



Massachusetts Department of
ELEMENTARY & SECONDARY
EDUCATION

**Addendum to the 2010 Report to the Legislature:
MCAS Academic Support Programs Fiscal Year 2010 (FY10)**

This Addendum to the report submitted to the legislature in February 2010 provides more complete statistics now available, including post-program MCAS results.

June 2012

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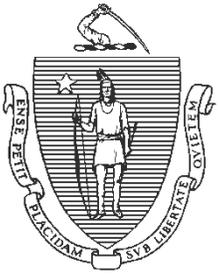
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June 2012

Dear Members of the General Court:

I am pleased to submit this *Addendum to the 2010 Report to the Legislature: MCAS Academic Support Programs Fiscal Year 2010 (FY10)* pursuant to Chapter 27 of the Acts of 2010, line-item 7061-9404. This addendum supplements the report submitted in February 2010 (available via <http://www.doe.mass.edu/as/reports/>) and provides more complete statistics including post program MCAS results.

FY10 MCAS Academic 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 2009-2010 school year and the following summer, 457 Department-funded MCAS support programs served approximately 18,200 of the nearly 170,500 eligible students from the classes of 2003-2014. Only 11 percent of those eligible for services were able to participate due to the limited funding available. More than 89 percent of students served through this line item participated in programs funded through 375 school district allocation grants. The additional 11 percent of students were served through four types of competitive grants awarded to districts, community colleges, One Stop Career Centers, and other partners such as Regional Workforce Investment Boards (WIBs).

When compared with eligible students who did not participate in these MCAS support programs, participants were 1.6 times (28 percentage points) more likely to pass the grade 10 ELA and Mathematics MCAS tests. As can be seen in this report, this difference held true when looking at students by class year as well as by selected populations (special education, low income, and limited English proficient students). Special education students, students from low-income families, and students who have limited English proficiency (LEP) are more likely than students as a whole to fail the grade 10 MCAS tests/retests and need additional support in order to pass the tests. Students served from these special populations appear to benefit considerably from their participation in Academic Support programs, as demonstrated by the following information:

- Approximately 71 percent of participating students designated with special education status passed the 10th grade level ELA and Mathematics MCAS post-program tests, compared with only 43 percent of special education students eligible for, but not participating in, these MCAS Support programs;

- For students with low-income classifications who were eligible for the MCAS Support programs, 68 percent of those served passed the 10th grade level MCAS post-program tests, as compared to 48 percent of those not served; and
- Fifty-five (55) percent of students designated LEP who were served in MCAS Academic Support Programs passed the 10th grade level MCAS post-program tests, as compared to only 31 percent of LEP students who were eligible but not served.

Student eligibility for MCAS Academic Support Programs expanded in FY08 to include students in grades 8-10 who scored *Needs Improvement* on their most recent ELA and Mathematics MCAS tests. This was in addition to the students in grades 8-12 and post 12th graders who performed in the *Warning/Failing* (less than 220) categories on their most recent ELA and Mathematics exams. Beginning in FY09, the eligibility pool expanded even further to include students in grades 9-11 who scored *Warning/Failing* on their most recent STE MCAS test. The eligibility requirements remained the same for FY10, with the exception of 8th graders and 12th graders at risk of scoring at level one now being allowed to be served in science and technology/engineering as well. As a result, the number of eligible students and young adults nearly doubled from 88,000 in FY07 to more than 170,000 in FY10.

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 academic 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 *Addendum to the 2010 Report to the Legislature: MCAS Academic Support Programs Fiscal Year 2010 (FY10)* pursuant to Chapter 27 of the Acts of 2009, line-item 7061-9404. This addendum supplements the report submitted in February 2010 (available via <http://www.doe.mass.edu/as/reports/>) and provides more complete statistics including post-program MCAS results.

Chapter 27 of the Acts of 2009, line-item 7061-9404 Reporting Requirement

“provided further, that the department shall issue a report not later than February 2, 2010, and annually thereafter as a condition of continued funding under this account, in collaboration with the department of higher education, describing MCAS support programs for the graduating classes of 2003 to 2014, inclusive, funded by items [7061-9404](#) and [7027-0019](#), school to work accounts, institutions of public higher education, and other sources, including federal sources; provided further, that such report shall include, but not be limited to, the number of students eligible to participate in such programs, the number of students participating in such programs, the number of students who have passed the MCAS assessment and obtained a competency determination through these programs but not met local graduation requirements, and the number of students who have passed the MCAS assessment and obtained a competency determination through these programs and met local graduation requirements; provided further, that said report shall be provided to the chairs of the house and senate ways and means committees and the house and senate chairs of the joint committee on education.”

Student Eligibility

In October 2006, the Board of Elementary and Secondary Education voted to amend the Competency Determination (CD) regulation for earning a high school diploma beginning with the class of 2010. Now students must either score at least *Proficient* (240) on both the grade 10 English Language Arts (ELA) and Mathematics MCAS tests, or score at least *Needs Improvement* (220) on both tests and fulfill the requirements of an Educational Proficiency Plan (EPP). Additionally, students must also now score at least *Needs Improvement* on one of the four high school Science and Technology/Engineering (STE) MCAS tests. For more details see <http://www.doe.mass.edu/mcas/graduation.html>.

As a result of these changes, student eligibility for MCAS Academic Support Programs expanded in FY08 to include students in grades 8-10 who score *Needs Improvement* on their most recent ELA and Mathematics MCAS tests. This was in addition to the students in grades 8-12 and post 12th graders who performed in the *Warning/Failing* (less than 220) categories on their most recent ELA and Mathematics tests. Beginning in FY09, the eligibility pool expanded even further to include students in grades 9-11 who scored *Warning/Failing* on their most recent STE MCAS test. The eligibility requirements remained the same for FY10, with the exception of 8th and 12th graders scoring at the *Warning* or *Failing* level on a prior STE MCAS test now being allowed to be served as well. As a result, the number of eligible students and young adults has

nearly doubled from 88,000 in FY07, to more than 170,000 in FY10. See Table 1 below for full eligibility details.

This document includes data specifying numbers and percentages of students passing the grade 10 ELA and Mathematics MCAS tests. These tests continue to be required to earn a CD, and are equivalent to the CD standard noted in previously submitted reports to the legislature. Where applicable, figures and tables now also include separate information on the numbers of students who earned a passing score (at least 220) on an STE MCAS test, based on the revised CD eligibility requirements.

Table 1: Academic Support Grant Eligibility at a Glance, FY10

Class Year and Grade Level (on 9/1/2009)		Student Eligibility based on Prior MCAS Scores & Subjects (Level one) F= <i>Failing</i> or W= <i>Warning</i> , (Level two) NI= <i>Needs Improvement</i>	Grant Fund Codes Serving Those Students
POSTSECONDARY			
Class of 2003-2009	Seniors 1-7 years ago	F – Math/ELA	632/625/625-B, 598/593, 596/597, 627/626
HIGH SCHOOL			
Class of 2010	Grade 12	F – Math/ELA <i>Also F – STE</i>	632/625/625-B, 598/593, 596/597, 627/626
Class of 2011	Grade 11	F or NI – Math/ELA <i>Also F – STE</i>	632/625/625-B, 598/593, 596/597
Class of 2012	Grade 10	W/F or NI – Math/ELA <i>Also W or F – STE</i>	632/625/625-B, 619/592
Class of 2013	Grade 9	W or NI – Math/ELA <i>Also W or F – STE</i>	632/625/625-B, 619/592
Class of 2014	Grade 8	W or NI – Math/ELA <i>Also W or F – STE</i>	632/625/625-B, 619/592

Source: Academic Support Grant Program Requests for Proposals (RFPs)

NOTE: The performance level one, with a scaled score of 200-218, is referred to as “Failing” on the high school MCAS tests and as “Warning” in the earlier grades

Student Participation

During FY10, MCAS Academic Support grants served approximately 18,200 of the 170,500 eligible students from the classes of 2003-2014, or 11 percent of the students eligible for services. These students were eligible for services between the beginning of September 2009 and the end of August 2010. Department program policies placed a priority on serving older students, including juniors, seniors, and students from the classes of 2003-2009, 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 89 percent of students served through this line item participated in programs funded through 375 school district allocation grants. The additional 11 percent of students were served through four types of competitive grants awarded to districts, community colleges, One Stop Career Centers, and other partners such as Regional Workforce Investment Boards (WIBs). In

all, the Department funded a total of 457 programs during the 2009-2010 school year and the following summer. See Tables 2-4 (on pages 6-7) and Appendix B (on page 18) for full details.

Findings

The data presented illustrate that *students served by FY10 MCAS Academic Support Programs met the ELA and Mathematics MCAS testing requirement at substantially higher rates than their peers who did not participate in these programs*. In FY10, eligible students who participated in Department-funded MCAS Academic Support Programs were 1.6 times (28 percentage points) more likely to have met the ELA and Mathematics MCAS testing requirements by November 2010 (after the program) than eligible students who did not participate. This rate difference also held true when looking at students by class year as well as by selected populations. See pages 14-16 for more details.

Class Year

When differentiating the eligible population by class year, data for the classes of 2003-2012 show that a greater percentage of participants in MCAS Academic Support Programs, as compared to non-participants, passed the grade 10 ELA and Mathematics MCAS tests or retests by the November 2010 retest as compared to non-participants. The actual percentage point difference between participants and non-participants ranged from 12 percentage points for 10th graders (class of 2012) to 21 percentage points for 12th graders (class of 2010). See Figure 7 and Table 7 on page 14 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 20 percentage points higher than their eligible but non-participating peers who also took an MCAS test in the same time period. See Figure 7 and Table 7 on page 14 as well as Appendix A on page 17 for full details.

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

Special education students, students from low-income families, and students who have limited English proficiency (LEP) were more likely to be eligible for MCAS Academic Support Programs. In FY10, for example, 17 percent of all students enrolled in high school compared to 31 percent of all students eligible for MCAS Academic Support Programs had a special education distinction. Additionally, 33 percent of all high school students compared to 47 percent of eligible students were from low-income families, and 6 percent of all high school students compared to 7 percent of students eligible were limited English proficient. See Table 8 on page 15 for more detail.

Students served in the classes of 2003-2012 from these selected populations appear to benefit considerably from their participation in Academic 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 Academic Support Programs passed the grade 10 ELA and Mathematics MCAS tests by the November 2010 MCAS retest at a rate of 71 percent, as compared to 43 percent of eligible special education students who did not participate. For students from low-income families, 68 percent passed compared with 48 percent of eligible non-participants during the same time period. For students who were limited English proficient, the associated passing percentages were 55 percent for program participants and 31 percent for non-participants. See Figure 8 on page 16 and Appendix A on page 17 for more detail.

FY10 MCAS Academic Support Program Descriptions

In total, the Department funded 457 programs during the 2009-2010 school year and the summer of 2010. Nearly 89 percent of students served through MCAS Academic Support grants participated in programs funded through 375 school district allocation grants. Allocation grants were awarded to all applicants who met the criteria specified in the Request for Proposals (RFP). The additional 11 percent of students were served through four types of competitive grants awarded to school districts, higher education institutions, One Stop Career Centers, and other partners such as Private Industry Councils and Regional Workforce Investment Boards. Competitive grants were awarded to only the applicants who best met the criteria specified in the RFPs.

Allocation Grants

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

The purpose of this program was to provide academic support services in ELA, mathematics, and/or STE needed to meet the CD for eligible students in the classes of 2003-2014. Programs provided intensive, small-group or one-to-one, engaging instruction that addressed gaps in participants' knowledge and basic skills.

Competitive Grants

Collaborative Partnerships for Students Success (CPSS) – Fund Codes 619/592

The purpose of this program was to develop Collaborative Partnerships for Student Success (CPSS) to supplement existing district resources. Goals included:

- a. Serving as a part of a comprehensive intervention process to help students meet and exceed the CD standards on their initial try in the spring of grade 10;
- b. Increasing student and family awareness on the value of their high school experience in relation to future opportunities through the development of preliminary career/college plans (and other means);
- c. Increasing school district and community partners' ability to provide school year and summer academic support in ELA, mathematics, and/or STE to students eligible for these services; and
- d. Developing or enhancing CPSS products such as curricula, learning activities, or other tools to help increase college and career readiness.

Work & Learning Programs – Fund Codes 596/597

The purpose of this program was to provide quality innovative and intensive instruction in ELA and mathematics through *work and learning* programs for students in the classes of 2003-2011 who had not yet earned their CD. *Work and learning* models typically combined academic instruction at the workplace with structured internships for participating students. Academic content was taught through the lens of a "real world" context to help engage students in their learning and raise achievement levels, while simultaneously giving them academic, technical/technological, and job skills necessary for success.

Higher Education Institutions & Partners – Fund Codes 598/593

The purpose of this program was to provide academic instruction in ELA and mathematics, as well as support services, to enable students from the classes of 2003-2011 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 post 12th graders and high school seniors (classes of 2003-2011) who needed further remediation to attain the skills necessary to earn their CD. Grant recipients provided individualized support to students to help them find and be able to participate in remediation services in ELA and mathematics, as well as job and apprenticeship training and employment, and GED preparation.

FY10 MCAS Academic Support Program Data Results

High School Students and Post 12th Graders

The three tables in this section indicate the number of students eligible for MCAS Academic Support Programs funded through the FY10 state budget line item 7061-9404, the number of entities funded to run programs, the number of students who participated in programs, and the number of participating students who passed the ELA and Mathematics MCAS tests required to earn a CD for high school graduation.

Individuals from across the state from the classes of 2003-2014 who met certain MCAS-based criteria were eligible for these programs. See Table 1 for full eligibility details (on page 2). Note that the ELA and Mathematics MCAS passing percentages in the tables below include only students in the classes of 2003-2012 since in FY10 students in younger grade levels had not yet taken the 10th grade MCAS tests or retests required to earn a CD for high school graduation. Similarly, the STE pass rate includes only students in the classes of 2010-2013 since in FY10 only students in grades 9-12 were eligible for these state-funded STE programs.

Table 2 below shows data related to all funded programs. Approximately 18,200 students were served through 457 grant awards, and approximately 10,400 students passed both the 10th grade ELA and Mathematics MCAS tests after program participation (82 percent of participants who were in a high enough grade to take those tests), and 11,224 passed one of the high school STE MCAS tests (72 percent of participants in the classes of 2010-2013).

Table 2: MCAS Pass Rates Summary, Line Item 7061-9404 Funded Programs, FY10

	Eligible Students	Grants Awarded	Students Served	Students Served who Passed the Grade 10 ELA and Mathematics MCAS CD Requirement	Students Served who Passed the HS STE MCAS CD Requirement
TOTALS FOR ALL PROGRAMS	170,460 <i>(91,745 in classes of '03-'12)</i>	457 <i>(More than one to some entities)</i>	18,179 <i>(11% of eligible)</i>	10,411 <i>(82% of students served in the classes of '03-'12)</i>	11,224 <i>(72% of students served in the classes of '10-'13)</i>

Source: Student Information Management System and grant recipient reports.

Tables 3 and 4 on the next page offer additional details, and delineate the primary age groups served by the programs. As can be seen in Table 3, school districts and approved private special education schools and collaboratives (through the Allocation grant program) served the largest number of students (16,229). While these grantees could serve students from any eligible grade (a total of 170,460 students), the focus was primarily on high school students. Combined with the competitive grants for districts/partners and work and learning programs, these high-school focused programs served approximately 17,157 students, of which nearly 10,000 passed both the 10th grade ELA and Mathematics MCAS tests after program participation. Additionally, approximately 10,900 who participated in Allocation and CPSS grant programs passed the high school STE MCAS test taken after participation.

Table 3: Grants Focused Primarily on Students in High School in FY10

	Eligible Students	Grants Awarded	Students Served	Students Served Who Passed Grade 10 ELA and Mathematics MCAS Required for a CD (*classes of '03-12)	Students Served Who Passed HS STE MCAS CD Requirement (**classes of '10-13)
Allocation grants for Districts & Approved Private Special Education Schools and Collaboratives	170,460	375	16,229	9,765 (86%*)	10,788 (72%**)
Collaborative Partnerships for Student Success (CPSS) grants*	115,199	21	696	56 (78%*)	124 (57%**)
Work and Learning grant programs	7,284	23	487	253 (54%*)	NA
Totals (unduplicated counts)*	170,460	419	17,157	9,982 (85%*)	10,887 (72%**)

Source: Student Information Management System and grant recipient reports.

Note: Unduplicated totals indicate the number of individual students served in multiple programs, so that students who participated in more than one program were **not** counted more than once. Also, the number who passed in the CPSS grants is low because that grant program mostly targeted grades 8-9 and those students were too young to take the 10th grade test that year. Additionally, although 9th graders who took an STE exam are included in the totals, not all 9th graders take an STE exam. NA=not applicable as those programs could not serve students in that subject in FY10. *Percentage noted only includes students in applicable class years ('03-12). ** Percentage noted only includes students in applicable class years ('10-13).

Table 4 identifies the grant programs that focused primarily on post 12th graders¹ but also seniors (classes of 2003-2010). Students served by Higher Education institutions were not enrolled in the college but were served by programs run by them. Nearly 1,300 individuals participated in Higher Education and One Stop Career Center Initiative programs, and 572 of these participants passed the 10th grade ELA and Mathematics MCAS tests upon program completion. The 512 students served by higher education institutions included 427 students served through the Higher Education focused grant program as well as 85 served through the Work and Learning grant program. It is also worth noting that 40 percent of individuals served by the One Stop Career Centers Initiative (approximately 210 students) were referred to community colleges for MCAS Academic Support services.

Table 4: Grants Focused Primarily on Seniors and Post 12th Graders in FY10

	Eligible Students	Grants Awarded	Students Served	Students Served Passed Grade 10 ELA and Mathematics MCAS CD Requirement
Higher Education Institution grants	11,094	18	512	229 (45%)
One Stop Career Center Initiative	5,866	20	957	425 (50%*)
Totals (approximate unduplicated counts)	14,500	38	1,295	572 (48%*)

Source: Student Information Management System and grant recipient reports.

Note: The One Stop Career Center numbers and the unduplicated totals for served and CD-pre 2010 are underestimated, due to missing SASIDS for some students. Also, there is no column for passing the STE MCAS test because these programs could not serve students in that subject in FY10. *Percentage noted excludes those students missing SASIDS.

¹ This report considers students to be “post 12th graders” if they completed grade 12 before September 2009; it does not include the students who completed 12th grade during FY10.

The data in Table 5 provides information about the number of class of 2010 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 2010 and October 2010, the last two reported enrollment periods for class of 2010 students who participated in FY10 Academic Support programs. However, this available data is limited for a number of reasons. Since SIMS does not collect data for students who are no longer enrolled in high school (classes of 2003-2009 students), the Department cannot determine if post 12th graders have met local graduation requirements. Districts have the option of awarding a Certificate of Attainment (CA) to students who have met local graduation requirements, but have not yet earned a CD. Furthermore, not all districts award CAs, and those that do are *not* required to report how many they award to the Department.

Table 5: Class of 2010 Students Served Who Met Local Graduation Requirements, FY10

...and passed the 10 th grade level ELA and Mathematics MCAS tests required for a CD in FY10	1,370
...and earned a CA in FY10	367

Source: Student Information Management System and grant recipient reports.

Data by Program Type

This section of the report separates instruction-focused MCAS Academic Support Programs from the One Stop Career Center initiative as a result of the different ways in which data was collected; data by subject area, time of program, instructional model, and school type does not apply for One Stop Career Center programs.

Instruction-Focused MCAS Academic Support Grant Programs: Highlights

Data is collected on students served² through Allocation grants to districts/approved special education schools and collaboratives as well as on students served through competitive grants to high schools for Collaborative Partnerships for Student Success, Higher Education Institution grants, and grants to districts/partners for Work and Learning programs. Highlights include:

- Four hundred thirty-seven (437) programs offered by districts, high schools, community colleges, and partnering organizations served 17,493 students in the classes of 2003-2014 (10 percent of those eligible).
- Eighty-two (82) percent in ELA programs, 79 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 Figures 1-3 for details by program type (pages 9-10).
- Among students who scored *Needs Improvement* on the MCAS prior to participation, a total of 43 percent in ELA and 79 percent in Mathematics scored *Proficient* or *Advanced* on that test following the program. See Figure 4 for additional details (page 11).

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

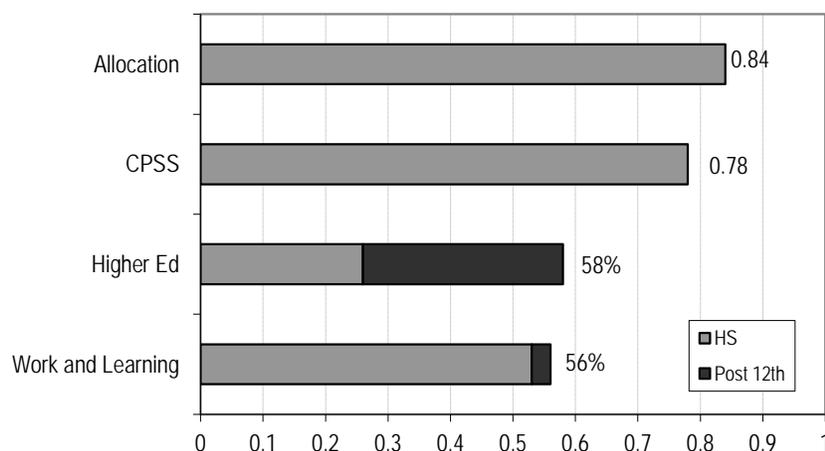
- Among students who scored *Warning/Failing* on the MCAS before entering an ELA program, 13 percent scored *Proficient or Advanced* following the program. For participants in mathematics and STE programs, the percentage who jumped from scoring *Warning/Failing* pre-program to *Proficient or Advanced* post-program was 20 and 14 percent, respectively. See Figure 5 for additional details (page 11).
- Thirty-seven (37) percent of participating students were served in programs that took place during extended time (before or after-school or evenings), 28 percent during the summer, 27 percent during the school day, and 8 percent during school weekends or vacations.
- Fifty-four (54) percent of participating students were served in mathematics, 28 percent in ELA, and approximately 18 percent in STE.
- Sixty-one (61) percent of students served received small group instruction (teacher to student ratios of 1:6-10), 32 percent smallest group instruction (1:2-5), 5 percent individual instruction (1:1), and the remaining 2 percent an “other” instructional model.

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

Figures 1-3 below and on the next page illustrate the percentages of students served in instruction-focused MCAS Academic Support Programs who received a score of at least *Needs Improvement* on the first MCAS test or retest taken after participation. This information is shown by type of program as well as by high school versus post 12th grade status.

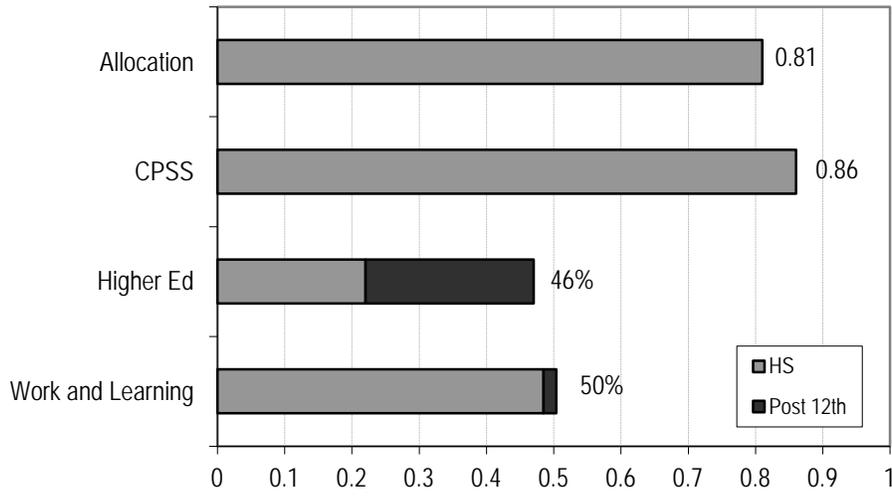
Approximately 56-84 percent of students served passed the ELA MCAS test after program participation, depending on the program type. Between 46-81 percent passed the Mathematics MCAS test post-program, and 70-71 percent passed the STE MCAS test.

Figure 1: Percentage of MCAS Academic Support Program Participants Scoring at least 220 on Subsequent ELA MCAS Test or Retest in FY10 (Classes of '03-'12)



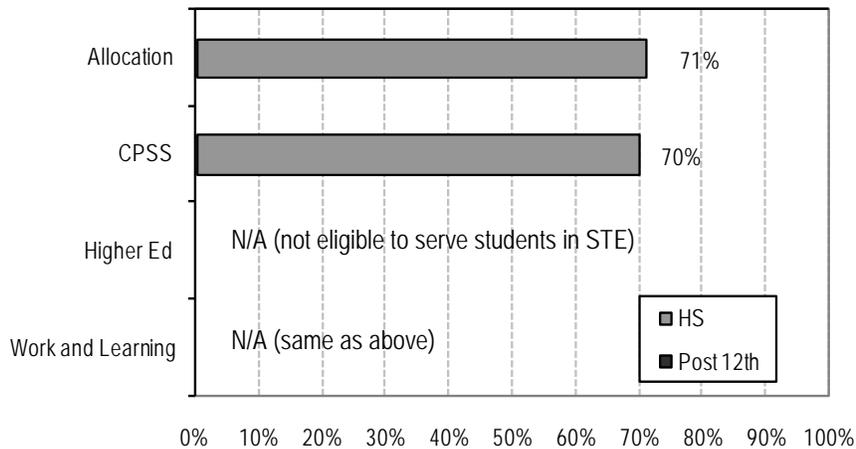
Source: Grant recipient reports and MCAS files.

Figure 2: Percentage of MCAS Academic Support Program Participants Scoring at least 220 on Subsequent Mathematics MCAS Test or Retest in FY10 (Classes of '03-'12)



Source: Grant recipient reports and MCAS files.

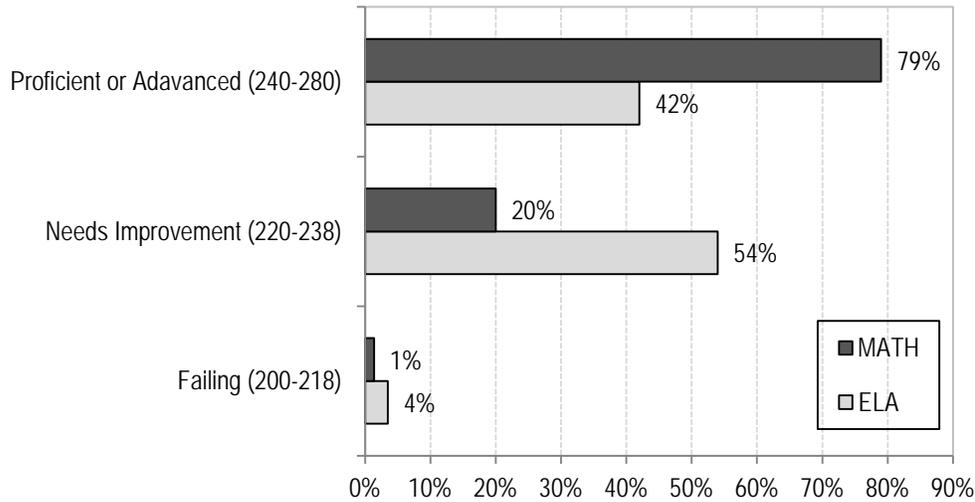
Figure 3: Percentage of MCAS Academic Support Program Participants Scoring at least 220 on Subsequent STE MCAS Test or Retest in FY10 (Class of '10-'13)



Source: Grant recipient reports and MCAS files.

During FY10, Allocation and CPSS grant programs served an unduplicated total of 2,507 students in ELA and 7,450 in mathematics that scored in the *Needs Improvement* category prior to the program. Of these, 1,574 participants in ELA and 4,614 in mathematics took the grade 10 MCAS test after participation, and Figure 4 on the next page shows the post-program performance level for those participants. Overall, 42 percent of students served in ELA and 79 percent served in mathematics scored in the *Proficient* or *Advanced* categories.

Figure 4: Allocation and CPSS MCAS Academic Support Programs: Post Program MCAS Performance Levels for Students with Preliminary Scores of *Needs Improvement* in FY10 (Class of '12)

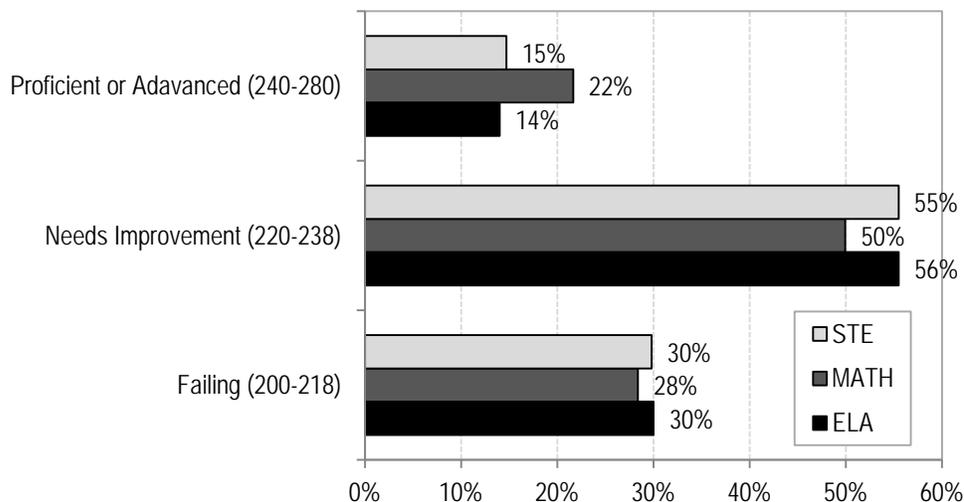


Source: Grant recipient reports and MCAS files.

Note: STE not applicable at the Needs Improvement level, as only Warning/Failing level students were eligible. Only class of 2012 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 2010.

Allocation and CPSS grant programs also served an unduplicated total of 2,192 students in ELA, 6,871 in mathematics, and 4,149 in STE who had scored in the *Warning/Failing* category prior to the program. Of these, 1,344 participants in ELA, 4,198 in mathematics, and 2,889 in STE took that subject's high school MCAS test after participation, and Figure 5 below shows the post-program performance level for those participants. Overall, 14 percent of students served in ELA, 22 percent served in mathematics, and 15 percent served in STE scored in the *Proficient* or *Advanced* categories.

Figure 5: Allocation and CPSS MCAS Academic Support Programs: Post Program MCAS Performance Levels for Students with Preliminary Scores of *Warning/Failing* in FY10 (Classes of '03-'12, STE Classes of '10-13)



Source: Grant recipient reports and MCAS files.

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

The purpose of the One Stop Career Center initiative is to provide access to education, training, and employment opportunities for students completing the 12th grade who are still in need of a CD and other college and career pathway services. One Stop Career Centers by design do not directly deliver instruction-focused MCAS support, but instead play the important role of helping students find and be able to participate in services that will best meet their developmental needs, and that are often run by local community colleges or school districts. Other services provided through these centers include but are not limited to training and employment, GED preparation, and apprenticeship training.

As noted earlier in Table 4 (on page 7), nearly 960 students were served through One Stop Career Centers in FY10, and by the November 2010 retest nearly 430 of these students had passed the ELA and Mathematics MCAS tests. Table 6 below highlights some additional information on the enrollment, outcomes, and positive placements made during FY10.

Table 6: One Stop Career Centers - Enrollment, Outcome, and Placement Summary in FY10

	Class 2003	Class 2004	Class 2005	Class 2006	Class 2007	Class 2008	Class 2009	Class 2010
PATHWAYS TO SUCCESS ENROLLMENT			Number of Individuals					
New Enrollment in FY10 (Sept 2009-August 2010)	13	15	14	19	22	25	51	246
* Cumulative Enrollment (Sept 2009-August 2010)	990	988	736	516	493	368	264	246
FY10 OUTCOMES			Number of Individuals					
(1) Earned a CD	12	20	22	31	45	43	64	188
(2) Passed Community College Ability to Benefit Test	0	0	0	0	1	1	0	0
(3) Earned GED	1	2	1	1	6	4	5	11
POSITIVE PLACEMENTS DURING REPORTING PERIOD			Positive Placements (<i>may include duplicates</i>)					
(a) Entered Postsecondary Education and Training	3	3	7	4	9	12	20	13
(b) Entered Employment	20	15	17	14	23	29	47	126
(c) Entered Military	0	0	0	0	0	1	0	1
(d) Remain in High School	0	0	0	0	0	0	17	32
(e) Entered Job Corps	0	0	0	0	1	2	4	1
			Total Individuals with Positive Placement (<i>unduplicated count</i>)					
TOTAL UNDUPLICATED COUNT FROM LINES (A) THROUGH (E)	23	18	24	18	27	36	68	168

Source: Grant recipient reports.

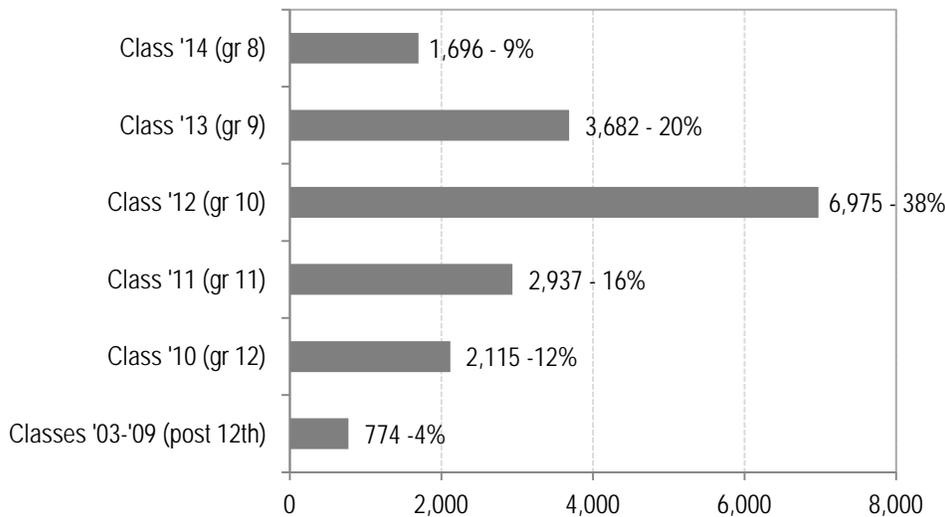
*Note: Total (Cumulative Enrollment) = Total number of eligible students who are in the One Stop Career Center initiative "system" from the specified class year. Some of these students may have first been served in FY03 (or a later year), and some may not have participated in any services during FY10.

Details by Class Year

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

The majority of students served (86 percent) in MCAS Academic Support Programs were from grades 9-12. As can be seen in Figure 6 below, approximately 38 percent of students served were 10th graders (class of 2012). One-fifth (20 percent) of students served were 9th graders (class of 2013). Other students served included, 12th graders from the class of 2010 (12 percent), 8th graders from the class of 2014 (9 percent) and post 12th graders from the classes of 2003-2009 (4 percent). Collectively, programs were able to serve 18,179 students, which is approximately 11 percent of all eligible students.

Figure 6: Participation by Class Year in All MCAS Academic Support Programs in FY10



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

Table 7 on the next page demonstrates that the different grant programs served various percentages of students by class. The Allocation grants to districts and CPSS served the youngest students, as nearly 90 percent of the students served were in the classes of 2011-2014. The Work and Learning grants also served a greater proportion of the youngest students with 56 percent in those classes, while the Higher Education and One Stop Career Initiative programs served primarily the older students. Approximately 100 percent of students served in One Stop Career Initiative programs and 78 percent served in Higher Education programs were students originally from the classes of 2003-2010, and the remaining 22 percent were students in the class of 2011.

Table 7: Participation by Program Type and Class in All MCAS Academic Support Programs, FY10

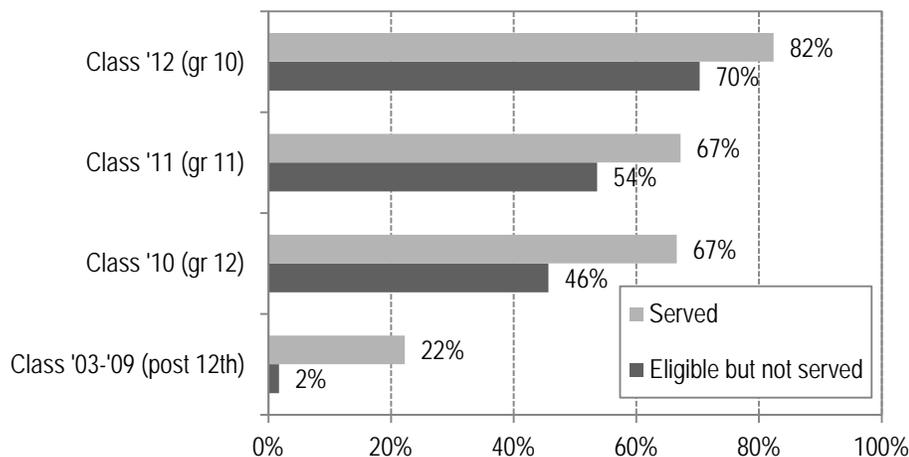
Program Type	Students Served Per Class (<i>number served and percent in the specific program</i>)											
	2014 & 2013 (gr 8 & 9)		2012 (gr 10)		2011 (gr 11)		2010 (gr 12)		2003-2009 (post 12 th)		Total in program & unduplicated % in all programs	
	N	%	N	%	N	%	N	%	N	%	N	%
Allocation: Districts/Special Education Schools/Collaboratives	4,772	29%	6,905	43%	2,728	17%	1,807	11%	17	<1%	16,229	85%
Collaborative Partnerships for Student Success (CPSS)	624	90%	72	10%	--	--	--	--	--	--	696	4%
Work and Learning	--	--	--	--	271	56%	175	36%	41	8%	487	3%
Higher Education Institutions	--	--	--	--	111	22%	178	35%	223	43%	512	3%
One Stop Career Center Initiative	--	--	--	--	--	--	353	37%	604	63%	957	5%
Totals (<i>unduplicated counts per program & grade level % in all programs</i>)	5,378	30%	6,975	38%	2,937	16%	2,115	12%	774	4%	18,179	100%

Source: Student Information Management System and grant recipient reports.

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

Students served in MCAS Academic Support Programs passed the 10th grade level ELA and Mathematics MCAS or retests at substantially higher rates than did their eligible peers who did not participate. More specifically, Figure 7 shows that 82 percent of participating students in the class of 2012 passed their 10th grade ELA and Mathematics MCAS post-program tests, as compared to 70 percent of those who did not participate. For the class of 2011, a total of 67 percent passed the MCAS retest after participation, as compared to only 54 percent of those who were eligible but not served. This was also true for 67 percent versus 46 percent in the class of 2010, and 22 percent versus 2 percent in the classes of 2003-2009.

Figure 7: Percentage of Eligible Students Passing the Grade 10 ELA and Mathematics MCAS Test/Retest Post-Program, by Class Year in FY10 (Classes of '03-'12)



Source: Student Information Management System, grant recipient reports, and MCAS files.
 Note: CD-pre 2010 = earned a score ≥ 220 (above the Failing level) on both ELA and Mathematics (does not include STE or EPP information).

Additional Selected Population Information

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

The table also shows that special education students comprised 39 percent of the total number of students from the classes of 2003-2014 who were served by MCAS Academic Support Programs during FY10. This rate was higher than their proportion in the pool of eligible students (31 percent), and more than doubles their proportion in the high school population statewide (17 percent).

More than one-half of program participants (52 percent) were from low-income families. This proportion was larger than their incidence in the pool of eligible students (47 percent), as well as their incidence statewide (33 percent).

Furthermore, 9 percent of program participants were LEP, which was more than their incidence in the pool of eligible students (7 percent), and of their incidence in the statewide school population (also 6 percent).

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

Selected Population	Statewide High School Enrollment		Students Eligible for MCAS Academic Support Programs		MCAS Academic Support Participants	
	Number	%	Number	%	Number	%
Special Education	164,847	17%	52,837	31%	7,087	39%
Low-Income	315,161	33%	80,021	47%	9,454	52%
Limited English Proficient	59,158	6%	11,206	7%	1,682	9%

Source: Student Information Management System and grant recipient reports.

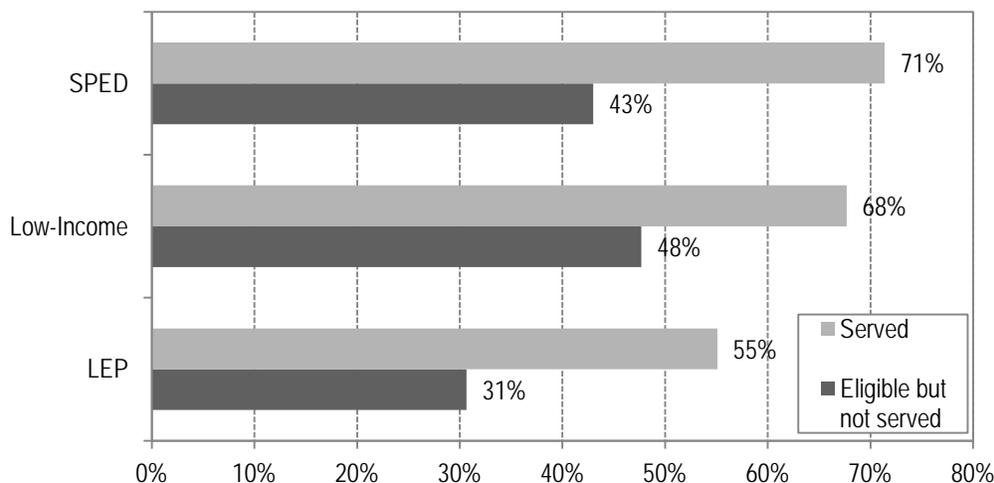
Percentage Passing the 10th Grade Level ELA and Mathematics MCAS Test/Retest, by Selected Population: Served Versus Eligible but Not Served

Students eligible for MCAS Academic Support Programs who were classified in the Department's SIMS data as being special education, low-income, and limited English proficient benefited considerably from participation, as can be seen in Figure 8 on the next page. Highlights include the following:

- Approximately 71 percent of participating students designated with special education status passed the 10th grade level ELA and Mathematics MCAS post-program tests, compared with only 43 percent of special education students eligible for but not participating in these MCAS Support programs;
- For students with low-income classifications who were eligible for the MCAS Support programs, 68 percent of those served passed the 10th grade level MCAS post-program tests, as compared to 48 percent of those not served; and

- Fifty-five (55) percent of students designated LEP who were served in MCAS Academic Support Programs passed the 10th grade level MCAS post-program tests, as compared to only 31 percent of LEP students who were eligible but not served.

Figure 8: Percentage of Eligible Students Passing the Grade 10 ELA and Mathematics MCAS Test/Retest, by Selected Population in FY10 (Classes of '03-'12)



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

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

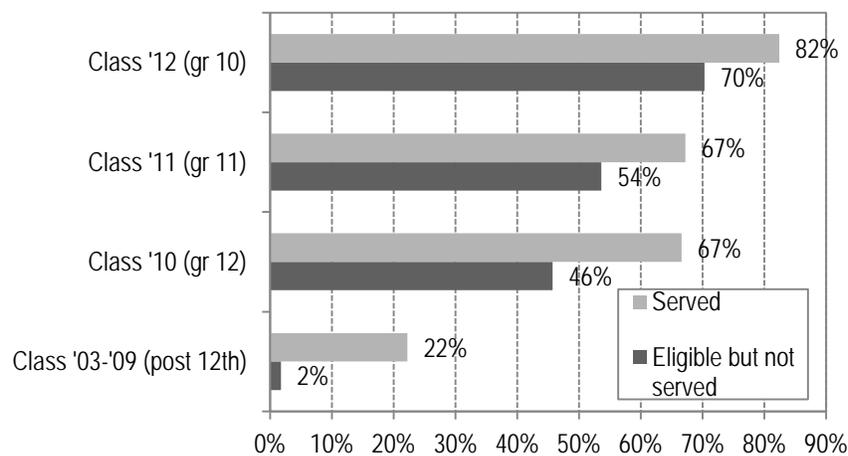
In FY10, eligible students in the classes of 2003-2012 who participated in Department-funded MCAS Academic Support Programs were 1.6 times (28 percentage points) more likely to have met the ELA and Mathematics MCAS testing requirements by November 2010 (after the program) than eligible students who did not participate. Forty-five (45) percent of students who were eligible but did not participate in any MCAS Academic Support Program met the ELA and Mathematics MCAS testing requirements by the November 2010 retest. In comparison, 73 percent of eligible students who did participate in at least one of the MCAS Academic Support Programs met the ELA and Mathematics MCAS testing requirements by the November 2010 retest.

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

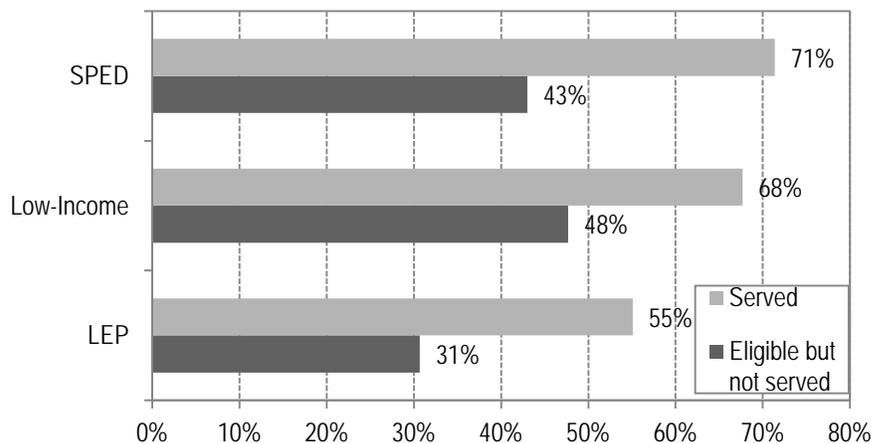
APPENDIX A: FY10 MCAS Academic Support Program Highlights

Funded through state budget line item 7061-9404, MCAS Academic Support programs are designed for students who have not scored high enough on the MCAS to earn their Competency Determinations required for high school graduation. Student grade eligibility varies by program, but may include grades 8-12 and post-12th graders. During FY10, MCAS Academic Support grants served approximately 18,200 of 170,460 eligible students from the classes of 2003-2014. Overall, participants in these MCAS support programs were 1.6 times (28 percentage points) more likely to have met the state's English Language Arts and Mathematics MCAS testing requirements by November 2010 than eligible youth who did not participate. Moreover, as can be seen in the charts below, this difference held true when looking at students by class year as well as by selected population.

Percentage of Students Passing the ELA and Mathematics Grade 10 MCAS/Retest CD Requirement by Class Year, FY10



Percentage of Students Passing the ELA and Mathematics Grade 10 MCAS/Retest CD Requirement by Selected Population, FY10



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

More than 89 percent of students served through this line item participated in programs funded through 375 school district allocation grants. The additional 11 percent of students were served through 4 types of competitive grants awarded to districts, community colleges, One Stop Career Centers, and other partners such as Regional Workforce Investment Boards (WIBs). In all, the Department funded a total of 457 programs during the 2009-2010 school year and the following summer.

APPENDIX B: Entities Funded for FY10 MCAS Academic Support Programs through Line Item #7061-9404

Allocation Grants to Districts and Approved Private Special Education Schools and Collaboratives (375 entities funded)

SCHOOL YEAR PROGRAMS (2009-2010):

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

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

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

SUMMER 2010 PROGRAMS:

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

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

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

SCHOOL YEAR (2009-2010):

Amherst Regional School District
 Attleboro Public Schools
 Fall River Public Schools
 Fitchburg Public Schools
 Greater Lowell Regional Vocational Technical School
 Malden Public Schools
 New Bedford Public Schools
 Northampton-Smith Vocational Agricultural School
 Northbridge Public Schools
 Pittsfield Public Schools
 Randolph Public Schools
 Tewksbury Public Schools
 Upper Cape Cod Regional Vocational Technical School
 Westport Public Schools
 Worcester Public Schools

SUMMER 2010:

Amherst Regional School District
Attleboro Public Schools
Chelsea Public Schools
Fall River Public Schools
Fitchburg Public Schools
Greater Lowell Regional Vocational Technical High School
Malden Public Schools
New Bedford Public Schools
Northampton-Smith Vocational Agricultural School
Northbridge Public Schools
Pittsfield Public Schools
Randolph Public Schools
Tewksbury Public Schools
Upper Cape Cod Regional Vocational Technical School
Westport Public Schools
Worcester Public Schools

Competitive Grants for Work and Learning Programs (23 entities funded)

SCHOOL YEAR (2009-2010):

Attleboro School to Career Partnership, Inc.
Boston Private Industry Council
Bristol Community College (Fall River)
Brockton Public Schools
Fall River Public Schools
Holyoke Community College
Mount Wachusett Community College (Gardner)
Taunton Area School to Career, Inc.
Worcester Public Schools

SUMMER 2010:

Attleboro Public Schools
Boston Private Industry Council
Bristol Community College (Fall River)
Bristol Workforce Investment Board (Fall River)
Brockton Public Schools
City of New Bedford Workforce Investment Board
Hampshire Educational Collaborative (Northampton)
Holyoke Community College
Lawrence Department of Training and Development
Randolph Public Schools
Regional Employment Board of Hampden County (Springfield)
River East School to Career Partnership, Inc. (Palmer)
Taunton Area School to Career, Inc.
Worcester Public Schools

Competitive Grants for Higher Education Institutions (18 entities funded)

SCHOOL YEAR (2009-2010) AND SUMMER 2010:

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

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

SCHOOL YEAR (2009-2010) AND SUMMER 2010

Boston Private Industry Council
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)
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 2003-2014 (grade 8 through post 12th graders) who scored at the *Warning/Failing* level (one) on the 10th grade level MCAS ELA and/or Mathematics MCAS test or retests or on the 7 or 8th grade ELA and/or Mathematics MCAS tests (for students who had not yet taken the 10th grade level tests). Class of 2010-2013 students who scored at the *Needs Improvement* level on their most recent ELA or Mathematics MCAS and/or who scored at the *Warning/Failing* level (one) on their most recent STE exam were eligible for services. Class year eligibility varied by grant program.

In this report, student eligibility numbers were primarily determined from information provided by the Department's Student Assessment unit. The number of students in the classes of 2003-2013 reported to be eligible for MCAS Academic Support Programs in FY10 was based on the "HS CD All File" captured on November 23, 2009, which included MCAS results through the November 2009 retest. For students in the class of 2014 (grade 8), eligibility was based on the "2010 MCAS megafile" captured on November 29, 2010.

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 2009 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 2010 and October 2010. Any student who may have graduated with a CD or CA after this time was not included. Moreover, students who were no longer enrolled in high school (from the classes of 2003-2010) were not included in SIMS during FY10. As a result, for these post 12th grade students, it could not be determined if they had met local graduation requirements or not.

NOTE: A Certificate of Attainment (CA) is what districts have the option of awarding to students who have met local graduation requirements but have not yet earned a CD. Not all districts award Certificates of Attainment.

MCAS ACADEMIC SUPPORT PROGRAM DATA COLLECTION

Entities receiving any of the MCAS Academic Support Program grants were required to submit student level data to the Department on all school year and summer participants. Data collected on each individual served included SASID number; first, last, and middle name; class year; and school. All grantees except those in the One Stop Career Center Initiative, also submitted information on each student served detailing the number of hours of service, the instructional model, and the student's participation status.

COMPETENCY DETERMINATION AND MCAS COMPARISON DATA

Information noting who passed the 10th grade ELA and Mathematics and 9th/10th grade STE MCAS after program participation was based on testing data that included data through the November 2010 retest from the file "High School CD File" captured on February 10, 2011. To determine passing rates of students served versus students not served, MCAS information from this February file was merged with all student information submitted via the Academic Support Data Collection and also with information on students in the eligibility file described in the first section of this Appendix C. Only students in the classes of 2003-2012 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 2013-2014 were not yet in a high enough grade to have taken (and passed) those MCAS tests.

POST 12th GRADERS

This report considered students to be "post 12th graders" if they completed grade 12 before September 2009; it did not include the students who completed 12th grade during FY10. Class year data was based off of the last year in which they were reported in SIMS as grade 12. For students who dropped out and/or never enrolled in grade 12 (because they were retained in previous grade) the class year was estimated based on their last year in grade 9, 10, or 11.

SELECTED POPULATION DATA

Selected population data (e.g., special education, low-income, and limited English proficient status) was based on SIMS data from the October 2010 collection included in the "High School CD File" that was captured on February 10, 2011. 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 2010 for class of 2010, and from October 2010 for students in the classes of 2011-2014. Statewide high school enrollment percentages were based on the 2009-2010 Statewide Enrollment Selected Populations Profiles page: <http://profiles.doe.mass.edu/profiles/student.aspx?orgcode=00000000&orgtypecode=0&leftNavId=305&&fycode=2010>.

APPENDIX D: Chapter 27, Acts of 2009, Line Items 7061-9404 and 7027-0019

[7061-9404](#). For grants to cities, towns and regional school districts to provide targeted remediation programs for students in the classes of 2003 to 2014, inclusive, scoring in level 1 or 2 on the Massachusetts comprehensive assessment system (MCAS) exam established by the board of elementary and secondary education pursuant to the provisions of sections 1D and 1I of said chapter 69 of the General Laws; provided, that the department and districts shall ensure that services are available to students with disabilities; provided further, that in awarding remediation funds, preference may be given to schools and districts at risk of or determined to be underperforming in accordance with said sections 1J and 1K of said chapter 69; provided further, that the purpose of this program shall be to improve students' performance on the MCAS exam through replication of services and educational strategies with proven results as determined by the department of elementary and secondary education; provided further, that such programs shall supplement currently funded local, state, and federal programs at the school or district; provided further, that funds shall be expended for a competitive grant program to fund academic support and college transition services to be implemented in fiscal year 2010, and operated by public institutions of higher learning or by public-private partnerships in the commonwealth, for students in the graduating classes of 2003 to 2010, inclusive, 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, 2010, to allow for summer remediation programs; provided further, that funds shall be expended for a competitive grant program to fund Pathways programs targeting eleventh and twelfth graders, instituted by local school districts, public institutions of higher education and qualified public and private educational services organizations and One Stop Career Centers including, but not limited to, school-to-work connecting activities, creating worksite learning experiences for students as an extension of the classroom, outreach programs for students who will need post-twelfth grade remediation to attain the skills necessary to pass MCAS, and counseling programs to educate parents and high school students on post-twelfth grade remediation options; provided further, that funds shall be expended for a competitive grant program, guidelines for which shall be developed by the department of elementary and secondary education, for intensive remediation programs in communities with students in the graduating classes of 2003 to 2014, inclusive, who have not obtained a competency determination or have scored in levels 1 or 2 on either the English or math MCAS exams; provided further, that the department of elementary and secondary education may give preference for such assistance to those districts with a high percentage of high school students scoring in level 1 on the MCAS exam in English and math; provided further, that eligible applicants shall include individual high schools, and those institutions which shall have partnered with a high school or group of high schools; provided further, that no district shall receive a grant from this appropriation until said district submits to the department of elementary and secondary education a comprehensive district plan pursuant to the provisions of section 1I of chapter 69, to improve performance of all student populations including, but not limited to, students with disabilities; provided further, that any evaluation will examine the likelihood and efficiency of replication of these programs and practices in school districts with a large percentage of English language learners; provided further, that these funds

may be expended for professional development related to these programs; provided further, that the department shall issue a report not later than February 2, 2010, and annually thereafter as a condition of continued funding under this account, in collaboration with the department of higher education, describing MCAS support programs for the graduating classes of 2003 to 2014, inclusive, funded by items 7061-9404 and 7027-0019, school to work accounts, institutions of public higher education, and other sources, including federal sources; provided further, that such report shall include, but not be limited to, the number of students eligible to participate in such programs, the number of students participating in such programs, the number of students who have passed the MCAS assessment and obtained a competency determination through these programs but not met local graduation requirements, and the number of students who have passed the MCAS assessment and obtained a competency determination through these programs and met local graduation requirements; provided further, that said report shall be provided to the chairs of the house and senate ways and means committees and the house and senate chairs of the joint committee on education; provided further, that any grant funds distributed from this item to a city, town or regional school district shall be deposited with the treasurer of such city, town, or regional school district and held in a separate account and shall be expended by the school committee of such city, town, or regional school district without further appropriation, notwithstanding any general or special law to the contrary; provided further, that funds may be expended to continue mentoring initiatives that combat the chronic dropout of at-risk youths that were funded in item 7030-1003 of section 2 of chapter 182 of the acts of 2008; and provided further, that no costs shall be expended for personnel costs..... \$9,294,804

7027-0019 For school-to-career connecting activities; provided, that notwithstanding any general or special law to the contrary, the board of elementary and secondary education, in cooperation with the department of workforce development and the state workforce investment board, may establish and support a public-private partnership to link high school students with economic and learning opportunities on the job as part of the school-to-work transition program; provided further, that such program may include the award of matching grants to workforce investment boards or other local public-private partnerships involving local community job commitments and work site learning opportunities for students; provided further, that the grants shall require at least a 200 [percent] match in wages for the students from private sector participants; provided further, that the program shall include, but not be limited to, a provision that business leaders commit resources to pay salaries, to provide mentoring and instruction on the job and to work closely with teachers; provided further, that public funds shall assume the costs of connecting schools and businesses to ensure that students serve productively on the job; and provided further, that no funds shall be expended for personnel costs\$2,000,000