|  |  |  |
| --- | --- | --- |
| Massachusetts Department of Elementary and Secondary Education Logo | | |
|  | Early and Adolescent Literacy | |
|  | |
| This report summarizes the activities funded by the state budget, Chapter 68 of the Acts of 2011, line item 7010-0033 for literacy and early literacy programs. The report covers activities through February 2012. | |
| Massachusetts Department of Elementary and Secondary Education  75 Pleasant Street, Malden, MA 02148-4906  Phone 781-338-3000 TTY: N.E.T. Relay 800-439-2370  www.doe.mass.edu | |
|  | |  | |
| Massachusetts Department of Elementary and Secondary Education Logo  This document was prepared by the  Massachusetts Department of Elementary and Secondary Education  Mitchell D. Chester, Ed.D.  Commissioner  **Board of Elementary and Secondary Education Members**  Ms. Maura Banta, Chair, Melrose  Dr. Vanessa Calderón-Rosado, Milton  Ms. Harneen Chernow, Jamaica Plain  Mr. Gerald Chertavian, Cambridge  Mr. Matthew Gifford, Chair, Student Advisory Council, Malden  Ms. Beverly Holmes, Springfield  Dr. Jeff Howard, Reading  Ms. Ruth Kaplan, Brookline  Dr. Dana Mohler-Faria, Bridgewater  Mr. Paul Reville, Secretary of Education, Worcester  Mr. David Roach, Malden  Mitchell D. Chester, Ed.D., Commissioner and Secretary to the Board  The Massachusetts Department of Elementary and Secondary Education, an affirmative action employer, is committed to ensuring that all of its programs and facilities are accessible to all members of the public.  We do not discriminate on the basis of age, color, disability, gender identity, national origin, race, religion, sex or sexual orientation.  Inquiries regarding the Department’s compliance with Title IX and other civil rights laws may be directed to the  Human Resources Director, 75 Pleasant St., Malden, MA 02148-4906. Phone: 781-338-6105.  © 2010 Massachusetts Department of Elementary and Secondary Education  Permission is hereby granted to copy any or all parts of this document for non-commercial educational purposes. Please credit the “Massachusetts Department of Elementary and Secondary Education.”  This document printed on recycled paper  Massachusetts Department of Elementary and Secondary Education  75 Pleasant Street, Malden, MA 02148-4906  Phone 781-338-3000 TTY: N.E.T. Relay 800-439-2370  www.doe.mass.edu  State Seal of Massachusetts | | | |

*****Massachusetts Department of***

***Elementary and Secondary Education***

### *75 Pleasant Street, Malden, Massachusetts 02148-4906 Telephone: (781) 338-3000*

## TTY: N.E.T. Relay 1-800-439-2370

|  |  |
| --- | --- |
| Mitchell D. Chester, Ed.D.  *Commissioner* |  |

December 2012

To Members of the Legislature and Interested Parties:

I am pleased to present to you the report on the Department’s initiatives in early and adolescent literacy funded by the state budget, Chapter 68 of the Acts of 2011, line item 7010-0033. The Department used these funds to provide grants to school districts to improve literacy instruction. In addition, these funds enabled the Department to develop and publish literacy resources used throughout the Commonwealth and to convene statewide and regional conferences for educators. These funds played a particularly crucial role as districts aligned their curricula to the challenging college and career readiness standards of the 2011 *Massachusetts Curriculum Framework for English Language Arts and Literacy*, incorporating the *Common Core State Standards.*

I want to thank the members of the Legislature for their continued support of higher levels of literacy in the Commonwealth.

Sincerely,

Mitchell D. Chester, Ed.D.

Commissioner of Elementary and Secondary Education

Table of Contents

[I. Overview of Line Item 7010-0033 – Literacy and Early Literacy Programs 1](#_Toc323728015)

[II. Grant Program for Literacy Professional Development 2](#_Toc323728016)

[III. Statewide and Regional Professional Development Programs and Resources 4](#_Toc323728017)

A. [Statewide Professional Development Meetings 5](#_Toc323728018)

B. [Regional Professional Development Meetings 5](#_Toc323728019)

C. [Development of Literacy Resources 5](#_Toc323728020)

[IV. Evaluation of the Literacy and Early Literacy Programs 6](#_Toc323728021)

A. [Findings from the FY2011 Grants 6](#_Toc323728022)

i. [Participant Feedback 6](#_Toc323728023)

ii. [Impact on Students 7](#_Toc323728026)

B. FY2012 Evaluation Approach………………………………………………… .….....9

[V. Conclusion 9](#_Toc323728027)

[Appendix – FY2012 Literacy Partnership Grant Award Details 11](#_Toc323728028)

# I. Overview of Line Item 7010-0033 – Literacy and Early Literacy Programs

The Department of Elementary and Secondary Education respectfully submits this Report to the Legislature for line item 7010-0033:

*For literacy and early literacy programs; provided, that these programs shall provide ongoing evaluation of the outcomes thereof; provided further, that programs receiving funding through this item shall document the outcomes of evaluations; provided further, that evaluations shall be compared to measurable goals and benchmarks that shall be developed by the department; and provided further, that programs receiving funds from this item shall provide to the department, the house and senate committees on ways and means and the joint committee on education, an annual report detailing program success in meeting measurable goals and benchmarks …* $*3,147,940*

After joining the Department of Elementary and Secondary Education (Department) in May 2008, Commissioner Mitchell Chester undertook a significant reorganization of the Department, a key feature of which was the creation of a Center for Curriculum and Instruction. On numerous occasions, Commissioner Chester has stated that he views the Center as the hub of the Department’s efforts. Essential to the Center’s mission is a commitment to reach out to all public school districts and schools in Massachusetts through the Office of Literacy to provide a range of supports and services that enable the implementation of research-informed literacy teaching practices for grades pre-K-12.

Through the FY2010, FY2011, and FY2012 budgets, the legislature has provided nearly $13.5 million in funding through line item 7010-0033 to support these efforts. This legislative report covers the FY2012 work through February 2012 completed to date, including literacy professional development grant awards for districts and their external partners and statewide and regional professional development programs. It also offers an evaluation of the district grants and ESE-sponsored professional development supported through the FY2011 budget.

The consolidated literary program line item in FY2012 has helped the Department to:

* Fund professional development projects in 110 districts with identified literacy proficiency gaps. Districts applied individually or as a group with a designated district as the fiscal agent. Four collaboratives submitted proposals on behalf of groups of districts.
* Support adolescent literacy professional development. Prior to FY2010 all state funding for literacy was focused on early literacy programs.
* Enable districts to choose their own professional development providers with recognized expertise in particular areas of need as determined through data analysis and aligned with state identified priorities.

# II. Grant Program for Literacy Professional Development

In working to strengthen literacy professional development, the Office of Literacy targets its Fund Code 738 grants to districts with identified literacy proficiency gaps. In FY2012, more than $2.5 million dollars of state funds support grants for 69 K-3 and 88 adolescent[[1]](#footnote-1) literacy professional development projects in 110 public school districts and charter schools (several districts have both K-3 and adolescent projects). Collectively they reach about 8,400 teachers in over 380 schools and impact about 165,000 students – approximately 17 percent of the state’s total student enrollment. Details of the grant awards are available in the Appendix.

These are continuation awards for districts that received Fund Code: 738 Literacy Professional Development Partnerships grants in FY2010 and/or FY2011. The Office of Literacy invited districts to submit proposals individually or jointly with other districts. FY2012 applicants had the potential to receive funds for one year, pending state appropriations and successful achievement of annual partnership goals. FY2012 is the final year of this three-year grant program.

The Request for Proposals (RFP)[[2]](#footnote-2) for the FY2012 grants was posted on the Department’s website in July 2011. Responses were reviewed and grants awarded on a rolling basis. Though no strict deadline was established, districts were encouraged to submit their responses by September 15, 2011, to ensure payment early in the school year. Education specialist Dorothy Earle managed the grant review process and reviewers consisted of three ESE staff members. Grants were scored using a rubric. Ms. Earle compiled the information, created a grant recipient list, and submitted the grants to the Grants Management office.

A feature of the RFP was the emphasis on using data analysis to identify a critical literacy issue in the district. The intent was to encourage districts to examine their data carefully and identify an appropriate focus for ongoing professional development that would result in improved instructional practices in the classroom and ultimately to improvements in students’ literacy proficiency. The focus would determine the selection of a professional development partner with the expertise to address the identified specific professional development needs. The districts and partners were asked to provide a literacy plan and cite research that supported the selected practices to be covered in professional development.

Program priorities of the RFP supported the implementation of effective research-based literacy strategies that were designed to improve student achievement in literacy and narrow the proficiency gap in pre-K-12. Strategies would be associated specifically with the district's literacy plan with respect to a continuum of curriculum delivery and support for educators as they implement core and intervention instructional approaches intended to meet the needs of all students. The Department invited proposals that addressed professional development related to research-based pre-K-12 instructional practices and were aligned with the standards of the 2011 Massachusetts Curriculum Framework for English Language Arts and Literacy. Proposals that targeted language and literacy instruction for English learners and interventions for struggling readers (pre-K-12) as well as those that advance the integration of literacy skills and content knowledge were encouraged.

The primary purpose of the grant program is to support professional development in critical pre-K-12 literacy issues. The Office created a review sheet for evaluating proposals and shared it with districts to guide the development of their proposals. The Office identified five priority areas, consistent across all grade levels, based on its analysis of statewide literacy data for elementary, middle and high schools, and asked districts to prioritize their proposed professional development according to these areas:

1. Teaching close reading of grade-level complex informational and literary texts;
2. Providing tiered systems of curriculum delivery including the use of data to inform instruction, core and intervention instruction, and enhancements to core instruction;
3. Embedding language and literacy skills in content learning with a focus on vocabulary instruction, including oral language development for English language learners and reading comprehension, especially of science content;
4. Teaching writing; and
5. Developing literacy plans at the district and school level to encourage the strategic use of literacy resources to help all students become proficient readers and writers.

The awarded grants addressed all five priority areas. Tiered curriculum is the priority area focused on by the greatest number of grantees (49). Content learning and literacy had 46 grantees focusing on embedding language and literacy skills in the content areas. Thirty-four grants included teaching writing as a priority area. Teaching complex and informational text was a priority area of 27 of the grants and a slightly fewer number of grants – 26 – focused on literacy planning.

Table 1: FY2012 Literacy Partnership Grants by Priority Area

|  |  |
| --- | --- |
| Priority Area | Number of Grants |
| 1: Complex text and informational literacy | 27 |
| 2: Tiered curriculum | 49 |
| 3: Content learning and literacy | 46 |
| 4: Writing | 34 |
| 5: Literacy planning | 26 |
| Total | 182 |

Districts receiving grant awards selected 39 external partners including universities, collaboratives and consultants to provide professional development. Many districts worked with more than one partner. The greatest number of professional development partners for any district was three.

Table 2: FY2012 External Partners for Districts

|  |  |
| --- | --- |
| Professional Development Partners | Number of Districts |
| Keys to Literacy | 34 |
| Teachers 21 | 14 |
| Collaborative for Educational Services | 13 |
| The Teaching and Learning Alliance | 11 |
| Teachers College – Columbia University | 11 |
| Public Consulting Group | 9 |
| Bay State Reading Institute | 8 |
| HILL for Literacy | 6 |
| Collins Writing | 3 |
| Lesley University (not Reading Recovery) | 3 |
| Lesley University Center for Reading Recovery | 3 |
| New Hampshire Writing Project | 2 |
| Salem State University | 2 |
| Wilson Language | 2 |
| Houghton-Mifflin-Harcourt | 2 |
| Other | 22 |

# III. Statewide and Regional Professional Development Programs and Resources

In addition to supervising the literacy partnership grants awarded to districts, the Office of Literacy provided expert support to districts through its own professional development staff. The Office of Literacy staff includes an education specialist coordinating grants and professional development activities, a program coordinator, and six professional development providers assigned regionally across the Commonwealth. The regional staff provides ongoing professional development linking research, curriculum content and instructional practices, and encourages participants to work together to implement research-based practices. The regional professional development providers also work directly with the highest-need districts in Massachusetts to support implementation of new literacy instructional practices.

The Office of Literacy provided support through a contract with the Collaborative for Educational Services (CES). The Collaborative for Educational Services organized and managed components of the Massachusetts Literacy Partnership activities including a statewide professional development session and follow-up regional sessions by: committing staff with expertise in literacy aligned with the standards in the MA 2011 ELA and Literacy Framework; selecting and working with national experts; and facilitating professional development sessions associated with the project.

### Statewide Professional Development Meetings

The Office of Literacy used grant funds to support statewide professional development activities that are primarily for individuals from districts receiving the Literacy Partnership grant. The focus of the Statewide Professional Development Session held on April 3, 2012 was: **"Engaging Young Readers through Effective Instruction in Reading Comprehension."** Sharon Taberski, a nationally recognized educator, author, and leader in the field of early reading instruction was the featured speaker for the event. A classroom teacher for 28 years,

Sharon Taberski currently works in school districts throughout the country helping teachers set up reading and writing instruction to think systematically about how to best accomplish their goals. She is the author of the book, *Comprehension from the Ground Up*. In this book and companion CD she explains and models reading and workshop practices that are most effective in the primary grades. Participants attending this event received a copy of *Comprehension from the Ground Up*.

The statewide session also included facilitated small group discussions in which districts could reflect, raise questions, define next action steps, confirm desire for additional follow-up at the district level, and state preferences for the focus of the regional follow-up sessions.

After district staff heard Sharon Taberski's presentation, the Collaborative for Educational Services asked them to complete feedback forms in which they could specify what aspects of the professional development they would like to focus on in the regional sessions in order to best implement instruction that is based on the approaches and ideas in her presentation. For example, attendees could specify certain aspects of reading comprehension instruction or implementation issues on which they would like to concentrate.

### Regional Professional Development Meetings

The Department, in collaboration with Collaborative for Educational Services, provided additional professional development through two meetings in each of three Massachusetts regions (Northeast/Greater Boston, Central/West, and Southeast) in late April and early May. These regional sessions allowed districts to network and problem-solve together. Facilitators and other literacy specialists from the Collaborative led group activities and discussions in the regions.Again, the content of these meetings reflected the professional development needs articulated by the attendees of the statewide session.In addition to the regional meetings, ten districts were provided with an opportunity for additional follow-up activities in their districts.

### Development of Literacy Resources

Funds have also been applied to the development of additional resources for literacy curriculum and statewide professional development. This included support for the Department’s Fourth Annual Summit on Curriculum, Instruction, and Assessment held in November 2011.

Some of the funds supported a monthly Literacy Leaders series for district literacy coordinators. These meetings brought together literacy coordinators from high need districts to discuss best practices and to introduce the new curriculum frameworks. Efforts were made to reach out to other district coordinators depending on the topic highlighted at a particular meeting (such as English Language Learners, Special Education and Science).

Support was given to the Writing Standards in Action Project. To this end the Collaborative for Educational Services provided graphic design services for the publication of annotated examples of student writing on the Department of Elementary and Secondary Education website. Work on this project will continue in FY2013.

# IV. Evaluation of the Literacy and Early Literacy Programs

## Findings from the FY2011 Grants

In FY2011, this grant funded professional development projects in 110 districts with identified literacy proficiency gaps. Districts receiving these grants worked with 33 external partners including universities, collaboratives and consultants to address one or more of the following four priority areas: tiered curriculum, content learning and literacy, writing, and literacy planning.

### Participant Feedback

A key element of the literacy partnerships evaluation is gaining the perspectives of those educators who participated in funded professional development activities. In late spring, the UMass Donahue Institute emailed an online survey[[3]](#footnote-3) link to all grant coordinators who were expected to forward it to all individuals who had participated in local professional development activities funded by their literacy partnerships grant. In total 1,890 individuals responded to an online participant survey, representing about 40 percent of identified participants under the grant.

The majority of respondents (885) worked as teachers in their districts. Among the responding teachers, 16 percent currently work in special education. About 59 percent of the respondents worked at the elementary level, 29 percent at the middle school level, and 7 percent at the high school level. An additional 4 percent reported that they worked at multiple educational levels. More than half of those who indicated that they worked across multiple levels were administrators or coaches. Over 60 percent of respondents were employed in education for over 10 years, about 30 percent between 4 and 10 years and only 8 percent had fewer than 4 years of professional experience.

Key findings of the participant survey were that respondents found their professional development partners and the national experts who spoke as part of the program to be highly knowledgeable. They found the content of the statewide and district sessions to be relevant to classroom work and said that educators’ knowledge of rigorous literacy instruction had grown as a result. Participants also indicated that they had shared resources with other teachers in their school and district.

1. Impact on Students

The UMass Donahue Institute used English Language Arts (ELA) MCAS performance level data to gauge student impact by developing a picture of changes over time in schools participating in literacy professional development through these grants. The UMass Donahue Institute used data over a time period of five school years in order to capture changes.

For the most part, the grant’s impact on students from participating schools is inconclusive with percentages of students scoring at these performance levels fluctuating from year to year without a clear upward or downward trend in the percentage of students scoring Proficient or those scoring at Warning or Failing for most grades. While it is too soon to tell whether or not the grant has had a measurably positive impact on students’ literacy skills as measured by the MCAS, the addition of a data point from the third year of the grant (SY2011-2012) has the potential to confirm or refute emerging trends found in this year’s analysis.

The salient findings from the analysis of participating schools’ performance level data include:

* There is potentially a positive trend in the percentage of students scoring at Proficient or higher, at both the sixth and seventh grade levels. For these grades, the percentage of students from participating schools scoring at Proficient or higher has increased over the last three school years. It should be noted that this upward trend began *before* the start of the literacy grant intervention (between the 2007-2008 and 2008-2009 school years).

The following two figures found on the next pages present the percentage of students from participating schools at Proficient and higher and at Warning or Failing over the five school years analyzed in this report.


Line Graph: Perentage of Participating Schools’ Students at Warning/Failing by Grade

 2007 2008 2009 2010 2011
3rd 9.8% 13.2% 10.9% 8.5% 7.1%
4th 11.1% 15.0% 13.9% 14.3% 13.6%
5th 11.0% 11.1% 9.9% 12.9% 12.1%
6th 8.7% 10.2% 10.2% 11.1% 9.8%
7th 8.8% 8.8% 7.6% 8.5% 7.1%
8th 7.0% 8.1% 6.8% 8.0% 7.4%
10th  7.0% 4.7% 5.0% 4.4% 3.3%


1. **FY2012 Evaluation Approach**

The Department continued its agreement in FY2012 with the UMass Donahue Institute to serve as statewide evaluation consultant for the literacy professional development grants program. Grantees had specified *reporting* requirements including submission of a year-end report as well as email distribution of a participant survey, but were not expected to conduct local evaluation of their efforts.

The UMass Donahue Institute is responsible for developing and disseminating a common template for grantees’ year-end reports which includes basic participation statistics, a narrative description of the professional development provided through their grant, and plans for sustaining the professional development in the participating districts and schools. The UMass Donahue Institute also develops, administers and analyzes an online survey of professional development participants. The survey addresses participants’ perceptions of the quality and alignment of the professional development they receive through the grants, its impact on their own knowledge and instructional practice, as well as the literacy skills of their students. Additionally, the UMass Donahue Institute develops a shorter online and/or paper-based survey to gauge the impact of the statewide and regional professional development offering on the educators who attend these events.

Given the wide variation of focus among the grants, it has proven very difficult to use local assessment data to gauge whether the literacy professional development has had an impact on student achievement. Instead, the UMass Donahue Institute analyzes and tracks changes in ELA MCAS performance for participating schools. More specifically, it utilizes performance-level and growth score data to develop a picture of changes in student acheivement over time in schools participating in literacy professional development through these grants.

# V. Conclusion

The Literacy Professional Development Partnerships grant funding enabled the Office of Literacy to continue providing targeted support to districts with an identified gap in reading proficiency. With the help of highly qualified external partners, the Department has the resources to assist districts in addressing identified literacy priorities for both elementary and adolescent literacy based upon ongoing data analysis. The continuation of funding in FY2012 provided the Department with a stable source of revenue to assist districts in their efforts to close literacy proficiency gaps across the Commonwealth.

# Appendix – FY2012 Literacy Partnership Grant Award Details

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| District or Grantee | Number of | | | Grant  Award |  | Priority  Area(s)\* | Grades | |
| Schools | Teachers | Students | Partner Organizations/Individuals | K-3 | 4-12 |
| Amesbury | 4 | 179 | 2,334 | $23,000 | Collins Writing | 2/4 | X | X |
| The Teaching and Learning Alliance |
| Academy of Strategic Learning Charter | 1 | 7 | 50 | $9,000 | The Teaching and Learning Alliance | 2 |  | X |
| Athol-Royalston | 1 | 12 | 330 | $13,000 | The Teaching and Learning Alliance | 1 |  | X |
| Attleboro (also see Revere, below) | 2 | *49* | *823* | $33,000 | Bay State Reading Institute (BSRI) | 2/3/4 | X | X |
| Auburn | 3 | 21 | 1,074 | $23,000 | Keys to Literacy | 1/2/3/4 | X | X |
| Ayer | 3 | 104 | 1,325 | $13,000 | HILL for Literacy | 2/3 | X | X |
| Bellingham | 2 | 76 | 1,434 | $23,000 | Keys to Literacy | 1/4 |  | X |
| Berkshire Arts and Technology Charter | 1 | 20 | 289 | $9,000 | Keys to Literacy  Collins Writing | 2/3/4 |  | X |
| Beverly | 2 | 41 | 880 | $23,000 | Bay State Reading Institute (BSRI) | 2/3/4 | X | X |
| Billerica | 8 | 391 | 5,376 | $33,000 | Lesley University  Teachers 21  New Hampshire Writing Project | 2/4 | X | X |
| Boston | 5 | 17 | 425 | $53,500 | Boston Schoolyard Funders Collaborative  Nonie Laseaux | 3/4/5 |  | X |
| Boston Rennaisance Charter | 1 | 85 | 1,028 | $13,000 | Keys to Literacy | 4 | X | X |
| Brockton (independent and also see Revere, below) | 3 | *98* | *1,870* | $21,500 | Bay State Reading Institute (BSRI)  Dr. Julianne Andrade (6+1) | 2/3/4 | X | X |
| 8 | 30 | 2,400 | $21,500 | 4 |  | X |
| Cambridge | 12 | 220 | 4,370 | $33,000 | Lesley Univ Center for Reading Recovery | 2 | X | X |
| Canton | 2 | 85 | 1,595 | $23,000 | Teachers21 | 2/3/4 |  | X |
| Cape Cod Collaborative | 12 | 699 | 8,443 | $111,500 | Keys to Literacy |  | X | X |
| Public Consulting Group | 2/3/5 |
|  |  |
| *Barnstable* |  | *54* | *1,242* | *$23,000* |  |  |  |  |
| *Barnstable Horace Mann Charter* |  | *39* | *808* | *$9,000* |  |  |  |  |
| *Bourne* |  | *39* | *974* | *$23,000* |  |  |  |  |
| *Brewster* |  | *5* | *250* | *$9,000* |  |  |  |  |
| *Dennis-Yarmouth* |  | *30* | *803* | *$11,500* |  |  |  |  |
| *Falmouth* |  | *101* | *1,391* | *$23,000* |  |  |  |  |
| *Nauset* |  | *22* | *565* | *$13,000* |  |  |  |  |

\* Priority Areas: 1- Complex text and informational literacy; 2 – Tiered Instruction; 3 – Content literacy; 4 – Writing; 5 – Literacy Planning

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| District or Grantee | Number of | | | Grant  Award | Partner Organizations/Individuals | Priority  Area(s)\* | Grades | |
| Schools | Teachers | Students | K-3 | 4-12 |
| Carver | 2 | 156 | 1,850 | $13,000 | HILL for Literacy  Keys to Literacy | 3/4 | X | X |
| Chelmsford | 6 | 134 | 2,391 | $33,000 | Salem State - Jacy Ippolito | 1/2/5 | X | X |
| Chelsea | 8 | 120 | 2,400 | $33,000 | Keys to Literacy | 1/3 | X | X |
| Chicopee | 2 | 46 | 1,680 | $33,000 | IDEAL Consulting | 2/4 |  | X |
| Clinton | 2 | 40 | 720 | $13,000 | Teachers21 | 3/4 |  | X |
| Collaborative for Education Services  (formerly Hampshire Ed Collaborative) | 29 | 528 | 9,936 | $171,000 | Collaborative for Educational Services – Reading Recovery |  |  |  |
|  |  |  | Teachers College, Columbia University | 1/2/4 | X | X |
|  |  |  |  |  |  |  |
| *Agawam* |  |  | *$23,000* | *$23,000* |  |  |  |  |
| *Amherst* |  |  | *$13,000* | *$13,000* |  |  |  |  |
| *Berkshire Hills* |  |  | *$13,000* | *$13,000* |  |  |  |  |
| *Easthampton* |  |  | *$13,000* | *$13,000* |  |  |  |  |
| *Ludlow* |  |  | *$23,000* | *$23,000* |  |  |  |  |
| *New Leadership Charter* |  |  | *$9,000* | *$9,000* |  |  |  |  |
| *South Hadley* |  |  | *$23,000* | *$23,000* |  |  |  |  |
| *Southampton* |  |  | *$9,000* | *$9,000* |  |  |  |  |
| *Ware* |  |  | *$13,000* | *$13,000* |  |  |  |  |
| *Westhampton* |  |  | *$9,000* | *$9,000* |  |  |  |  |
| *West Springfield* |  |  | *$23,000* | *$23,000* |  |  |  |  |
| Community Day Charter | 1 | 12 | 245 | $9,000 | Keys to Literacy | 3 | X | X |
| Danvers | 5 | 45 | 1,033 | $23,000 | Keys to Literacy | 2 | X | X |
| Dennis-Yarmouth | 7 | 106 | 2,333 | $23,000 | Teachers 21 | 1 | X | X |
| Dracut | 4 | 79 | 1,588 | $23,000 | The Teaching and Learning Alliance | 2/5 | X | X |
| Everett | 5 | 35 | 140 | $33,000 | Keys to Literacy | 1/3/5 | X | X |
| Fall River | 8 | 90 | 3,600 | $33,000 | Keys to Literacy | 1/3/4 |  | X |
| Fitchburg (also see Revere, below) | 4 | *97* | *2,095* | $33,000 | Bay State Reading Institute (BSRI) | 2/3/4 | X | X |
| Framingham | 3 | 18 | 1,729 | $33,000 | Public Consulting Group | 2/3 |  | X |
| Gardner | 3 | 38 | 1,224 | $23,000 | The Teaching and Learning Alliance | 2 | X | X |
| Gill-Montague | 3 | 35 | 556 | $13,000 | Keys to Literacy | 3/5 |  | X |

\* Priority Areas: 1- Complex text and informational literacy; 2 – Tiered Instruction; 3 – Content literacy; 4 – Writing; 5 – Literacy Planning

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| District or Grantee | Number of | | | Grant  Award |  | Priority  Area(s)\* | Grades | |
| Schools | Teachers | Students | Partner Organizations/Individuals | K-3 | 4-12 |
| Gloucester | 1 | 61 | 704 | $23,000 | Jacy Ippolito and Joshua Lawrence | 3/5 |  | X |
| Greater Lawrence Regional Voc-Tech | 1 | 146 | 1,314 | $13,000 | Keys to Literacy | 3 |  | X |
| Greenfield | 3 | 39 | 592 | $13,000 | HILL for Literacy | 2/3 | X | X |
| Hanover | 3 | 118 | 1,945 | $23,000 | Lincoln Learning Solutions | 2/5 | X | X |
| Sopris West |
| Wilson Language |
| Harwich |  |  |  | $0\*\* |  |  |  |  |
| Haverhill | 2 | 9 | 200 | $33,000 | Lesley University | 1/2/3/4/5 | X | X |
| Holbrook | 1 | 9 | 382 | $13,000 | HILL for Literacy | 1/2/3 | X |  |
| Holyoke | 8 | 46 | 1,495 | $33,000 | Collaborative for Educational Services  Heinemann | 2 | X |  |
| Lawrence | 3 | 110 | 1,458 | $43,000 | Keys to Literacy | 3 |  | X |
| Leominster | 2 | 36 | 1,443 | $33,000 | The Teaching and Learning Alliance | 4 |  | X |
| Lowell | 8 | 195 | 4,460 | $43,000 | Grimes Reading Institute | 1/3 |  | X |
| Lowell Community Charter | 1 | 41 | 655 | $9,000 | Keys to Literacy | 2/3/5 | X | X |
| Lynn | 1 | 40 | 625 | $43,000 | Salem State University | 1/2/5 | X | X |
| Malden (also see Revere, below) | 3 | 71 | 2,295 | $33,000 | Bay State Reading Institute (BSRI) | 2/3/4 | X | X |
| Marlborough | 5 | 287 | 3,430 | $33,000 | Public Consulting Group | 5 | X | X |
| Martha’s Vineyard (Oak Bluffs) | 1 | 1 | 8 | $3,300 | Lesley Univ Center for Reading Recovery and Cape Cod Reading Recovery | 2/4/5 | X |  |
| Maynard | 2 | 51 | 490 | $13,000 | Teachers 21 | 5 | X | X |
| Medfield | 2 | 147 | 1,655 | $23,000 | Houghton-Mifflin-Harcourt | 2/3/4/5 |  | X |
| Medford | 7 | 203 | 4,334 | $33,000 | Houghton-Mifflin-Harcourt  Teachers 21 | 1/2/3/4/5 | X | X |
| Middleborough | 2 | 45 | 1,100 | $23,000 | Keys to Literacy | 3/5 |  | X |
| Milford | 6 | 180 | 3,041 | $23,000 | New Hampshire Writing Project  Teachers21 | 2/4 | X | X |
| Nantucket | 2 | 60 | 950 | $13,000 | Teachers 21 | 1/2/3/5 | X | X |
| Narragansett | 4 | 43 | 900 | $13,000 | The Teaching and Learning Alliance | 1/2 | X | X |

\* Priority Areas: 1- Complex text and informational literacy; 2 – Tiered Instruction; 3 – Content literacy; 4 – Writing; 5 – Literacy Planning

\*\* Harwich Public Schools did not request funds for FY2012, but is listed as the district will participate in the professional development. The amount of their continuation grant ($13,000) was given to Springfield Public Schools to support literacy efforts, including funds to support three Springfield Public Schools personnel attending a Striving Readers Comprehensive Literacy Planning meeting in Chicago with two ESE staff.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| District or Grantee | Number of | | | Grant  Award |  | Priority  Area(s)\* | Grades | |
| Schools | Teachers | Students | Partner Organizations/Individuals | K-3 | 4-12 |
| Neighborhood House Charter | 1 | 7 | 70 | $9,000 | Bureau of Education and Research  Wilson Language | 2 | X | X |
| New Bedford | 3 | 53 | 597 | $43,000 | Keys to Literacy | 3 |  | X |
| Newburyport | 5 | 34 | 2,037 | $23,000 | TERC | 2 | X | X |
| North Adams | 4 | 85 | 1,501 | $13,000 | Keys to Literacy | 1/2/3/5 | X | X |
| North Central Charter Essential | 1 | 21 | 195 | $9,000 | Keys to Literacy | 3/5 |  | X |
| Northampton | 4 | 90 | 1,194 | $23,000 | Jenny Bender | 2 | X | X |
| Northbridge | 2 | 52 | 1,420 | $23,000 | Dr. Diane Lowe | 2/4/5 | X | X |
| Orange | 3 | 38 | 717 | $9,000 | DSAC – Susan Kazeroid | 2 | X | X |
| Peabody | 1 | 75 | 1,375 | $33,000 | Keys to Literacy | 2/3/4 |  | X |
| Pioneer Valley | 4 | 33 | 568 | $13,000 | Lesley Univ Center for Reading Recovery | 1 | X | X |
| Collaborative for Educational Services | 2 |
| Pittsfield | 3 | 76 | 1,547 | $33,000 | Keys to Literacy | 3 | X | X |
| Prospect Hill Academy Charter | 1 | 33 | 352 | $9,000 | HILL for Literacy | 2/3/5 | X |  |
| Quaboag Regional (also see Revere, below) | 2 | 55 | 864 | $13,000 | Bay State Reading Institute (BSRI) | 2/3/4 | X | X |
| Quincy | 14 | 95 | 2,605 | $33,000 | Keys to Literacy | 1/3/4 | X | X |
| Randolph | 4 | 30 | 773 | $23,000 | Education Northwest | 4 |  | X |
| READS Collaborative | 10 | 296 | 4,852 | $111,000 | Teachers 21 | 1/3/4 | X | X |
| *Bridgewater-Raynham* |  |  |  | *$33,000* |  |  |  |  |
| *Dighton-Rehoboth* |  |  |  | *$23,000* |  |  |  |  |
| *Freetown-Lakeville* |  |  |  | *$13,000* |  |  |  |  |
| *Taunton* |  |  |  | *$9,000* |  |  |  |  |
|  |  |  |  | *$33,000* |  |  |  |  |
| Revere (fiscal agent) | 24 | 635 | 11,772 | $222,500 | Bay State Reading Institute (BSRI) | 2/3/4 | X | X |
| *Attleboro* | *2* | *49* | *823* | *$33,000* |  |  |  |  |
| *Beverly* | *2* | *41* | *880* | *$23,000* |  |  |  |  |
| *Brockton* | *3* | *98* | *1,870* | *$21,500* |  |  |  |  |
| *Fitchburg* | *4* | *97* | *2,095* | *$33,000* |  |  |  |  |
| *Malden* | *3* | 71 | 2,295 | *$33,000* |  |  |  |  |
| *Quaboag Regional*  *Revere*  *Westfield* | *2* | 55 | 864 | *$13,000* |  |  |  |  |
| *7* |  |  | *$33,000* |
| *1* | 474 | 31 | *$33,000* |

\* Priority Areas: 1- Complex text and informational literacy; 2 – Tiered Instruction; 3 – Content literacy; 4 – Writing; 5 – Literacy Planning

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| District or Grantee | Number of | | | Grant Award | Partner Organization/Individuals | Priority Area(s)\* | Grades | |
| Schools | Teachers | Students | K-3 | 4-12 |
| Rochester | 1 | 40 | 550 | $9,000 | Keys to Literacy | ½ | X | X |
| Rockland | 3 | 66 | 858 | $23,000 | Keys to Literacy | 1/2/3/4/5 | X | X |
| Salem | 9 | 20 | 4,449 | $23,000 | Keys to Literacy | 2/5 | X | X |
| Sandwich | 3 | 174 | 2,262 | $23,000 | Lesley University  Literacy Collaborative | 2 | X | X |
| Saugus | 4 | 94 | 1,360 | $23,000 | HILL for Literacy | 2/3 | X | X |
| Seven Hills Charter | 1 | 94 | 666 | $9,000 | Keys to Literacy | 3 | X | X |
| Smith Leadership Academy Charter | 1 | 20 | 216 | $9,000 | UMASS Boston – Dr. Donna DeGennaro | 3 |  | X |
| Somerville | 8 | 260 | 3,444 | $33,000 | The Teaching and Learning Alliance | ½ | X | X |
| Southbridge | 1 | 4 | 100 | $23,000 | Teachers21 | 1/3 | X |  |
| South Shore Charter | 1 | 38 | 538 | $9,000 | Collins Writing | 4 | X | X |
| Springfield | 12 | 65 | 11,450 | $53,500 | University of Kansas (SIM/CERT and 6+1 Traits - ILS) | 1/4 |  | X |
| Stoneham | 4 | 66 | 1,345 | $23,000 | The Teaching and Learning Alliance | 2 | X | X |
| Tewksbury | 7 | 26 | 4,000 | $23,000 | Keys to Literacy | 2/5 | X | X |
| Tyngsboro | 1 | 20 | 899 | $23,000 | The Teaching and Learning Alliance | 4 | X | X |
| Wareham | 3 | 114 | 1,364 | $23,000 | Teachers 21  Yvonne Gunzburger  DSAC (Mary Ellen Caesar) | 1/3/4/5 | X | X |
| Westfield | 1 | 474 | 31 | $33,000 | Bay State Reading Institute (BSRI) | 2/3/4 | X | X |
| Winchendon | 2 | 38 | 710 | $13,000 | The Teaching and Learning Alliance | 3 | X | X |
| Woburn | 3 | 35 | 1,997 | $33,000 | Keys to Literacy | 3 |  | X |
| Worcester | 2 | 250 | 3,985 | $53,500 | Developmental Studies Center | 1/3/4 | X | X |
| SERP Word Generation |

\* Priority Areas: 1- Complex text and informational literacy; 2 – Tiered Instruction; 3 – Content literacy; 4 – Writing; 5 – Literacy Planning

1. The US Department of Education currently defines adolescent literacy as grades 4-12. [↑](#footnote-ref-1)
2. The RFP can be viewed online at: http://finance1.doe.mass.edu/grants/grants12/rfp/738.html [↑](#footnote-ref-2)
3. Paper surveys were offered to grant coordinators upon request. About 100 participants responded via the paper surveys. [↑](#footnote-ref-3)