This Addendum to the report submitted to the legislature in February 2011 provides more complete statistics now available, including post-program MCAS results. 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 2010-2011 (FY11), MCAS Academic Support grants served approximately 16,500 of 161,600 eligible students from the classes of 2003-2015. Overall, participants in these MCAS support programs were 1.6 times (28 percentage points) more likely to have met the state's English Language Arts and Mathematics MCAS testing requirements by November 2011 than eligible youth who did not participate. Moreover, as can be seen in the report details, this difference held true when looking at students by class year as well as by selected population.

May 2013
This document was prepared by the
Massachusetts Department of Elementary and Secondary Education
Mitchell D. Chester, Ed.D.
Commissioner

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May 2013

Dear Members of the General Court:

I am pleased to submit this Report to the Legislature: MCAS Support Programs Fiscal Year 2011 (FY11) Addendum pursuant to Chapter 131 of the Acts of 2010, line-item 7061-9404, in collaboration with the Department of Higher Education. This addendum supplements the initial FY11 report and provides more complete statistics including post program MCAS results.

FY11 MCAS Support Programs were primarily designed for students who had not yet passed one or more of the MCAS tests required for high school graduation: English Language Arts (ELA), Mathematics, and Science and Technology/Engineering (STE). During the 2010-2011 school year and the following summer, 457 Department-funded MCAS support programs served approximately 16,500 of the 161,600 eligible students from grades 8-12 and post-12th grade (classes of 2003-2015). Only 10 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 357 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).

When compared with eligible students who did not participate in these MCAS support programs, participants were 1.6 times (28 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 English language learner (ELL). As one example, when looking at students designated as ELL who participated in MCAS Support Programs, 54 percent of them scored at least 220 (Needs Improvement – the minimum score required to earn a Competency Determination) on their post-program ELA and/or Mathematics MCAS test(s), as compared to only 27 percent of ELL students who were eligible for, but not served by, the programs. As another example, for students with special education status, the analogous comparison is 69 percent for program participants, versus 43 percent for eligible non-participants.

Student eligibility for MCAS Support Programs expanded during FY08-FY10 to include students in grades 8-12 who scored Needs Improvement (level two) on their most recent ELA and Mathematics MCAS tests, and also to include students in grades 8-12 who scored Warning/Failing (level one) on their most recent STE MCAS. This was in addition to the students in grades 8-12 and post-12th graders who scored Warning/Failing on their most recent ELA and Mathematics test(s). As a result of these collective changes, the number of eligible
students and young adults increased by more than 80 percent from 88,000 in FY07, to more than 161,000 in FY11.

As you will see in the details of this report, this grant program continues to serve students in need of additional supports to attain their Competency Determination. The Board of Elementary and Secondary Education views this as a priority that addresses proficiency gaps and promotes and supports student, school, and district success. I thank you for your ongoing commitment to funding MCAS support for students to enable them to meet the Competency Determination. 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
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Introduction

The Department of Elementary and Secondary Education (Department) respectfully submits this Report to the Legislature: MCAS Support Programs Fiscal Year 2011 (FY11) Addendum pursuant to Chapter 131 of the Acts of 2010, line-item 7061-9404, in collaboration with the Department of Higher Education. This addendum supplements the initial FY11 report and provides more complete statistics including post-program MCAS results. The line item required the following information to be submitted:

“...provided further, that the department shall issue a report not later than February 2, 2011, 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 2015, 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 2011. 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/mcas/graduation.html.

Student eligibility for MCAS Support Programs expanded in FY08-FY10 to include students in grades 8-12 who scored Needs Improvement (level two) on their most recent ELA and/or Mathematics MCAS tests, and also to include students in grades 8-12 who scored Warning/Failing (level one) on their most recent STE MCAS. This was in addition to the students in grades 8-12 and post-12th graders who scored Warning/Failing on their most recent ELA and Mathematics test(s). As a result of these collective changes, the number of eligible students and young adults increased by more than 80 percent from 88,000 in FY07, to more than 161,000 in FY11. See Table 1 below for full eligibility details.
This document includes data specifying numbers and percentages of students passing the grade 10 ELA and Mathematics MCAS tests. These tests continue to be required to earn a CD, and are equivalent to the CD standard noted in previously submitted reports to the legislature. Where applicable, figures and tables now also include separate information on the numbers of students who earned a passing score (at least 220) on an STE MCAS test, based on the revised CD eligibility requirements.

Table 1: MCAS Support Grant Eligibility at a Glance, FY11

<table>
<thead>
<tr>
<th>Class Year and Grade Level (on 9/1/2010)</th>
<th>Student Eligibility based on Prior MCAS Scores &amp; Subjects (Level one)</th>
<th>Grant Fund Codes Serving Those Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>POSTSECONDARY</td>
<td>F = Failing or W = Warning, NI = Needs Improvement</td>
<td>632/625/625-B, 598/593, 596/597, 627/626</td>
</tr>
<tr>
<td>Class of 2003-2010 Seniors 1-8 years ago</td>
<td>F – Math/ELA</td>
<td>632/625/625-B, 598/593, 596/597, 627/626</td>
</tr>
</tbody>
</table>

| HIGH SCHOOL                            |                                                                     |                                         |
| Class of 2011 Grade 12                 | F or NI – Math/ELA                                                  | 632/625/625-B, 598/593, 596/597, 627/626 |
| Class of 2012 Grade 11                 | F or NI – Math/ELA                                                  | 632/625/625-B, 598/593, 596/597         |
| Class of 2013 Grade 10                 | W/F or NI – Math/ELA                                                | 632/625/625-B, 619/592                 |
| Class of 2014 Grade 9                  | W or NI – Math/ELA                                                  | 632/625/625-B, 619/592                 |
| Class of 2015 Grade 8                  | W or NI – Math/ELA                                                  | 632/625/625-B, 619/592                 |

Source: MCAS Support Grant Program Requests for Proposals (RFPs)
NOTE: The performance level one, with a scaled score of 200-218, is referred to as “Failing” on the high school MCAS tests and as “Warning” in the earlier grades.

Student Participation

During FY11, MCAS Support grants served approximately 16,500 of the 161,600 eligible students from the classes of 2003-2015, or 10 percent of the students eligible for services. These students were eligible for services between the beginning of September 2010 and the end of August 2011. Department program policies placed a priority on serving older students, including juniors, seniors, and students from the classes of 2003-2010, 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, and through word-of-mouth communication from parents and peers. As required, students participated free of charge.

More than 87 percent of students served through this line item participated in programs funded through 357 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 457 programs during the 2010-2011 school year and the following summer. See Tables 2-4 (on pages7-8) and Appendix B (on page 19) for full details.
Findings

The data presented illustrate that students served by FY11 MCAS 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 FY11, eligible students who participated in Department-funded MCAS Support Programs were 1.6 times (28 percentage points) more likely to have met the ELA and Mathematics MCAS testing requirements by November 2011 (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. See pages 14-17 for more details.

Class Year

When differentiating the eligible population by class year, data for the classes of 2003-2013 show that a greater percentage of participants in MCAS Support Programs, as compared to non-participants, passed the grade 10 ELA and Mathematics MCAS tests or retests by the November 2011 retest as compared to non-participants. The actual percentage point difference between participants and non-participants ranged from 10 percentage points for 10th graders (class of 2013) to 22 percentage points for 12th graders (class of 2011). See Figure 7 and Table 7 on pages 15-16 for full details.

Post-12th graders are often the most challenging to serve because the vast majority of these participants 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 16 percentage points higher than their eligible but non-participating peers who also took an MCAS test in the same time period. See Figure 7 and Table 7 (pages 15-16) as well as Appendix A on page 18 for full details.

Selected Populations: Special Education, Low-Income, English Language Learners

Special education students, students from low-income families, and students designated as English language learners (ELL) were more likely to be eligible for MCAS Support Programs. In FY11, for example, 18 percent of all students enrolled in high school compared to 38 percent of all students eligible for MCAS Support Programs had a special education distinction. Additionally, 33 percent of all high school students compared to 53 percent of eligible students were from low-income families, and 5 percent of all high school students compared to 14 percent of students eligible were ELLs. See Figure 8 on page 17 for more detail.

Students served in the classes of 2003-2013 from these selected populations appear to benefit considerably from their participation in MCAS Support programs, which suggests that these programs are likely to contribute to reducing the proficiency gap. For example, special education students who participated in MCAS Support Programs passed the grade 10 ELA and Mathematics MCAS tests by the November 2011 MCAS retest at a rate of 69 percent, as compared to 43 percent of eligible special education students who did not participate. For
students from low-income families, 67 percent passed compared with 47 percent of eligible non-participants during the same time period. For students who were English language learners, the associated passing percentages were 54 percent for program participants and 27 percent for non-participants. See Figure 8 on page 17 and Appendix A on page 18 for more detail.
FY11 MCAS Support Program Descriptions

In total, the Department funded 457 programs during the 2010-2011 school year and the summer of 2011. Approximately 87 percent of students served through MCAS Support grants participated in programs funded through 357 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 CD for eligible students in the classes of 2003-2014. 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 in grades 8-10 to be able to 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 grades 11-12 and
post-12th graders (classes of 2003-2012) 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 grades 11-12 and post-12th graders (classes of 2003-2012) 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 and 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 12th graders and post-12th graders (classes of 2003-2011) 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.
FY11 MCAS Support Program Data Results

High School Students and Post 12th Graders

The three tables in this section indicate the number of students eligible for MCAS Support Programs funded through the FY11 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 grades 8-12 and post-12th graders (classes of 2003-2015) who met certain MCAS-based criteria were eligible for these programs. See Table 1 for full eligibility details (on page 2). Note that the ELA and Mathematics MCAS passing percentages in the tables below include only students in grades 10-12 and post-12th graders (classes of 2003-2013) since in FY11 students in younger grade levels 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 grades 9-12 (classes of 2010-2014) since in FY11 only those students were eligible for high school level STE tests.

Table 2 below shows data related to all funded programs. Approximately 16,500 students were served through 457 grant awards, and approximately 8,900 students passed both the 10th grade ELA and Mathematics MCAS tests after program participation (80 percent of participants who were in a high enough grade to take those tests), and 10,100 passed one of the high school STE MCAS tests (74 percent of participants in the classes of 2010-2014).

Table 2: MCAS Pass Rates Summary, Line Item 7061-9404 Funded Programs, FY11

<table>
<thead>
<tr>
<th>Eligible Students</th>
<th>Grants Awarded</th>
<th>Students Served</th>
<th>Students Served who Passed the Grade 10 ELA and Mathematics MCAS CD Requirement</th>
<th>Students Served who Passed the HS STE MCAS CD Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOTALS FOR ALL PROGRAMS</td>
<td>161,629 (93,116 in classes of '03-'13)</td>
<td>457 (More than one to some entities)</td>
<td>16,540 (10% of eligible)</td>
<td>8,926 (72% of eligible students served in the classes of '03-'13)</td>
</tr>
</tbody>
</table>

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 collaboratives (through the Allocation grant program) served the largest number of students (approximately 14,400). While these grantees could serve students from any eligible grade (a total of 161,629 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 15,400 students, of which more than 8,500 passed both the 10th grade ELA and Mathematics MCAS tests after program participation. Additionally, approximately 9,800 who participated in Allocation and CPSS grant programs passed the high school STE MCAS test taken after participation.
### Table 3: Grants Focused Primarily on Students in High School in FY11

<table>
<thead>
<tr>
<th>Eligible Students</th>
<th>Grants Awarded</th>
<th>Students Served</th>
<th>Students Served Who Passed Grade 10 ELA and Mathematics MCAS Required for a CD (*classes of '03-'13)</th>
<th>Students Served Who Passed HS STE MCAS CD Requirement (**classes of '03-'14)</th>
</tr>
</thead>
</table>
| Allocation grants for Districts & Approved Private Special Education Schools and Collaboratives | 161,629 | 357 | 14,439 | 8,232 (86%*) | 9,538 (75%**)
| Collaborative Partnerships for Student Success (CPSS) grants^ | 107,918 | 33 | 631 | 51 (93%*) | 90 (60%**)
| Work and Learning grant programs | 6,775 | 28 | 530 | 336 (63%*) | 322 (61%**)
| **Totals (unduplicated counts)** | 161,629 | 418 | 15,382 | 8,502 (85%*) | 9,832 (75%**)

Source: Student Information Management System and grant recipient reports.

Note: Unduplicated totals indicate the number of individual students served in multiple programs, so that students who participated in more than one program were not counted more than once. Also, the number who passed in the CPSS grants is low because grant program mostly targeted grades 8-9 and those students were too young to take the 10th grade test that year. Additionally, although 9th graders who took an STE exam are included in the totals, not all 9th graders take the STE exam. NA=not applicable as those programs could not serve students in that subject in FY11. *Percentage noted only includes students in applicable class years ('03-'13). ** Percentage noted only includes students in applicable class years ('03-'14) and includes students who received STE waiver.

Table 4 identifies the grant programs that focused primarily on post 12th graders but also seniors (classes of 2003-2011). Students served by Higher Education institutions were not enrolled in the college but were served by MCAS Support programs run by them. More than 1,400 individuals participated in Higher Education and One Stop Career Center Initiative programs, and 587 of these participants passed the 10th grade ELA and Mathematics MCAS tests upon program completion. The 447 students served by higher education institutions included 392 students served through the Higher Education focused grant program as well as 78 (55 unduplicated) that were served through the Work and Learning grant program. It is also worth noting that 95 of the students served by the One Stop Career Centers Initiative were referred to community colleges for MCAS Support services.

### Table 4: Grants Focused Primarily on 12th Graders and Post-12th Graders in FY11

<table>
<thead>
<tr>
<th>Eligible Students</th>
<th>Grants Awarded</th>
<th>Students Served</th>
<th>Students Served Passed Grade 10 ELA and Mathematics MCAS CD Requirement</th>
<th>Students Served Who Passed HS STE MCAS CD Requirement</th>
</tr>
</thead>
</table>
| Higher Education Institution grants | 14,729 | 19 | 447 | 230 (51%) | 339 (76%)
| One Stop Career Center Initiative | 7,888 | 20 | 1,088 | 404 (43%*) | 796 (80%)
| **Totals (approximate unduplicated counts)** | 18,500 | 39 | 1,448 | 587 (45%*) | 1,070 (79%**)

Source: Student Information Management System and grant recipient reports.

Note: The numbers noted for One Stop Career Centers of students served may be an overestimated unduplicated count due to some students missing SASIDs. The One Stop Career Center numbers passing MCAS, however, are underestimated, due to those students missing SASIDS not being counted; the *percentage noted excludes those missing. ** Percentage noted only includes students in applicable class years ('03-'14) and includes students who received STE waiver.

Also note: This report considers students to be “post 12th graders” if they completed grade 12 before September 2010; it does not include the students who completed 12th grade during FY11.
The data in Table 5 provides information about the number of class of 2011 students served who met local graduation requirements during the reporting period. The data is based on what was reported to the Department by districts through the Student Information Management System (SIMS) in June 2011 and October 2011, the last two reported enrollment periods for class of 2011 students who participated in FY11 MCAS 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 2003-2010 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: Class of 2011 Students Served Who Met Local Graduation Requirements, FY11

<table>
<thead>
<tr>
<th>Description</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>…and passed the 10th grade level ELA and Mathematics MCAS tests required for a CD in FY11</td>
<td>964</td>
</tr>
<tr>
<td>…and earned a CA in FY11</td>
<td>446</td>
</tr>
</tbody>
</table>

Source: Student Information Management System and grant recipient reports.

Data by Program Type

This section of the report separates instruction-focused MCAS 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 Support Grant Programs: Highlights

Data is collected on students served 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-seven (437) programs offered by districts, high schools, community colleges, and partnering organizations served 15,682 students in the classes of 2003-2015 (10 percent of those eligible).
- Eighty-one (81) percent in ELA programs, 77 percent of students in mathematics programs, and 67 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 (pages 10-11).
- Among students who scored Needs Improvement on the MCAS prior to participation, a total of 51 percent in ELA and 80 percent in Mathematics scored Proficient or Advanced on that test following the program. See Figure 4 for additional details (page 12).

---

1 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, 33 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 20 and 14 percent, respectively. See Figure 5 for additional details (page 12).

Thirty-seven (37) percent of participating students were served in programs that took place during extended time (before or after-school or evenings), 30 percent during the summer, 27 percent during the school day, and 6 percent during school weekends or vacations.

Fifty-five (55) percent of participating students were served in mathematics, 27 percent in ELA, and approximately 18 percent in STE.

Sixty-eight (68) percent of students served received small group instruction (teacher to student ratios of 1:6-10), 26 percent smallest group instruction (1:2-5), 3 percent individual instruction (1:1), and the remaining 3 percent an “other” instructional model.

**Instruction-Focused MCAS 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 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 52-88 percent of students served passed the ELA MCAS test after program participation, depending on the program type. Between 49-84 percent passed the Mathematics MCAS test post-program, and 50-69 percent passed the STE MCAS test.

**Figure 1: Percentage of MCAS Support Program Participants Scoring at least 220 on Subsequent ELA MCAS Test or Retest in FY11 (Classes of ’03-’13)**

![Graph showing percentage of MCAS Support Program participants scoring at least 220 on subsequent ELA MCAS test or retest in FY11 (Classes of ’03-’13)](chart)

*Source: Grant recipient reports and MCAS files.*
During FY11, MCAS Support grant programs served an unduplicated total of 2,973 students in ELA and 4,308 in mathematics that scored in the Needs Improvement category prior to the program. Of these, 1,080 participants in ELA and 2,320 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, 51 percent of students served in ELA and 81 percent served in mathematics scored in the Proficient or Advanced categories.
MCAS Support grant programs also served an unduplicated total of 1,563 students in ELA, 6,015 in mathematics, and 3,127 in STE who had scored in the Warning/Failing category prior to the program. Of these, 889 participants in ELA, 3,699 in mathematics, and 2,175 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, 8 percent of students served in ELA, 19 percent served in mathematics, and 10 percent served in STE scored in the Proficient or Advanced categories.
**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 CD 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 (on page 8), nearly 1,090 students were served through One Stop Career Centers in FY11, and by the November 2011 retest more than 400 of these students had passed the ELA and Mathematics MCAS tests. Table 6 below highlights some additional information on the enrollment, outcomes, and positive placements made during FY11.

**Table 6: One Stop Career Centers - Enrollment, Outcome, and Placement Summary in FY11**

<table>
<thead>
<tr>
<th>PATHWAYS TO SUCCESS ENROLLMENT</th>
<th>Class 2003</th>
<th>Class 2004</th>
<th>Class 2005</th>
<th>Class 2006</th>
<th>Class 2007</th>
<th>Class 2008</th>
<th>Class 2009</th>
<th>Class 2010</th>
<th>Class 2011</th>
<th>Number of Individuals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrollment in FY11 (Sept 2010-August 2011)</td>
<td>59</td>
<td>59</td>
<td>74</td>
<td>73</td>
<td>134</td>
<td>89</td>
<td>124</td>
<td>123</td>
<td>353</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>POSITIVE OUTCOMES</th>
<th>Number of Individuals</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) Earned a CD</td>
<td>6</td>
</tr>
<tr>
<td>(2) Passed Ability to Benefit Test</td>
<td>0</td>
</tr>
<tr>
<td>(3) Earned GED</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>POSITIVE PLACEMENTS DURING REPORTING PERIOD</th>
<th>Positive Placements (may include duplicates)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) Entered Postsecondary Education/Training</td>
<td>2</td>
</tr>
<tr>
<td>(b) Entered Employment</td>
<td>18</td>
</tr>
<tr>
<td>(c) Entered Military</td>
<td>0</td>
</tr>
<tr>
<td>(d) Remain in High School</td>
<td>1</td>
</tr>
<tr>
<td>(e) Entered Job Corps</td>
<td>0</td>
</tr>
</tbody>
</table>

| TOTAL UNDUPLICATED COUNT FROM LINES (A) THROUGH (E) | 21 | 15 | 13 | 13 | 26 | 28 | 52 | 110 | 126 |

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 FY11.*
Details by Class Year

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

The majority of students served (82 percent) in MCAS Support Programs were from grades 9-12. As can be seen in Figure 6 below, approximately 37 percent of students served were 10th graders (class of 2013). Almost one-fifth (19 percent) of students served were 9th graders (class of 2014). Other students served included, 12th graders from the class of 2011 (8 percent), 8th graders from the class of 2015 (13 percent) and post-12th graders from the classes of 2003-2010 (6 percent). Collectively, programs were able to serve 16,540 students, which is approximately 10 percent of all eligible students.

Figure 6: Participation by Class Year in All MCAS Support Programs in FY11

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 92 percent of the students served were in grades 8-11 (classes of 2012-2015). The Work and Learning grants also served a greater proportion of the youngest students with 76 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 72 percent served in Higher Education programs were students originally from the classes of 2003-2011 (grade 12 or post-12th graders), and the remaining 28 percent were students in the class of 2012 (grade 11).
### Table 7: Participation by Program Type and Class in All MCAS Support Programs, FY11

<table>
<thead>
<tr>
<th>Program Type</th>
<th>2015 &amp; 2014 (gr 8 &amp; 9)</th>
<th>2013 (gr 10)</th>
<th>2012 (gr 11)</th>
<th>2011 (gr 12)</th>
<th>2003-2010 (post-12th)</th>
<th>Total in program &amp; unduplicated % in all programs</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>Allocation: Districts/Special Education Schools/Collaboratives</td>
<td>4,746</td>
<td>33%</td>
<td>5,950</td>
<td>41%</td>
<td>2,623</td>
<td>18%</td>
</tr>
<tr>
<td>Collaborative Partnerships for Student Success (CPSS)</td>
<td>572</td>
<td>91%</td>
<td>59</td>
<td>9%</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Work and Learning</td>
<td>--</td>
<td>--</td>
<td>119*</td>
<td>22%</td>
<td>287</td>
<td>54%</td>
</tr>
<tr>
<td>Higher Education Institutions</td>
<td>--</td>
<td>--</td>
<td>16*</td>
<td>4%</td>
<td>106</td>
<td>24%</td>
</tr>
<tr>
<td>One Stop Career Center Initiative</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Totals (unduplicated counts per program &amp; grade level % in all programs)</td>
<td>5,313</td>
<td>32%</td>
<td>6,139</td>
<td>37%</td>
<td>2,918</td>
<td>18%</td>
</tr>
</tbody>
</table>

Source: Student Information Management System and grant recipient reports.
Note*: While class of 2013 students were not eligible for these programs, these students had been retained.

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

Students served in MCAS 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 83 percent of participating students in the class of 2013 passed their 10th grade ELA and Mathematics MCAS post-program tests, as compared to 73 percent of those who did not participate. For the class of 2012, a total of 69 percent passed the MCAS retest after participation, as compared to only 55 percent of those who were eligible but not served. This was also true for 70 percent versus 48 percent in the class of 2011, and 18 percent versus 2 percent in the classes of 2003-2010.
Additional Selected Population Information

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

The table also shows that special education students comprised 38 percent of the total number of students from the classes of 2003-2015 who were served by MCAS Support Programs during FY11. This rate was higher than their proportion in the pool of eligible students (31 percent), and more than doubles their proportion in the high school population statewide (18 percent).

More than one-half of program participants (53 percent) were from low-income families. This proportion was larger than their incidence in the pool of eligible students (48 percent), as well as their incidence statewide (33 percent).

Furthermore, 14 percent of program participants were ELLs, which was double their incidence in the pool of eligible students (7 percent), and almost three time their incidence in the statewide school population (5 percent).

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

<table>
<thead>
<tr>
<th>Selected Population</th>
<th>Statewide High School Enrollment</th>
<th>Students Eligible for MCAS Support Programs</th>
<th>MCAS Support Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Number</td>
<td>Number</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>Special Education</td>
<td>54,398</td>
<td>18</td>
<td>50,623</td>
</tr>
<tr>
<td>Low-Income</td>
<td>100,511</td>
<td>33</td>
<td>76,925</td>
</tr>
<tr>
<td>English language learners</td>
<td>14,116</td>
<td>5</td>
<td>10,720</td>
</tr>
</tbody>
</table>

Source: Student Information Management System and grant recipient reports.
Students eligible for MCAS Support Programs who were classified in the Department’s SIMS data as being special education, low-income, and ELL benefited considerably from participation, as can be seen in Figure 8 below. Highlights include the following:

- 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 47 percent of those not served;

- Approximately 69 percent of participating students designated with special education status passed the 10th grade level ELA and Mathematics MCAS post-program tests, compared with only 43 percent of special education students eligible for but not participating in these MCAS Support programs; and

- Fifty-four (54) percent of students designated ELL who were served in MCAS Support Programs passed the 10th grade level MCAS post-program tests, as compared to only 27 percent of ELL 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 FY11 (Classes of ’03-’13)**

![Bar chart showing percentage passing for low-income, SPED, and ELL categories, with data points for served and not served.]  

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

**Overall Percentage Passing the 10th Grade Level ELA and Mathematics MCAS Test/Retest: Served Versus Eligible but Not Served**

In FY11, eligible students in the classes of 2003-2013 who participated in Department-funded MCAS Support Programs were 1.6 times (28 percentage points) more likely to have met the ELA and Mathematics MCAS testing requirements by November 2011 (after the program) than eligible students who did not participate. Forty-four (44) percent of students who were eligible but did not participate in any MCAS Support Program met the ELA and Mathematics MCAS testing requirements by the November 2011 retest. In comparison, 72 percent of eligible students who did participate in at least one of the MCAS Support Programs met the ELA and Mathematics MCAS testing requirements by the November 2011 retest.

For additional information on programs or this report, visit the Academic Support website [http://www.doe.mass.edu/as](http://www.doe.mass.edu/as) or contact the Learning Support Services or College and Career Readiness Units [Achievement@doe.mass.edu](mailto:Achievement@doe.mass.edu) or 781-338-3010.
APPENDIX A: FY11 MCAS Support Program Highlights

Funded through state budget line item 7061-9404, MCAS 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 FY11, MCAS Support grants served approximately 16,500 of 161,600 eligible students from the classes of 2003-2015. Overall, participants in these MCAS support programs were 1.6 times (28 percentage points) more likely to have met the state's English Language Arts and Mathematics MCAS testing requirements by November 2011 than eligible youth who did not participate. Moreover, as can be seen in the charts below, this difference held true when looking at students by class year as well as by selected population.

More than 87 percent of students served through this line item participated in programs funded through 357 school district allocation grants. The additional 13 percent of students were served through 4 types of competitive grants awarded to districts, community colleges, One Stop Career Centers, and other partners such as Regional Workforce Investment Boards (WIBs). In all, the Department funded a total of 457 programs during the 2010-2011 school year and the following summer.
APPENDIX B: Entities Funded for FY11 MCAS Support Programs through Line Item #7061-9404

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

SCHOOL YEAR PROGRAMS (2010-2011):
Acton-Boxborough       Carver
Adams-Cheshire         Central Berkshire
Agawam                Chatham
Amesbury              Chelmsford
Amesbury Acad. Charter (Acad. of Strategic Learning)
Andover               Chelsea
Arlington             Chicopee
Ashburnham-Westminster City on a Hill Charter
Ashland               Clinton
Assabet Valley Reg. Voc. Tech. Collaborative for Educational Services
Athol-Royalston        Danvers
Attleboro             Dartmouth
Auburn                Dedham
Avon                  Dennis-Yarmouth
Barnstable            Dighton-Rehoboth
Bedford               Douglas
Bellingham            Dover-Sherborn
Belmont               Dracut
Berkshire Arts and Tech. Charter Dudley-Charlton
Berkshire Hills        Duxbury
Beverly               East Bridgewater
BillERICA             East Longmeadow
Blackstone Valley Reg. Voc. Tech. Easthampton
Blackstone-Millville  Easton
Boston                Essex Agricultural Tech.
 Bourne                Everett
Braintree             Fall River
Bridgewater-Raynham   Falmouth
Bristol County Agricultural Fitchburg
Bristol-Plymouth Reg. Voc. Tech. Foxborough
Brockton              Framingham
Brookline             Franklin
Burlington            Gateway
Cambridge             Georgetown
Gill-Montague
Gloucester
Grafton
Granby
Greater Fall River Reg.Voc.Tech.
Greenfield
Groton-Dunstable
Hamilton-Wenham
Hampden-Wilbraham
Hampshire
Hanover
Harwich
Haverhill
Hingham
Holbrook
Holliston
Holyoke
Hopedale
Hopkinton
Hudson
LABBB Collaborative
Lawrence
Learning Prep School
Lee
Leicester
Lenox
Leominster
Lexington
Lincoln-Sudbury
Littleton
Longmeadow
Lower Pioneer Valley Educational Collaborative
Ludlow
Lunenburg
Lynn
Lynnfield
Malden
Manchester Essex Regional
Marblehead
Marlborough
Marshfield
Masconomet
Mashpee
MATCH Charter School
Maynard
Medfield
Medford
Medway
Melrose
Methuen
Middleborough
Milford
Millbury
Millis
Milton
Monson
Mount Greylock
Nantucket
Narragansett
Natick
Nauset
Needham
New Bedford
New Leadership Charter
Newburyport
Newton
North Adams
North Andover
North Attleborough
North Brookfield
North Central Charter Essential
North Middlesex
North Reading
Northampton
Northampton-Smith Voc Agricultural
Northboro-Southboro
Northbridge
Northshore Education Consortium
Norwell
Norwood
Oxford
Palmer
Peabody
Pembroke
Pentucket
Pioneer Valley
Pittsfield
Plymouth
Provincetown
Quabbin
Quaboag Regional
Quincy
Ralph C. Mahar
Randolph
Reading
Revere
Rockland
Salem
Saugus
Scituate
Seekonk
Sharon
Shrewsbury
Somerset
Somerville
South Hadley
Southbridge
Southern Berkshire
Southwick-Tolland
Spencer-East Brookfield
Spirit of Knowledge Charter
Springfield
St. Vincent's School
Stoneham
Stoughton
Swampscott
Swansea
Tantasqua
Taunton
Tewksbury
Tri County Reg.Voc.Tech.
Triton
Tyngsborough
Uxbridge
Wachusett
Wakefield
Walpole
Waltham
Wareham
Watertown
Webster
Wellesley
West Boylston
West Springfield
Westfield
Westford
Weston
Westport
Weymouth
Whitman-Hanson
Wilmington
Winchendon
Winchester
Winthrop
Woburn
Worcester
SUMMER 2011 PROGRAMS:
Amesbury
Amherst-Pelham
Andover
Ashburnham-Westminster
Athol-Royalston
Attleboro
Ayer-Shirley
Berlin-Boylston
Boston
Boston Day & Eve. Acad. Charter
Braintree
Bridgewater-Raynham
Brookline
Cambridge
Canton
Carver
Central Berkshire
Central Massachusetts SPED Collaborative
Chelmsford
Chicopee
Compass School
Concord-Carlisle
Dartmouth
Dennis-Yarmouth
Devereux School
Dighton-Rehoboth
Douglas
Dover-Sherborn
Dracut
Dudley-Charlton
East Bridgewater
Easthampton
Easton
Everett
Fall River
Framingham
Francis W. Parker Ch. Essential
Freetown-Lakeville
Frontier
Gardner
Gateway
Gloucester
Groton-Dunstable
Hamilton-Wenham
Hatfield
Holyoke
Hudson
Hull
King Philip
Lawrence
Leicester
Leominster
Longmeadow
Lowell
Lunenburg
Malden
Marthas Vineyard
Masconomet
Medford
Methuen
Middleborough
Millbury
Milton
Mount Greylock
New Bedford
New Leadership Charter
Norfolk County Agricultural
North Middlesex
North Hampton
Northbridge
Norton
Old Rochester
Peabody
Pembroke
Pentucket Springfield
Phoenix Charter Academy Swampscott
Pittsfield Tantasqua
Prospect Hill Academy Charter Taunton
Quabbin Tewksbury
Quaboag Tri County Reg.Voc.Tech.
READS Collaborative Uxbridge
Rockland Wachusett
Salem Wakefield
Sagus Walpole
Scituate Waltham
Seekonk Wareham
Shawsheen Valley Reg.Voc.Tech. West Boylston
Silver Lake Westfield
Somerset-Berkley Westport
South Hadley Weymouth
Southbridge Winchester
Southeastern Reg.Voc.Tech. Winthrop
Southern Worcester County Reg.Voc.Tech. Woburn
Spencer-East Brookfield Worcester

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

**SCHOOL YEAR (2010-2011):**

- Everett
- Fall River
- Fitchburg
- Greater Lowell Reg. Tech. (Tyngsborough)
- Malden
- Newton
- North Adams
- Northampton-Smith (Smith Vocational and Agricultural School, Northampton)
- Northbridge
- Quincy
- Randolph
- Somerville
- Tewksbury
- Upper Cape Cod Reg. Tech. (Bourne)
- Westfield
- Westport
SUMMER 2011:
Attleboro
Chelsea
Everett
Fall River
Fitchburg
Greater Lowell Reg. Tech. (Tyngsborough)
Malden
Newton
North Adams
Northampton-Smith (Smith Vocational and Agricultural School, Northampton)
Northbridge
Quincy
Randolph
Somerville
Tewksbury
Upper Cape Cod Reg. Tech. (Bourne)
Westfield
Westport

Competitive Grants for Work and Learning Programs (28 entities funded)

SCHOOL YEAR (2010-2011):
Attleboro School to Career Partnership, Inc.
Boston Private Industry Council
Bristol Community College (Fall River)
Brockton
Collaborative For Educational Services (Northampton)
Fall River
Greater New Bedford Workforce Investment Board
Holyoke Community College
Mount Wachusett Community College (Gardner)
Pittsfield
Randolph
Taunton Area School to Career, Inc.
Worcester

SUMMER 2011:
Attleboro
Boston Private Industry Council
Bristol Workforce Investment Board (Fall River)
Brockton
Chelsea
Collaborative for Educational Services (Northampton)
Community Care Services, Inc. (Taunton)
Greater New Bedford Regional Vocational Technical High School
Competitive Grants for Higher Education Institutions (19 entities funded)

SCHOOL YEAR (2010-2011):
- 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 2011:
- Bristol Community College
- Bunker Hill Community College
- Holyoke Community College
- Massasoit Community College
- Middlesex Community College
- Mount Wachusett Community College
- North Shore Community College
- Quinsigamond Community College
- Roxbury Community College
- Springfield Technical Community College

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

SCHOOL YEAR (2010-2011) AND SUMMER 2011
- Boston Private Industry Council (3 One Stop Career Centers)
- Bristol Workforce Investment Board (Fall River)
- City of Worcester/Workforce Central
- Employment Links, Inc. (Leominster)
- Franklin/Hampshire Employment and Training (Northampton)
- Greater New Bedford Workforce Investment Board
- Lawrence Department of Training and Development
- Middlesex Community College (Bedford)
- Regional Employment Board of Hampden County (Springfield) (2 One Stop Career Centers)
- 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 2003-2015 (grade 8 through post-12th graders) who scored 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 2011-2015 students (grades 8-12) who scored Needs Improvement (level two) on their most recent ELA or Mathematics MCAS were also eligible for services, as were students in grades 8-12 who scored Warning/Failing on their most recent Science and Technology/Engineering (STE) MCAS test. 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 2003-2014 reported to be eligible for MCAS Support Programs in FY11 was based on the “HS CD All File” captured on December 8, 2010, which included MCAS results through June 2010. For students in the class of 2015 (grade 8), eligibility was based on the “2011 MCAS megafile” captured on October 3, 2011.

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 2010 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 2011 and October 2011. Any student who may have graduated with a CD or CA after this time was not included. Moreover, students who were no longer enrolled in high school (from the classes of 2003-2010) were not included in SIMS during FY11. 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 SUPPORT PROGRAM DATA COLLECTION

Entities receiving any of the MCAS 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 and 9th/10th grade STE MCAS after program participation was based on testing data that included data through the November 2011 retest from the file "Historical High School CD File" captured on February 28, 2012. 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 MCAS Support Data Collection and also with information on students in the eligibility file described in the first section of this Appendix C. Only students in the classes of 2003-2013 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 2014-2015 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 2010; it did not include the students who completed 12th grade during FY11. 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 English language learner status) was based on SIMS data from the October 2011 collection included in the "Historical High School CD File" that was captured on February 28, 2012. 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, from June 2010 for class of 2010, from June 2011 for class of 2011, and from October 2011 for students in the classes of 2012-2015. Statewide high school enrollment percentages were based on the 2010-2011 Statewide Enrollment Selected Populations Profiles page:

APPENDIX D: Chapter 131, Acts of 2010, Line Items 7061-9404 and 7027-0019

7061-9404. For grants to cities, towns and regional school districts to provide targeted remediation programs for students in the classes of 2003 to 2015, inclusive, scoring in level 1 or 2 on the Massachusetts comprehensive assessment system, MCAS, exam established by the board of elementary and secondary education pursuant to the provisions of sections 1D and 1I of said chapter 69 of the General Laws; provided, that the department and districts shall ensure that services are available to students with disabilities; provided further, that in awarding remediation funds, preference may be given to schools and districts at risk of or determined to be underperforming in accordance with said sections 1J and 1K of said chapter 69; provided further, that the purpose of this program shall be to improve students’ performance on the MCAS exam through replication of services and educational strategies with proven results as determined by the department of elementary and secondary education; provided further, that such programs shall supplement currently funded local, state and federal programs at the school or district; provided further, that funds shall be expended for a competitive grant program to fund academic support and college transition services to be implemented in fiscal year 2011, and operated by public institutions of higher learning or by public-private partnerships in the commonwealth, for students in the graduating classes of 2003 to 2011, inclusive, who have completed high school but have not yet obtained a competency determination as defined in said section 1D of said 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, 2011, 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-twelth grade remediation to attain the skills necessary to pass MCAS and counseling programs to educate parents and high school students on post-twelth 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 2015, 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 the district submits to the department of elementary and secondary education a comprehensive district plan pursuant to the provisions of said section 1I of said chapter 69, to improve performance of all student populations including, but not limited to, students with disabilities; provided further, that any evaluation will examine the likelihood and efficiency of replication of these programs and
practices in school districts with a large percentage of English language learners; provided further, that these funds may be expended for professional development related to these programs; provided further, that the department shall issue a report not later than February 2, 2011, 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 2015, 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 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 funds shall be expended for personnel costs .................................................................

(Originally $9,294,804 then reduced to $9,094,804)

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

(Originally $2,050,000 then reduced to $2,000,000)