W or NI – Math/ELA <i>Also W or F- STE</i>	632/625/625-B, 619/592
Class of 2013	Grade 8	W or NI – Math/ELA	632/625/625-B, 619/592

Student Participation

During fiscal year 2008-2009 (FY09), MCAS Academic Support grants served approximately 17,600 of the 158,600 eligible students from the classes of 2003-2013, 11 percent of those eligible for services. These students were eligible for services between the beginning of September 2008 and the end of August 2009. Department program policies placed a priority on serving older students, including juniors, seniors, and the classes of 2003-2008, 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, including outreach through teachers and guidance counselors, through mailings and other media venues, as well as through word-of-mouth communication from parents and peers. Students participate free of charge.

More than 87 percent of students served through this line item participated in programs funded through 347 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 452 programs during the 2008-2009 school year and the following summer. See Tables 2-4 for full details.

Findings

The data presented illustrate that *students served by fiscal year 2009 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.* In FY09, eligible students who participated in Department-funded MCAS Academic Support Programs were 27 percentage points more likely to have met the ELA and Mathematics MCAS testing requirements by November 2009 (after the program) than eligible students who did not participate. This rate difference also held true when looking at students by class year as well as by selected populations.

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 MCAS tests or retests by the November 2009 retest as compared to non-participants. The actual percentage point difference between participants and non-participants ranged from 15 percentage points for 10th graders (class of 2011) to 22 percentage points for 11th graders (class of 2010).

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 19 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.

Selected 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 in the classes of 2003-2011 from these selected populations appear to benefit considerably from their participation in Academic Support programs, which suggests that these programs are likely to significantly contribute to reducing the proficiency gap. For example, special education students who participated in MCAS Academic Support Programs passed the grade 10 ELA and Mathematics MCAS tests by the November 2009 MCAS retest at a rate of 70 percent, as compared to 42 percent of eligible special education students who did not participate. For students from low-income families, 67 percent passed compared with 45 percent of eligible non-participants during the same time period. For students who were limited English proficient, the associated passing percentages were 47 percent for program participants and 27 percent for non-participants.

FY09 MCAS Academic Support Program Descriptions

In total, the Department funded 452 programs during the 2008-2009 school year and the summer of 2009. Nearly 87 percent of students served through MCAS Academic Support grants participated in programs funded through 347 school district allocation grants. Allocation grants were awarded to all applicants who met the criteria specified in the Request for Proposals (RFP). The additional 13 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

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

The purpose of this program was to provide academic support services in ELA, mathematics, and/or STE needed to meet the Competency Determination (CD) for eligible students in the classes of 2003-2013. Programs provided intensive, small-group or one-to-one, engaging instruction that addressed gaps in participants' knowledge and basic skills.

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 value 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, mathematics, and/or STE to students eligible for these services; 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 2003-2010 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 in their learning and raise achievement levels, while simultaneously giving them 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 in ELA and mathematics, as well as support services, to enable students from the classes of 2003-2010 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' 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 provide students with access to the unique academic, employment, and career needs of post 12th graders and high school seniors (classes of 2003-2009) who needed further remediation to attain the skills necessary to earn their CD. Grant recipients provided individualized support to students to help them find and be able to participate in remediation services in ELA and mathematics, as well as job and apprenticeship training and employment, and GED preparation.

FY09 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 fiscal year 2009 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 from across the state from the classes of 2003-2013 who met certain MCAS-based criteria were eligible for these programs. See Table 1 for full eligibility details. Note that the ELA and Mathematics MCAS passing percentages in the tables below include only students in the classes of 2003-2011 since in fiscal year 2009 students in lower grades had not yet taken the 10th grade MCAS tests or retests required to earn a CD for high school graduation. Similarly, the STE pass rate includes only students in the classes of 2010-2012 since in fiscal year 2009 only students in grades 9-11 were eligible for these state-funded STE programs.

Table 2 below shows data related to all funded programs. Approximately 17,600 students were served through 452 grant awards, and approximately 9,600 students passed the 10th grade ELA and Mathematics MCAS tests after program participation (79 percent of participants who were in a high enough grade to take those tests), and 9,019 passed one of the high school STE MCAS tests (76 percent of participants in the classes of 2010 and 2011).

Table 2: MCAS Pass Rates Summary for Line Item #7061-9404 Funded Programs

	Eligible Students	Grants Awarded	Students Served	Students Served who Passed the Grade 10 ELA and Mathematics MCAS CD Requirement	Students Served who Passed the HS STE MCAS CD Requirement
TOTALS FOR ALL PROGRAMS	158,569 <i>(76,804 in classes of '03-'11)</i>	452 <i>(More than one to some entities)</i>	17,574 <i>(11% of eligible)</i>	9,606 <i>(79% of students served in the classes of '03-'11)</i>	9,019 <i>(76% of students served in the classes of '10-'12)</i>

Source: Student Information Management System and grant recipient reports.

Tables 3 and 4 on the next page offer additional details, and delineate the primary age groups served by the programs. As can be seen in Table 3, school districts and approved private special education schools and collaborative (through the Allocation grant program) served the largest number of students (15,242). While these grantees could serve students from any eligible grade (a total of 158,569 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 16,300 students, of which more than 9,100 passed the 10th grade ELA and Mathematics MCAS tests after program participation. Additionally, approximately 8,800 who participated in Allocation and CPSS grant programs passed the high school STE MCAS test take after participation.

Table 3: Grants Focused Primarily on Students in High School

	Eligible Students	Grants Awarded	Students Served	Students Served Who Passed Grade 10 ELA and Mathematics MCAS Required for a CD (classes of '03-11)	Students Served Who Passed HS STE MCAS CD Requirement (classes of '10-12)
Allocation grants for Districts & Approved Private Special Education Schools and Collaboratives	158,569	347	15,242	8,903 (85%)	8,804 (78%)
Collaborative Partnerships for Student Success (CPSS) grants	120,703	43	792	33* (68%)	79 (65%)
Work & Learning grant programs	8,094	24	572	283 (50%)	NA
Totals (unduplicated counts)*	158,596	414	16,283	9,114 (84%)	8,813 (78%)

*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. Also, the number who passed in the CPSS is low because the grant program mostly targeted grades 8-9 and those students were too young to take the 10th grade test that year. NA=not applicable as those programs could not serve students in that subject in FY09. Source: Student Information Management System and grant recipient reports.

Table 4 identifies the grant programs that focused primarily on post 12th graders¹ from the classes of 2003-2009. Students served by Higher Education institutions were not enrolled in the college but were served by programs run by them. More than 1,500 individuals participated in Higher Education and One Stop Career Center Initiative programs, and 613 of these participants passed the 10th grade ELA and Mathematics MCAS tests upon program completion. The 523 students served by higher education institutions includes 482 students served through the Higher Education focused grant program as well as 90 served through the Work and Learning grant program. It is also worth noting that 40 percent of individuals served by the One Stop Career Centers Initiative (approximately 210 students) were referred to community colleges for MCAS Academic Support services.

Table 4: Grants Focused Primarily on Post 12th Graders

	Eligible Students	Grants Awarded	Students Served	Students Served Passed Grade 10 ELA and Mathematics MCAS CD Requirement
Higher Education Institution grants	11,178	18	523	225 (43%)
One Stop Career Center Initiative	5,365	20	1,171	434 (41%)
Totals (approximate unduplicated counts)	14,000	38	1,570	613 (42%)

Note: The One Stop Career Center numbers and the unduplicated totals for served and CD-pre 2010 are underestimated, due to missing SASIDS for some students. Also, there is no column for passing the STE MCAS test because these programs could not serve students in that subject in FY09. Source: Student Information Management System and grant recipient reports.

¹ This report considers students to be “post 12th graders” if they completed grade 12 before September 2008; it does not include the students who completed 12th grade during FY09.

The data in Table 5 provides information about the number of students served who met local graduation requirements. The data is based on what was reported to the Department by districts through the Student Information Management System (SIMS) in June 2009 and October 2009, the last two reported enrollment periods for class of 2009 students who participated in FY09 Academic Support programs. However, this available data is limited for a number of reasons. Since SIMS does not collect data for students who are no longer enrolled in high school (classes of 2003-2008 students), the Department cannot determine if post 12th graders have met local graduation requirements. Districts have the option of awarding a Certificate of Attainment (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 5: Students Served Who Met Local Graduation Requirements

...and passed the 10 th grade level ELA and Mathematics MCAS tests required for a CD	604
...and earned a CA	259

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: Highlights

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 thirty-two (432) programs offered by districts, high schools, community colleges, and partnering organizations served 16,663 students in the classes of 2003-2013 (11 percent of those eligible).
- Seventy-six (76) percent of students in mathematics programs, 73 percent in ELA programs, and 72 percent in STE who took that subject's high school MCAS test or retest after participation in an MCAS Support Program earned a score of at least *Needs Improvement*. See Figures 1-3 for details by program type.
- Among students who scored *Needs Improvement* on the MCAS prior to participation, a total of 48 percent in ELA and 78 percent in Mathematics scored *Proficient* or *Advanced* on that test following the program. See Figure 4 for additional details.

² Because of the way data is collected for instruction-focused programs, "student" in this section actually refers to record. A student may have more than one record if served in more than one program (e.g., a student may have been served both in an ELA and/or mathematics program run during the school and/or extended day).

- Among students who scored *Warning/Failing* on the MCAS before entering an ELA program, 27 percent scored *Proficient or Advanced* following the program. For participants in mathematics and STE programs, the percentage who jumped from scoring *Warning/Failing* pre-program to *Proficient or Advanced* post-program was 28 and 30 percent, respectively. See Figure 5 for additional details.
- Thirty-one (31) percent of participating students were served in programs that took place during the school day, 28 percent during extended time (before or after-school or evenings), 36 percent during the summer, and 5 percent during school weekends or vacations.
- Fifty-six (56) percent of participating students were served in mathematics, 30 percent in ELA, and approximately 14 percent in STE.
- Sixty (60) percent of students served received small group instruction (teacher to student ratios of 1:6-10), 31 percent smallest group instruction (1:2-5), 7 percent individual instruction (1:1), and the remaining 3 percent an “other” instructional model.

Instruction-Focused MCAS Academic Support Grant Programs: Post Program MCAS Results

Figures 1-3 below and on the next page illustrate the percentages of students served in instruction-focused MCAS Academic Support Programs who received a score of at least *Needs Improvement* 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.

Approximately 46-78 percent of students served passed the ELA portion of the MCAS test after program participation depending on the program type. Between 44-79 percent passed the mathematics portion and 36-72 percent passed the STE portion.

Figure 1: MCAS Academic Support Programs: Percentage of Participants Scoring at least 220 on Subsequent ELA MCAS Test or Retest ('03-'11)

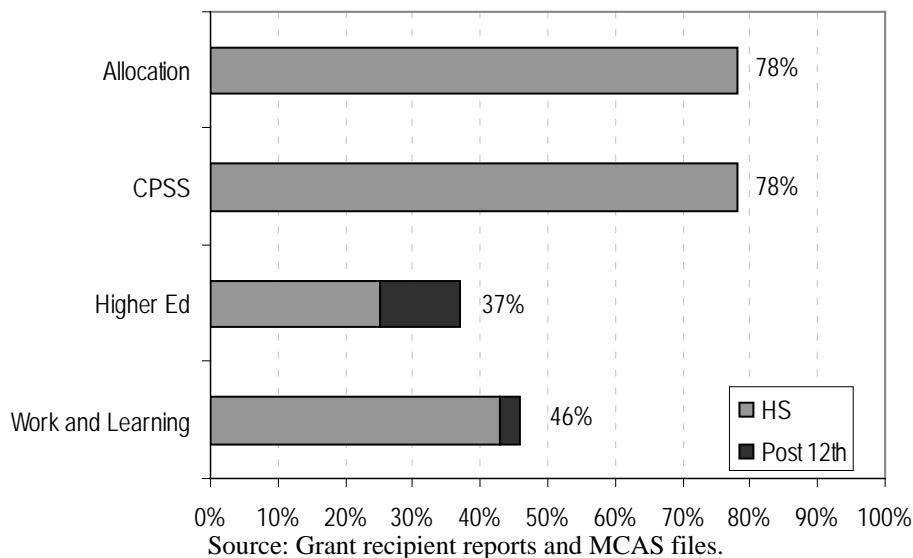


Figure 2: MCAS Academic Support Programs: Percentage of Participants Scoring at least 220 on Subsequent Mathematics MCAS Test or Retest ('03-'11)

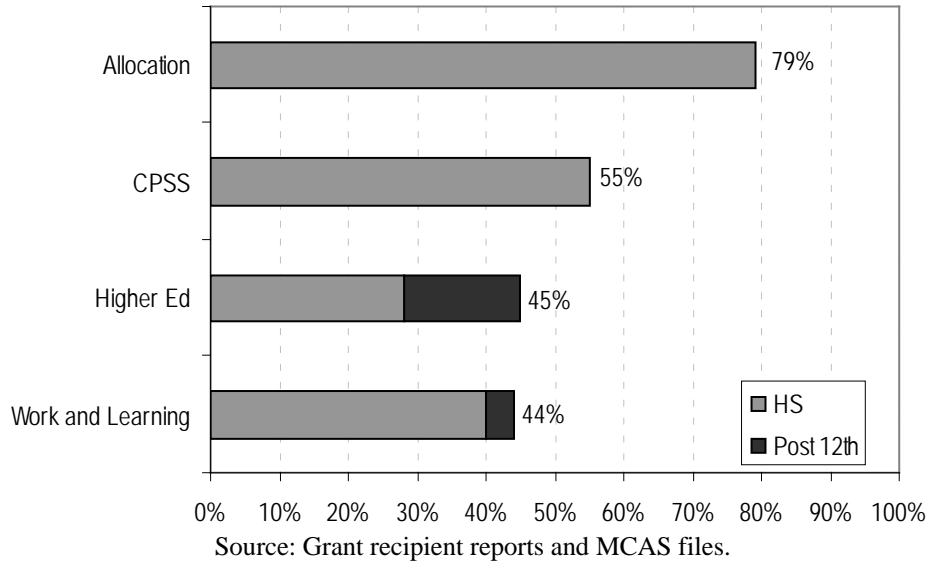
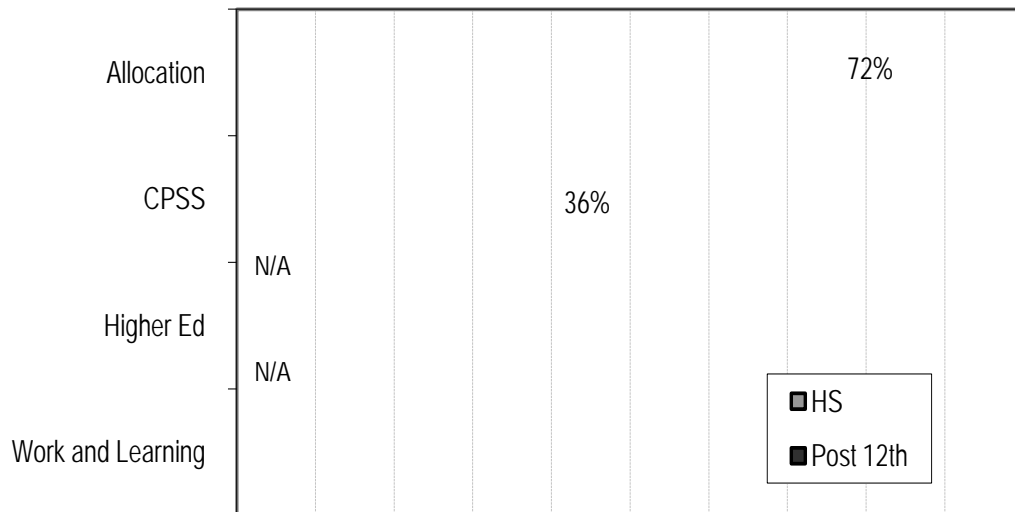
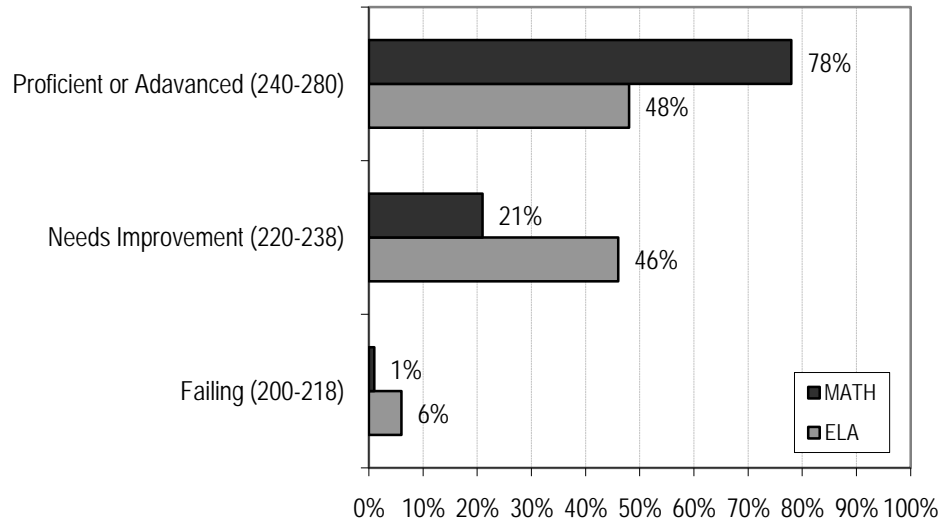


Figure 3: MCAS Academic Support Programs: Percentage of Participants Scoring at least 220 on Subsequent STE MCAS Test or Retest ('10-'12)



During fiscal year 2009, Allocation and CPSS grant programs served an unduplicated total of 3,587 students in ELA and 4,344 in mathematics who had scored in the *Needs Improvement* category prior to the program. Of these, 1,243 participants in ELA and 2,060 in mathematics took the grade 10 MCAS test after participation, and Figure 4 on the next page shows the post-program performance level for those participants. Overall, nearly one-half (48 percent) of students served in ELA and more than three-quarters (78 percent) served in mathematics scored in the *Proficient* or *Advanced* categories.

Figure 4: Allocation and CPSS MCAS Academic Support Programs: Post Program MCAS Performance Levels for Students with Preliminary Scores of *Needs Improvement* ('11)

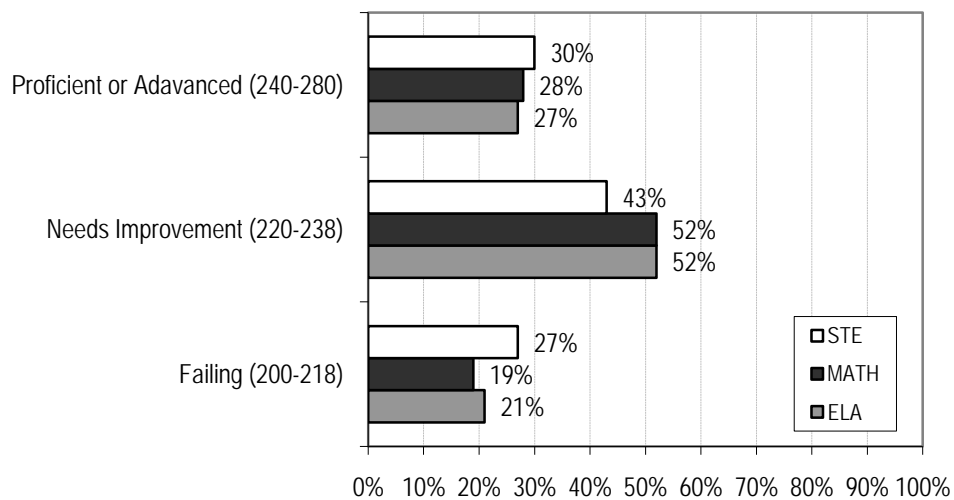


Source: Grant recipient reports and MCAS files.

Note: STE not applicable at the *Needs Improvement* level, as only *Warning/Failing* level students were eligible. Only class of 2011 is included because they are the only ones who could meet both relevant criteria: 1/ score *Needs Improvement* pre-program and 2/ take the 10th grade MCAS test or retest by November 2009.

Allocation and CPSS grant programs also served an unduplicated total of 680 students in ELA, 2,962 in mathematics, and 1,061 in STE who had scored in the *Warning/Failing* category prior to the program. Of these, 545 participants in ELA, 2,591 in mathematics, and 794 in STE took that subject's high school MCAS test after participation, and Figure 5 below shows the post-program performance level for those participants. Overall, 27 percent of students served in ELA, 28 percent served in mathematics, and 30 percent served in STE scored in the *Proficient or Advanced* categories.

Figure 5: Allocation and CPSS MCAS Academic Support Programs: Post Program MCAS Performance Levels for Students with Preliminary Scores of *Warning/Failing* ('03-'11, STE'10-12)



Source: Grant recipient reports and MCAS files.

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

The purpose of the One Stop Career Center initiative is to provide access to education, training, and employment opportunities for students completing 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 directly deliver instruction-focused MCAS support, but instead play the important role of helping students find and be able to participate in services that will best meet their developmental needs, and that are often run by local community colleges or school districts. Other services provided through these centers include but are not limited to training and employment, GED preparation, and apprenticeship training.

As noted earlier in Table 4, nearly 1,200 students were served through One Stop Career Centers in fiscal year 2009, and by the November 2009 retest more than 430 of these students had passed the ELA and Mathematics MCAS tests. Table 6 highlights some additional information on the enrollment, outcomes, and positive placements made during fiscal year 2009.

Table 6: One Stop Career Center Enrollment, Outcome, and Placement Summary

	Class 2003	Class 2004	Class 2005	Class 2006	Class 2007	Class 2008	Class 2009
PATHWAYS TO SUCCESS ENROLLMENT	Number of Individuals						
New Enrollment in FY09 (Sept 2008-August 2009)	10	10	17	22	40	56	108
* Cumulative Enrollment (Sept 2008-Augut 2009)	550	746	530	473	409	316	211
FY09 OUTCOMES	Number of Individuals						
(1) Earned a CD	19	32	42	46	57	62	176
(2) Passed Community College Ability to Benefit Test	2	1	0	0	2	0	3
(3) Earned GED	1	0	3	0	3	5	1
POSITIVE PLACEMENTS DURING REPORTING PERIOD	Positive Placements (<i>may include duplicates</i>)						
(a) Entered Postsecondary Education and Training	10	12	10	8	9	12	35
(b) Entered Employment	22	36	35	32	43	49	83
(c) Entered Military	0	0	0	0	0	2	3
(d) Remain in High School	0	0	0	3	5	34	54
(e) Entered Job Corps	2	0	0	1	0	0	0
	Total Individuals with Positive Placement (<i>unduplicated count</i>)						
TOTAL UNDUPLICATED COUNT FROM LINES (A) THROUGH (E)	33	51	48	41	58	82	166

Source: Grant recipient reports.

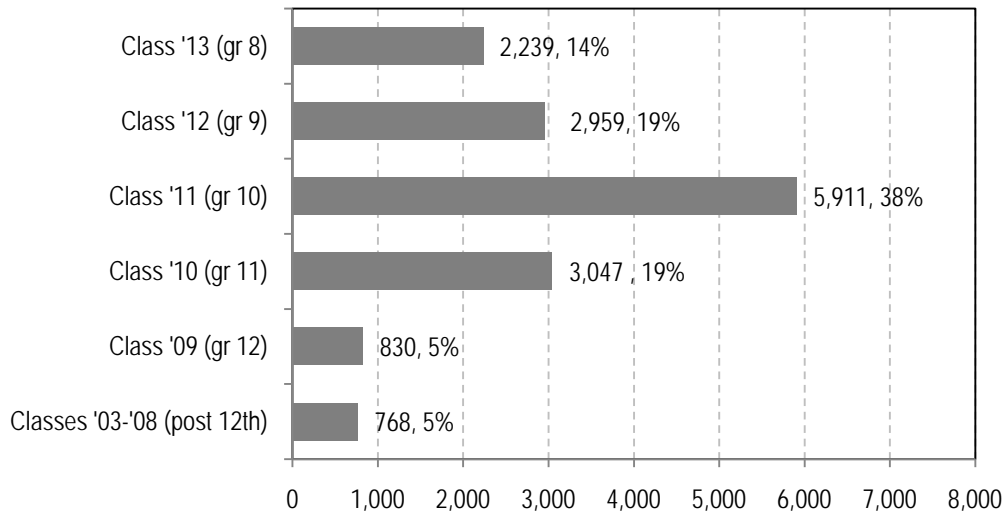
*Note: Total (Cumulative Enrollment) = Total number of eligible students who are in the One Stop Career Center initiative “system” from the specified class year. Some of these students may have first been served in FY03 (or a later year), and some may not have participated in any services during FY09.

Details by Class Year

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

The majority of students served (81 percent) in MCAS Academic Support Programs were from grades 9-12. As can be seen in Figure 6 below, approximately 38 percent of students served were 10th graders (class of 2011). Nearly one-fifth (19 percent) of students served were 9th graders (class of 2012). Other students served included 8th graders from the class of 2013 (14 percent) and post 12th graders from the classes of 2003-2008 (5 percent). Collectively, programs were able to serve 17,574 students, which is approximately 11 percent of all eligible students.

Figure 6: Participation by Class Year in All MCAS Academic Support Programs in FY09



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

Table 7 on the next page demonstrates that the different grant programs served various percentages of students by class. The Allocation grants to districts and CPSS served the youngest students, as nearly 100 percent of the students served were in the classes of 2009-2012. The Work and Learning grants also served a greater proportion of the youngest students with 93 percent in those classes, while the Higher Education and One Stop Career Initiative programs served primarily the older students. Approximately 100 percent of students served in One Stop Career Initiative programs and 71 percent served in Higher Education programs were students originally in the classes of 2003-2009, the remaining 29 percent being students in class of 2010 and 2011.

Table 7: Participation by Program Type and Class in All MCAS Academic Support Programs

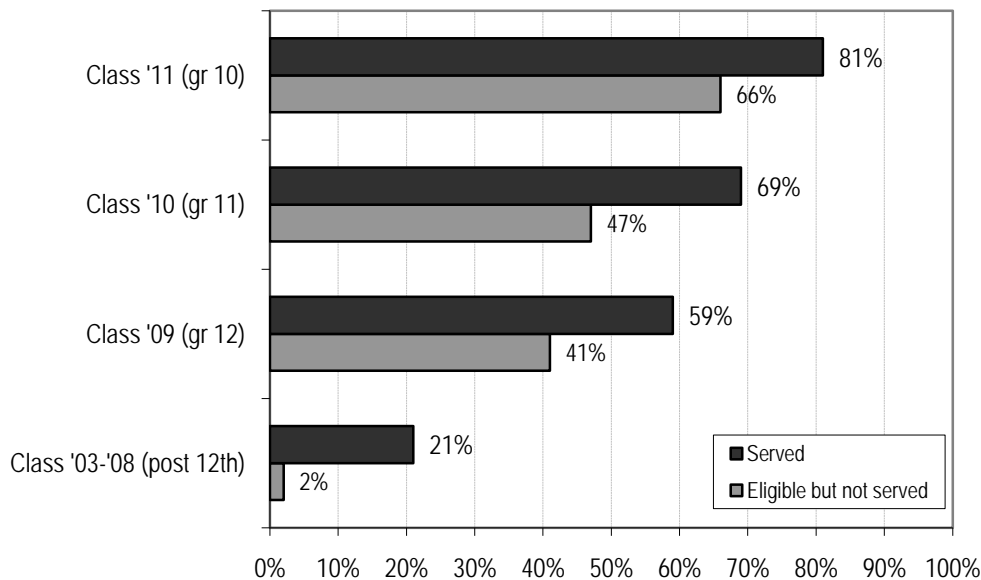
Program Type	Students Served Per Class (<i>number served and percent in the specific program</i>)											Total in program & unduplicated % in all programs	
	2013 & 2012 (gr 8 & 9)		2011 (gr 10)		2010 (gr 11)		2009 (gr 12)		2003-2008 (post 12 th)				
	N	%	N	%	N	%	N	%	N	%	N	%	
District/Sped/Collab. – Allocation	5,139	34%	6,442	42%	3,014	20%	631	4%	16	<1%	15,242	84%	
Coll.Part.Stud.Success (CPSS)	744	94%	48	6%	--	--	--	--	--	--	792	4%	
Work & Learning	--	--	89	16%	325	57%	116	20%	42	7%	572	3%	
Higher Ed. Institutions	--	--	27	5%	127	24%	144	28%	225	43%	523	3%	
One Stop Career Centers	--	--	--	--	--	--	446	38%	725	62%	1,171	6%	
Totals (<i>unduplicated counts per program & % in all programs</i>)	5,198	33%	5,911	38%	3,047	19%	830	5%	768	5%	15,754	100%	

Source: Student Information Management System and grant recipient reports.

Percentage of Eligible Students Who Passed the ELA and Mathematics 10th Grade Level MCAS/Retest, 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 or retests at substantially higher rates than did their eligible peers who did not participate. More specifically, Figure 7 shows that 81 percent of participating students in the class of 2011 passed their 10th grade ELA and Mathematics MCAS post-program tests, as compared to 66 percent of those who did not participate. For the class of 2010, a total of 69 percent passed the MCAS retest after participation, as compared to only 47 percent of those who were eligible but not served. This was also true for 59 percent versus 41 percent in the class of 2009, and 21 percent versus 2 percent in the classes of 2003-2008.

Figure 7: Percentage of Eligible Students Passing the Grade 10 ELA and Mathematics MCAS Test/Retest Post-Program, by Class Year in FY09 ('03-'11)



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 STE or EPP information).

Additional Selected Population Information

Table 8 below shows that a disproportionate number of students who are eligible for and served by MCAS Academic Support Programs are from populations necessary to target in order to close the proficiency gap: special education, low-income, or limited English proficient (LEP).

The table below shows that special education students comprised 36 percent of the total number of students from the classes of 2003-2013 who were served by MCAS Academic Support Programs during fiscal year 2009. This rate was higher than their proportion in the pool of eligible students (30 percent), and more than doubles their proportion in the high school population statewide (17 percent).

Close to one-half of program participants (48 percent) were from low-income families. This proportion was larger than their incidence in the pool of eligible students (43 percent), as well as their incidence statewide (31 percent).

Furthermore, 11 percent of program participants were LEP, which was a rate nearly twice that of their incidence in the pool of eligible students (6 percent), and of their incidence in the statewide school population (also 6 percent).

Table 8: Selected Population Status: Statewide High School Enrollment Percentages Compared with MCAS Academic Support Program Eligibility and Participation

Selected Population	Statewide High School Enrollment		Students Eligible for MCAS Academic Support Programs		MCAS Academic Support Participants	
	N	%	N	%	N	%
Special Education	166,037	17%	47,450	30%	6,371	36%
Low-Income	294,692	31%	68,084	43%	8,509	48%
Limited English Proficient	57,002	6%	9,029	6%	1,853	11%

Source: Student Information Management System and grant recipient reports.

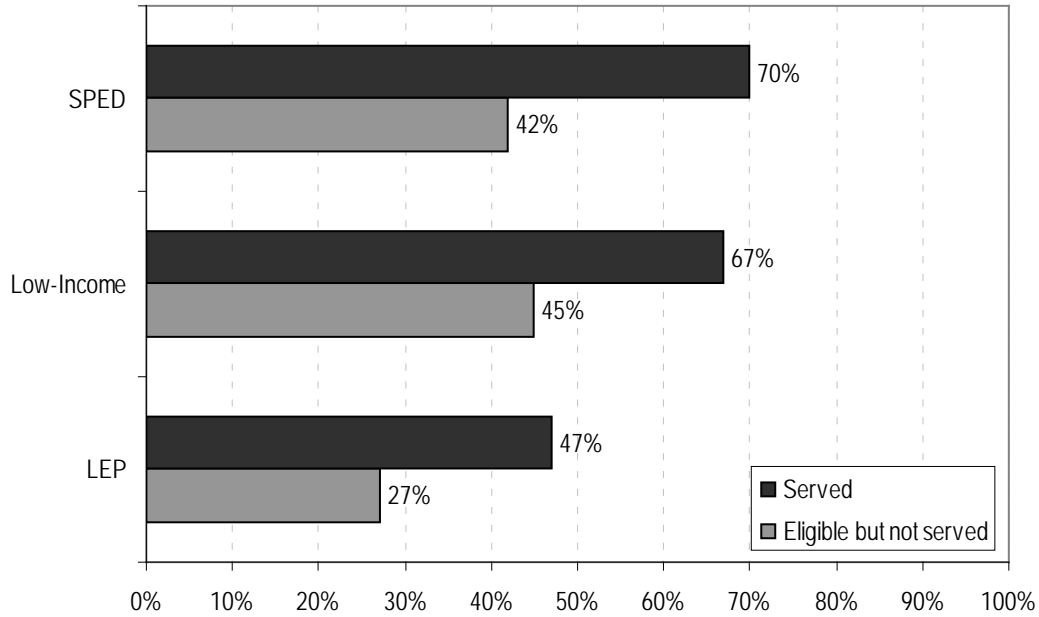
Percentage Passing the 10th Grade Level ELA and Mathematics MCAS Test/Retest, by Selected Population: Served Versus Eligible but Not Served

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 Figure 8 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 tests, compared with only 42 percent of special education students eligible for but not participating in these MCAS Support programs;
- For students with low-income classifications who were eligible for the MCAS Support programs, 67 percent of those served passed the 10th grade level MCAS post-program tests, as compared to 45 percent of those not served; and

- Forty-seven (47) percent of students designated LEP who were served in MCAS Academic Support Programs passed the 10th grade level MCAS post-program tests, as compared to only 27 percent of LEP students who were eligible but not served.

Figure 8: Percentage of Eligible Students Passing the Grade 10 ELA and Mathematics MCAS Test/Retest, by Selected Population in FY09 ('03-'11)

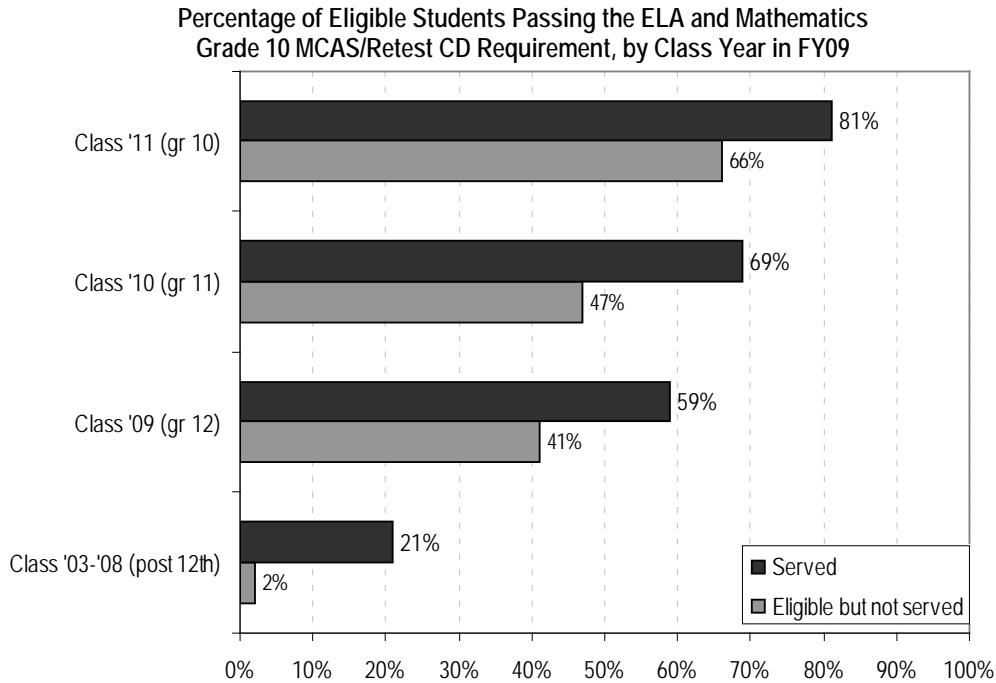


Source: Student Information Management System, grant recipient reports, and MCAS files.

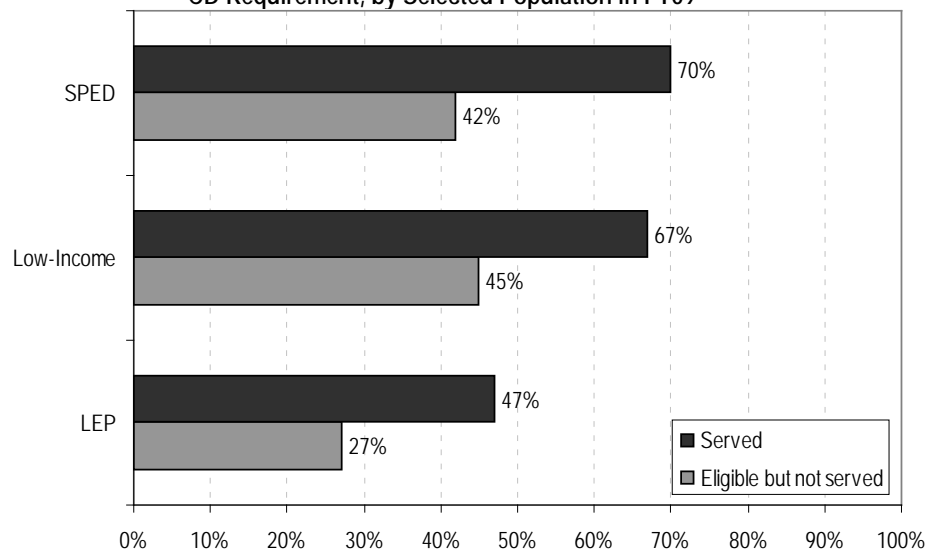
For additional information on programs or this report, visit the Academic Support website <http://www.doe.mass.edu/as> or contact John L.G. Bynoe, III, Associate Commissioner, Rachelle Engler Bennett, Director of Student Support, or Allison Smith, Data Specialist, via AcSupport@doe.mass.edu or 781-338-3010.

APPENDIX A: MCAS Academic Support Program Highlights – FY09

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 2009, MCAS Academic Support grants served approximately 17,600 of 158,600 eligible students from the classes of 2003-2013. Overall, participants in these MCAS support programs were 27 percentage points more likely to have met the state's English language arts and Mathematics MCAS testing requirements by November 2009 than eligible youth who did not participate. Moreover, as can be seen in the figures below, this difference held true when looking at students by class year as well as by selected population.



Percentage of Eligible Students Passing the ELA and Mathematics Grade 10 MCAS/Retest CD Requirement, by Selected Population in FY09



More than 87 percent of students served through this line item participated in programs funded through 347 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 452 programs during the 2008-2009 school year and the following summer.

APPENDIX B: Entities Funded for FY09 MCAS Academic Support Programs through Line Item #7061-9404

Allocation Grants to Districts and Approved Private Special Education Schools and Collaboratives (347 entities funded)

SCHOOL YEAR PROGRAMS (2008-2009):

Abington	Cambridge
Acton-Boxborough	Cape Cod Regional Voc Tech
Adams-Cheshire	Carver
Agawam	Chatham
Amesbury	Chelmsford
Amherst-Pelham	Chelsea
Andover	Chicopee
Arlington	City on a Hill Charter School
Ashburnham-Westminster	Clinton
Ashland	Codman Academy Charter School
Assabet Valley	Cohasset
Attleboro	Danvers
Auburn	Dartmouth
Avon	Dedham
Barnstable	Dennis-Yarmouth
Beacon High School	Dighton-Rehoboth
Bedford	Douglas
Belchertown	Dover-Sherborn
Bellingham	Dracut
Berkshire Hills	Dudley-Charlton Regional
Beverly	Duxbury
Blackstone Valley Regional	East Bridgewater
Blackstone-Millville	East Longmeadow
Blue Hills Voc	Easthampton
Boston	Easton
Boston Day & Evening Academy Charter	Essex Agricultural Tech
Bourne	Everett
Braintree	Fall River
Bridgewater-Raynham	Falmouth
Bristol County Agricultural	Fitchburg
Bristol-Plymouth Voc Tech	Foxborough
Brockton	Foxborough Regional Charter
Brookline	Framingham

Franklin	Ludlow
Freetown-Lakeville	Lunenburg
Gateway	Lynn
Georgetown	Lynnfield
Gill-Montague	Malden
Gloucester	Manchester Essex Regional
Grafton	Marblehead
Granby	Marlborough
Greater Fall River	Marshfield
Greater Lawrence Regional Voc Tech	Masconomet
Greater Lowell Voc Tech	Mashpee
Greater New Bedford	MATCH Charter High School
Greenfield	Maynard
Groton-Dunstable	Medfield
Hamilton-Wenham	Medford
Hampden-Wilbraham	Medway
Hampshire	Melrose
Hanover	Mendon-Upton
Harwich	Methuen
Hatfield	Metro South Academy (Brockton Area Multi-Services)
Haverhill	Middleborough
Health Careers Academy Charter	Milford
Hingham	Millbury
Holbrook	Millis
Holliston	Milton
Holyoke	Minuteman Voc Tech
Hopedale	Mohawk Trail
Hopkinton	Monson
Hudson	Nantucket
Hull	Narragansett
LABBB Collaborative	Nashoba Valley Tech
Lawrence	Natick
Learning Prep School (The Little People School)	Nauset
Lee	Needham
Leicester	New Bedford
Leominster	New Leadership Charter
Lexington	Newburyport
Lincoln-Sudbury	Newton
Littleton	North Andover
Longmeadow	North Attleborough
Lower Pioneer Valley Ed. Collaborative	North Brookfield

North Central Charter Essential	Southwick-Tolland
North Middlesex	Spencer-East Brookfield
North Reading	Springfield
North Shore Regional Voc	St Vincent's School
Northampton	Stoneham
Northampton-Smith	Stoughton
Northboro-Southboro	Sutton
Northbridge	Swansea
Norwell	Tantasqua
Norwood	Taunton
Old Colony Regional Voc Tech	Tewksbury
Old Rochester	Tri County
Oxford	Triton
Palmer	Tyngsborough
Peabody	Uxbridge
Pembroke	Wachusett
Pentucket	Wakefield
Phoenix Charter Academy	Waltham
Pioneer Valley	Wareham
Pittsfield	Watertown
Plymouth	Wayland
Quabbin	Webster
Quincy	Wellesley
Ralph C Mahar	West Boylston
Randolph	West Springfield
Reading	Westfield
Revere	Westford
Rockland	Weston
Salem	Westport
Saugus	Weymouth
Scituate	Whitman-Hanson
Seekonk	Whittier Voc
Sharon	Wilmington
Shawsheen Valley Voc Tech	Winchendon
Shrewsbury	Winthrop
South Middlesex Voc Tech Regional	Woburn
Somerset	Worcester
Somerville	
South Hadley	
South Shore Regional Voc Tech	
Southbridge	

SUMMER 2009 PROGRAMS:

Amesbury	Leominster
Amherst-Pelham	Lincoln-Sudbury
Attleboro	Longmeadow
Ayer	Lowell
Berlin-Boylston	Lowell Middlesex Academy Charter
Blue Hills Voc	Ludlow
Boston	Lunenburg
Boston Day & Evening Academy Charter	Malden
Bridgewater-Raynham	Marblehead
Bristol-Plymouth Voc Tech	Marshfield
Brookline	Martha's Vineyard
Cambridge	Masconomet
Canton	Mashpee
Central Berkshire	Medford
Chelmsford	Medway
Chicopee	Mendon-Upton
City on a Hill Charter School	Methuen
Codman Academy Charter School	Middleborough
Community Charter School of Cambridge	Milford
Danvers	Millbury
Dartmouth	Milton
Dracut	Monson
Dudley-Charlton Regional	Montachusett Regional Voc Tech
Everett	Nantucket
Fall River	New Bedford
Francis W. Parker Charter Essential	New Leadership Charter
Freetown-Lakeville	Norfolk County Agriculture
Frontier	North Adams
Gardner	North Central Charter Essential
Gateway	North Middlesex
Gloucester	Northampton
Greater Lawrence Regional Voc Tech	Northampton-Smith
Greater New Bedford	Northbridge
Groton-Dunstable	Northeast Metro Voc
Hampden-Wilbraham	Norton
Holyoke	Old Colony Regional Voc Tech
Hudson	Old Rochester
King Philip	Pathfinder Voc Tech
Lawrence	Peabody
Leicester	Pembroke

Pentucket	Springfield
Pittsfield	Stoneham
Plymouth	Swampscott
Prospect Hill Academy Charter	Tantasqua
Quabbin	Taunton
Randolph	Tewksbury
Reads Collaborative	Tri County
Salem	Upper Cape Cod Voc Tech
Saugus	Uxbridge
Scituate	Walpole
Seekonk	Waltham
Shawsheen Valley Voc Tech	Wareham
Silver Lake	Westfield
South Middlesex Regional Voc Tech	Weymouth
Somerset	Whitman-Hanson
South Hadley	Whittier Voc
South Shore Regional Voc Tech	Wilmington
Southbridge	Winchester
Southeastern Regional Voc Tech	Winthrop
Southern Worcester County Voc Tech	Worcester
Spencer-East Brookfield	

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

SCHOOL YEAR (2008-2009):

Amherst-Pelham Regional School District
 Barnstable Public Schools
 Bridgewater-Raynham Regional School District
 Brockton Public Schools
 Codman Academy Charter Public School
 Fall River Public Schools
 Fitchburg Public Schools
 Framingham Public Schools
 Greater Lowell Regional Vocational Technical School
 Holyoke Public Schools
 Leominster Public Schools
 Lowell Public Schools
 Monson Public Schools
 North Adams Public Schools
 Phoenix Charter Academy
 Pittsfield Public Schools

Randolph Public Schools
Northampton-Smith Vocational and Agricultural High School
Somerville Public Schools
South Middlesex Regional Vocational Technical High School
Upper Cape Cod Regional Technical High School

SUMMER 2009:

Amherst-Pelham Regional School District
Barnstable Public Schools
Bridgewater-Raynham Regional School District
Brockton Public Schools
Codman Academy Charter Public School
Fall River Public Schools
Fitchburg Public Schools
Framingham Public Schools
Greater Lowell Regional Vocational Technical School
Holyoke Public Schools
Leominster Public Schools
Lowell Public Schools
Monson Public Schools
North Adams Public Schools
Phoenix Charter Academy
Pittsfield Public Schools
Quincy Public Schools
Randolph Public Schools
Northampton-Smith Vocational and Agricultural High School
Somerville Public Schools
South Middlesex Regional Vocational Technical High School
Upper Cape Cod Regional Technical High School

Competitive Grants for Work and Learning Programs (24 entities funded)

SCHOOL YEAR (2008-2009):

Attleboro School to Career Partnership, Inc.
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
Millbury Public Schools
Mount Wachusett Community College
North Adams Public Schools
Taunton Area School to Career, Inc.
Worcester Public Schools

SUMMER 2009:

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

Competitive Grants for Higher Education Institutions (18 entities funded)

SCHOOL YEAR (2008-2009):

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

SUMMER 2009:

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

Competitive Grants for One Stop Career Centers (20 entities funded)

SCHOOL YEAR (2008-2009):

Boston Private Industry Council
Bristol Workforce Investment Board
City of Worcester/Workforce Central
Employment Links, Inc.
Franklin/Hampshire Employment and Training
Greater New Bedford Workforce Investment Board
Lawrence Department of Training and Development
Middlesex Community College (Bedford)
Regional Employment Board of Hampden County
University of Massachusetts Donahue Institute/Career Works

SUMMER 2009:

Boston Private Industry Council
Bristol Workforce Investment Board
City of Worcester/Workforce Central
Employment Links, Inc.
Franklin/Hampshire Employment and Training
Greater New Bedford Workforce Investment Board
Lawrence Department of Training and Development
Middlesex Community College (Bedford)
Regional Employment Board of Hampden County
University of Massachusetts Donahue Institute/Career Works

APPENDIX C: Additional Information on Data Used in Report

ELIGIBILITY

Students eligible for these programs included individuals across the state from the classes of 2003-2013 (grade 8 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 2010-2013 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 2003-2012 reported to be eligible for MCAS Academic Support Programs in fiscal year 2009 was based on the "HS CD All File" captured on November 23, 2009, which included MCAS results through the November 2009 retest. For students in the class of 2013 (grade 8), eligibility was based on the "2009 MCAS megafile" captured on September 4, 2009.

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 2008 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 2009 and October 2009. 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 2003-2009) were not included in SIMS during FY09. 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 2009 retest from the file "High School CD File" captured on February 12, 2010. 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 B. Only students in the classes of 2003-2011 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 2012-2013 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 2009; it did not include the students who completed 12th grade during fiscal year 2009. 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.

SELECTED POPULATION DATA

Selected population data (e.g., special education, low-income, and limited English proficient status) was based on SIMS data from the October 2009 collection included in the "High School CD File" that was captured on February 12, 2010. 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 the class of 2007, from June 2008 for students in class of 2008, from June 2009 for class of 2009, and from October 2009 for students in the classes of 2010-2013. Statewide high school enrollment percentages were based on the 2008-2009 Statewide Enrollment Selected Populations Profiles page: http://profiles.doe.mass.edu/state_report/selectedpopulations.aspx?mode=&year=2009&orderBy=&filterBy=

**APPENDIX D: Chapter 182 of the Acts of 2008 MCAS Academic Support
Line Item 7061-9404**

For grants to cities, towns and regional school districts to provide targeted remediation programs for students in the classes of 2003, 2004, 2005, 2006, 2007, 2008, 2009, 2010, 2011, 2012 and 2013, scoring in level 1 or 2 on the Massachusetts comprehensive assessment system (MCAS) exam established by the board of elementary and secondary education pursuant to the provisions of [sections 1D and 1I of said chapter 69](#) of the General Laws; provided, that the department and districts shall ensure that services are available to students with disabilities; provided further, that in awarding remediation funds, preference may be given to schools and districts at risk of or determined to be under-performing in accordance with said [sections 1J and 1K of said chapter 69](#) of said chapter 69; provided further, that the purpose of this program shall be to improve students' performance on the MCAS exam through replication of services and educational strategies with proven results as determined by the department of elementary and secondary education; provided further, that such programs shall supplement currently funded local, state, and federal programs at the school or district; provided further, that funds shall be expended for a competitive grant program to fund academic support and college transition services to be implemented in fiscal year 2009, 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, 2008 and 2009 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, 2009, to allow for summer remediation programs; provided further, that funds shall be expended for a competitive grant program to fund Pathways programs targeting eleventh and twelfth graders, instituted by local school districts, public institutions of higher education and qualified public and private educational services organizations and One Stop Career Centers including, but not limited to, school-to-work connecting activities, creating worksite learning experiences for students as an extension of the classroom, outreach programs for students who will need post-twelfth grade remediation to attain the skills necessary to pass MCAS, and counseling programs to educate parents and high school students on post-twelfth grade remediation options; provided further, that funds shall be expended for a competitive grant program, guidelines for which shall be developed by the department of elementary and secondary education, for intensive remediation programs in communities with students in the graduating classes of 2003 to 2013, inclusive, who have not obtained a competency determination or have scored in levels 1 or 2 on either the English or math MCAS exams; provided further, that the department of elementary and secondary education may give preference for such assistance to those districts with a high percentage of high school students scoring in level 1 on the MCAS exam in English and math; provided further, that eligible applicants shall include individual high schools, and those institutions which shall have partnered with a high school or group of high schools; provided further, that no district shall receive a grant from this appropriation until said district submits to the department of elementary and secondary education a comprehensive district plan pursuant to the provisions of [section 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 MCAS 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 afterschool programs in methods for using assessment data to develop effective strategies to improve student performance on the MCAS; provided further that not less than \$100,000 shall be expended for the Clean State program in the city of Springfield; provided that \$15,000 shall be expended for the Lynn At-Risk Youth; provided further, that \$30,000 shall be expended for the Resiliency for Life program in Framingham; 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 \$125,000 shall be expended for Casa Dominicana in Lawrence; provided further, that not less than \$100,000 shall be expended for Esperanza Academy School of Hope; 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 \$75,000 shall be expended for Link Services at the Pettengill House in Salisbury 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 \$50,000 shall be expended for El Jolgorio's Hispanic Writers Program for improving literacy skills and conflict resolution in Latino youth; provided further, that \$50,000 shall be expended for the Astro Park at Barnstable High School; provided further, that not less than \$75,000 shall be expended for Greater Lawrence Community Action Council, Inc.'s Spanish Community Services Program; provided further, that \$75,000 shall be expended for The WhizKids Foundation, Inc.; 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 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 \$30,000 shall be expended to provide matching grants for Early Intervention Tutorial Literacy teachers in each of the towns of Dalton and Bernardston to provide literacy intervention services for students in danger of failure on the MCAS test; provided further, that no less than \$87,500 be expended to provide funding for Camp Pohlho in Tewksbury; provided further that not less than \$100,000 shall be expended for programming and activities at the Newburyport Youth Services youth enrichment center; provided further, that any evaluation will examine the likelihood and efficiency of replication of these programs and practices in school districts with a large percentage of English language learners; provided further, that these funds may be expended for professional development related to these programs; provided further, that the department shall issue a report not later than February 2, 2009, and annually thereafter as a condition of continued funding under this account, in collaboration with the department of higher education, describing MCAS support programs for the graduating classes of 2003 to 2013, 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..... \$13,391,393 (*reduced by 9C cuts in October 2008 to \$12,668,893*)