



**LEGISLATIVE REPORT:**

***Addendum on MCAS Academic Support Program, FY 06***

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Line-item 7061-9404  
January 2008

**Massachusetts Department of Education**  
350 Main Street, Malden, MA 02148  
Phone 781-338-3000 TTY: N.E.T. Relay 800-439-2370  
[www.doe.mass.edu](http://www.doe.mass.edu)



**This document was prepared by the  
Massachusetts Department of Education**  
Jeffrey Nellhaus  
Acting Commissioner of Education

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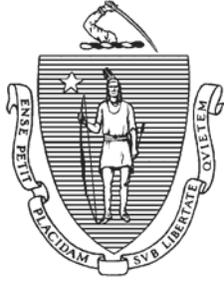
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Massachusetts Department of Education  
350 Main Street, Malden, MA 02148-5023  
Phone 781-338-3000 TTY: N.E.T. Relay 800-439-2370  
[www.doe.mass.edu](http://www.doe.mass.edu)





Jeffrey Nellhaus  
Acting Commissioner of Education

# The Commonwealth of Massachusetts Department of Education

350 Main Street, Malden, Massachusetts 02148-5023

Telephone: (781) 338-3000  
TTY: N.E.T. Relay 1-800-439-2370

February 21, 2008

Dear Members of the General Court:

Pursuant to the FY 06 state budget, Chapter 45 of the Acts of 2005 line item 7061-9404, I am pleased to submit this addendum in collaboration with the Board of Higher Education in support of the following:

*“...provided further, that the department shall issue a report, no later than February 1, 2006 and annually thereafter as a condition of continued funding under this account, in collaboration with the board of higher education, describing MCAS support programs for the graduating classes of 2003 to 2007, inclusive, funded by items 7061-9404 and 7027-0019, school to work accounts, institutions of public higher education, and other sources, including federal sources; provided further, that such report shall include, but not be limited to, the number of students eligible to participate in such programs, the number of students participating in such programs, the number of students who have passed the MCAS assessment and obtained a competency determination through these programs, but not met local graduation requirements, and the number of students who have passed the MCAS assessment and obtained a competency determination through these programs and met local graduation requirements; provided further, that said report shall be provided to the chairs of the house and senate ways and means committees and the house and senate chairs of the joint committee on education;....”*

This addendum supplements the report submitted in January 2006 regarding MCAS academic support programs for students who had not yet passed the grade 10 English language arts and mathematics MCAS tests required for high school graduation. Since that time, funded programs have submitted their end of year student data to the Department, which allowed this report to include more complete statistics. Approximately 14,000 of the 67,000 eligible students from the Classes of 2003-2009 have been served through this line item. The data presented illustrate that students served by these programs earned their competency determinations (a state graduation requirement) at rates 21 percentage points higher than their eligible peers who did not participate in these programs. Furthermore, this report shows that this also holds true when looking at students by class year as well as by special population, including special education, limited English proficiency, and low-income status.

For more information on this report or the programs described herein, contact John Bynoe, Associate Commissioner, or Rachele M. Engler, Director of Student Support, at the Massachusetts Department of Education.

Sincerely,

Jeffrey Nellhaus,  
Acting Commissioner of Education

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## Addendum on MCAS Academic Support Program, FY 06

### Introduction

The Department of Education is pleased to submit this *Legislative Report: Addendum on MCAS Academic Support Program, FY 06* pursuant to Chapter 45 of the Acts of 2005, line-item 7061-9404. During Fiscal Year 2005-2006 (FY 06), MCAS academic support grants served approximately 14,000 students from the Classes of 2003-2009.

### Student Eligibility and Participation

More than 67,000 students from the Classes of 2003-2009 were eligible for services from September 2005 through August 2006, as a result of not passing their most recent English language arts (ELA) and/or mathematics MCAS tests or retest(s). This population was targeted because students who pass the grade 10 MCAS ELA and mathematics tests or retest(s) earn a competency determination (CD), which is needed in order to receive a high school diploma, in addition to meeting local graduation requirements. Program policies placed a priority on serving the older students (Classes of 2003-2007) and on ensuring that services were available to students with disabilities. Communities used a variety of methods for informing eligible students about the programs and encouraging them to participate (free of charge), including outreach to students through teachers, guidance counselors, mailings, and other media venues, as well as spreading the word through parents and peers.

*In FY06, eligible students who participated in DOE-sponsored MCAS support programs were 21 percentage points more likely to earn their competency determination by November 2006 than eligible students who did not participate.*

In the fall of 2005:

- Nearly two-thirds (64 percent) of students eligible for MCAS Support programs were 9<sup>th</sup> or 10<sup>th</sup> grade students (Classes of 2009 and 2008);
- Less than one-third (28 percent) of eligible students were 11<sup>th</sup> or 12<sup>th</sup> grade students (Classes of 2007 and 2006); and
- Eight (8) percent of eligible students were post 12<sup>th</sup> graders (from the Classes of 2003-2005).

The grade breakdown of students served was somewhat different, however, as programs generally prioritized students closest to graduation age. Close to one-half (47 percent) of students served were 9<sup>th</sup> or 10<sup>th</sup> graders, and a similar percentage of students served (46 percent) were 11<sup>th</sup> or 12<sup>th</sup> graders. The remaining 7 percent served were post 12<sup>th</sup> graders.

More than 85 percent of students served through this line item participated in programs funded through 277 school district allocation grants. The additional 15 percent of students were served through four types of competitive grants awarded to districts, community colleges, One Stop Career Centers, and other partners such as Private Industry Councils and Regional Workforce Investment Boards. In all, the Department funded a total of 350 programs during the 2005-2006 school year and the following summer.

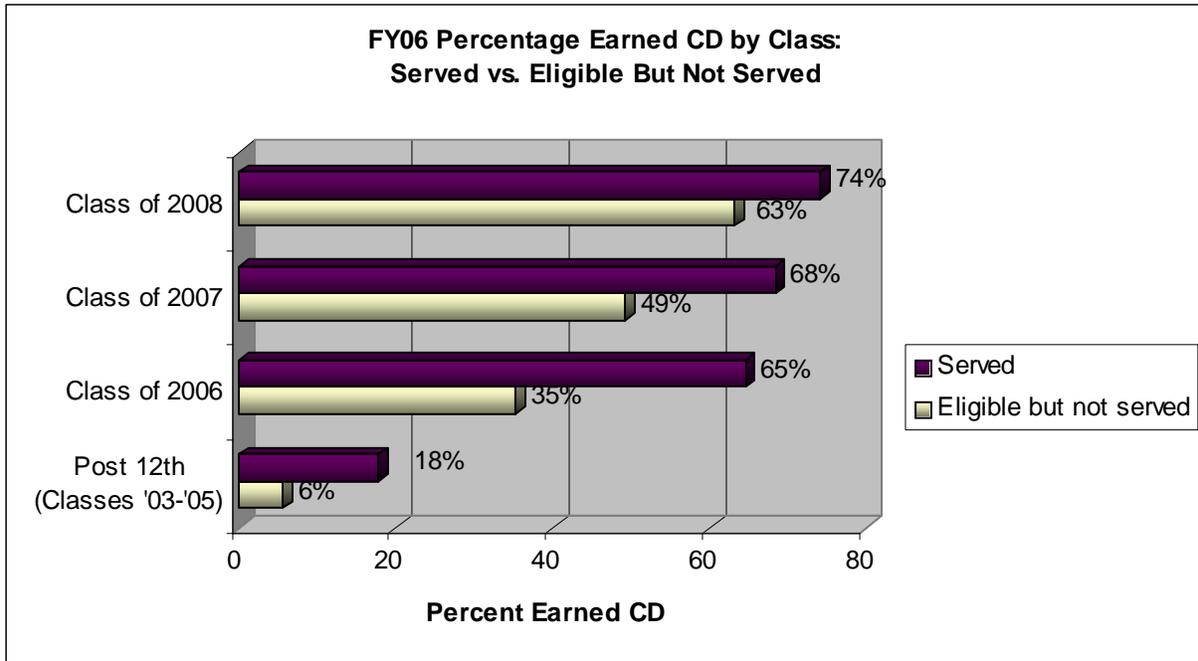
### Findings

The data presented illustrate that *students served by FY 06 MCAS Academic Support Programs earned their competency determinations at substantially higher rates than their peers who did not participate in these programs*. Furthermore, this difference holds true when looking at students by class year as well as by special population.

*Class Year*

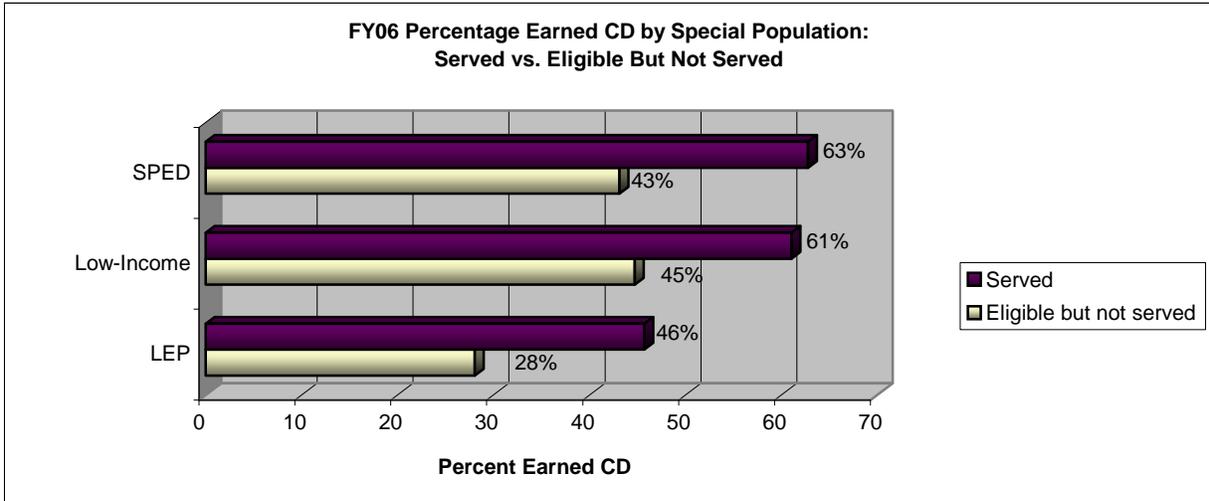
When differentiating the eligible population by class year, the data for Classes of 2003-2008 shows that a greater percentage of participants in academic support programs, as compared to non-participants, earned their CDs by the November 2006 retest. The actual percentage point difference between participants and non-participants ranged from slightly more than 10 percentage points for post 12<sup>th</sup> graders to nearly 30 percentage points for seniors (Class of 2006).

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



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

Students in special education, students from low-income families, and students who have limited English proficiency are more likely than students as a whole to fail the grade 10 MCAS tests/retests and need support in order to pass the tests. It is significant to note, however, that participating students from these special populations benefited considerably from participation in MCAS academic support programs, as can be seen on the bar graph on the next page. For instance, 63 percent of special education students who participated in MCAS support programs earned their competency determinations by the November 2005 MCAS retest, compared to 43 percent of eligible special education students who did not participate in MCAS support programs. For students from low-income families, 61 percent earned CDs whereas only 45 percent of eligible non-participants earned CDs during the same time period. For students who were limited English proficient, the associated CD-earning percentages were 46 percent for program participants and 28 percent for non-participants.



The Department considers continuous program improvement at both the state and local level to be an essential goal in helping as many young people as possible earn their high school diplomas and pursue opportunities in higher education and the workforce. The data included in this *Addendum to the FY 06 Legislative Report* clearly demonstrates that students participating in the state funded MCAS Academic Support Program are significantly more likely than their peers to pass the grade 10 MCAS ELA and mathematics tests/retests required for high school graduation.

## **FY 06 MCAS Academic Support Program Descriptions**

In total, the Department funded 350 programs during the 2005-2006 school year and the summer of 2006. More than 85% of students served through MCAS academic support grants participated in programs funded through 277 school district allocation grants. "Allocation" means that the grants were awarded to all recipients who met the criteria specified in the applications (Requests for Proposals / RFPs). The additional 15% 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 meet the criteria specified in the RFPs.

### **Allocation Grant**

#### *Districts & Approved Private Special Education Schools/Collaboratives*

The purpose of this grant program was to enhance academic support services for students in the Classes of 2003-2007 who had not yet passed the English language arts and/or mathematics grade 10 MCAS tests or subsequent retests needed to complete the competency determination (CD) required for high school graduation since 2003. Programs were also allowed to provide academic support to students in the Classes of 2008 and 2009 who scored in the warning level on the grade 7 English language arts MCAS or the grade 8 mathematics MCAS tests.

### **Competitive Grants**

#### *High Schools & Partnering Organizations*

##### Partnering Program

The purpose of this grant program was to provide academic instruction (English language arts and mathematics) and support services that enabled students from the Classes of 2003-2007 to continue to pursue a competency determination through the delivery of programs developed collaboratively by school districts, One Stop Career Centers, community colleges, and other partners in underserved areas of the state.

##### Collaborative Success Plan

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

#### *Higher Education Institutions & Partners*

The purpose of this program was to provide academic instruction (English language arts and mathematics) and support services that enabled students from the Classes of 2003-2007 to continue to pursue their competency determination while providing pathways to further post-secondary education and career opportunities. Programs provided intensive, small-group or one-one, engaging instruction that addressed identified gaps in participants' acquisition of knowledge and skills. Support services varied from program to program but included internships, working and learning opportunities, access to select college classes, guidance and information related to attending college, and other efforts that helped students become career and college ready. Grant recipients included community colleges that partnered with high schools, local businesses, community-based organizations, internal college organizations or programs, and/or others that provide services for participating students such as One Stop Career Center and Work and Learning Initiative grant recipients.

*Work & Learning Programs*

The purpose of this program was to provide quality innovative and intensive instruction in English language arts and mathematics through work and learning programs to students in the Classes of 2003-2007 who had not yet earned their competency determination. "Work and Learning" models typically combined academic instruction at the workplace with structured (paid) internships for participating students. Academic content was taught by school/district teachers through the lens of a "real world" context to help engage students differently and raise achievement levels while simultaneously giving them the academic, technical/technological and employability skills necessary for success.

*One Stop Career Center Initiative*

The purpose of these grants given to regions supporting one stop career centers was to broker options that addressed the unique academic, employment, and career needs of post 12<sup>th</sup> grade students who needed further remediation to attain the skills necessary to earn their competency determination. The services designed as part of this initiative leveraged existing opportunities that offered remediation services in English language arts and mathematics.

<b>Eligibility by Class Year for Each Program Type (x = eligible)</b>					
<b>Grant</b>	<b>2003-2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>
Districts & Approved Private Special Education Schools/Collaboratives	x	x	x	x	x
Partnering Program	x	x			
Collaborative Success Plan	x	x	x	x	x
Community Colleges & Partners	x	x			
Work & Learning Programs	x	x			
One Stop Career Center Initiative	x				

## FY 06 MCAS Academic Support Program Data Results

### 1. High School Students & Post 12<sup>th</sup> Graders

The three tables in this section indicate the number of students eligible for support programs funded through the FY 06 state budget line item 7061-9404, the number of entities funded to run programs, the number of students who participated in programs, and the number of participating students who earned competency determinations (CD) required for a high school diploma.

Individuals across the state from the Classes of 2003-2009 were eligible for these programs if they were 9/10<sup>th</sup> graders who had not yet passed the 7/8th grade MCAS, or if they were 11-12<sup>th</sup> or post 12<sup>th</sup> graders who had not yet passed the grade 10 MCAS test or retests. Within those parameters, eligible class years varied by grant program, and some students were served by more than one program. In the tables below, the CD-earning percentages excludes 9<sup>th</sup> graders, as these students are not able to earn their CD until taking the 10<sup>th</sup> grade MCAS exam.

Table 1.1 shows data related to all funded programs. A total of 350 entities served nearly 14,000 students, and more than 7,000 of these students earned their CD after program participation.

<b>1.1 All Line Item #7061-9404 Funded MCAS Support Programs</b>	<b>Eligible Students</b>	<b>Grants Awarded</b>	<b>Students Served</b>	<b>Students Served Who Earned a CD</b>
<b>TOTALS FOR ALL PROGRAMS</b> <i>(Approximate Unduplicated Counts)</i>	<b>67,144</b>	<b>350</b>	<b>13,954</b> 21% of eligible	<b>7,128</b> 65% of served (class of '03-'09)

Table 1.2 and Table 1.3 offer additional details and delineate the primary age groups served by the programs. As can be seen in Table 1.2, the allocation grant program that funds school districts and approved private special education schools and collaboratives served the largest number of students (more than 11,600). This program was focused primarily on high school students, as were the competitive grants for districts/partners and work & learning programs, and combined they served approximately 12,600 students, and nearly 6,500 of these students earned their CD after program participation.

<b>1.2 Grants Focused Primarily on Students in High School</b>	<b>Eligible Students</b>	<b>Grants Awarded</b>	<b>Students Served</b>	<b>Students Served Who Earned a CD</b>
<b>Districts &amp; Approved Private Special Ed. Schools &amp; Collaboratives</b>	67,144	277	11,656	6,117
<b>High Schools/ Partnering Programs<sup>1</sup></b>	11,121	12	528	75
<b>Work &amp; Learning Programs</b>	11,274	29	1,292	689
<b>TOTALS (Unduplicated Counts)</b>	<b>67,144</b>	<b>318</b>	<b>12,596</b> 19% of eligible	<b>6,489</b> 67% of served (class of '03-'09)

<sup>1</sup> Due to the nature of the Collaborative Success Plan (CSP) grant (e.g., piloted plan in an already existing MCAS Support Program), the number served is based off the 276 proposed to be served in Classes of 2003-2009 as indicated in the awarded grant applications. For the same reason, the number that earned a CD includes the partnering grant, but not the CPS grant, as in this grant individual student data was collected only by the program in which the CSP was piloted.

Table 1.3 identifies the grant programs that served post 12<sup>th</sup> graders<sup>2</sup> from the Classes of 2003-2007. More than 1,700 individuals participated in these programs run by One Stop Career Centers and Community Colleges, and 737 of these participants earned their CD upon program completion. It is worth noting that these grantees served additional students through partnerships with the high-school focused grantees listed above.

<b>1.3 Grants Focused Primarily on Post 12<sup>th</sup> Grade Students</b>	<b>Eligible Students</b>	<b>Grants Awarded</b>	<b>Students Served</b>	<b>Students Served Earned a CD</b>
<b>One Stop Career Center Initiative</b>	2,493	14	1,264	572
<b>Community Colleges</b>	6,721	18	529	191
<b>TOTALS (Unduplicated Counts)</b>	<b>6,911</b>	<b>32</b>	<b>1,711</b> 25% of eligible	<b>737</b> 43% of served (class of '03-'09)

The data in Table 1.4 provides information about the number of students served who met local graduation requirements, based on data reported to the Department of Education by districts through the Student Information Management System (SIMS) in June 2006 and October 2006. However, this available data is limited for a number of reasons. Any student who may have graduated with their CD or received a Certificate of Attainment (CA) after this time is not included. Moreover, students who are no longer enrolled in high school (Classes of 2003-2005 students) do not have SIMS data collected on them. As a result, for these post 12<sup>th</sup> grade students, it cannot be determined if they have met local graduation requirements. Districts have the option of awarding a Certificate of Attainment to students who have met local graduation requirements but have not yet earned a CD. Furthermore, not all districts award certificates of attainment, and those that do are *not* required to report to the Department of Education the numbers of students awarded a CA.

<b>1.4 Students Served Who Met Local Graduation Requirements</b>	
...and Earned a Competency Determination (CD)	1,289
...and Earned a Certificate of Attainment (CA)	427

<sup>2</sup> This report considers students to be "post 12<sup>th</sup> graders" if they completed grade 12 before September 2005; it does not include the students who completed 12<sup>th</sup> grade during FY06.

## 2. Data by Program Type

This section of the report separates instruction-focused MCAS academic support grant programs from the One Stop Career Center initiative as a result of the different ways in which data was collected.

### *Instruction-focused MCAS academic support grant programs*

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

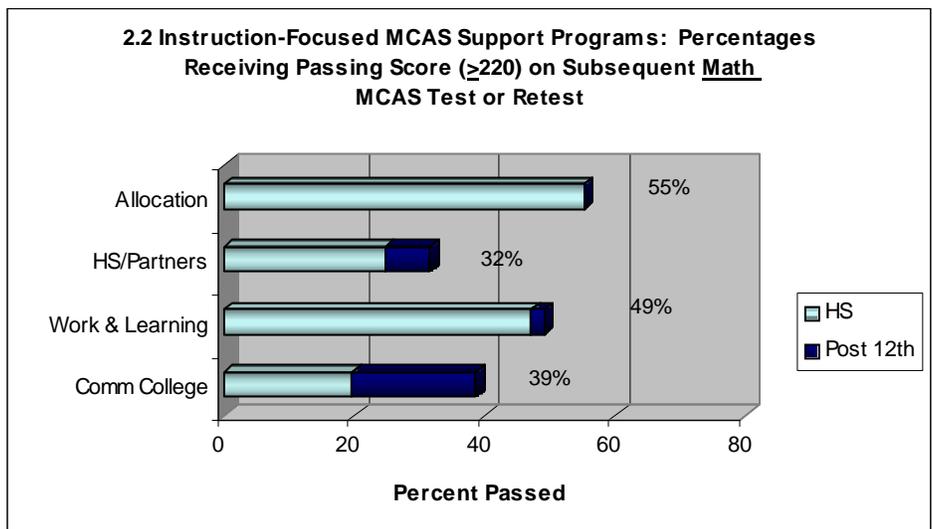
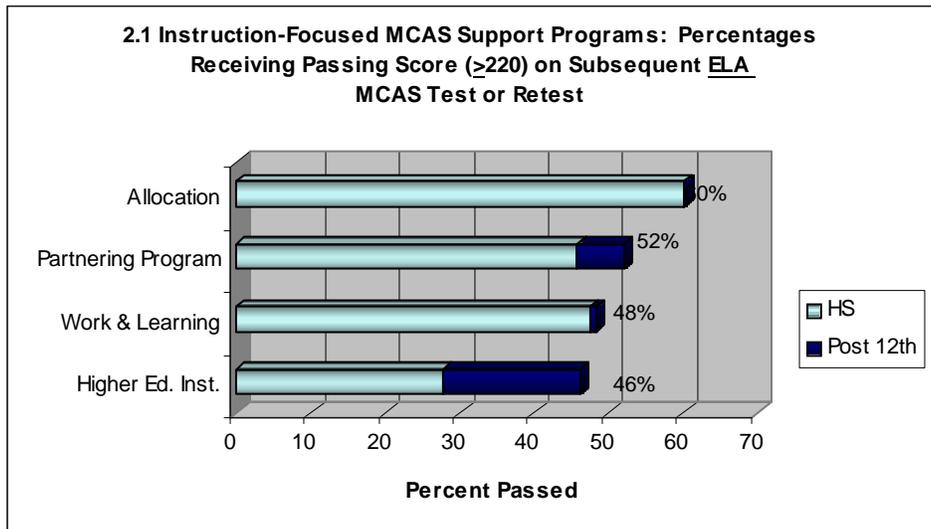
- **336** programs offered by districts, high schools, community colleges, and partnering organizations served **12,950** students in the Classes of 2003-2009 (**19%** of those eligible).
- Eligible students who participated were **21** percentage points more likely to earn their competency determination by November 2006 than eligible students who did not participate.
- **48%** of students served received federal free or reduced lunch, **37%** had a special education placement, and **12%** were designated as limited English proficient.
- **58%** of students served in English language arts (ELA) and **53%** in mathematics passed the grade 10 MCAS test or retest (scored  $\geq 220$ ) taken after participation.
- **38%** of students<sup>3</sup> participated in programs during the school day, **31%** during extended time (before, after/evening) from school, **26%** during the summer, and **5%** during school weekends/vacations.
- **72%** of students<sup>3</sup> were served in mathematics, **28%** in English language arts.
- **19%** of students served were from vocational schools.
- **61%** of students served<sup>3</sup> received small group instruction (teacher to student ratio of 1:6-10), **30%** smallest group instruction (1:2-5), **5%** individual instruction (1:1), and the remaining **4%** an “other” instructional model.

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<sup>3</sup> Due to the way data is collected for instruction-focused MCAS Support Programs, "student" here actually refers to record. A student may have more than one record if served in more than one program. For example, a student may have been served both in an English language arts (ELA) and/or math program run during the school and/or extended day. In any combination of these, s/he may also have received differing instructional models (10:1 [student: teacher] in school day and 1:1 in the extended day). As a result, for the data elements in which a student may have multiple records, the numbers are not unduplicated (and may count an individual student more than once).

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

Approximately 60 percent of students served by district allocation grants passed the English language arts (ELA) portion of the MCAS after program participation, and 55 percent of participating students passed the math portion. Of those served in high school and partnering grants, 52 percent passed in ELA and 32 percent in math. Similar percentages - nearly 50 percent - of students served in work and learning programs passed in ELA and math. Finally, 46 percent in ELA and 39 percent in mathematics of students served in community college programs received a passing score.



**One Stop Career Center Initiative:**

**Brokering Education, Training, & Employment Options for Post 12<sup>th</sup> Graders**

The purpose of the *One Stop Career Center initiative* was to broker ongoing education, training and employment options for those students exiting the twelfth grade who were still in need of a competency determination and other pathway services. One Stop Career Centers by design did not deliver instruction-focused MCAS support but referred students to appropriate venues that would best serve their developmental needs such as community colleges or their local school district. Other services brokered through these centers included but are not limited to training and employment, GED preparation, and apprenticeship training.

As shown in table 2.3 below, One Stop Career Centers served over 1,200 students during FY 06. Of these, more than 570 went on to earn their CD, 8 passed the community college Ability to Benefit Test, and 18 earned a GED. Nearly 500 students served through One Stop Career Centers also entered into one or more of the following positive placements during this reporting period: post-secondary education and training, employment, military, high school, and/or job corps.

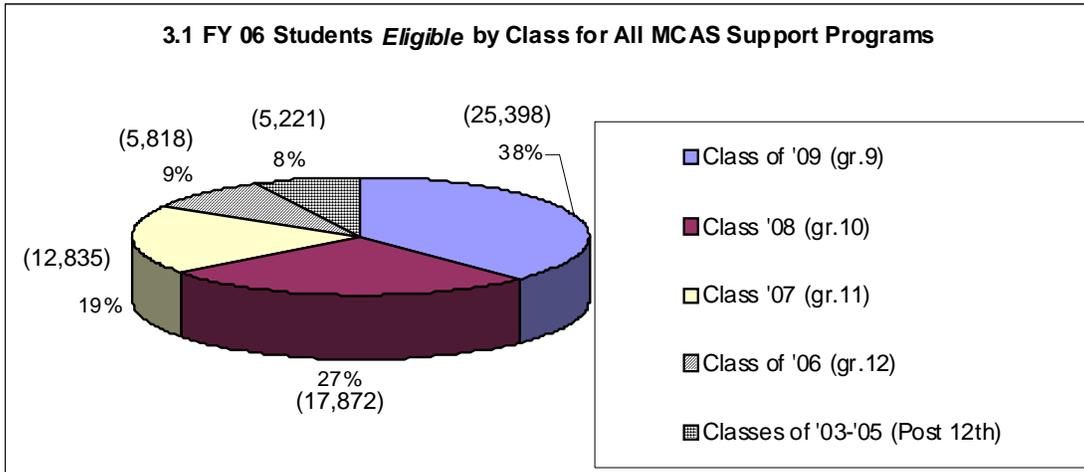
<b>2.3 One Stop Career Center Enrollment, Outcome, and Placement Summary</b>				
	<b>Class of 2003</b>	<b>Class of 2004</b>	<b>Class of 2005</b>	<b>Class of 2006</b>
<b>PATHWAYS TO SUCCESS ENROLLMENT</b>	<b>Number of Individuals</b>			
New Enrollment in reporting period (Sept 05 - Aug 06)	116	69	48	713
Total (Cumulative) Enrollment <sup>4</sup>	493	492	471	713
<b>OUTCOMES</b>	<b>Number of Individuals</b>			
(1) Passed Community College Ability to Benefit Test	1	1	3	3
(2) Earned GED	3	2	5	8
(3) Earned CD	135	144	120	173
<b>PLACEMENTS DURING REPORTING PERIOD</b>	<b>Total Individuals with Placements (unduplicated count)</b>			
(a) Entered Post-Secondary Education and Training	11	15	28	5
(b) Entered Employment	68	76	79	145
(c) Entered Military	-	-	2	-
(d) Remains in High School	-	-	20	51
(e) Entered Job Corps	1	1	2	2
<b>Total Individuals with Placements during Reporting Period (Unduplicated from lines a through e)</b>	<b>86</b>	<b>115</b>	<b>152</b>	<b>145</b>

<sup>4</sup> Cumulative Enrollment = Total number of eligible students who are in the One Stop Career Center initiative "system." Some of these students may have first been served in FY03, and some of these may not have participated in any services during FY06.

### 3. Details by Class Year

#### *Eligibility by Class in All MCAS Support Programs*

In FY 06, as shown in chart 3.1 more than 67,000 students were eligible for MCAS academic support grant programs. The majority of these students, approximately two-thirds, were students from the Classes of 2008 and 2009; 28% were students from the Classes of 2006 and 2007; and the remaining 8 percent were post 12<sup>th</sup> grade students from the Classes of 2003-2005.



#### *Participation by Program Type & High School Class in All MCAS Support Programs*

Chart 3.2 below shows the proportion of students served by class year. When comparing it to chart 3.1 above, it can be seen that students from the Classes of 2006-2007 (seniors and juniors) were a relatively large proportion served as opposed to how many of the eligible pool of students were from those grades. More specifically, juniors and seniors were 28 percent of the pool of eligible students, while they were 46 percent of students served.

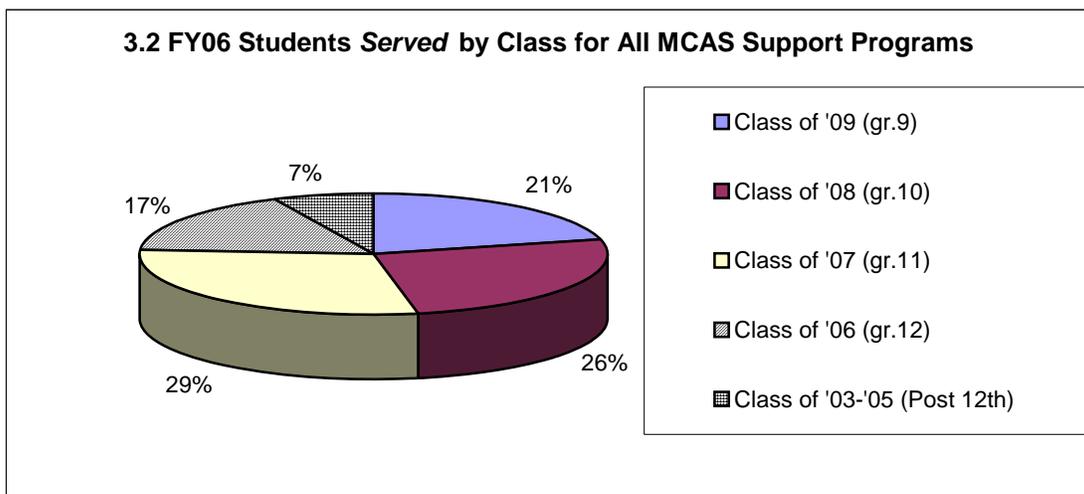


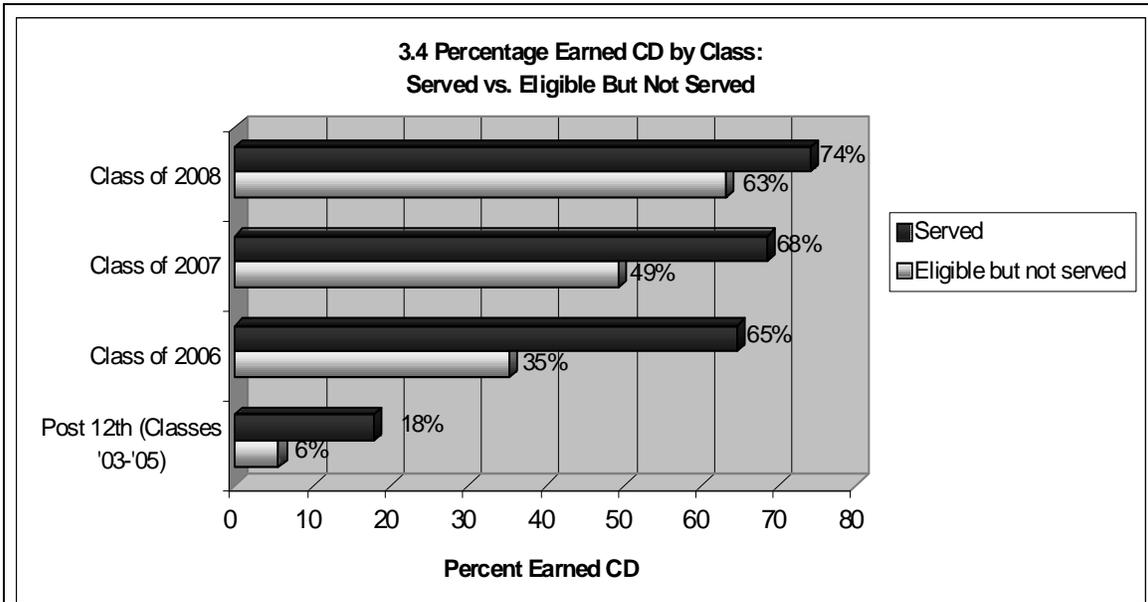
Table 3.3 on the next page demonstrates that the different grant programs served varied percentages of students by class. The allocation grants to districts and competitive district/partners and work and learning grants served a greater proportion of the youngest students, those in the Classes of 2007-2009 (87 percent,

73 percent, and 56 percent, respectively), while the community college and One Stop Career Initiative programs served primarily the older students. Approximately 88 percent of students served in community college and 100 percent in One Stop Career Center programs were in the Classes of 2003-2006.

Grant Program Type	Students (Numbers & Percentages) Served Per Class										
	2009		2008		2007		2006		Post 12 <sup>th</sup> ('03-'05)		Totals
	N	%	N	%	N	%	N	%	N	%	
District – Allocation	2,853	25%	3,466	30%	3,777	32%	1,545	13%	15	>1%	11,656
District/Partners – Competitive	170	32%	114	22%	98	19%	84	16%	62	12%	528
Community College	-	-	-	-	61	12%	219	41%	249	47%	529
Work & Learning	-	-	-	-	727	56%	511	40%	54	4%	1,292
One Stop Career Center Initiative	-	-	-	-	-	-	430	34%	834	66%	1,264
<b>Totals</b> <i>(Unduplicated Student Counts)</i>	<b>2,917</b>	<b>21%</b>	<b>3,567</b>	<b>26%</b>	<b>4,105</b>	<b>29%</b>	<b>2,324</b>	<b>17%</b>	<b>1,041</b>	<b>7%</b>	<b>13,954</b>

***Percentage of eligible students who earned Competency Determination by High School Class: Served by grant programs vs. not served***

Students served in MCAS support grant programs earned their competency determination at substantially higher rates than their peers who did not participate in the programs, with the data showing oldest students (post 12<sup>th</sup> grade) benefiting the most. Chart 3.4 shows nearly three-quarters of participating students served in the Class of 2008 earned their competency determination, whereas just over 60% who did not participate in one of the grant programs earned their competency determination during the same period. Additionally, more than two-thirds of served students in the Classes of 2006 and 2007 earned their competency after participation, whereas less than half of students in these classes who were eligible and not served by the grant program earned their CD by the November 2006 retest. The contrast is the strongest for the post 12<sup>th</sup> grade students where the percentage difference between those served compared to not served is three times greater: 18 percent versus 6 percent.



#### 4. Additional Special Population Information

##### Select Special Population Statistics

When looking at data related to students who have not yet passed the grade 10 MCAS tests/retests required for high school graduation, it is clear that a disproportionate number are students from low-income families, students in special education, and students who have limited English proficiency.

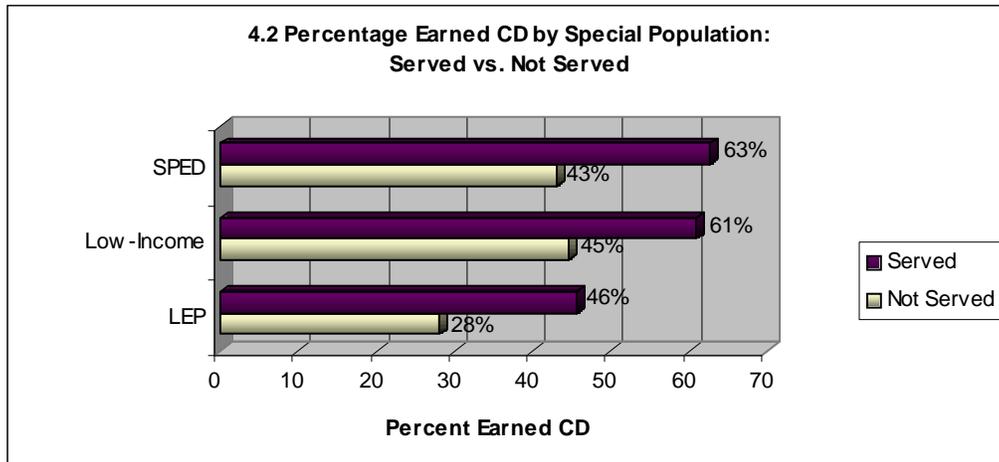
As table 4.1 shows, data available regarding students in the Classes of 2003-2009 shows that 44 percent of the students eligible for MCAS Support Programs were from low-income families, as were nearly one-half of students served. In contrast, only a quarter of all students enrolled in high school during school year 2005-2006 were from low-income families. Furthermore, nearly 40 percent of special education students were both eligible and served, more than double the statewide 17 percent of students with disabilities. Lastly, approximately 8 percent of students eligible and 10 percent served were limited English proficient (LEP), which is more than two times the percentage statewide.

Special Population	Percent in Statewide High School Enrollment	Percent Eligible	Percent Served
Special Education	17%	38%	39%
Low-Income	25%	44%	49%
Limited English Proficient	4%	8%	10%

##### Percentage Earned CD by Special Population: Served vs. Not Served

Students eligible for MCAS academic support grant programs that were classified in the Department's SIMS data as being within the special populations of special education, low-income, and limited English proficient benefited considerably from participation, as can be seen on the next page in chart 4.2.

- Nearly two-thirds of students designated as having a special education placement served in MCAS support programs earned their CD, whereas only 43 percent of eligible students with a special education placement but not served earned their CD during this same period
- For students eligible with low-income classifications, 61 percent of those served earned a CD after participation, compared to 45 percent for those not served.
- Forty-six (46) percent of students designated limited English proficient who were served in MCAS support programs earned their CD, compared to only 28 percent of LEP classified students eligible but not served.



**APPENDIX A: Entities Funded for FY 06 MCAS Support Programs through Line Item #7061-9404**

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

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

**SCHOOL YEAR:**

ABINGTON	CITY ON A HILL CS	HEALTH CAREERS CS
ACAD.STRATEGIC LRNG HMCS	CLINTON	HINGHAM
ACTON-BOXBORO RHS	COHASSET	HOLBROOK
ADAMS-CHESHIRE RHS	DANVERS	HOLLISTON
AGAWAM	DARTMOUTH	HOLYOKE
AMESBURY	DEDHAM	HOPEDALE
ANDOVER	DENNIS-YARMOUTH RHS	HOPKINTON
ARLINGTON	DOVER-SHERBORN RHS	HUDSON
ASHBURNHAM-WEST RHS	DRACUT	HULL
ASHLAND	DUDLEY-CHARLTON RHS	LEOMINSTER
ASSABET VALLEY VOC	DUXBURY	LEXINGTON
ATHOL-ROYALSTON RHS	EAST BRIDGEWATER	LINCOLN-SUDBURY RHS
ATTLEBORO	EAST LONGMEADOW	LONGMEADOW
AUBURN	EASTHAMPTON	LUDLOW
BARNSTABLE	EASTON	LUNENBURG
BEDFORD	ESSEX AGR TECH VOC	LYNN
BELLINGHAM	EVERETT	MALDEN
BEVERLY	FALL RIVER	MANCHESTER ESSEX RHS
BILLERICA	FALMOUTH	MARBLEHEAD
BLACKSTONE VAL VOC	FITCHBURG	MARLBOROUGH
BLACKSTONE-MILL. RHS	FOXBORO REG CS	MARSHFIELD
BLUE HILLS VOC	FRAMINGHAM	MASCONOMET RHS
BOSTON	FRANKLIN	MASHPEE
BOURNE	FREETOWN-LAKEVILLE RHS	MAYNARD
BRAINTREE	GATEWAY RHS	MEDFIELD
BRIDGEWATER-RAYNHAM RHS	GILL-MONTAGUE RHS	MEDFORD
BRISTOL COUNTY VOC	GLOUCESTER	MEDIA & TECH CH
BRISTOL-PLYMOUTH VOC	GR. FALL RIVER VOC	MEDWAY
BROCKTON	GR. LAWRENCE REG VOC	MELROSE
BROOKLINE	GR. LOWELL VOC	METHUEN
CAMBRIDGE	GR. NEW BEDFORD VOC	MILFORD
CANTON	GRAFTON	MILLBURY
CAPE COD REGION VOC	GRANBY	MILLIS
CARVER	GREENFIELD	MILTON
CHATHAM	HAMILTON-WENHAM RHS	MINUTEMAN VOC
CHELMSFORD	HAMPDEN-WILBRAHAM RHS	MOHAWK TRAIL RHS
CHELSEA	HARWICH	MONSON
CHICOPEE	HAVERHILL	MOUNT GREYLOCK RHS

NANTUCKET	SOMERVILLE
NARRAGANSETT RHS	SOUTH HADLEY
NASHOBA VALLEY VOC	SOUTH SHORE CS
NAUSET RHS	SOUTH SHORE REG VOC
NEEDHAM	SOUTHBRIDGE
NEW BEDFORD	SOUTHERN BERK. RHS
NEW LEADERSHIP CS	SOUTHWICK TOLLAN RHS
NEWBURYPORT	SPENCER-E. BROOK. RHS
NORTH ADAMS	SPRINGFIELD
NORTH ANDOVER	STONEHAM
NORTH ATTLEBORO	STOUGHTON
NORTH BROOKFIELD	SUTTON
NORTH CENTRAL CS	SWANSEA
NORTH MIDDLESEX RHS	TAUNTON
NORTH READING	TEWKSBURY
NORTH SHORE REG VOC	TRI COUNTY VOC
NORTHAMPTON	TRITON RHS
NORTHAMPTON-SMITH	TYNGSBOROUGH
NORTHBORO-SOUTHBORO RHS	UPPER CAPE COD VOC
NORTHBRIDGE	UXBRIDGE
NORTON	WACHUSETT RHS
NORWELL	WAKEFIELD
NORWOOD	WALPOLE
OLD ROCHESTER RHS	WALTHAM
OXFORD	WAREHAM
PALMER	WATERTOWN
PATHFINDER VOC	WELLESLEY
PEABODY	WEST BRIDGEWATER
PEMBROKE	WEST SPRINGFIELD
PIONEER VALLEY RHS	WESTBOROUGH
PITTSFIELD	WESTFIELD
PLYMOUTH	WESTFORD
QUABBIN RHS	WESTPORT
QUABOAG RHS	WEYMOUTH
QUINCY	WHITMAN-HANSON RHS
READING	WHITTIER VOC
REVERE	WILMINGTON
ROCKLAND	WINCHENDON
SALEM	WINCHESTER
SANDWICH	WORCESTER
SAUGUS	LOWER PIONEER VALLEY ED. COLLAB.
SCITUATE	LABBB COLLAB.
SEEKONK	SOUTH SHORE ED. COLLAB.
SHARON	SOLSTICE (HEALTH & EDUCATION SERVICES, INC.)
SHAWSHEEN VALLEY VOC	WILLIE ROSS SCHOOL FOR THE DEAF
SHREWSBURY	WILLOW HILL
SO MIDDLESEX VOC	MEADOWRIDGE/GLENHAVEN CAMPUS (JUSTICE RESOURCE INSTITUTE)
SOMERSET	BRIGHTSIDE
	PILGRIM CENTER (LIFE RESOURCES, INC.)

**SUMMER:**

AMHERST-PELHAM RHS	MOHAWK TRAIL RHS
ATTLEBORO	MONTACHUSETT VOC
AVON	NEW BEDFORD
AYER	NORTHAMPTON
BARNSTABLE	NORTHAMPTON-SMITH
BELLINGHAM	NORTHEAST METRO VOC
BOSTON	OLD COLONY REG VOC
BOSTON EVE. AC.	PATHFINDER VOC
BRISTOL-PLYMOUTH VOC	PEABODY
CHELMSFORD	PEMBROKE
CHICOPEE	PLYMOUTH
DARTMOUTH	PROVINCETOWN
EVERETT	RANDOLPH
FALL RIVER	SAUGUS
FRONTIER RHS	SHAWSHEEN VALLEY VOC
GARDNER	SOUTHBRIDGE
GLOUCESTER	SOUTHEASTERN VOC
GR. LAWRENCE REG VOC	SOUTHERN BERK. RHS
GR. LOWELL VOC	SOUTHERN WORC. VOC
HAMPSHIRE RHS	SPENCER-E. BROOK. RHS
HOLYOKE	SPRINGFIELD
HUDSON	TANTASQUA RHS
LAWRENCE	TAUNTON
LOWELL	TRI COUNTY VOC
LYNN	UPPER CAPE COD VOC
MALDEN	WACHUSETT RHS
MARSHFIELD	WALTHAM
MASCONOMET RHS	WESTFIELD
MASHPEE	WHITTIER VOC
MEDFORD	WINCHESTER
MENDON-UPTON RHS	WORCESTER
METHUEN	READS COLLABORATIVE
MIDDLEBOROUGH	COMPASS INC.

**Grants (Competitive) to High Schools & Partnering Organizations (12 entities funded)**

**SUMMER (Partnering Program):**

Bunker Hill Community College  
Cape Cod Community College  
Everett Public Schools  
Massasoit Community College  
Middlesex Community College  
Quinsigamond Community College  
South Middlesex Regional Vocational School District

**SUMMER (Collaborative Success Plan):**

Brockton Public Schools  
Cambridge Public Schools  
Greater Lawrence Regional Vocational Technical School  
Somerville Public Schools  
Wareham Public Schools

**Grants (Competitive) for Work & Learning Programs (29 entities funded)**

**SCHOOL YEAR:**

Blue Hills Regional Vocational School District  
Boston Private Industry Council  
Bristol Community College  
Greater Fall River School to Career Partnership, Inc.  
Holyoke Community College  
Lynn Public Schools  
Mount Wachusett Community College  
Taunton Area School to Career, Inc.  
Upper Cape Cod Regional Technical School (Bourne)  
Worcester Public Schools

**SUMMER:**

Attleboro Public Schools  
Boston Private Industry Council  
Bristol Community College  
Brockton Public Schools  
Charms Collaborative  
City of New Bedford, Department of Workforce Development  
Greater Fall River School to Career Partnership, Inc.  
Greater Lowell Technical High School  
Hampshire Educational Collaborative  
Holyoke Community College  
Holyoke Public Schools  
Lynn Public Schools  
Northern Berkshire Vocational Regional School District  
Palmer Public Schools  
Randolph Public Schools  
Revere Public Schools  
Southern Middlesex Regional Vocational Technical School District  
Springfield Public Schools  
Worcester Public Schools

**Grants (Competitive) to Community Colleges (18 entities funded)**

**SCHOOL YEAR:**

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:**

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

**Grants (Competitive) for the One Stop Career Center Initiative (14 entities funded)**  
**(Brokering Education, Training, and Employment Options for Post 12<sup>th</sup> Grade Students)**

**SCHOOL YEAR:**

Boston Private Industry Council  
City of New Bedford, Department of Workforce Development Administration  
City of Salem  
Franklin/Hampshire Employment and Training (Northampton)  
Lawrence Department of Training and Development  
Middlesex Community College  
Regional Employment Board of Hampden County (Springfield)

**SUMMER:**

Boston Private Industry Council  
City of New Bedford, Department of Workforce Development Administration  
City of Salem  
Franklin/Hampshire Employment and Training (Northampton)  
Lawrence Department of Training and Development  
Middlesex Community College  
Regional Employment Board of Hampden County (Springfield)

## **APPENDIX B: Additional Information on Data Used in Report**

### **ELIGIBILITY**

Eligibility for MCAS Low-Scoring Support Programs in FY 06 was based on "HS CD All File" captured on November 22, 2005, which included MCAS results through the August 2005 retest. Students eligible for these programs included individuals across the state from the Classes of 2003-2009 who have not yet passed the grade 7 or 8 MCAS tests (for 9/10th graders) or the grade 10 MCAS test or retests. Eligible classes varied by grant program. The numbers listed under the competitive grant programs were limited to the eligible students in the districts served by the organizations awarded grants. Students no longer in the system, as indicated from their status distinctions in June 2005 SIMS data, were not included in eligibility counts. Those eliminated from eligibility include the following students: graduated with competency determination, permanent exclusions, dropped out, and deceased.

### **LOCAL GRADUATION REQUIREMENTS / CERTIFICATE OF ATTAINMENT**

Student who met local graduation requirement / earned a certificate of attainment is based on June 2006 and October 2006 SIMS data (if enstat = 04 = graduated with CD; enstat = 10 = certificate of attainment) reported to the Department of Education by districts. Any student who may have graduated with their CD or CA after this time was not included. Moreover, students who are no longer enrolled in high school (Classes of 2003-2005 students) do not have SIMS data collected on them. As a result, for these post 12<sup>th</sup> grade students, it cannot be determined if they have met local graduation requirements. CA = Certificate of Attainment = what districts have the option of awarding to students who have met local graduation requirements but have not yet earned a CD. Not all districts award certificates of attainment, and those that do are *not* required to report to the Department of Education the numbers of students awarded a CA.

### **MCAS SUPPORT PROGRAM DATA COLLECTION**

Districts 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 includes SASID; first, last, and middle name; grade; and school. For all grants except the One Stop Career Center, the number of hours of service, instructional model, and status for each student served was also collected.

### **COMPETENCY DETERMINATION INFORMATION**

Information about who attained a competency determination (CD) after program participation includes data through the November 2006 retest (from the file "High School CD File" captured on 2.21.07). To determine CD earning comparisons of served vs. not served students, all students submitted via the Academic Support Data Collection were merged with the eligibility file (see "ELIGIBILITY" section above for how the file was created of students eligible). MCAS information through the November 2006 retest (file used was "High School CD File" captured on 2.21.07) was also merged with the eligibility file. Only students in the Classes of 2003-2008 were included in the comparisons, as Class of 2009 are not able to earn their CD until taking the grade 10 MCAS tests.

### **POST 12<sup>th</sup> GRADERS**

This report considered students to be "post 12<sup>th</sup> graders" if they completed grade 12 before September 2005; it did not include the students who completed 12<sup>th</sup> grade during FY 06. Class year data was based off of the last year in which they were reported in SIMS as grade 12. For students dropped out and/or never enrolled in grade 12 (retained in previous grade), class year was estimated based on last year in grade 9, 10, or 11.

### **SPECIAL POPULATION DATA**

Special population data (e.g., special education, low-income, and limited English proficient status) was based on SIMS data from June 2006 from the file "High School CD File" captured on 2.21.07. 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, June 2004 for students in the Class of 2004, June 2005 for students in the Class of 2005, June 2006 for students in Class of 2006, and October 2007 for students in the Classes of 2007-2009.

**APPENDIX C: Chapter 45 of the Acts of 2005 line-item 7061-9404**

7061-9404

For grants to cities, towns and regional school districts to provide targeted remediation programs in English and math to high school students in the classes of 2003 to 2007, inclusive, scoring in level one on the Massachusetts Comprehensive Assessment System (MCAS) exam established by the board of education pursuant to the provisions of sections 1D and 1I of said chapter 69; provided, that the department and districts shall ensure that services are available to students with disabilities; provided further, that, in awarding remediation funds, preference may be given to schools and districts at risk of or determined to be under-performing in accordance with said sections 1J and 1K of said chapter 69; provided further, that in districts with a high percentage of students scoring in level one on either the eighth grade or tenth grade MCAS exam, or in districts which are at risk of or determined to be underperforming in accordance with sections 1J and 1K of chapter 69 of the General Laws, funds may be expended on preventive remediation for students in the classes of 2007 or 2008, who failed the English or math MCAS in the eighth grade; provided further, that the purpose of this program shall be to improve students' performance on the MCAS exam through replication of services and educational strategies with proven results as determined by the department of education that may include but integrated tutoring and mentoring programs, shall not be limited to: supplemental web-based tutorial programs that are diagnostic and prescriptive, weekend and school vacation programs focused on English and math remediation, the English and math components of comprehensive after school programs, and the remediation component of summer programs; provided further, that such programs shall supplement currently funded local, state, and federal programs at the school or district; provided further, that such grants and assistance shall be used solely for the academic portions of such programs, and shall focus on the acquisition of skills in English and math needed to pass the MCAS; provided further, that funds shall be expended for a competitive grant program to fund academic support and college transition services to be implemented in fiscal year 2006, and operated by public institutions of higher learning or by public-private partnerships in the commonwealth, for students in the graduating classes of 2003, 2004 and 2005 who have completed high school but have not yet obtained a competency determination as defined in section 1D of chapter 69 as measured by the MCAS assessment instrument authorized by said section 1I of said chapter 69, but who are working to pass the English and math MCAS tests, obtain a competency determination, and earn a high school diploma; provided further, that for the purpose of the programs, appropriated funds may be expended through August 31, 2006 to allow for summer remediation programs; provided further, that funds shall be expended for a competitive grant program to fund Pathways programs targeting eleventh and twelfth graders, instituted by local school districts, public institutions of higher education and qualified public and private educational services organization and One Stop Career Centers including, but not limited to, school-to-work connecting activities creating worksite learning experiences for students as an extension of the classroom, outreach programs for students who will need post-twelfth grade remediation to attain the skills necessary to pass MCAS, and counseling programs to educate parents and high school students on post-twelfth grade remediation options; provided further, that funds shall be expended for a competitive grant program, guidelines for which shall be developed by the department of education, for intensive remediation programs, in communities with students in the graduating classes of 2003 to 2007, inclusive, who have not obtained a competency determination on either the tenth grade English or math MCAS exams; provided further, that the department of education may give preference for such assistance to those districts with a high percentage of high school students scoring in level one on the MCAS exam in English and math; provided further, that eligible applicants shall include individual high schools, and those institutions which shall have partnered with a high school or group of high schools, including but not limited to, institutions of public and private higher education, providers of adult basic education services, career centers, other

public and private educational services organizations, including, but not limited to, JFY. Net, and after-school programs with a structured academic component and focused on MCAS remediation operated by public and non-public entities including, but not limited to, members of the National Alliance of Boys and Girls Clubs; provided further, that no district shall receive a grant from this appropriation until said district submits to the department of education a comprehensive district plan pursuant to the provisions of section II of chapter 69, to improve performance of all student populations including, but not limited to, students with disabilities; provided further, that not more than \$1,000,000 be expended for English language acquisition professional development as part of an initiative designed to improve the academic performance of English language learners and effectively implement sheltered English immersion as outlined in chapter 386 of the acts of 2002; provided further, that \$300,000 shall be transferred to the Efficacy Institute for work in "Campaigns for Proficiency" in Springfield, Boston and Lawrence, to be used for training public school teachers and youth workers in after-school programs in methods for using assessment data to develop effective strategies to improve student performance on the MCAS; provided further, that not less than \$60,000 shall be expended to Casa Dominicana in Lawrence; provided further, that not less than \$1,000,000 shall be transferred to JFYNetWorks, formerly Jobs for Youth, for a matching grant for the purposes of enhancing student performance on the Massachusetts Comprehensive Assessment system examination through instructional computer software; provided further, that \$50,000 shall be expended for the Astro Park Astronomy Facility at Barnstable High School; provided further, that not less than \$25,000 shall be expended for School Link Services at the Pettengill House to provide advocacy counseling, referrals, emergency assistance and prevention education programs to the children and families of both Triton Regional and Amesbury Public Schools; provided further, that not less than \$20,000 shall be expended for a Brown Eyes Blue Eyes Pilot Project, linking performance to perception to improve MCAS scores by teaching children how to recognize faulty stereotypes inherent in racism for schools in Falmouth, Mashpee, Bourne, Barnstable, and Springfield; ***provided further, that the department shall issue a report, no later than February 1, 2006 and annually thereafter as a condition of continued funding under this account, in collaboration with the board of higher education, describing MCAS support programs for the graduating classes of 2003 to 2007, inclusive, funded by items 7061-9404 and 7027-0019, school to work accounts, institutions of public higher education, and other sources, including federal sources; provided further, that such report shall include, but not be limited to, the number of students eligible to participate in such programs, the number of students participating in such programs, the number of students who have passed the MCAS assessment and obtained a competency determination through these programs, but not met local graduation requirements, and the number of students who have passed the MCAS assessment and obtained a competency determination through these programs and met local graduation requirements; provided further, that said report shall be provided to the chairs of the house and senate ways and means committees and the house and senate chairs of the joint committee on education;*** provided further, that the department may expend up to \$350,000 to administer programs funded herein; and provided further, that any grant funds distributed from this item to a city, town or regional school district shall be deposited with the treasurer of such city, town, or regional school district and held in a separate account and shall be expended by the school committee of such city, town, or regional school district without further appropriation, notwithstanding any general or special law to the contrary

..... \$10,385,000

*For additional information on programs or this report, contact  
John Bynoe, Associate Commissioner of Student Support, Career & Education Services, via 781-338-6300  
Rachelle M. Engler, Director of Student Support, via 781-338-3205  
or Allison Ward, Student Support Data Specialist, via 781-338-3232  
or email Achievement@doe.mass.edu*