Report to the Legislature:
MCAS Support Programs –
Fiscal Year 2013 Addendum

This report is an addendum to the Fiscal Year 2013 (FY13) report that was submitted to the legislature in 2013. This addendum provides more complete statistics now available, including post-program MCAS results, funded through state budget line item 7061-9404.

March 2015
March 2015

Dear Members of the General Court:

I am pleased to submit this Report to the Legislature: MCAS Support Programs Fiscal Year 2013 (FY13) Addendum pursuant to Chapter 139 of the Acts of 2012, line-item 7061-9404, in collaboration with the Department of Higher Education. This addendum supplements the initial FY13 report and provides more complete statistics including post program MCAS results. As noted below and in the report, a total of nearly $9.4M through this line-item supported programming that served approximately 16,500 students at an average cost of $570 per student, with participants 1.8 times (30 percentage points) more likely, post-program, to pass grade 10 MCAS tests than their eligible but non-participating peers.

FY13 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 2012-2013 school year and the following summer, 487 Department-funded MCAS support programs served approximately 16,500 of the 155,200 eligible students from grades 8-12 and post-12th grade (classes of 2003-2017). Only 10 percent of those eligible for services were able to participate due to the limited funding available. More than 86 percent of students served through this line-item participated in programs funded through 373 school district allocation grants. The additional 14 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 1.8 times (30 percentage points) more likely to pass the grade 10 ELA, Mathematics, and STE 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, 52 percent of them scored at least 220 (Needs Improvement – the minimum score required to earn a Competency Determination) on their post-program ELA, Mathematics, and STE MCAS tests, as compared to only 21 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 64 percent for program participants, versus 35 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/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 test. This was in addition to the eligible 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 85 percent from 88,000 in FY07 to more than 155,000 in FY13.

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 2013 (FY13) Addendum pursuant to Chapter 139 of the Acts of 2012, line-item 7061-9404, in collaboration with the Department of Higher Education. A total of nearly $9.4M through this line-item supported programming that served approximately 16,500 students at an average cost of $570 per student, with participants 1.8 times (30 percentage points) more likely, post-program, to pass grade 10 MCAS tests than their eligible but non-participating peers. This addendum supplements the initial FY13 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 1, 2013, in collaboration with the department of higher education, describing MCAS support programs for the graduating classes of 2003 to 2017, inclusive, funded by this item and item 7027-0019, school to work accounts, institutions of public higher education and other sources; provided further, that such report shall include, but not be limited to, the number of students eligible to participate in the programs, the number of students participating in the programs, the number of students who have passed the MCAS assessment and obtained a competency determination through these programs but have 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 the report shall be provided to the chairs of the house and senate committees on ways and means 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) regulations for earning a high school diploma beginning with the class of 2012. 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 85 percent from 88,000 in FY07 to more than 155,000 in FY13. See Table 1 on the next page for full eligibility details.

The CD data noted in previously submitted reports to the legislature separated ELA and Mathematics from STE since students in the classes of 2010 or earlier did not yet have to meet the STE requirement; however, \textbf{starting July 1, 2012, all students must now meet the STE requirement}. As a result, the CD data in this FY13 report now demonstrates the number and percentage passing all three of the high school MCAS tests (ELA, Mathematics, and STE).

\begin{table}[h]
\centering
\begin{tabular}{|l|l|l|l|}
\hline
\textbf{Class Year and Grade Level} & \textbf{Student Eligibility based on Prior MCAS Scores & Subjects (Level one) F=\textit{Failing} or W=\textit{Warning}, (Level two) NI=\textit{Needs Improvement}} & \textbf{Grant Fund Codes Serving Those Students} \\
\hline
\textbf{POST-12th GRADERS} & & \\
Class of 2003-2012 Seniors 1-10 years ago & F – Math/ELA/STE & 632/625, 598/593, 596/597, 627/626 \\
\hline
\textbf{HIGH SCHOOL} & & \\
Class of 2013 Grade 12 & F – Math/ELA/STE & 632/625, 598/593, 596/597, 627/626 \\
Class of 2014 Grade 11 & NI-Math/ELA for 632/625 only & 632/625, 598/593, 596/597 \\
Class of 2015 Grade 10 & F – Math/ELA/STE & 632/625, 598/593, 596/597 \\
Class of 2016 Grade 9 & NI-Math/ELA for 632/625 and 619/592 only & 632/625, 619/592, 598/593, 597/597 \\
Class of 2017 Grade 8 & W or NI – Math/ELA & 632/625, 619/592, 597/597 \\
& Also W – STE & \\
\hline
\end{tabular}
\caption{MCAS Support Grant Eligibility at a Glance, FY13}
\end{table}

\textit{Source: MCAS Support Grant Program Requests for Proposals (RFPs)}

\textit{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.}

\section*{Student Participation}

During FY13, MCAS Support grants served approximately 16,500 of the 155,200 eligible students from the classes of 2003-2017, or 11 percent of the students eligible for services. These students were eligible for services between the beginning of September 2012 and the end of August 2013. Department program policies placed a priority on serving older students, including juniors, seniors, and students from the classes of 2003-2012, 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 86 percent of students served through this line item participated in programs funded through 373 school district allocation grants. The additional 14 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 487 programs during the 2012-2013 school year and the following summer. See Tables 2 and 3 (on pages 6-7) and Appendix B (on page 17-23) for full details.

Findings

The data presented illustrate that students served by FY13 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 FY13, eligible students who participated in Department-funded MCAS Support Programs were 1.8 times (30 percentage points) more likely to have met the ELA, Mathematics, and STE MCAS testing requirements by November 2013 (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 13-15 for more details.

Class Year

When differentiating the eligible population by class year, data for the classes of 2003-2015 show that a greater percentage of participants in MCAS Support Programs, as compared to non-participants, passed the grade 10 ELA, Mathematics, and STE MCAS tests or retests by the November 2013 retest as compared to non-participants. The actual percentage point difference between participants and non-participants ranged from 9 percentage points for 10th graders (class of 2015) to 25 percentage points for 12th graders (class of 2013). See Figure 5 on page 13 and Appendix A on page 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 14 percentage points higher than their eligible but non-participating peers who also took an MCAS test in the same time period. See Figure 5 (page 13) and Appendix A (page 16) 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 FY13, for example, 36 percent of all students enrolled compared to 32 percent of all students eligible for MCAS Support Programs had a special education distinction. Additionally, 58 percent of all students compared to 53 percent of eligible students were from low-income families, and 16 percent of all students compared to 8 percent of students eligible were ELLs. See Table 7 on page 13 for more detail.

Students served in the classes of 2003-2015 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 high school ELA, Mathematics, and MCAS tests by the November 2013 MCAS retest at a rate of 64 percent, as compared to 35 percent of eligible special education students who did not participate. For students from low-income families, 61 percent passed compared with 38 percent of eligible non-participants during the same time period. For students who were English language learners, the associated passing percentages were 52 percent for program
participants and 21 percent for non-participants. See Figure 6 on page 14 and Appendix A on page 16 for more detail.
FY13 MCAS Support Program Descriptions

In total, the Department funded 487 programs during the 2012-2013 school year and the summer of 2013. Approximately 86 percent of students served through MCAS Support grants participated in programs funded through 373 school district allocation grants. Allocation grants were awarded to all applicants who met the criteria specified in the Funding Opportunity Request for Proposals (RFP). The additional 14 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 Funding Opportunity RFPs.

Allocation Grants

For School Districts and Approved Private Special Education Schools/Collaboratives – Fund Codes 632/625

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 grades 8-12 and post 12th graders (classes of 2003-2017). 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 (classes of 2015-2017) 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 and 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 9-12 and post-12th graders (classes of 2003-2016) 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 and 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 10-12 and post-12th graders (classes of 2003-2015) 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 2003-2013) 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.
FY13 MCAS Support Program Data Results

CD Rate Summary Overall and by Grant Program

The three tables in this section indicate the number of students eligible for MCAS Support Programs funded through the FY13 state budget line item 7061-9404, the number of grants awarded, the number of students who participated in programs, and the number of participants who passed the ELA, Mathematics, and STE 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 2003-2017) who met certain MCAS-based criteria were eligible for these programs. See Table 1 for full eligibility details (on page 2). Note that the students served who met the CD requirement percentages in the tables below include only students in grades 10-12 and post-12th graders (classes of 2003-2015) since in FY13 students in younger grade levels had not yet taken all of the high school MCAS tests or retests required to earn a CD for high school graduation.

Table 2 below shows data related to all funded programs. Approximately 16,500 students were served through 487 grant awards, and approximately 8,500 students passed the high school ELA, Mathematics, and STE MCAS tests after program participation (76 percent of participants who were eligible and in a class high enough grade to take those tests).

Table 2: CD Rate Summary, Line Item 7061-9404 Funded Programs, FY13

<table>
<thead>
<tr>
<th>Eligible Students</th>
<th>Grants Awarded</th>
<th>Students Served</th>
<th>Students Served Who Met the CD Requirement (*classes of '03-'15)</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOTALS FOR ALL PROGRAMS (unduplicated)</td>
<td>155,195 (81,458 in classes of '03-'15)</td>
<td>487 (More than one to some entities)</td>
<td>16,472 (10% of eligible)</td>
</tr>
</tbody>
</table>

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.

*Percentage noted only includes students in applicable class years ('03-15).

Table 3 on the next page offers additional details by grant program. As can be seen, school districts and approved private special education schools and collaboratives (through the Allocation grant program) served the largest number of students (approximately 14,500). Students served by Higher Education institutions were not enrolled in the college but were served by MCAS Support Programs run by them. The 450 students served by higher education institutions included 363 students served through the Higher Education focused grant program as well as 87 that were served through the Work and Learning grant program. It is also worth noting that 96 of the students served by the One Stop Career Centers Initiative were referred to community colleges for MCAS Support services.
Table 3: All Line Item 7061-9404 Funded Programs by Grant Program, FY13

<table>
<thead>
<tr>
<th>Program Type</th>
<th>Eligible Students</th>
<th>Grants Awarded</th>
<th>Students Served</th>
<th>Students Served Who Met the CD Requirement (*classes of ’03-’15)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allocation Grants for Districts &amp; Approved Private Special Education Schools and Collaboratives</td>
<td>155,195</td>
<td>373</td>
<td>14,543</td>
<td>7,965</td>
</tr>
<tr>
<td>Collaborative Partnerships for Student Success (CPSS) Grants</td>
<td>107,219</td>
<td>41</td>
<td>662</td>
<td>121</td>
</tr>
<tr>
<td>Higher Education Institution Grants</td>
<td>23,030</td>
<td>20</td>
<td>554</td>
<td>62</td>
</tr>
<tr>
<td>One Stop Career Center Initiative**</td>
<td>8,473</td>
<td>20</td>
<td>791</td>
<td>313</td>
</tr>
<tr>
<td>Work and Learning Grants</td>
<td>17,992</td>
<td>33</td>
<td>450</td>
<td>205</td>
</tr>
</tbody>
</table>

Source: Student Information Management System and grant recipient reports.
Notes: ^The number who passed in the CPSS grants is low because that grant program mostly targeted grades 8-9 and those students were too young to take ELA and Mathematics high school test that year.
^^The number of students served for One Stop Career Centers 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 data in Table 4 provides information about the number of class of 2013 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 2013 and October 2013, the last two reported enrollment periods for class of 2013 students who participated in FY13 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 2003-2012 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 4: Class of 2013 Students and Local Graduation Requirements, FY13

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students who passed the 10th grade level ELA, Mathematics, and STE MCAS tests required for a CD</td>
<td>1,111</td>
</tr>
<tr>
<td>Number of students who passed the 10th grade level ELA, Mathematics, and STE MCAS tests required for a CD and met local graduation requirements</td>
<td>990</td>
</tr>
<tr>
<td>Number of students who earned a CA in FY13</td>
<td>185</td>
</tr>
</tbody>
</table>

Source: Student Information Management System and grant recipient reports.

Additional 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\(^1\) 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 sixty-seven (467) programs offered by districts, high schools, community colleges, and partnering organizations served 15,852 students in the classes of 2003-2017 (10 percent of those eligible).
- Ninety-one (91) percent in ELA programs, 77 percent of students in mathematics programs, and 70 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 Figure 1 for details by program type (pages 9).
- Among students who scored Needs Improvement on the MCAS prior to participation, a total of 79 percent in ELA and 84 percent in Mathematics scored Proficient or Advanced on that test following the program. See Figure 2 for additional details (page 9).
- Among students who scored Warning/Failing on the MCAS before entering an ELA program, 31 percent scored Proficient or Advanced following the program. For participants in mathematics and STE programs, the percentage whose scores improved from Warning/Failing pre-program to Proficient or Advanced post-program was 24 and 16 percent, respectively. See Figure 3 for additional details (page 10).
- Thirty-seven (37) percent of participating students were served in programs that took place before/after-school or evenings, 30 percent during the summer, 27 percent during the school day, and 6 percent during school weekends or vacations.
- Fifty-six (56) percent of participating students were served in mathematics, 26 percent in ELA, and approximately 18 percent in STE.
- Sixty-five (65) percent of students served received small group instruction (teacher to student ratios of 1:6-10), 25 percent smallest group instruction (1:2-5), 5 percent individual instruction (1:1), and the remaining 5 percent an “other” instructional model.

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

Figure 1 on the next page illustrates 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. Approximately 81-91 percent of students served passed the ELA MCAS test after program participation, depending on the program type. Between 46-80 percent passed the Mathematics MCAS test post-program and 57-71 percent passed the STE MCAS test.

\(^1\) 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 after school).
During FY13, MCAS Support grant programs served an unduplicated total of 2,955 students in ELA and 4,560 in mathematics that scored in the Needs Improvement category prior to the program. Of these, 982 participants in ELA and 2,011 in mathematics took the grade 10 MCAS test after participation, and Figure 2 below shows the post-program performance level for those participants. Overall, 79 percent of students served in ELA and 84 percent served in mathematics scored in the Proficient or Advanced categories.

Source: Grant recipient reports and MCAS files.
Note: CPSS not included due to N < 30

During FY13, MCAS Support grant programs served an unduplicated total of 2,955 students in ELA and 4,560 in mathematics that scored in the Needs Improvement category prior to the program. Of these, 982 participants in ELA and 2,011 in mathematics took the grade 10 MCAS test after participation, and Figure 2 below shows the post-program performance level for those participants. Overall, 79 percent of students served in ELA and 84 percent served in mathematics scored in the Proficient or Advanced categories.

Source: Grant recipient reports and MCAS files.
Note: STE not applicable at the Needs Improvement level, as only Warning/Failing level students were eligible. Only class of 2015 is included because they are the only ones who could meet both relevant criteria: 1) score Needs Improvement pre-program and 2) take the 10th grade MCAS test or retest by November 2013.

Source: Grant recipient reports and MCAS files.
Note: CPSS not included due to N < 30
MCAS Support grant programs also served an unduplicated total of 2,051 students in ELA, 6,465 in mathematics, and 3,560 in STE who had scored in the Warning/Failing category prior to the program. Of these, 1,058 participants in ELA, 3,967 in mathematics, and 2,468 in STE took that subject's high school MCAS test after participation, and Figure 3 below shows the post-program performance level for those participants. Overall, 31 percent of students served in ELA, 24 percent served in mathematics, and 16 percent served in STE scored in the Proficient or Advanced categories.

Figure 3: MCAS Support Programs: Post Program MCAS Performance Levels for Students with Preliminary Scores of Warning/Failing in FY13 (Classes ’03-’15)

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 3 (on page 7), 791 students were served through One Stop Career Centers in FY13, and by the November 2013 retest more than 200 of these students had passed the ELA, Mathematics, and STE MCAS tests. Table 5 on the next page highlights some additional information on the enrollment, outcomes, and positive placements made during FY13.
Table 5: One Stop Career Centers: Enrollment, Outcome, and Placement Summary in FY13

<table>
<thead>
<tr>
<th>PATHWAYS TO SUCCESS</th>
<th>Classes 2003-2011</th>
<th>Class 2012</th>
<th>Class 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>POSITIVE OUTCOMES</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(1) Earned CD*</td>
<td>53</td>
<td>38</td>
<td>115</td>
</tr>
<tr>
<td>(2) Passed Ability to Benefit Test</td>
<td>7</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>(3) Earned GED</td>
<td>9</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td><strong>POSITIVE PLACEMENTS DURING REPORTING PERIOD</strong></td>
<td>Positive Placements (may include duplicates)</td>
<td>39</td>
<td>5</td>
</tr>
<tr>
<td>(a) Entered Postsecondary Education/Training</td>
<td>97</td>
<td>60</td>
<td>109</td>
</tr>
<tr>
<td>(b) Entered Employment</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>(c) Entered Military</td>
<td>22</td>
<td>23</td>
<td>4</td>
</tr>
<tr>
<td>(d) Remain in High School</td>
<td>12</td>
<td>19</td>
<td>26</td>
</tr>
<tr>
<td>(e) Entered Job Corps</td>
<td>Total Individuals with Positive Placement (unduplicated count)</td>
<td>158</td>
<td>110</td>
</tr>
</tbody>
</table>

*Note: The numbers earning CD are underestimated due to those students missing SASIDS not being counted.

Details by Class Year

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

The majority of students served (88 percent) in MCAS Support Programs were from grades 9-12. As can be seen in Figure 4 below, approximately 39 percent of students served were 10th graders (class of 2015). More than one-quarter (26 percent) of students served were 9th graders (class of 2016). Other students served included, 12th graders from the class of 2013 (8 percent), 8th graders from the class of 2016 (17 percent) and post-12th graders from the classes of 2003-2012 (5 percent). Collectively, programs were able to serve 16,472 students, which is approximately 10 percent of all eligible students.

**Figure 4: Participation by Class Year in All MCAS Support Programs in FY13**

Source: Student Information Management System, grant recipient reports, and MCAS files.
Table 6 below demonstrates that the different grant programs served various percentages of students by class. The CPSS served the youngest students, as 95 percent of the students served were in or will be in the classes of 2015-2017 (grades 8-10). The Allocation grant 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 95 percent of students served in One Stop Career Initiative programs, and 70 percent served in Higher Education programs, were students originally from the classes of 2003-2013 (grade 12 or post-12th graders). Work and Learning grants served the highest percentage of 11th graders with 32 percent of the students served being from the class of 2014.

Table 6: Participation by Program Type and Class in All MCAS Support Programs, FY13

<table>
<thead>
<tr>
<th>Program Type</th>
<th>Students Served Per Class (number served and percent in the specific program)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2017 &amp; 2016 (g 8 &amp; 9)</td>
</tr>
<tr>
<td></td>
<td>N</td>
</tr>
<tr>
<td>Allocation: Districts/Special Education Schools/Collaboratives</td>
<td>4,851</td>
</tr>
<tr>
<td>Collaborative Partnerships for Student Success (CPSS)</td>
<td>519</td>
</tr>
<tr>
<td>Work and Learning</td>
<td>52</td>
</tr>
<tr>
<td>Higher Education Institutions</td>
<td>6*</td>
</tr>
<tr>
<td>One Stop Career Center Initiative</td>
<td>7*</td>
</tr>
<tr>
<td><strong>Totals (unduplicated counts per program &amp; grade level % in all programs)</strong></td>
<td>5,379</td>
</tr>
</tbody>
</table>

Source: Student Information Management System and grant recipient reports

*Note: While these classes of students are not eligible for these programs, these students had been or were being retained.

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

Students served in MCAS Support Programs passed the 10th grade level ELA, Mathematics, and STE MCAS or retests at substantially higher rates than did their eligible peers who did not participate. More specifically, Figure 5 shows that 73 percent of participating students in the class of 2015 passed their 10th grade ELA and Mathematics MCAS post-program tests, as compared to 64 percent of those who did not participate. For the class of 2014, a total of 64 percent passed the MCAS retest after participation, as compared to only 49 percent of those who were eligible but not served. This was also true for 73 percent versus 48 percent in the class of 2013, and 15 percent versus 1 percent in the classes of 2003-2012.
Additional Selected Population Information

Table 7 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 36 percent of the total number of students from the classes of 2003-2017 who were served by MCAS Support Programs during FY13. This rate was higher than their proportion in the pool of eligible students (32 percent), and more than doubles their proportion in the high school population statewide (17 percent). Nearly three-fifths of program participants (58 percent) were from low-income families. This proportion was larger than their incidence in the pool of eligible students (53 percent), as well as their incidence statewide (38 percent). Furthermore, 16 percent of program participants were ELLs, which was double their incidence in the pool of eligible students (8 percent), and also double their incidence in the statewide school population (8 percent).

Table 7: 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 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>%</td>
<td>Number</td>
</tr>
<tr>
<td>Special Education</td>
<td>164,336</td>
<td>17</td>
<td>49,548</td>
</tr>
<tr>
<td>Low-Income</td>
<td>365,885</td>
<td>38</td>
<td>82,119</td>
</tr>
<tr>
<td>English language learners</td>
<td>75,947</td>
<td>8</td>
<td>11,819</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 6 below. Highlights include the following:

- For students with low-income classifications who were eligible for the MCAS Support Programs, 61 percent of those served passed the 10th grade level MCAS post-program tests, as compared to 38 percent of those not served;

- Approximately 64 percent of participating students designated with special education status passed the 10th grade level ELA and Mathematics MCAS post-program tests, compared with only 35 percent of special education students eligible for but not participating in these MCAS Support Programs; and

- Fifty-two (52) 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 21 percent of ELL students who were eligible but not served.

Figure 6: Percentage of Eligible Students Passing the High School ELA, Mathematics, and STE MCAS Test/Retest, by Selected Population in FY13 (Classes of ’03–’15)

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

Overall Percentage Passing the High School ELA, Mathematics, and STE MCAS Test/Retest: Served Versus Eligible but Not Served

In FY13, eligible students in the classes of 2003-2015 who participated in Department-funded MCAS Support Programs were 1.8 times (30 percentage points) more likely to have met the ELA, Mathematics, and STE MCAS testing requirements by November 2013 (after the program) than eligible students who did not participate. Thirty-six (36) percent of students who were eligible but did not participate in any MCAS Support Program met the ELA, Mathematics, and STE MCAS
testing requirements by the November 2013 retest. In comparison, 66 percent of eligible students who participated in at least one of the MCAS Support Programs met the ELA, Mathematics, and STE MCAS testing requirements by the November 2013 retest.

For additional information on programs or this report, visit the Academic Support website http://www.doe.mass.edu/as or contact staff in Learning Supports and Early Learning or College and Career Readiness via achievement@doe.mass.edu or 781-338-3010.
APPENDIX A: FY13 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 state exams (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 FY13, nearly $9.4M funded MCAS Support grants that served approximately 16,500 of 155,200 eligible students from the classes of 2003-2017, at an average cost of $570 per student. *Overall, participants in these MCAS support programs were 1.8 times (30 percentage points) more likely to have met the state's English Language Arts, Mathematics, and Science and Technology Engineering MCAS testing requirements by November 2013 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 student population (English language learner, special education, and low-income).*

**Percentage of Students Passing the ELA, Mathematics, and STE High School MCAS/Retest CD Requirement by Class Year, FY13**

- Class ’15 (gr 10) 64% (73% eligible and served, 1% eligible but not served)
- Class ’14 (gr 11) 49% (64% eligible and served)
- Class ’13 (gr 12) 48% (73% eligible and served)
- Class ’03-’12(post 12th) 15% (61% eligible and served, 38% eligible but not served)

**Percentage of Students Passing the ELA, Mathematics, and STE High School MCAS/Retest CD Requirement by Selected Population, FY13**

- ELL 21% (52% eligible and served)
- SPED 35% (64% eligible and served)
- Low-income 38% (61% eligible and served)

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

More than 86 percent of students served through this line item participated in programs funded through 373 school district allocation grants. The additional 14 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 (WIIBs). In all, the Department funded a total of 487 programs during the 2012-2013 school year and the following summer.
APPENDIX B: Entities Funded for FY13 MCAS Support Programs through Line Item 7061-9404

Allocation Grants to Districts and Approved Private Special Education Schools and Collaboratives (373 grant awards)

SCHOOL YEAR PROGRAMS (2012-2013):

Abington
Acton-Boxborough
Adams-Cheshire
Agawam
Amesbury
Andover
Arlington
Ashburnham-Westminster
Ashland
Assabet Valley Regional Vocational Technical
Athol-Royalston
Attleboro
Auburn
Avon
Barnstable
Bedford
Bellingham
Belmont
Berkshire Hills
Beverly
Billerica
Blackstone Valley Regional Vocational Technical
Blackstone-Millville
Blue Hills Regional Vocational Technical
Boston
Boise
Braintree
Bridgewater-Raynham
Bristol County Agricultural
Bristol-Plymouth Regional Vocational Technical
Brockton
Brookline
Burlington
Cambridge
Cape Cod Regional Vocational Technical
Carver
Chelmsford

Chelsea
Chicopee
City on a Hill Charter Public
Clinton
Codman Academy Charter Public
Cohasset
Danvers
Dartmouth
Dedham
Dennis-Yarmouth
Dighton-Rehoboth
Douglas
Dover-Sherborn
Dracut
Dudley-Charlton
Duxbury
East Bridgewater
East Longmeadow
Easthampton
Easton
EMK Academy Health Careers (Horace Mann Charter)
Essex Agricultural Technical
Everett
Fall River
Falmouth
Farr Academy School
Fitchburg
Foxborough
Foxborough Regional Charter
Framingham
Francis W. Parker Charter Essential
Franklin
Franklin County Regional Vocational Technical
Freetown-Lakeville
Gateway
Georgetown
Gill-Montague
Global Learning Charter Public
Gloucester
Granby
Greater Fall River Regional Vocational Technical
Greater Lawrence Regional Vocational Technical
Greater Lowell Regional Vocational Technical
Greater New Bedford Regional Vocational Technical
Greenfield
Groton-Dunstable
Hampden-Wilbraham
Hampshire
Hanover
Harvard
Hatfield
Haverhill
Hingham
Holbrook
Holliston
Holyoke
Hopedale
Hopkinton
Hudson
Hull
Ipswich
King Philip
LABBB Collaborative
Lawrence
Learning Prep School (Little People's School)
Lee
Leicester
Lenox
Lexington
Lincoln-Sudbury
Littleton
Longmeadow
Lowell
Lower Pioneer Valley Educational Collaborative
Ludlow
Lynn
Lynnfield
Malden
Manchester Essex Regional
Marblehead
Marlborough
Marshfield
Mashpee
Maynard
Medfield
Medford
Medway
Melrose
Mercy Centre School (Catholic Charities)
Merrimack Special Education Collaborative
Methuen
Middleborough
Milford
Millis
Milton
Minuteman Regional Vocational Technical
Mohawk Trail
Monomoy Regional (formerly Chatham/Harwich)
Mount Greylock
Nantucket
Narragansett
Nashoba Valley Regional Vocational Technical
Natick
Nauset
Needham
New Bedford
Newburyport
Newton
North Adams
North Andover
North Attleborough
North Brookfield
North Central Charter Essential
North Middlesex
North Reading
North Shore Regional Vocational Technical
Northampton
Northampton-Smith Vocational Agricultural
Northboro-Southboro
Northbridge
Norton
Norwell
Norwood
Palmer
Peabody
Pembroke
Pioneer Valley
Pittsfield
Plymouth
Quabbin
Quaboag Regional
Quincy
Ralph C Mahar
Randolph
Reading
Revere
Rockland
Salem
Saugus
Scituate
Seekonk
Sharon
Shawsheen Valley Regional Vocational Technical
Shrewsbury
Somerset Berkley Regional School District
Somerville
South Hadley
Southeastern Regional Vocational Technical
Southern Berkshire
Southwick Tolland Granville
Spencer-E Brookfield
Spirit of Knowledge Charter School
Springfield
St Vincent's School
Stoneham
Stoughton

SUMMER 2013:

Advanced Math and Science Academy Charter
Amesbury
Amherst-Pelham
Andover
Ashland
Assabet Valley Regional Vocational Technical
Athol-Royalston
Attleboro
Ayer Shirley School District
Barnstable
Berlin-Boylston
Blackstone Valley Regional Vocational Technical

Swampscott
Swansea
Tantasqua
Taunton
Tewksbury
Tri County Regional Vocational Technical
Triton
Tyngsborough
Wachusett
Wakefield
Walpole
Waltham
Wareham
Watertown
Wayland
Wayside Academy School
Webster
Wellesley
West Boylston
West Springfield
Westfield
Weston
Westport
Weymouth
Whitman-Hanson
Whittier Regional Vocational Technical
Wilmington
Winchendon
Winchester
Woburn
Worcester

Blue Hills Regional Vocational Technical
Boston
Boston Collegiate Charter
Boston Day and Evening Academy Charter
Braintree
Bridgewater-Raynham
Bristol-Plymouth Regional Vocational Technical
Brockton
Brookline
Cambridge
Canton
Carver
Central Berkshire
Chelmsford
Chicopee
Clinton
Codman Academy Charter Public
Collaborative for Educational Services
Dartmouth
Devereux School
Dighton-Rehoboth
Douglas
Dover-Sherborn
Dracut
Dudley-Charlton
Easthampton
Easton
Everett
Fall River
Framingham
Franklin County Regional Vocational Technical
Frontier
Gardner
Gateway
Global Learning Charter Public
Gloucester
Grafton
Greater Lawrence Regional Vocational Technical
Greater New Bedford Regional Vocational Technical
Greenfield
Groton-Dunstable
Holyoke
Hudson
Hull
Ipswich
King Philip
KIPP Academy Lynn Charter
Lawrence
Leicester
Leominster
Longmeadow
Lowell
Lunenburg
Malden
Martha's Vineyard RSD
Masconomet
Mashpee
Medford
Middleborough
Milford
Milton
Mohawk Trail
Monomoy Regional (formerly Chatham/Harwich)
Montachusett Regional Vocational Technical
Mount Greylock
New Bedford
Newburyport
Newton
Norfolk County Agricultural
North Adams
North Andover
North Brookfield
North Middlesex
Northboro-Southboro
Northbridge
Northeast Metropolitan Regional Vocational Technical
Norton
Old Colony Regional Vocational Technical
Oxford
Palmer
Pathfinder Regional Vocational Technical
Peabody
Pembroke
Pentucket
Phoenix Charter Academy
Pittsfield
Provincetown
Quabbin
Quaboag Regional
Randolph
READS Collaborative
RFK Lancaster School (Children's Action Corps)
Rockland
Sabis International Charter
Saugus
Scituate
Seekonk
Shawsheen Valley Regional Vocational Technical
Shrewsbury
Silver Lake
Somerset Berkley Regional School District  Wakefield
Somerville  Walpole
South Hadley  Waltham
South Middlesex Regional Vocational Technical  Ware
South Shore Regional Vocational Technical  Wareham
Southbridge  West Boylston
Southern Worcester County Regional Vocational  West Springfield
Spencer-E Brookfield  Westfield
Spirit of Knowledge Charter School  Westford
Springfield  Westport
St Vincent's School  Weymouth
Summit Academy School for Alternative Learners  Whitman-Hanson
Swampscott  Whittier Regional Vocational Technical
Tantasqua  Winchendon
Taunton  Winchester
Tewksbury  Winthrop
Tri County Regional Vocational Technical  Woburn
Upper Cape Cod Regional Vocational Technical  Worcester
Wachusett

**Competitive Grants for Collaborative Partnerships for Student Success –CPSS (41 grant awards)**

**SCHOOL YEAR (2012-2013):**

- Everett Public Schools
- Fall River Public Schools
- Framingham Public Schools
- Greater Lowell Regional Vocation Technical High School (Tyngsborough)
- Holyoke Public Schools
- Malden Public Schools
- New Bedford Public Schools
- Newton Public Schools
- North Adams Public Schools
- Northbridge Public Schools
- Pembroke Public Schools
- Pittsfield Public Schools
- Quaboag Regional School District
- Quincy Public Schools
- Salem Public Schools
- Somerville Public Schools
- Tewksbury Public Schools
- Upper Cape Cod Regional Technical School (Bourne)
- Westport Public Schools
- Whitman-Hanson Regional School District
SUMMER 2013:
Attleboro Public Schools
Everett Public Schools
Fall River Public Schools
Framingham Public Schools
Greater Lowell Regional Vocational Technical School (Tyngsborough)
Holyoke Public Schools
Malden Public Schools
New Bedford Public Schools
Newton Public Schools
North Adams Public Schools
Northbridge Public Schools
Pembroke Public Schools
Pittsfield Public Schools
Quaboag Regional School District
Quincy Public Schools
Salem Public Schools
Somerville Public Schools
Tewksbury Public Schools
Upper Cape Cod Regional Technical School (Bourne)
Westport Public Schools
Whitman-Hanson Regional School District

Competitive Grants for Work and Learning Programs (33 grant awards)

SCHOOL YEAR (2012-2013):
Athol-Royalston Regional School District
Boston Private Industry Council
Bristol Community College (Fall River)
Brockton Public Schools
Collaborative for Educational Services (Easthampton)
Community Care Services
Fall River Public Schools
Greater New Bedford Workforce Investment Board
Holyoke Community College
Mount Wachusett Community College (Gardner)
New Bedford Regional Vocational Technical High School
North Shore Education Consortium (Beverly)
Pittsfield Public Schools
Randolph Public Schools
Taunton Area School to Career, Inc.
Worcester Public Schools

SUMMER 2013:
Athol-Royalston Regional Schools
Attleboro Public Schools
Boston Private Industry Council
Brockton Public Schools
Collaborative for Educational Services (Northampton)
Community Care Services, Inc. (Taunton)
Fall River Public Schools
Greater New Bedford Regional Vocational Technical High School
Greater New Bedford Workforce Investment Board
Holyoke Community College
Holyoke Public Schools
Pittsfield Public Schools
Randolph Public Schools
Springfield Public Schools
Taunton Area School to Career, Inc.
Whitman-Hanson Regional Schools
Worcester Public Schools

**Competitive Grants for Higher Education Institutions (20 grant awards)**

**SCHOOL YEAR (2012-2013) and SUMMER 2013:**
- 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 grant awards)**

**SCHOOL YEAR (2012-2013) AND SUMMER 2013:**
- 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 2003-2017 (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 2013-2017 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 2003-2015 reported to be eligible for MCAS Support Programs in FY13 was based on the “Historical CD File captured on November 27, 2012.” For students in the classes of 2016 and 2017 (grade 8 and 9), eligibility was based on the 2010-2012 “MCAS megafiles.”

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 2013 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 2013 and October 2013. 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 2003-2012) were not included in SIMS during FY13. 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 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 CAs.
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 2013 retest from the file "Current HS CD File" captured on January 9, 2014 and the “Historical HS CD File” captured on December 3, 2013. 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 2003-2015 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 2016-2017 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 2012; it did not include the students who completed 12th grade during FY13. 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 2014 collection. 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 2012 for class of 2012, from June 2013 for class of 2013, and from October 2014 for students in the classes of 2014-2017. Statewide enrollment percentages were based on the 2012-2013 Statewide Enrollment Selected Populations Profiles page:
ontinue.x=8&Continue.y=7
APPENDIX D: Full Language for Chapter 139 of the Acts of 2012, Line Items 7061-9404 and 7027-0019

7061-9404 MCAS LOW-SCORING STUDENT SUPPORT
For grants to cities, towns and regional school districts to provide targeted remediation programs for students in the classes of 2003 to 2017, inclusive, scoring in level 1 or 2 on the Massachusetts comprehensive assessment system, or MCAS, exam established by the board of elementary and secondary education under sections 1D and 11 of 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 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 2013 and operated by public institutions of higher learning or by public-private partnerships for students in the graduating classes of 2003 to 2015, inclusive, who may have completed all other high school requirements 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 in said section 1I of said chapter 69, but who are working to pass the English, math and science, technology and engineering portions of the 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, 2013 to allow for summer remediation programs; provided further, that not less than $200,000 shall be expended for JFY Networks for the purposes of enhancing student performance and addressing achievement gaps through the use of instructional software, teacher training, and support; provided further, that funds shall be expended for competitive grants to fund Pathways programs targeting students in the graduating classes of 2003 to 2016, inclusive, instituted by local school districts, public institutions of higher education, qualified public and private educational services organizations and One-Stop Career Centers including, but not limited to, school-to-work connecting activities, creating worksite learning experiences for students as an extension of the classroom, outreach programs for students who will need post-twelfth grade remediation to attain the skills necessary to pass MCAS and counseling programs to educate parents and high school students on post-twelfth grade remediation options; provided further, that funds shall be expended for a competitive grant program, guidelines for which shall be developed by the department of elementary and secondary education, for intensive remediation programs in communities with students in the graduating classes of 2003 to 2017, inclusive, who have not obtained a competency determination or have scored in levels 1 or 2 on either the English or math MCAS exams or level 1 on science, technology and engineering MCAS; 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 Massachusetts comprehensive assessment system exam in English, math and science, technology and engineering; 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 item until the district submits to
the department of elementary and secondary education a comprehensive district plan under said section 11 of said chapter 69, to improve performance of all student populations including, but not limited to, students with disabilities; provided further, that the department shall issue a report not later than February 1, 2013, in collaboration with the department of higher education, describing MCAS support programs for the graduating classes of 2003 to 2017, inclusive, funded by this item and item 7027-0019, school to work accounts, institutions of public higher education and other sources; provided further, that such report shall include, but not be limited to, the number of students eligible to participate in the programs, the number of students participating in the programs, the number of students who have passed the MCAS assessment and obtained a competency determination through these programs but have 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 the report shall be provided to the chairs of the house and senate committees on ways and means and the house and senate chairs of the joint committee on education; provided further, that any grant funds distributed from this item to a city, town or regional school district shall be deposited with the treasurer of such city, town or regional school district and held in a separate account and, notwithstanding any general or special law to the contrary, shall be expended by the school committee of such city, town or regional school district without further appropriation; and provided further, that no funds shall be expended for personnel costs. $9,575,175 (includes $200,000 for JFY Networks)

7027-0019 SCHOOL-TO-CAREER CONNECTING ACTIVITIES
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 executive office of labor and 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-career transition program; provided further, that this 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 the department shall streamline activities from this item with the activities outlined in 7009-6402 whenever the department deems appropriate. $2,870,000