



Massachusetts Board of Education 2003 Annual Report

June 2004

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Massachusetts Department of Education

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Chairman's Statement

Education reform in Massachusetts is approaching a watershed.

One year ago, the first class subject to a statewide graduation requirement based on academic achievement, completed high school. Following years of focused instruction and extra-help, the vast majority of the class of 2003 met a standard that is widely recognized as one of the country's highest.

Last September, the Commonwealth's 50th charter school opened its doors. After enacting one of the first charter laws in 1993, Massachusetts continued to lead the way by establishing the country's most rigorous charter approval and renewal process, resulting in some of the best schools anywhere, along with the return or revocation of four charters.

This school year the Commonwealth's district accountability system went into full effect, with two districts, Holyoke and Winchendon, declared "under-performing." In both cases the Department of Education is preparing to engage in an unprecedented partnership to build capacity, accelerate change and substantially raise student performance.

Although the fruits of ten years worth of hard work, at both the state and local level, are beginning to pay off, daunting challenges remain. On the one hand, the successes of the past threaten to create a false sense of complacency, papering over our continuing failure to close the achievement gap and forestalling deeper systemic reform. On the other hand, political and legal challenges to the progressive policies of the past decade threaten to stop some reforms in their tracks, or worse.

There can be little doubt that simply staying the course is not a viable option. But neither is abandoning the strong foundation upon which all our success has thus far been built.

School finance in general and the foundation formula in particular are likely to be a central focus of policy makers in the year ahead, pending the outcome of the *Hancock* case. Beyond this question of the amount and allocation of education dollars, I believe there are several specific steps the board of education will need to consider in the coming year to ensure that the momentum of education reform is sustained:

- Develop a long-term plan for gradually and fairly raising the state graduation standard—consistent with the national goal of getting all students to proficiency by 2014—while enhancing MCAS to provide value-added data for assessing school and district performance.
- Fully implement the recommendations of the Grogan Task Force regarding under-performing districts, to ensure timely intervention by the Department and effective execution of turnaround strategies.
- Develop clearer, more specific guidance for districts regarding those management practices, instructional strategies and curricular materials most likely to produce successful student outcomes. And use these guidelines to help evaluate the quality of improvement plans in low performing schools and districts.
- Resolve the continuing controversy surrounding the charter school funding formula and approval process, while reaffirming our commitment to expanding the number of charter schools as part of a comprehensive strategy for creating new schools of excellence in our most needy communities.

These will be difficult and, no doubt, controversial subjects. Nevertheless, I believe we must address them now to secure the gains we have made, and to fulfill the larger promise of education reform.

Commissioner's Statement

We have made extraordinary progress in our public schools since the Education Reform Act became law a decade ago. Educators from around the nation look to Massachusetts for advice on accountability and reform because they see that we have made changes that work. Results from both statewide and national assessment tests show that our students are climbing rapidly to the top of the achievement scale, and are in many cases leading the country. Just look at the numbers:

- After six tries, 95 percent of the students enrolled in the Class of 2003 have met the MCAS graduation requirement. In all, 97 percent of the class passed the English exam and 96 percent passed the mathematics exam.
- On the 2003 SAT exam, Massachusetts' high schoolers outscored their peers regionally and nationwide. Locally 82 percent participated, scoring an average of 516 on the verbal exam and 522 on the math. Nationally 48 percent participated, scoring an average of 507 on the verbal exam and 519 on the math.
- On the National Assessment of Educational Progress (NAEP) exams, our fourth and eighth graders are among the top performers nationwide in every subject. In reading, our fourth graders tied with four other states to rank first in the nation, while eighth graders tied for first with two other states. In Math, our fourth graders tied for first in the nation with several other states, while eighth graders ranked second.

But while we have made great progress, we undoubtedly still have a long way to go. We must do more to close the achievement gap between our white and minority students. We need to work harder to ensure that our limited English proficient students get the language skills they need to succeed in the traditional classroom. And it's time for us all to get over our satisfaction with "Needs Improvement" and to focus instead on moving our students to "Proficient" and "Advanced."

Every year fewer options are available for people who can only perform at a basic level. Students today cannot – and should not – be satisfied with their results when they score in the 220s on the MCAS. The minimum passing score is exactly that – a minimum – and this is not nearly good enough.

A report released in February by the American Diploma Project revealed the disheartening fact that more than 60 percent of employers question whether high school graduates actually have basic math and English skills. This is simply unacceptable. But for anything to change, we need to share the responsibility for the success of our children. Everyone needs to get involved in helping our students understand why anything less than Proficient is just not good enough.

The stakes have never been higher. Two districts and several schools in Massachusetts have already been declared under-performing, others have been put on watch, and additional schools and districts are under review. In addition, 208 schools have been declared in need of improvement under No Child Left Behind.

I am tremendously proud of the strides we have made over the past decade. If we continue to focus on student achievement as the ultimate measure of our success, I believe our schools and districts will continue the tremendous improvements they have been making, and ultimately all of the Commonwealth's students will continue to benefit.

This is an exciting time to be involved in the field of public education. I would like to thank our state leaders—the Governor, the Legislature, the Board of Education, educators, business partners, parents and

community leaders—for their commitment to education reform in our schools, and I look forward to the strides we will take over the next year.

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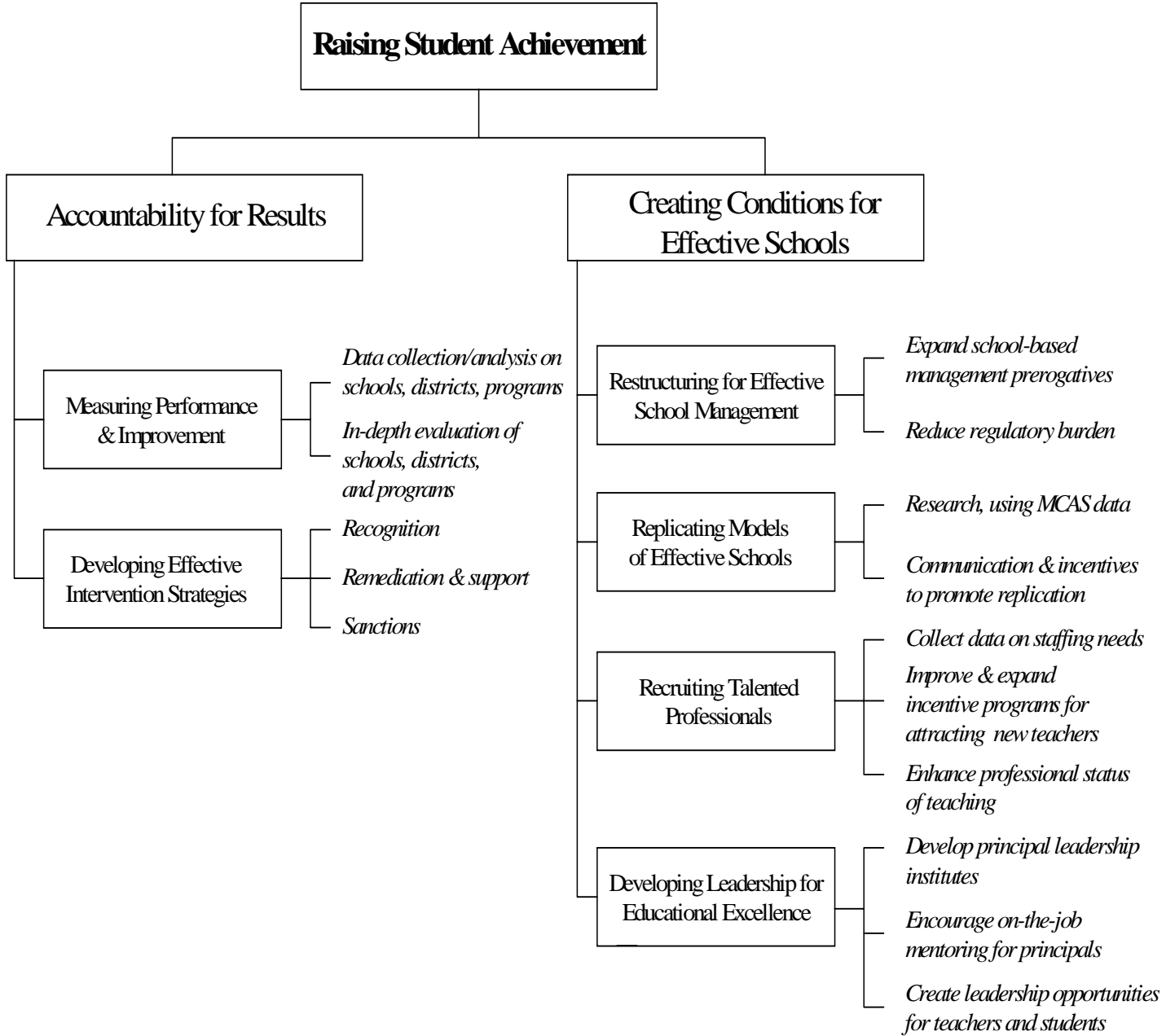
Purpose of the Report

The purpose of this report is to chronicle the major decisions and actions of the Massachusetts Board of Education from January through December 2003. In February 2000, the Board of Education adopted the “Board of Education Goals and Strategies” (see page 1.) The Annual Report focuses on Board policy decisions and regulatory changes that address the goals and strategies. Also included in the report are Department of Education programs which support these goals and strategies.

Throughout the report, “the Board” refers to the Massachusetts Board of Education; “the Department” refers to the Massachusetts Department of Education; and “the Commissioner” refers to Commissioner of Education David P. Driscoll. For more information on the Massachusetts Board of Education, including summaries and minutes from Board meetings, please see <http://www.doe.mass.edu/boe>

Massachusetts public school data from 2003 is also highlighted in this report. For more information on Massachusetts public schools, please see the Department of Education’s website at <http://www.doe.mass.edu>

Board of Education Goals and Strategies



Adopted by the Massachusetts Board of Education in February 2000.

Measuring Performance and Improvement: Students

The Massachusetts Comprehensive Assessment System (MCAS)

Student Participation

In the spring of 2003, the MCAS was administered to more than 527,000 students across the Commonwealth. Students in grades 3, 4, 7, and 10 were tested in English language arts, and students in grades 4, 6, 8, and 10 were tested in mathematics. Students in grades 5 and 8 also took the exams in science and technology/engineering and students in grades 9 and 10 took question tryouts in biology, chemistry, introductory physics, and technology/engineering. In addition, students in grades 11 and 12 who had not yet earned a Competency Determination took retests in English language arts and mathematics. MCAS 2003 included the following tests:

English Language Arts:

- Grade 3 Reading Test
- Grade 4 English Language Arts Test
- Grade 7 English Language Arts Test
- Grade 10 English Language Arts Test
- English Language Arts Retest

Mathematics

- Grade 4 Mathematics Test
- Grade 6 Mathematics Test
- Grade 8 Mathematics Test
- Grade 10 Mathematics Test
- Mathematics Retest

Science and Technology/Engineering

- Grade 5 Science and Technology/Engineering Test
- Grade 8 Science and Technology/Engineering Test
- High School End of Course Science and Technology/Engineering Question Tryouts in biology (grade 10 only), chemistry (grade 10 only), introductory physics (grades 9 and 10), and technology/engineering (grades 9 and 10)

Participation of Students with Disabilities in MCAS

Some 88,614 students with disabilities participated in the MCAS in 2003. This number has increased during the last three years, though participation in the MCAS Alternate Assessment (MCAS-Alt) has remained steady at about 1%. The rate of participation by students with disabilities, including the number of students taking the MCAS-Alt, is shown in the following table:

Participation of Students with Disabilities in MCAS
Grades 3-8, and 10

	All Students Tested by MCAS	Students with Disabilities Tested by MCAS	Number of students who took MCAS-Alt	Percent of All Students who took MCAS-Alt	Percent of Students with Disabilities who took MCAS-Alt
2003	531,632	88,614 (16.6%)	5,118	0.96	5.8
2002	526,614	78,675 (14.9%)	5,286	1.0	6.7
2001	521,748	77,172 (14.8%)	4,975	0.95	6.5

The increase in the number of tested students with disabilities in 2003 is attributable to several factors, including:

- ♦ an increase in the number of LEP students with disabilities taking the tests, due to new state and federal testing requirements;
- ♦ an increase in the number of students with disabilities identified on MCAS *Student Answer Booklets* after a “bubble” was added to identify students on 504 plans;
- ♦ continuing efforts by schools and districts to ensure that *all* students participate in MCAS; and
- ♦ improvements in data collection methods and linkage of MCAS data to the Student Information Management System (SIMS).

The MCAS Alternate Assessment was administered statewide for the third time in 2002-2003. All students with disabilities who were unable to participate in the standard MCAS participated in MCAS through the Alternate Assessment.

Participation of Students with Limited English Proficiency in Statewide Tests

The federal *No Child Left Behind* Act and Question 2, the Massachusetts Ballot Initiative (November 2002), require the participation of all limited English proficient (LEP) students in statewide testing. Except in rare cases, students who have been in U.S. schools for fewer than three years are no longer exempt from testing, as had been true in the past. Therefore, students with limited English proficiency participated in spring 2003 MCAS tests. In addition, the recently-enacted federal and state laws require LEP students to be assessed in their proficiency in English. Students in grades 3-12 were assessed in reading and writing using the *Language Assessment Scales for Reading and Writing* (LAS-R/W), a commercial test developed by CTB-McGraw Hill. Students in grades K-12 were assessed in speaking and listening using the Massachusetts English Language Assessment-Oral (MELA-O). The Department has begun the development of a custom English Proficiency Assessment based on the *English Language Proficiency Benchmarks and Outcomes for English Language Learners*, which was released in June 2003.

MCAS Results

The Department released grade 3 reading results at the student, school, and district levels in June. Preliminary results for all other tests (grades 4-10) were released in August. Final results were released in mid-September.

For the third consecutive year, progress was made toward moving student performance out of the *Warning/Failing* levels and into the *Advanced* and *Proficient* levels. Across the state, 89 percent of all grade 10 students earned a score of *Needs Improvement* or higher in the English language

arts exam, up from 86 percent in 2002. Eighty percent of grade 10 students earned a score of *Needs Improvement* or higher in mathematics. Seventy-five percent of students in the Class of 2005 earned the Competency Determination needed to graduate on their first try. Improvements in test scores were noted among all student groups including minority students, students with disabilities, including those taking the Alternate Assessment, and students with limited English proficiency.

2001-2003 Statewide MCAS Results: Grade 3			
<i>Percentage of Students at Each Performance Level¹</i>			
	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Warning</i>
<u>READING</u>			
2003	63	30	7
2002	67	27	6
2001	62	31	7

1. Percentages may not total 100 due to rounding. For the purpose of computing school, district, and state results, students who were absent from any subject area MCAS test without a medically-documented excuse were assigned the minimum scaled score of 200 and a performance level of *Warning* for that subject area. These results include regular education students, students with disabilities, and limited English proficient students.

1998-2003 Statewide MCAS Results: Grade 4				
<i>Percentage of Students at Each Performance Level¹</i>				
	<i>Advanced</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Warning</i>
<u>ENGLISH LANGUAGE ARTS</u>				
2003	10	45	34	10
2002	8	46	37	10
2001	7	44	38	11
2000 ²	6	43	35	16
<u>MATHEMATICS</u>				
2003	12	28	43	16
2002	12	27	42	19
2001	10	24	46	19
2000	12	28	42	18
1999	12	24	44	19
1998	11	23	44	23

1. Percentages may not total 100 due to rounding. For the purpose of computing school, district, and state results, students who were absent from any subject area MCAS test without a medically-documented excuse were assigned the minimum scaled score of 200 and a performance level of *Warning* for that subject area. These results include regular education students, students with disabilities, and limited English proficient students.

2. 2000 grade 4 English Language Arts results are reported here using the newly established performance standards.

2001-2003 Statewide MCAS Results: Grade 5 <i>Percentage of Students at Each Performance Level¹</i>				
	<i>Advanced</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Warning</i>
<u>Science and Technology/Engineering</u>				
2003	18	33	34	15
2002	NA	NA	NA	NA
2001	NA	NA	NA	NA

2001-2003 Statewide MCAS Results: Grade 6 <i>Percentage of Students at Each Performance Level¹</i>				
	<i>Advanced</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Warning</i>
<u>MATHEMATICS</u>				
2003	16	26	32	26
2002	13	28	29	30
2001	13	23	30	33

1. Percentages may not total 100 due to rounding. For the purpose of computing school, district, and state results, students who were absent from any subject area MCAS test without a medically-documented excuse were assigned the minimum scaled score of 200 and a performance level of *Warning* for that subject area. These results include regular education students, students with disabilities, and limited English proficient students.

2001-2003 Statewide MCAS Results: Grade 7 <i>Percentage of Students at Each Performance Level¹</i>				
	<i>Advanced</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Warning</i>
<u>ENGLISH LANGUAGE ARTS</u>				
2003	8	57	28	7
2002	9	55	28	9
2001	6	49	32	12

1. Percentages may not total 100 due to rounding. For the purpose of computing school, district, and state results, students who were absent from any subject area MCAS test without a medically-documented excuse were assigned the minimum scaled score of 200 and a performance level of *Warning* for that subject area. These results include regular education students, students with disabilities, and limited English proficient students.

1998-2003 Statewide MCAS Results: Grade 8
Percentage of Students at Each Performance Level¹

	<i>Advanced</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Warning</i>
<u>MATHEMATICS</u>				
2003	12	25	30	33
2002	11	23	33	33
2001	11	23	34	31
2000	10	24	27	39
1999	6	22	31	40
1998	8	23	26	42
<u>HISTORY AND SOCIAL SCIENCE</u>				
2003	NA	NA	NA	NA
2002	1	11	46	42
2001	1	10	48	41
2000	1	10	45	45
1999	1	10	40	49

1. Percentages may not total 100 due to rounding. For the purpose of computing school, district, and state results, students who were absent from any subject area MCAS test without a medically-documented excuse were assigned the minimum scaled score of 200 and a performance level of *Warning* for that subject area. These results include regular education students, students with disabilities, and limited English proficient students.

1998-2003 Statewide MCAS Results: Grade 10 <i>Percentage of Students at Each Performance Level¹</i>				
	<i>Advanced</i>	<i>Proficient</i>	<i>Needs Improvement</i>	<i>Failing</i>
<u>ENGLISH LANGUAGE ARTS</u>				
2003	20	41	28	11
2002	19	40	27	14
2001	15	36	31	18
2000	7	29	30	34
1999	4	30	34	32
1998	5	33	34	28
<u>MATHEMATICS</u>				
2003	24	27	28	20
2002	20	24	31	25
2001	18	27	30	25
2000	15	18	22	45
1999	9	15	23	53
1998	7	17	24	52
1. Percentages may not total 100 due to rounding. For the purpose of computing school, district, and state results, students who were absent from any subject area MCAS test without a medically-documented excuse were assigned the minimum scaled score of 200 and a performance level of <i>Failing</i> for that subject area. These results include regular education students, students with disabilities, and limited English proficient students.				

Focused MCAS Retests

In November 2003, the Department offered a focused retest in grade 10 English language arts and mathematics to students who failed one or both of these tests in the spring. In addition, the Department offered a summer retest opportunity in late July to students in the Class of 2003 and students in adult diploma programs who had not yet earned a Competency Determination. After the summer retests were scored, it was determined that 95% of the Class of 2003 had earned the Competency Determination needed for graduation.

MCAS Reports and Publications

In 2003, the Department published the following MCAS reports related to 2003 results:

- *Summary of 2003 MCAS State Results*
- *Progress Report on Students Attaining the Competency Determination Statewide and by District: Classes of 2003-2004*
- *Spring 2003 MCAS Tests: Summary of District Performance*
- *Spring 2003 MCAS Tests: Report of 2002-2003 School Results*

- *Spring 2003 MCAS Tests: Report of 2002-2003 District Results*
- *The Massachusetts Comprehensive Assessment System: Guide to Interpreting the Spring 2003 Reports for Schools and Districts*

Other publications generated in 2003 include:

- *Release of Spring 2003 Test Items*
- *Release of November 2003 Retest Items*
- *2002 MCAS Technical Report*
- *Requirements for the Participation of Students with Limited English Proficiency in MCAS (Spring 2003 Update)*
- *Requirements for the Participation of Students with Disabilities in MCAS (Spring 2003 Update)*
- *2003 Educator's Manual for MCAS Alternate Assessment*
- *Guide to the MCAS for Parents/Guardians*

Please see <http://www.doe.mass.edu/mcas> for these and other MCAS publications.

The Department is in the second year of a contract with dataMetrics of Harvard, Massachusetts, to provide public schools with a computer program called *TestWiz: Massachusetts*. The contract allows all public schools in Massachusetts to use *TestWiz* software, participate in training, and receive technical support. Using this program, educators are able to print individual student reports with MCAS scores in each academic area that is tested, generate student-level classroom reports, and create item analysis reports for subgroups of students. The program also allows educators to create an immediate testing database by importing MCAS files from 1998 through 2002.

MCAS Performance Appeals

Students in the Class of 2003 were the first graduating class required to meet the state's Competency Determination standard as a condition for high school graduation. While most of the 56,305 graduates in the Class of 2003 met the standard by passing the grade 10 MCAS English language arts and mathematics tests or retests, 1,500 earned a Competency Determination through the MCAS Performance Appeals process.

Established by the Board in January 2001, the MCAS Performance Appeals process, the first of its kind in the country, was designed to provide students who could not meet the Competency Determination standard by passing the grade 10 tests, even after several attempts, an opportunity to demonstrate that they possessed the required knowledge and skills through other measures of their academic performance.

The regulations governing the MCAS Performance Appeals process provide for an Appeals Board to review appeals and make recommendations to the Commissioner. The MCAS Appeals Board is comprised of twelve public high school educators appointed by the Commissioner. The Board is chaired by a high school principal and includes English and mathematics teachers, curriculum supervisors and guidance counselors. The Performance Appeals Board held twelve meetings between January 2003 and January 2004, reviewing 2,690 appeals submitted by nearly 200 school superintendents on behalf of students in the classes of 2003 and 2004.

Outreach

Since the fall of 2002, the Department conducted two dozen statewide appeals workshops attended by nearly 2,000 high school educators. Outreach efforts also included meetings with state superintendents and advocacy groups. A telephone hotline, 781-338-3333, was activated; a web site, www.doe.mass.edu/mcasappeals, was established to provide schools and parents with advisories and filing tips; and an email address, mcasappeals@doe.mass.edu, was created to assist the public with appeals-related issues. Several hundred telephone and email inquiries were answered, numerous notices were sent to superintendents and principals, and data on appeals decisions were posted in news releases.

Summary of Appeals Granted in 2003-2004

The vast majority of appeals were submitted using the cohort worksheet that illustrates a comparison of the grades of the student under appeal to those of his or her classmates who passed at scores between 220-228. Fewer than 200 portfolios of student work were submitted for students with a very small or no group of classmates (cohort) to which their grades can be compared. About 35% of all appeals submitted were for students with disabilities.

- A total of nearly 2,500 appeals were submitted between January 2003 and January 2004. This is in addition to nearly 400 appeals submitted in the fall of 2002, when the program began.
- Nearly 80% of appeals submitted were in mathematics.
- Of the 1,600 math appeals submitted, about 855 were granted; 400 were denied; and no determination was made on nearly 350 due to insufficient evidence.
- Of 870 English appeals submitted, 575 were granted; 170 were denied; and no determination was made on 125.
- Remaining appeals were withdrawn or incomplete.
- Included in the total are about 200 portfolio appeals. For English language arts, 44 were submitted and 12 were granted (27%). In math, 164 appeals were submitted and 45 were granted (27%).

A Decade of Progress: Student Performance Information (1993-2003)

MCAS

- As of October 2003, 95 percent of the students enrolled in the Class of 2003 had met the MCAS graduation requirement. In all, 96 percent passed the English language arts exam, and 95 percent passed the mathematics exam.
- After six tries, more than 80 percent of students in all subgroups of the Class of 2003 had passed both exams, including students with disabilities (80 percent), limited English proficient (82 percent), and minorities (95 percent of Asians, 86 percent of African Americans and 83 percent of Hispanics.)
- On the 2003 exam, a record 89 percent of 10th graders passed the English exam and 80 percent passed the math exam. In all, 75 percent of the nearly 70,000 students in the Class of 2005 passed both exams and earned their Competency Determination on their first try.
- Improvement over time is clear among ethnic group results. In 2003, 80 percent of Asians in the Class of 2005 passed both exams, up from 68 percent in 2001; 52 percent of African-

Americans passed both exams, up from 37 percent in 2001; and 44 percent of Hispanics passed both exams, up from 29 percent in 2001.

SAT

- Massachusetts' high schoolers outscored their peers regionally and nationwide on the 2003 SAT exam. Locally 82 percent participated, scoring an average of 516 on the verbal exam and 522 on the math. Nationally 48 percent participated, scoring an average of 507 on the verbal exam and 519 on the math.
- Of the three other states with a participation rate of more than 80 percent – New Jersey, Connecticut, and New York – Massachusetts' students achieved the highest results.
- The 2003 results represent an unprecedented high from a decade ago, when students scored an average of 503 in verbal and 500 in math. This year's numbers also represent a jump from 2002, when the state averaged a 512 in verbal and a 516 in math.

AP

- In 2003, more than 70 percent of Massachusetts' students who took an Advanced Placement exam received an AP grade of 3, 4 or 5 in 2003, with more than 9 percent participating. Nationally, 60 percent of AP test-takers scored a 3, 4 or 5 with 7 percent participating.
- From 1993 to 2001, the number of students choosing to take AP courses rose dramatically. In all there was a 73 percent increase in students choosing to take AP calculus, a 91 percent increase in students choosing to take AP chemistry, and a 105 percent increase in students choosing to take AP physics.

NAEP

- On the 2002 NAEP reading exam, Massachusetts' fourth graders ranked first in the nation, while eighth graders tied for first place with several other states. Massachusetts' fourth graders scored an average of 234, higher than the national average of 217. Eighth-graders also outscored the nation, 271 to 263.
- On the 2002 NAEP writing exam, the state's fourth graders ranked second in the nation, with 44 percent of students scoring at or above the Proficient level. Massachusetts' fourth-graders scored an average of 170, above the national average of 153. Eighth graders tied for first in the nation with an average score of 163, higher than the national average of 152.
- In science, Massachusetts' fourth graders topped the nation in 2000, and eighth graders tied for second place with several other states. The average Massachusetts fourth grade score was 162, while the national average was 148. The average eighth grade score in MA was 161, while the national average was 149.
- One-third of 4th and 8th graders performed at the Proficient level or above on the 2000 NAEP math exams, an increase from 24 percent in 1996.

ACT

- Massachusetts' seniors outscored their peers across the country on the 2003 ACT exam. In English, students scored a 22, higher than the nation's average of 20.3. In mathematics, seniors scored a 22.3, above the nation's 20.6; in science seniors scored a 22.9 over the national average of 21.2; and in reading, students scored a 21.5, above the national average of 20.8.
- Nearly 7,000 Massachusetts seniors took the ACT exam in 2003, more than in previous years.

Post-High School Plans

- More than 77 percent of the students who graduated in 2001 planned on attending college or other post-secondary schools, a significant jump from 1980, when just 53 percent were headed to college and more than 30 percent of graduates planned on going straight to work after high school.
- Of those not planning to attend college in 2001:
 - 14 percent planned to work
 - 3 percent indicated “other”
 - 2 percent planned to enter the military

Measuring Performance and Improvement: Schools and Districts

School Performance Rating Process

Schools Referred for State Action

In 2003, the Department continued operation of the School Performance Evaluation component of the School and District Accountability System adopted by the Board in September of 1999. The School Performance Ratings for Cycle II (2001-2002) were used to identify 14 schools for immediate state intervention. In December 2002, these schools were notified of their selection for panel review. Those reviews were conducted during the Department's Winter 2003 review cycle.

Five-member review panels, comprised of three educational practitioners, a contracted school evaluation specialist, and a Department staff member, were assigned to each school. Review panel members studied the school's student assessment data, student participation and staff profile data, and program and school improvement planning documents, and then visited the school for a day of observation, interviews and meetings with faculty and school and district leaders. The panels are charged with the task of reporting back to the Commissioner on whether the school has a sound plan for improving student performance and whether the conditions are in place for the successful implementation of such a plan.

Winter 2003 Panel Reviews

Of the 14 schools reviewed during February and March 2003, the panels found one of the schools to have a solid improvement plan and the capacity to carry out the plan without further state action. The Hayden-McFadden Elementary School in New Bedford was declared not under-performing. At eight of the remaining schools, the panels found significant deficiencies in planning for improved student performance and also found the conditions for implementing improvement to be lacking. Those eight schools were determined to be under-performing (see list below.) At another five of the schools, panels reported that effective improvement strategies were in place and school leaders and faculty appeared to be successfully implementing those strategies. These schools, however, did not provide evidence of a clear, written plan to articulate these actions (see list below.)

Schools Determined to be Under-performing

At the conclusion of the 2003 review cycle, eight schools, located in Springfield, Boston, Fall River, Holyoke, New Bedford and Lynn, were declared to be under-performing. Those schools are Lucy Stone Elementary, Liberty Elementary, Gerena Community School, John J. Duggan Middle, Magnet Middle, Maurice A. Donahue Elementary, Laurel Lake Elementary and E. J. Harrington Elementary. The Magnet Middle School in Holyoke was closed by the district at the end of the 2001-2002 school year.

In addition, the Commissioner decided to defer his decision on a second set of these schools--Jeremiah Burke High, Hyde Park High, Mary E. Curley Middle, Agassiz Elementary and John F. Kennedy Elementary, all in Boston--in order to provide them with an extended period of time to document their improvement plans.

As a result of the Boston Public School district's newly-aligned improvement planning process and the extended time frame, the five schools were able to effectively document their efforts to improve student achievement. All five schools' plans to improve student achievement were submitted to the Department in September 2003 for review and rating. All were judged to be sound. As a result, at this time, the Commissioner determined each of the five schools to be not under-performing.

School Improvement Planning Retreats

Following the Commissioner's declaration of under-performance, six of the seven schools were asked to form a leadership team to participate in a series of school improvement planning retreats held in June, July and September 2003. (The E.J. Harrington Elementary School had already fielded a school leadership team and participated in an earlier P.I.M. training opportunity.) The Department's Performance Improvement Mapping (P.I.M.) process provided written guidance and a facilitated training protocol to assist the six schools in identifying and prioritizing their student learning needs. In each case, the school principal and a team of 5-7 school and district staff participated in structured work sessions where Department technical assistance staff and data analysts guided them through an inquiry-based process designed to help the teams generate a sound plan for improving student performance at their schools.

Fact-Finding Reviews Conducted at Seven Under-performing Schools

The seven under-performing schools were required to undergo in-depth Fact-Finding reviews in September 2003 to generate diagnostic reports. These reports were intended to help guide the schools and the Board in the development and review of plans to improve student achievement. The Fact-Finding Teams worked with school leaders to confirm the school's identification of priority student learning needs and helped determine the root causes of weaknesses in student performance.

Plan Review and Approval

When the schools completed their P.I.M. training and developed their plans to improve student achievement, they were able to compare their own planning work with the conclusions reached by the Fact-Finding Team. Schools were required to then submit their plans to the Department for review and feedback. The plan review process is a rigorous procedure involving teams of Department readers who individually review and rate the plan using a rubric designed for plan review. Individual readers then meet as a team to consult and consolidate their findings into a single, detailed review of the plan using the rubric as the standard. This in turn provides the school with specific feedback and recommendations for required revisions to the plan. Once the school has revised its plan, it is again rated by the review team leader and the final summary rubric is completed. Once the plan is deemed adequate by the Department review team, the school principal and district superintendent are invited to attend a Board meeting where they have the opportunity to present the school's plan to improve student achievement. All seven under-performing school leaders appeared before the Board at regular monthly meetings in October and November 2003 to discuss their plans and respond to questions posed by Board members. All seven plans were accepted by the Board.

Monitoring of Under-performing Schools

Once the seven under-performing school plans to improve student achievement were approved by the Board, meetings were scheduled in December 2003 and January 2004 to establish the process by which each school's progress would be monitored. The Department has developed a Monitoring Plan that begins with the assignment of a Department staff member as the school's monitor. This role is supervisory; the monitor is responsible for periodically assessing the school's progress with regard to implementation of their approved plan. In addition, the monitor is expected to help the school team identify obstacles which might inhibit the successful implementation of the action plans and refer such issues for problem-solving to the Department or the district. The monitor attends 5-6 of the school's leadership team meetings annually to observe the school's on-going work and to develop and submit written reports of the school's progress. This monitoring process will continue at each school during the two-year implementation period and will provide the Department, the district and the school with periodic assessments of the schools' work.

Year Two Follow Up Reviews

As a result of panel reviews conducted in the 2000 review cycle, the Commissioner designated four schools as under-performing – Arlington School in Lawrence, Roosevelt Middle School in New Bedford, John J. Lynch Middle School in Holyoke and Matthew J. Kuss Middle School in Fall River. The schools, as required by statute, developed improvement plans that were accepted by the Board in winter/spring of 2001. During the 2001-02 and 2002-03 school years, the schools implemented the improvement initiatives set out in these plans.

In May of 2003, the Department examined each school's Cycle II results (2001-2002) and studied AYP determinations as part of the Year Two Follow Up Reviews in these four schools. When reports were final, the Commissioner decided to delay his decision on the question of chronic under-performance at each school until results of the spring 2003 MCAS tests were available and mid-cycle 2003 AYP determinations had been developed. Those results were reviewed and in October 2003, the Commissioner directed all four schools to continue their improvement work until complete Cycle III results are reported in the summer of 2004. At that time, with all of this student performance information in hand, accompanied by the most recent reports of each school's progressing work, the Board will be asked to determine whether any of these four under-performing schools should be designated "chronically under-performing."

2003 Mid-Cycle AYP Determinations

In November 2003, the Department released the 2003 Mid-Cycle Adequate Yearly Progress (AYP) determinations for every public school and district. As required by the federal No Child Left Behind Act, the AYP calculations are done separately for English language arts (ELA) and mathematics. Each school received an AYP rating for its aggregate student performance (all students combined), and for each student subgroup of 20 or more students. Subgroups include students with disabilities; limited English proficiency (LEP); and economic disadvantages. There are five demographic groups as well: African American/Black, Asian, Hispanic, Native American, and White students. Subgroup performance reporting is an important element in the federal law, designed to make sure that satisfactory averaged achievement scores do not mask underachievement by any of these student subgroups.

AYP determinations are a tool for assessing progress toward the goal of having all students reach proficiency in both ELA and mathematics by the year 2014. These determinations will help schools in their efforts to pinpoint exactly where they need to focus extra support. AYP determinations will be issued every year to ensure that schools and districts “flag” those groups of students who are not making adequate progress. School and district leaders are expected to determine what is holding the group back and to provide guidance and support to get that group back on track.

AYP determinations measure a school’s progress in four areas: student participation in MCAS (the school’s participation rate as compared to the state target of 95%); aggregate student performance in ELA and mathematics as compared to the state targets (for Cycle III, the targets are 75.6 in ELA and 60.8 in mathematics); the amount of improvement in student achievement in ELA and mathematics as measured against the expected amount of improvement set for the school by the state; and the rate of student attendance in the school (at elementary and middle level schools, 92% or above or at least one percentage point of improvement over the prior year) or the school’s graduation rate (at the high school level, 70% or higher.)

Schools can make AYP in a given subject by reaching the 95% participation rate and the state performance target set for that subject. A school can also make AYP by reaching the 95% participation rate and its improvement target in a given subject and the attendance rate.

Prior to issuing the 2003 Mid-Cycle AYP determinations, the Department scheduled four informational sessions across the state to inform school and district leaders of the changes to the rating system. In late September and early October, Deputy Commissioner Mark McQuillan and Associate Commissioner of Accountability and Targeted Assistance Julianne Dow provided an overview and technical information regarding calculation of AYP determinations and the new Composite Proficiency Index (CPI).

Cycle III School Performance Ratings

State performance targets and individual school and district improvement targets for each of the Commonwealth’s two-year “Performance Cycles” will help every school and district keep track of their students’ progress. In 2004, the Department will issue the Cycle III School Performance Ratings. Every group needs to climb at a rate that will bring its students to proficiency by 2014. Massachusetts is now at the midpoint of the third cycle, which includes the years 2003 and 2004.

Charter School Accountability

Under Massachusetts General Laws, Chapter 71, Section 89, and the Charter School Regulations, the Board conducts an ongoing review of each charter school and, by the fifth year of a school’s operation, decides whether its charter should be renewed. Specifically, the renewal of a public charter school is based upon affirmative evidence regarding the success of the school’s academic program, the viability of the school as an organization, and the faithfulness of the school to the terms of its charter.

The accountability process consists of multiple layers and steps. During the application process, a founding group puts forth its vision of a school, including evidence that the group has the capacity to start and run a viable public charter school. Four new Commonwealth charter schools opened in the fall of 2003. The Department's Charter School Office worked closely with those schools in the months prior to opening. Schools then submit measurable, school-specific goals for their charter period in an Accountability Plan at the end of their first year; undergo an annual review of their progress and performance including second and third year site visits; and complete an Annual Report each August that describes the school's past year of operation. As public schools, charter schools are subject to Coordinated Program Reviews (conducted by Department staff) that verify the school's implementation of federal and state program requirements regarding special education, nutrition, civil rights protections and academic support for limited English proficient students.

At some point between March 1 of its third year and August 1 following its fourth year, a school may apply to the Board for renewal of its five-year charter. The submission of the application is followed by a multiple day renewal inspection by a team of external reviewers, which results in an extensive report on the school and its performance. This information, along with other data gathered throughout the term of the charter, provides evidence regarding the effectiveness of the school's academic programs, the quality and viability of the school as an organization, and the school's faithfulness to the terms of its charter. Based upon this evidence, the Commissioner makes a recommendation to the Board regarding renewal. The Board then makes a decision on whether to grant the school a renewed charter for five years.

In 2003, the 46 schools in operation in 2002-2003 completed an Annual Report describing their progress towards their goals; 29 schools in the second or third years of their charter received a full-day site review visit by the Charter School Office and external reviewers resulting in a final report; and eight schools came before the Board for renewal. Eight schools received a renewed five-year charter during 2003: Abby Kelley Foster Charter School, Boston Evening Academy Charter School, Champion Charter School, Health Careers Academy Charter School, New Leadership Charter School, Rising Tide Charter School, Sabis Foxboro Charter School (now "Foxborough Regional Charter School"), and South Boston Harbor Academy Charter School.

District Accountability

In the spring of 2001, the Legislature established the Educational Management Audit Council (EMAC) to oversee school district accountability. Under the Council's governance, the Office of Educational Quality and Accountability (EQA) was established to direct and conduct performance reviews of the Commonwealth's school districts. According to statute, the EQA was established "within the Department of Education but not subject to its control."

FY 03 represents the first full year of operation for EQA. During this time, the EQA conducted examinations and published reports on 17 public school districts in Massachusetts. Copies of these reports, as well as the FY 03 Annual Report of EMAC and EQA, can be found at <http://www.doe.mass.edu/sda/eqa/default.html>.

Program Quality Assurance Services

Through its Program Quality Assurance Services (PQA) unit, the Department implemented its ongoing responsibilities to oversee local compliance with state and federal education requirements through its Coordinated Program Review System that was implemented in 51 school districts and charter schools during FY 03 and in 14 approved private special education schools. Implemented over a 6-year cycle, the public school monitoring system addresses targeted requirements for Special Education (the federal Individuals with Disabilities Education Act--IDEA-97 and state special education requirements (M.G.L. c.71B) Transitional Bilingual Education (M.G.L. c.71A), Title I, and federal civil rights requirements under Title VI and Title IX, Section 504. Other monitoring of programs in the areas of the Safe and Drug-Free Schools and Community Act, the Perkins Vocational Act, and Nutrition Programs and Services was conducted during these review procedures. The Board's recently adopted regulations regarding physical restraint are now included in the Department's public and private school program review systems.

As a preliminary activity, the selected school districts and private schools are encouraged to implement self-assessment activities prior to the arrival of the Department's visiting teams. Comprehensive reports of the Department's findings in each of the local agencies were prepared that described determinations about the implementation status of each program standard. The findings also noted those standards the onsite teams found implemented in a commendable fashion. For those standards found to be not fully implemented, local districts, charter schools and private schools proposed actions to bring those areas into compliance with pertinent statutes or regulations. Local public schools were encouraged to incorporate their corrective action activities into their District and School Improvement Plans, including the District Professional Development Plans. A full description of the Department's public and private school Program Review Systems together with recently published reports are available at <http://www.doe.mass.edu/pqa/review/>.

In response to current Massachusetts requirements, PQA conducted 46 Mid-Cycle Special Education Reviews during FY 04 for the purpose of verifying the full and effective implementation of corrective action requirements in special education. The focus of these onsite activities was targeted in areas of compliance that had been previously identified by the Department in Coordinated Program Review Reports. These Mid-cycle Reviews focused additionally on special education program standards recently adopted by the Board, new federal requirements, as well as verification of the full implementation of corrective action activities implemented in response to complaint resolutions.

During FY 03, PQA conducted detailed application reviews and selected follow-up onsite visits to the approximately 75 public and 200 private Department of Education approved Day and Residential Special Education Schools that serve the Commonwealth's most disabled students. PQA continued to work cooperatively with the Operational Services Division of the Executive Office of Administration and Finance in the pricing of certain Department of Education approved private special education school programs.

Instructional Technology

The No Child Left Behind (NCLB) established the “Enhancing Education Through Technology Act of 2001” (EETT) to support states and schools in implementing “a comprehensive system that effectively uses technology in elementary schools and secondary schools to improve student academic achievement.” In keeping with the Board’s approach of creating conditions for effective schools, the Department has accomplished the following activities in the school year 2002-2003:

Technology Literacy for Students and Educators

To meet the goal of using technology to raise student achievement, it is important that “every student is technologically literate by the time the student finishes the eighth grade, regardless of the student’s race, ethnicity, gender, family income, geographic location, or disability” (as stated in the NCLB EETT Act.) The Department continues to use federal grant funds to support schools in implementing the Board-approved Recommended PreK-12 Instructional Technology Standards (see <http://www.doe.mass.edu/edtech/01docs/itstand01.pdf>.) The purpose of the Standards is to define what PreK-12 students should know and be able to do in order to use technologies for learning.

In FY 03, Massachusetts received \$12.7 million through the NCLB Title IID appropriation. The Department used part of the funding to establish the Model Technology Integration Grants Program so that teachers could adopt model projects that help students gain technology skills while learning the content of the curriculum. In FY 03, 31 model technology grants were awarded (see <http://www.doe.mass.edu/edtech/grants/fy03/mti.pdf>.)

Teachers must be prepared to support students in acquiring technology literacy. To do so, they must also be technologically literate. To support teacher technology literacy, the Department worked with Boston Public Schools and educators across the state to develop a Technology Self-Assessment Tool (TSAT). This tool has been designed for teachers to determine their own levels of technology proficiency and to identify personal technology professional development needs. The Department is sharing this tool with educators across the state by posting it at http://www.doe.mass.edu/edtech/standards/sa_tool.html. The Department has also developed an interactive version of the tool, which can be found on the Department’s Virtual Education Space (VES) at <http://ves.doe.mass.edu/>. The TSAT allows schools and districts to assess their teachers’ needs in technology so that they can better focus their professional development efforts.

To assist superintendents, principals, and other administrators in their leadership role in implementing appropriate technology in their schools, the Department is developing a technology self-assessment tool for administrators. This tool will be based on the Technology Standards for School Administrators developed as part of the National Educational Technology Standards (NETS). The Department is working with the Educational Technology Advisory Council (ETAC), the Massachusetts Association of School Superintendents (MASS), the Massachusetts Elementary School Principals Association (MESPA), and the Massachusetts Secondary School Administrators Association (MSSAA) to develop this instrument.

Effective Technology Integration with High Quality Professional Development

In addition to technology literacy, the Enhancing Education Through Technology (EETT) Act encourages “effective integration of technology resources and systems with teacher training and curriculum development to establish research-based instructional methods that can be widely implemented.” To work toward this goal, the Department has coordinated several professional development initiatives, including:

- **Project MEET (Massachusetts Empowering Educators with Technology)**
Through Project MEET, the Department worked with its partners to provide high quality technology professional development to support teachers, technology specialists, and administrators in implementing effective models of teaching with technology. This is the final year of this federally-funded Technology Innovation Challenge Grant Program. The focus of this year’s support is on four high-need urban districts: Chicopee, Lowell, Pittsfield, and Springfield.
- **NCLB Title IID Entitlement and Competitive Grants**
The EETT Act requires a state educational agency to distribute fifty percent of the appropriation as entitlement grants and fifty percent as competitive grants to local school districts. Grant recipients must use federal funds “to improve the capacity of all teachers to integrate technology effectively into curricula and instruction.” They must use “not less than 25 percent of such funds to provide ongoing, sustained, and intensive, high-quality professional development.” This includes the integration of advanced technologies and emerging technologies “to create new learning environments.” The Department established both entitlement and competitive grant programs to meet these requirements (see <http://www.doe.mass.edu/edtech/grants.html>.) The Department also conducted technical assistance workshops, e-mail and phone communications, grant recipient mid-year and year-end surveys and meetings, and site visits to support school districts in providing high quality technology professional development for their staff.

The EETT Act also requires the state agency to “ensure ongoing integration of technology into school curricula and instructional strategies in all schools in the state, so that technology will be fully integrated into the curricula and instruction of the schools by December 31, 2006.” To meet this requirement, the Department used part of the grant funding to:

- establish the Technology Enhancement Competitive Grants to support promising practices in technology integration. Twenty-three Technology Enhancement grants were awarded in FY 03 (see <http://finance1.doe.mass.edu/Grants/grants04/rfp/170B.html>); and
- partner with the Department’s Content Institutes to support the use of appropriate technology in learning the content. Eight technology-focused content institutes were held in FY 03.

The Department also contracted with three service providers to provide high quality professional development for grant recipients on universal design and assistive technology to support all students. The Hampshire Educational Collaborative (HEC), the Massachusetts Elementary School Principal Association (MESPA) and UMass Boston provided training in assistive technology assessments and designing appropriate classroom environments for learners who

have disabilities. They also provided awareness workshops on the many ways technology could help students with disabilities.

Technology Planning for School Districts

Under EETT and E-Rate requirements, school districts must update their long-range strategic educational technology plans to be eligible to apply for the funding. These plans must be consistent with the objectives of the statewide educational plan. To support schools in developing their local technology plans, the Board-appointed Educational Technology Advisory Council is developing the Massachusetts STaR (School Technology and Readiness) Chart derived from the Texas chart of the same name to help schools in planning to use technology effectively. In addition, the Department continues to use online electronic forms to gather data from school districts for technology plan approval. Based on the data collected from schools through the electronic forms, the Department published EdTech 2002, which provides information on the use and availability of technology in Massachusetts schools. The report can be found at <http://www.doe.mass.edu/edtech/etreport/2002let.html>.

Providing Instructional Technology Resources

The Department conducted three statewide technology conferences in the spring of 2003 to showcase exemplary and effective technology projects. For more information, see <http://www.doe.mass.edu/edtech/teacher/workshop.html>

In order to assist schools in selecting appropriate and effective materials, the Department has developed a rubric on “Recommended Criteria for Evaluating Instructional Technology Materials” (see http://www.doe.mass.edu/edtech/standards/tech_mat.PDF.) To make successful decisions about what to purchase, districts are encouraged to involve in the selection process those who will be using the products. By doing so, districts can ensure that the materials meet educational needs while also fitting within the local budget and infrastructure.

One of the purposes of the NCLB EETT Act is to “support the development and utilization of electronic networks and other innovative methods, such as distance learning.” The Law encourages the delivery of “specialized or rigorous academic courses and curricula for students in areas that would not otherwise have access to such courses and curricula, particularly in geographically isolated regions.” The Department has developed the document, “Massachusetts Recommended Criteria for Distance Learning Courses” to help students, parents, and educators evaluate online high school courses, and courses for professional development and educator preparation (see http://www.doe.mass.edu/edtech/03news/dl_letter.html.)

Early Learning Services Data Collection and Analysis

Early Learning Services continued to evaluate the effectiveness of its programs in FY 03, which was the second year that all phases of a three-year evaluation system for the Community Partnerships for Children (CPC) program were completed by all 168 participating programs. Each year about one-third of CPC programs begin the first phase of the evaluation system, so that each program completes a cycle every three years. The three phases are the following:

Community Profiles: A needs assessment consisting of five surveys of all early care and education programs in a city, town or area served by an individual CPC;

Community and Council Collaboration Evaluations: A study of the strengths and challenges of collaboration within individual CPC councils and communities; and

Program Quality Evaluations: A careful look by communities at a specific program area they want to evaluate and improve, such as professional development, outreach, comprehensive services, and classroom quality.

Community Profiles

In the spring and summer of 2003, ELS reported data from surveys collected in FY 02, including 266 private center-based programs, 440 family child care providers, 105 public school preschool and kindergarten programs, 764 teachers, and over 8,800 families. Some key findings from the FY 02 data are as follows:

Center-Based and Head Start Programs

- On average, the annual cost of full-time care for a 5-day week is \$11,284 for infants, \$10,296 for toddlers, and \$8,424 for preschool-age children.
- More than one-third (38%) of surveyed programs are accredited by the National Association for the Education of Young Children (NAEYC).
- Nearly half (49%) of lead teachers, 22% of teachers, and 10% of assistant teachers have bachelor's degrees or higher education.

On average, full-time lead teachers and teachers earn annual salaries of \$26,416 and \$21,840.

Family Child Care Providers

- On average, providers spend 46 hours per week caring for children, and another 17 hours on other activities such as curriculum and nutritional planning, and set-up and break down.
- Nearly half (46%) of children receiving care in providers' homes are from families whose primary language is not English.
- Nearly half (42%) of children are from single-parent families.
- Eight percent of FCC providers have earned a Child Development Associate (CDA) credential, 11 percent have associates' degrees, and 18 percent have bachelor's degrees or higher education. An additional 27-28 percent of providers are interested in attaining associate or bachelor's degrees; 3-7 percent are already working on them.

Public School Preschool and Kindergarten Programs

- Of the public school preschool programs operating with funds that are integrated into school budgets, 54% report that continuation of the preschool program is contingent on grant funds.
- Nearly three-fourths (71%) of kindergarten children attended preschool, child care, pre-kindergarten, and/or nursery school prior to school entry.
- More than half (52%) of public preschools are nationally accredited. Of those programs not yet accredited by NAEYC, approximately 42% are in the process. Less than one-fifth (16%) of kindergarten programs are NAEYC accredited; of those not accredited, 41% percent are in the process.

Preschool and Kindergarten Teachers in Private and Public Programs

- Of the teachers surveyed 37% are employed with for-profit programs, 36% in non-profit programs, 20% in public schools, and 8% in Head Start programs.
- Nearly half of teachers surveyed (48%) work in NAEYC-accredited programs.
- Some benefits are available, but not affordable for all teachers: 37% do not have access to a health care plan, 24% have neither life insurance nor a retirement package, 45% do not have access to a dental plan, and 30% do not have disability benefits.

Families of Children Birth to 12-Years-Old

- Between 14% and 25% of children (depending on the child's age) experienced at least one change to their child care arrangements during the last year.
- One-fourth of families with infants, toddlers and/or preschool children report cost as the primary reason why finding and/or using early care and education programs is difficult.
- One in four (26%) families reports a desire to change their current child care arrangements if they could do so. Of those families, 32% would change the type of arrangement, 31% would change locations, and 24% would change programs because of quality concerns.

Special Education

In November 2003, the Department published its Special Education Annual Report, which provides a summary of special education services for the past year. The report can be found at <http://www.doe.mass.edu/sped/2003/annual.pdf>

Students With Disabilities: 1991 to 2003

School Year	Total Special Education Enrollment	Total Enrollment	Percent Special Education
2002-03	150,551	993,463	15.15
2001-02	150,003	980,342	15.30
2000-01	160,369	986,017	16.26
1999-00	162,454	978,619	16.60
1998-99	164,925	970,491	16.99
1997-98	159,042	956,851	16.62
1996-97	155,128	941,727	16.47
1995-96	153,912	922,941	16.68
1994-95	151,843	901,834	16.84
1993-94	149,431	885,320	16.88
1992-93	147,727	867,476	17.03
1991-92	147,732	854,084	17.30
1990-91	144,707	842,163	17.10

* October 1 data

In School Year 2001-02, the Department moved from an aggregate collection of data to a student-level collection. The new Student Information Management System, or SIMS, required that each district provide specific information on individual students rather than submitting a district summary, as was the practice previously. By using a unique student identification

number, the Department was able to track the services provided to individual students, and follow the movement of students across districts. The adoption of this new system had many positive effects including: reducing duplicate records, increasing the accuracy of district reports, and enhancing the state's ability to validate, adjust, and refine its data at both the student and aggregate levels. However, it should be noted that longitudinal comparison of data will be affected by these improvements in the collection of data. Additionally, adoption of SIMS has resulted in improvements in other areas of the data collection process.

Developing Effective Intervention Strategies

Academic Support Grant Programs

The Department's Academic Support unit implements a number of programs which focus on developing effective intervention strategies. These programs include state-funded academic support grants, federally-funded after-school and out-of-school time programs: Title IVB of the No Child Left Behind ACT (NCLB), Title I NCLB required supplemental educational services, and Title V NCLB funded Innovative Program Grants.

Academic Support grant programs were created in 1998 to address the needs of students who scored below *Proficiency* on the MCAS tests. These programs allow districts, community colleges, and partnering organizations to offer intensive, small group instruction and innovative programming to provide expanded opportunities for students with the greatest need to improve their knowledge, skills, and academic performance.

The FY 03 state budget appropriation sustained funding for Academic Support programs at \$50 million, to serve students in grades 4-12 who had scored at the *Failing/Warning* or *Needs Improvement* categories on the MCAS tests. The FY 04 budget appropriation reduced this amount to \$10 million, and targeted funding to students in grades 11, 12, and the Class of 2003 who had taken and not yet passed the 10th grade English language arts and/or mathematics tests or re-tests. The programs used a multi-pronged approach to support efforts to meet the needs of academically challenged students, through new, continued, or expanded programs.

In FY 03, allocation grants made nearly \$35 million available for serving students in grades 4-12 in 362 districts, funding opportunities for additional help during the school day as well as during extended days, Saturdays, vacations, and the summer. \$5 million was awarded through competitive grants to districts, community colleges, and workplace learning sites for programs targeted to students in the Class of 2003 during the school year and summer. An additional \$800,000 was awarded to community colleges through a competitive summer grant program to further support students in the Class of 2003 who had not yet earned a Competency Determination. To continue to address the needs of limited English proficient students, over \$1 million was awarded to 14 districts for Summer Programs for English Language Learners (SPELL). An additional \$3.5 million was awarded to 57 school districts in the form of continuation grants, to fund comprehensive After-School and Out-of-School Time (ASOST) programs, that provided students with academic enrichment opportunities along with other activities designed to complement the students' regular academic program.

Fiscal Year 2003

<i>Fund Code</i>	<i>Funding Amount</i>	<i>Grant Type and Focus</i>
632/625	\$ 34,853,200	District Non-Competitive Grants
596/597	\$ 5,000,000	Class of 2003 Competitive Grant (Primarily Awarded to Districts and Partners)
593	\$ 800,000	Targeted Summer Programs for Students in the Class of 2003 (Primarily Awarded to Community Colleges and Partners)

Contracts	\$ 650,000	One-Stop Career Centers Initiative
599	\$ 3,500,000	After-School and Other Out-of -School Time Programs
624	\$ 1,137,137	Summer Programs for English Language Learners (SPELL)

Through several initiatives and grant opportunities that focused on student achievement, Academic Support grants funded direct services to students and provided technical assistance to districts. Site visits, meetings, follow-up correspondence, and conversations with Department liaisons provided districts, community colleges, and other organizations with strategies that assisted them in meeting the goal of improving student achievement in mathematics and English language arts.

Data collection is an integral part of Academic Support programs. Analysis of individual student data, including attendance rates, hours of service, and pre- and post- testing are useful tools in determining the effectiveness of the intervention for both the districts and the Department, and in making decisions about improvements in teaching and learning. Information has been collected and utilized on programmatic levels during the grant review and approval process, for preparation of on-site visits, and as part of a backdrop for providing technical assistance and feedback. Aggregate information for the state is expected to be available and posted to the academic support web site (www.doe.mass.edu/as) in the spring of 2004.

Non-Competitive Grant to School Districts - \$34,853,200

The goal of this program was to enhance academic support services for students who have performed in the *Failing*, *Warning*, or *Needs Improvement* categories in English language arts and/or mathematics on the MCAS. These services supplemented currently funded local, state, and federal programs. Funding amounts were based on numbers and percentages of students scoring in the *Failing* or *Warning* categories on the MCAS. Proposed programs at the high school level served students in the Classes of 2003 and 2004 who have failed the 10th grade MCAS and subsequent re-test(s). Programs also served students in the 4th through 10th grades who had scored at level 1 or 2 on the MCAS. Summer programs could serve students who had completed grade 3. Districts could offer instruction before school, after school, on weekends, or during school vacations. Programs operating during the school day could be run at the high school level only (grades 9-12).

Funding by grade level:

- \$21,930,800 was allocated for programs in grades 9-12.
- \$12,922,400 was allocated for programs in grades 4-8.

School Year Programs:

\$19,061,380 was awarded to districts to implement school year programs.

Grades 9-12

- 244 districts were awarded grants to serve students in grades 9-12.
- 14,911 students were served from grades 11 and 12.
- 16,761 students were served from grades 9 and 10.

- 279 programs were offered during the extended day, including before and after school, on Saturdays, and during school vacation time (151 in math and 128 in English language arts.)
- 198 programs provided school day programs funded by Academic Support money (111 in math and 87 in English language arts.)

Grades 4-8

- In English language arts, 114 programs were provided for extended time before and after school as well as on Saturdays and during school vacation time.
- In mathematics, 155 programs were provided for extended time before and after school as well as on Saturdays and during school vacation time.

Summer Programs (2003):

- \$15,791,820 was awarded to 260 school districts to run 810 programs.

Grades 9-12

- 126 programs were provided in English language arts.
- 153 programs were provided in mathematics.

Grades 3-8:

- 244 programs were provided in English language arts.
- 287 programs were provided in mathematics.

Competitive Grant: Class of 2003 - \$5,000,000

\$5 million was awarded through the school year and summer competitive grant program to a total of 36 districts (including seven vocational school districts), five community colleges, and seven supporting organizations. The goal of this grant program was to provide quality innovative and intensive instruction in English language arts and mathematics to students in the Class of 2003 who had not yet earned a Competency Determination. Preference was given to students who had to make significant progress in order to meet state graduation requirements. Programs provided identified students with intensive, small-group instruction, or one-on-one tutoring that addressed identified gaps in their acquisition of knowledge and skills in English language arts and/or mathematics as described in the students' Individual Student Success Plans.

Partnerships between outside organizations and individual or groups of high schools were considered for this grant program. Supplemental instruction could be offered before school, after school, on weekends, during school vacations, during the summer, and/or during the school day. These services supplemented local, state, and federal programs. Funding priority was given to applicants providing services to students in high schools in which at least 20% of the Class of 2003 had yet to earn a Competency Determination.

Competitive Grant: Targeted Summer Programs for the Class of 2003 - \$800,000

The goal of this grant program was to provide quality, targeted, innovative and intensive instruction in English language arts and mathematics to students in the Class of 2003 who had not passed the 10th grade MCAS tests or retests. These services supplemented currently funded local, state, and federal programs.

The sixteen grant recipients included eleven community colleges (Bristol Community College, Bunker Hill Community College, Holyoke Community College, Mass Bay Community College, Massasoit Community College, Middlesex Community College, Mount Wachusett Community

College, North Shore Community College, Quinsigamond Community College, Roxbury Community College, and Springfield Technical Community College), three school districts (Lynn, New Bedford, and Revere), and two community-based organizations (Bristol Workforce Investment Board and Somerset Community Evening School.)

Four hundred and twenty students were enrolled in the summer programs. Students participated in intensive math and English language arts classes. Many colleges used curriculum that had been developed during the spring by community college staff that provided instructors with teaching modules based on the curriculum frameworks and MCAS assessments.

Data regarding participating students' summer and fall retest scores will be available in the spring of 2004.

One-Stop Career Centers Initiative - \$650,000

The purpose of this grant program is to support One-Stop Career Centers in brokering education, training, and employment options that address the unique needs of post-12th grade students who require further remediation to attain the skills necessary to earn a Competency Determination. The data and information included in this report reflects services provided by the One-Stop Career Centers from January 1 to August 31, 2003. Six hundred fifty thousand dollars (\$650,000) was awarded for summer of 2003 programs to 16 of the 37 One-Stop Career Centers throughout the state, covering 9 of the 16 Workforce Investment Board regions. One thousand one hundred thirty-six (1,136) students received services through this initiative. Three hundred fifty-one (351) of the students receiving services through the One-Stops received a Competency Determination, and an additional 11 students earned a GED. Through the services of the One-Stops, 283 students were referred to and enrolled in community colleges or other post-secondary education and training, 531 were placed in jobs, and 9 entered the military.

After-School and Other Out-of-School Time Programs - \$3,500,000

In FY 03, for the fourth consecutive year, the Department used a portion of the Academic Support Services Program budget to fund After-School and Other Out-of-School Time (ASOST) programs. A total of \$3.5 million was awarded to 57 school districts in the form of continuation grants. Through federal funding provided by the Department's Office of Special Services, an additional \$500,000 in ASOST Enhancement Grants was awarded to 18 of the 63 ASOST grantees for the purpose of including children and youth with disabilities in after-school and other out-of-school time programs that also served non-disabled youth.

The primary goals for the After-School and Other Out-of-School Time programs were:

1. To provide funding to local communities to deliver quality programs that engage students in hands-on learning opportunities and enriching academic activities during out-of-school hours;
2. To support efforts to strengthen the coordination between the instruction that occurs during the school day and the enrichments and supports that take place during the out-of-school hours; and
3. To support a local structure that coordinates planning, resource allocation, and coordination of ASOST programs and services to children and youth in the community.

Districts that received both the ASOST and Academic Support Services Program grants were encouraged to coordinate their programs to link intensive instruction for low performing students with enrichment opportunities that reinforced and expanded students' knowledge and healthy development.

- 57 grants were awarded to school districts.
- More than 12,800 students participated in after-school and out-of-school time program services offered in over 258 sites across the state.
- More than 2,000 students with disabilities participated in ASOST programs.
- Across the state, students who participated in the statewide after-school program attended an average of 66 hours of programming offered outside of regular school hours, with some students attending over 500 hours of programming.
- Student gains in math/and or English language arts were statistically significant in 61-100% of students tested, depending on the outcome area measured.
- All grantees used the Survey of After-School Youth Outcomes (SAYO) measure developed by the Department and the National Institute of Out-of-School Time (NIOST).
- Students showed positive gains in all nine of the tool's outcome areas, with the greatest percentage of students improving in Homework, Initiative, and Communication Skills, when rated by their school-day teachers.
- Over 7,700 SAYO surveys were collected from school-day teachers and over 10,000 surveys were collected from after-school staff members.
- Pre/Post outcome data was collected on over 4,300 students from Kindergarten through 12th grade.
- 52 grantees collected pre/post test data in the areas of math and/or English language arts.

Summer Program for English Language Learners (SPELL) - \$1,137,137

A total of \$1,137,137 was awarded to 14 districts to serve 1,142 students through this program. The goal for the Summer Program for English Language Learners (SPELL) was to provide a full day summer program with academic and enrichment components for identified English language learners in grades 6-11 who would be taking the MCAS. A plan for a 12-month support system with the implementation of on-going services for the students served in the summer program during the following school year was also developed by recipient districts.

SPELL programs extended learning time for English language learners who were receiving or had received language support services within the previous two years. Programs were required to provide instruction in English language arts and were allowed to provide instruction in another content area as well. Instruction was in small groups and required some or all of the programming to take place on a college or university campus. In addition, a plan was developed by each recipient for continuation of services throughout the school year. Individual student success plans were used to develop a coordinated strategy for students' academic success.

Fiscal Year 2004

For FY 04 programs, the Department has awarded \$9,750,244 to school districts, community colleges, One-Stop Career Centers, and youth employment agencies as described below.

<i>Fund Code</i>	<i>Funding</i>	<i>Grant Type and Focus</i>
632/625	\$ 6,500,000	District Non-Competitive Grants
596/597	\$ 1,350,000	Competitive Grants for Work and Learning Models and Innovative Programs
619/592	\$ 750,000	Competitive Grants for Districts and Partners
598/593	\$ 499,704	Competitive Academic Support and College Transition Services for Students from the Class of 2003 (Primarily Awarded to Community Colleges and Partners)
627/626	\$ 650,000	Pathways One Stop Career Center Initiative

Formula-Based Academic Support Services Grants - \$6,500,000

The goal of this program is to enhance academic support services for students in grades 11 and 12 (Classes of 2005 and 2004) and students in the Class of 2003 who have not yet earned a Competency Determination. Individual grant awards are based on a formula that incorporates students' MCAS scores. All approved districts indicate they have Individual Student Success Plans for all of the students receiving services or that they are in the process of developing them for any student new to the district. Districts reported that they implemented programs with proven records of helping students earn a Competency Determination.

School Year Programs

- 212 programs were provided in English language arts (93 school day programs and 119 extended day and Saturday programs)
- 259 programs were provided in mathematics (130 school day programs and 129 extended day and Saturday programs)

Summer Programs (numbers to be determined during the spring of 2004)

Competitive Academic Support Services - \$1,350,000

The purpose of this grant program is to provide quality, innovative, and intensive instruction in English language arts and mathematics to students in the Classes of 2003, 2004, and 2005 who have not earned a Competency Determination. These services are to supplement currently funded local, state, and federal programs.

- 18 School Year Programs: \$ 746,650
- 12 Summer Programs: \$ 603,350

Competitive Academic Support Services - \$750,000

The purpose of these competitive RFPs is to solicit proposals to increase student academic achievement and performance through the replication of successful models of teaching and learning. The goal is to provide high quality, innovative, and intensive instruction in English language arts and mathematics for students in the Classes of 2005, 2004, and 2003 who have not yet earned a Competency Determination.

- 23 School Year Programs: \$ 484,520
- 14 Summer Programs: \$ 265,480

Academic Support and College Transition Services for Students from the Class of 2003 - \$499,704

The purpose of this grant program is to provide academic instruction in English language arts and mathematics with the support services that will enable students from the Class of 2003 to continue to pursue a Competency Determination while providing pathways to further education.

- 10 School Year Programs: \$342,000
- 9 Summer Programs: \$157,704

Pathways One-Stop Career Center Initiative - \$650,000

The purpose of this grant is for One-Stop Career Centers to broker education, training, and employment options that address the unique needs of post-12th grade students who require further remediation to attain the skills necessary to earn a Competency Determination.

- 8 School Year Programs: \$ 528,939
- 7 Summer Programs: \$ 121,061

New Data Collection System

The Department has created a new online data "application" system through our security portal for Academic Support programs. Application in this sense means a web-based tool that allows districts and other organizations to view and update information about students who are eligible to receive services through state-funded Academic Support grants. This is a change from last year when we asked grantees to download, complete, and upload excel files into the portal. This process is designed to make it easier for grantees to submit required information, to ensure that shared information is secure, and to help the Department more efficiently and effectively collect and analyze data.

The initial phases of the system have been implemented and received favorably. Many grant recipients have indicated that the process is simpler and saves them a great deal of time. It is expected that data regarding FY 04 Academic Support programs will be available in a significantly shorter time frame than in FY 03.

Report to the Legislature

As required by the appropriation language, the Department submitted a report in collaboration with the Board of Higher Education on remedial programs for students from the Class of 2003 who had been served by FY 04 funds during the fall of 2003. A subsequent report will be submitted in the fall of 2004 with additional details on the number of students served by provider and the number of these students who have passed the MCAS assessment and earned a Competency Determination after having received services from these programs.

Massachusetts 21st Century Community Learning Centers Program

The 21st Century Community Learning Centers Program (21st CCLC) was re-authorized as part of the federal No Child Left Behind Act. Massachusetts received \$6.3 million for this program to administer a competitive grant process.

The purpose of the Massachusetts 21st CCLC is to establish or expand community learning centers that operate during out-of-school hours and provide students with academic enrichment opportunities along with other activities designed to complement the students' regular academic program. Community learning centers may also offer families of these students literacy and related educational development. In the 21st CCLC Program's first year of implementation, the Department awarded grants totaling \$6.1 million to 19 school districts. Grant awards ranged from \$90,000 to \$900,000.

The primary goals for the Massachusetts 21st Century Community Learning Centers Program are as follows:

- Provide creative and innovative out-of-school time programs that support and contribute to academic achievement and youth development for all students.
- Integrate school day and out-of-school time programs to promote shared learning goals, teaching and support strategies, and staff recruitment and training activities.
- Provide programs that explicitly address appropriate grade-level state and local learning standards and support students' academic performance.
- Contribute to student performance goals outlined in school improvement plans.
- Create and maintain a school and community-based infrastructure that establishes procedures to improve outcomes for children and youth through successful program implementation and oversight.
- Establish procedures to evaluate program effectiveness through the collection and analysis of data.
- Promote efficient use of public resources and facilities through effective partnerships between schools, community-based agencies, adult community learning centers, and other public and private entities.
- Address the multiple needs of all children, youth, and their families through increased supervision, safety, and access to support services.

Supplemental Educational Services

The No Child Left Behind Act of 2001 (NCLB) requires state educational agencies to create and maintain a list of approved providers of supplemental educational services. Schools that receive Title I funding and are in at least their second year of school improvement shall arrange for the provision of supplemental educational services (such as tutoring, remediation, or academic intervention) to eligible students from low-income families. The services must be from a provider who is selected by the parents/guardians and approved for that purpose by the state Department of Education.

The Department issued a Request for Responses in November 2002 to solicit applications from potential providers. Twenty-seven applications were reviewed, and thirteen were approved. The initial list of approved Supplemental Educational Service Providers was posted on the Department's website on January 1, 2003, along with additional information about the program.

As of February 6, 2004, there are a total of 21 approved providers: seven districts, eleven for-profit entities, and three not-for-profit entities. In FY 03, 21 districts were required to make available supplemental educational services in 106 schools, and approximately 2800 students received services. In FY 04, 45 districts are required to make the services available in 209 schools.

The 21 approved providers are B.E.L.L. (Building Educated Leaders for Life), Boston Learning Center, Boston Public School District, Brainfuse (The Trustforte Corporation), Brockton Public School District, Citizen Schools, EdSolutions, Inc., Fall River Public Schools, Huntington Learning Centers, Inc., Kaplan K12 Learning Services, Knowledge Connection, Kumon North America, Inc., Learning Styles, L.L.C., Lowell Public School District, Platform Learning, Inc., Princeton Review K-12 Services, Revere Public School District, Summit Educational Group, Inc., Sylvan Education Solutions, Inc., Taunton Public Schools, and the Worcester Public School District.

The Department accepts applications from potential providers on an ongoing basis and reviews them periodically (at least annually.) At the end of the school year, school districts and approved providers participate in a detailed evaluation process. Providers who fail to increase student academic achievement for two consecutive years will be removed from the list. More information on this program can be found at <http://www.doe.mass.edu/ses>.

Title V Innovative Program Grants

Through Title V of the 2001 No Child Left Behind Act, the federal Innovative Programs formula grant supports education reform efforts; innovation based on scientific research; the purchase of instructional, library, and media materials; and the implementation of programs to improve school, student, and teacher performance. A total of \$6,541,039 was allocated to districts in FY 03 and \$6,474,900 in FY 04, with each allocation based on the community's K-12 enrollment combined with the enrollment of private non-profit schools in the area that participated in Title V the prior year, with an adjustment to provide higher per-pupil allocations to school districts that have the greatest percentages of students from economically disadvantaged families.

The priorities for the use of Title V funds are to:

- support local education reform efforts that are consistent with and support the Massachusetts curriculum frameworks;
- provide funding to enable school districts to implement promising educational reform programs and school improvement programs based on scientific research;
- provide a continuing source of innovation and educational improvement, including support programs to provide library services and instructional and media materials;
- meet the educational needs of all students, including at-risk youth; and
- develop and implement education programs to improve school, student, and teacher performance, including professional development activities and class size reduction programs.

Office for the Humanities and the Office for Mathematics, Science and Technology/Engineering

In 2003 the Department consolidated the Offices for the Humanities, Mathematics and Science and Technology/Engineering, and Instructional Technology with the Office of Student Assessment into the newly formed Center for Curriculum, Instructional Technology, and Student Assessment. Within this group, the Office for the Humanities is responsible for initiatives related to the academic standards in the curriculum frameworks for English language arts, history and social science, foreign languages, and the arts as well as programs for academically advanced students, character education, the seventeen advisory councils to the Board of Education and recognition of outstanding educators.

Academic Standards and the Curriculum Frameworks

Massachusetts academic standards contained in its curriculum frameworks describe what students should know and be able to do at various points in PreK-12 schooling. These frameworks provide the basis for the Massachusetts Comprehensive Assessment System (MCAS) and for classroom curriculum. The Board voted to accept the first versions of the curriculum frameworks between 1995 and 1997 and revised editions between 1999 and 2002. Texts of the curriculum frameworks are available at <http://www.doe.mass.edu/frameworks>.

The print version of the revised History and Social Science Curriculum Framework, accepted by the Board in late 2002, was published in 2003 and has been well received by organizations that scrutinize state standards. Its standards for American history were rated as among the six most effective in the nation by the Fordham Foundation (*Effective State Standards for U. S. History*, 2003), and the overall framework was ranked by the Albert Shanker Institute as among the top seven nationwide in *Ensuring Democracy: State Standards to Ensure a Civic Core* (2003). To introduce the framework, Department staff organized a history conference attended by more than 500 educators in September 2003 and made presentations to schools and groups such as the Museum Educators' Roundtable, the Bay State Historical League, and the National Park Service.

In 2003, work also began on supplementary material for the English language arts and mathematics standards. In response to the federal education legislation, *No Child Left Behind*, which requires testing by 2005 in reading and mathematics for students in each year from grade 3 to grade 8, grade-level standards in these subjects were drafted for grades 3 through 8 and released for public comment in 2003. The grade-level standards will be published in supplements to the English language arts and mathematics curriculum frameworks in 2004.

In the field of arts education, Department staff collaborated with staff of the Massachusetts Cultural Council on creating professional development opportunities for artist/teachers and arts educators.

Professional Development

Content Institutes

In the spring and summer of 2003, the Department, through the Offices of Mathematics and Science and Technology/Engineering, Humanities, and Instructional Technology, sponsored 41 content institutes in the arts, English language arts, history and social science, mathematics, and

science and technology/engineering. An additional 13 special education institutes were sponsored by the Office of Special Services. These institutes, all of which offered Professional Development Points applicable to license renewal as well as optional graduate credit, were designed by school districts in collaboration with colleges, universities, and cultural institutions. Approximately 1,000 educators pursued studies in the subjects they teach in these institutes. The Content Institute Program, which began with mathematics and science institutes in 1994 and gradually expanded to include other disciplines, contributes to the Department's efforts to ensure that there are highly qualified teachers in each classroom, a key component of the *No Child Left Behind* legislation. Content Institute information may be found at <http://www.doe.mass.edu/frameworks/cinstitute>

Singapore Mathematics Pilot Program

In 2003, the Office for Mathematics and Science funded nine districts interested in piloting the Singapore Mathematics curriculum in elementary and middle school classrooms. Approximately 45 teachers attended an intensive Singapore Content Institute in the summer led by Dr. Richard Bisk, Mathematics Professor at Worcester State College and two experienced teacher leaders from the North Middlesex Regional School District (North Middlesex has implemented the Singapore math curriculum since 2000.) Dr. Bisk also provided a 3-day training for 5 mathematics faculty at the university level who provided technical assistance and follow-up support to the pilot teachers throughout the school year.

Reports and Research Projects

The Office for Mathematics and Science published two key reports that focused on the state of the state in regards to implementing the technology/engineering learning standards. The first report, published in February 2003, is titled *What We Know about Pre-K -12 Technology/Engineering Education in Massachusetts: Standards, Course Content, and Teacher Quality, Preparation, and Supply*. This document was written to establish an information base for schools to develop coherent curriculum in technology/engineering education to align with the state's Technology/Engineering learning standards.

A second report in the Technology/Engineering field was published in July 2003, titled *Mathematics and Science Courses Required or Recommended for Admission into Engineering and Engineering Technology Programs in Massachusetts Institutions of Higher Education*. In this report, institutions of higher education accredited by the Accreditation Board of Engineering and Technology were asked to identify those high school courses that were prerequisites and those that they would recommend for students entering their specific program area. These findings are useful for educators, especially guidance counselors.

The Office for Mathematics and Science also conducted two rigorous research projects and published the findings. The Middle School Mathematics Initiative was a 2-year professional development program and research project. Six full-time Middle School mathematics specialists were hired by the Department and were trained by Dr. Regina Panasuk at the University of Massachusetts, Lowell. The purpose of this initiative was to help teachers in high need middle schools improve student performance in mathematics through the use of math coaches, a systemic approach to lesson planning and implementation, as well as content coursework to deepen teachers' content knowledge.

The second major research project was a study entitled *An Examination of School-based Factors Affecting the Grade 8 Mathematics MCAS Performance*. This research project was an effort to explore and understand what school-based factors may be related to the lack of significant growth in the percent of grade 8 students performing in the two highest levels on the grade 8 MCAS test.

Initiatives for Academically Advanced Students

The Department moved to strengthen the education of academically advanced students through its new licensure regulations and its Advanced Placement and Koplik Certificate of Mastery initiatives. The licensure regulations that went into effect in June 2003 included a new license for PreK-8 Teacher of the Academically Advanced, for which a new teacher test (of the Massachusetts Tests for Educator Licensure) will be offered in 2004.

At the secondary school level, participation rates in Advanced Placement (AP) courses in Massachusetts were among the highest in the nation in 2003. According to the College Board, in 2002-2003 almost all Massachusetts public high schools offered at least one AP course and 27,494 high school juniors and seniors (approximately 18% of the 11th and 12th grade population) were enrolled in at least one course. Massachusetts students achieved passing grades of 3 or above on approximately 73% of the exams taken in 2003, ranking the Commonwealth second in the nation in pass rates. Through federal grants the Department provided fee reduction for Advanced Placement exams to students from low-income families for 2,347 AP exams and worked with selected urban and rural districts to increase the districts' enrollment of low-income and minority students in AP courses. A team of Department staff from the Commissioner's Office and the Offices of the Humanities, Instructional Technology, Student Assessment, and Charter Schools began to work on the objective of increasing low-income and minority enrollment in AP courses as part of the Department's strategic plan.

In 2003 the Humanities Office also managed the Stanley Z. Koplik Certificate of Mastery Award Program, which provided recognition to 875 high school juniors and seniors who scored at the *Advanced* and *Proficient* levels in English language arts and mathematics on the MCAS tests and who demonstrated academic excellence in other ways.

Staff have worked on ways to achieve stronger communication with guidance counselors about their role in increasing student achievement, including sponsoring a conference for guidance counselors in December and creating a listserv for them. Other information on advanced academic initiatives may be found at <http://www.doe.mass.edu/famcomm/aae.html>

Adult and Community Learning

The Department's Adult and Community Learning Services (ACLS) unit plays a key role in meeting the educational needs of the adults in Massachusetts by empowering them with the knowledge and skills needed to be productive workers and citizens of the Commonwealth. The Department funds programs to establish free access to basic adult education services in public school systems, public agencies, and community based organizations. These services are for residents of the Commonwealth who are ages 16 and older who are not enrolled in a high school.

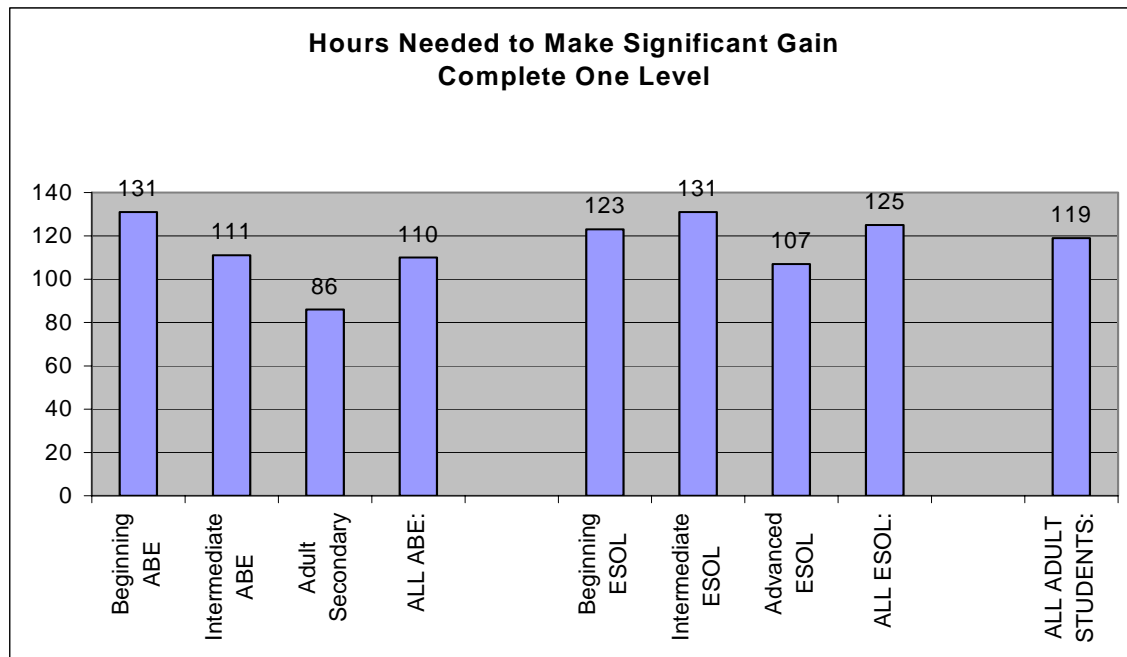
The educational services are designed to enhance an individual's literacy skills – the ability to read, write, and speak English and to compute and solve problems at the levels of proficiency necessary to function as an effective parent/family member, productive worker, and contributing member of the community. Eligible agencies receiving funds must also address the needs of their adult students who are learning disabled. Programs offer activities to prepare students for passing a high school equivalency assessment and moving on to post-high school education or vocational training and/or acquiring or advancing in employment. The major portion of ACLS funding is allocated to grant programs that serve students directly. These include:

- **Community Adult Learning Centers** (101 grants, totaling \$26 million) which provide support for 148 centers including special projects for under-educated and limited English proficient adults who are homeless, pursuing citizenship, health education, etc.
- **Workplace/Workforce Education** (11 grants, totaling \$720,545) which supports partnerships between experienced adult education providers, business leaders, and unions (where applicable) to provide adult education in workplace contexts so that workers and employers can meet escalating skill demands on the incumbent workforce.
- **Family Literacy** (26 grants, totaling \$4.2 million) which supports comprehensive family literacy services between the adult educational system, health providers, and human service delivery systems which include adult literacy, early childhood education, parenting skills, and home visits to undereducated and/or limited English proficient parents and their children.
- **Education for Incarcerated Adults** (13 grants, totaling \$1.27 million) which supports incarcerated individuals with the expectation that these students would “reintegrate” into community adult learning centers, adult basic education, and ESL instructional services for inmates.
- **Transitions** (8 grants, totaling \$655,364) which provide access to transition services for students who choose to transition from adult learning centers to post-secondary programs offered through the community college system in Massachusetts. The project provides not only the academic support needed, but also additional support services that allow adult learners to successfully complete their educational goals.
- **The Adult Basic Education (ABE) Distance Learning Pilot Project** (3 grants, totaling \$270,000) which explores the use of video, computer–assisted instruction, and telecommunications so that adults who are interested in pursuing their education can overcome any barriers that may prevent them from participating in ABE instruction that could be caused by situations such as distance, waiting lists, or conflicting family/work schedules. This program supports four regional sites where specially trained teaching and counseling staff work in a regional “classroom without walls.” All participating adult learners receive core content of the curriculum through video and computer networks.
- **Community Planning Initiative** which is an effort to eliminate the duplication of services within communities by requiring all funded adult learning centers to submit a unified Statement of Assets and Needs that has been signed by all providers within that community.

The Department also encourages community-wide partnerships that are committed to planning for and establishing a full continuum of adult basic education instructional and support services. These services must enable under-educated and/or limited English proficient adults to move from the lowest level of literacy or English language proficiency through high school level skills/completion. These services should enable interested students to successfully transition to post-secondary education and/or training.

Performance Highlights for FY 03

The Department measures the performance of ABE programs that it funds in the following three domains:



1. *Student participation:* In a program without mandated attendance and for a population with many competing priorities, at what level do students attend and persist in instruction?
2. *Student learning gains:* How many grade level equivalents (for students enrolled in literacy through adult secondary instruction) or student performance levels (a 10-step scale developed for ESOL instruction) do students progress in one year (and in the future, over a multi-year period)?
3. *Student goal achievement:* How many of the goals for enrolling in ABE that are set by students are actually achieved within the year (and, in the future, over a multi-year period)? This performance domain is at the heart of the Department's ABE accountability system. Services must be responsive to the reasons under-educated and limited English proficient adult enrolls in the program in the first place.

The information to inform performance against these measures is captured by the Department's web-based student level database and program management system, SMARTT ABE (System for Managing Accountability and Results Through Technology for Adult Basic Education.)

Following is a sample of the results that ABE program achieved in FY 03:

Student Participation

Persistence in Massachusetts ABE classes is above the national average hours of student attendance and retention and only three states report higher average hours of attendance. As cited by the January 2001 MassINC report, *New Skills for a New Economy*, without sufficient time on task students will not acquire the skills and abilities needed to achieve their goals. The full MassINC report can be found at <http://www.massinc.org/research/index.html>.

Student Learning Gains

Adults enrolled in Massachusetts ABE programs are advancing an average of one grade level equivalent for 110 hours of adult literacy through adult secondary instruction and one student performance level for 125 hours of ESOL instruction. As a reference point, keeping in mind the many differences between how children and adults learn, children attend school about 990 hours per year.

Student Goal Achievement

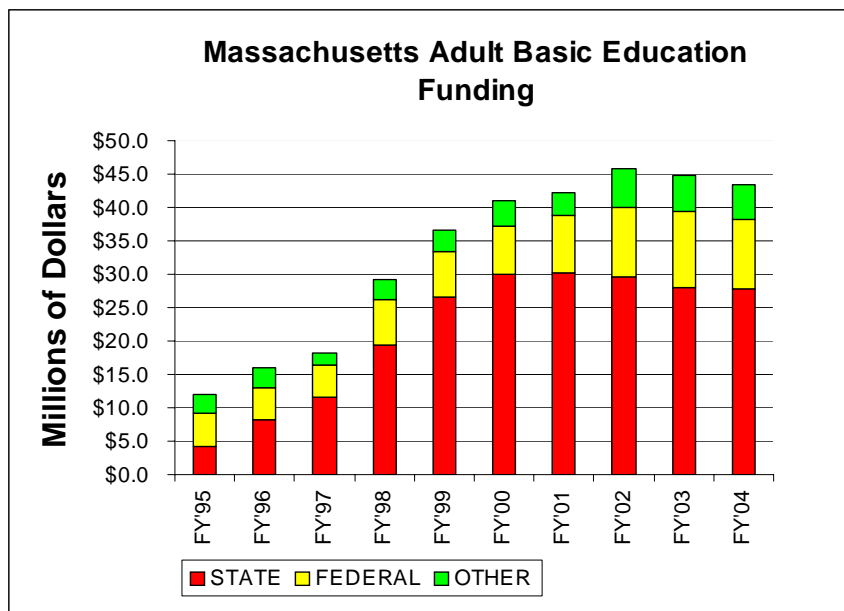
31% of secondary level students (from GLE 9-12 – comparable to all freshmen through seniors in a high school) who were pursuing a high school diploma or its equivalent (GED) achieved that goal.

48% of students who indicated that they wanted to obtain a job actually did within the year and another 38% credited the ABE program with assisting them in meeting their goals of retaining and meeting new requirements on the job. [Half of all ABE students are already employed when they enroll.]

60% of students credit the ABE program with helping them to improve the health of their children.

32% of parents credit the ABE program with enabling them to read and write more with their child(ren) and also in helping them to become more involved in their child(ren)'s school(s).

34% of students at the highest level (GLE 10-12) credit the ABE program with enabling them to enroll in college or post-secondary training program.



Early Childhood Education

Research documents the importance of the learning that takes place during the early childhood years, from birth to age six. During these early years, children acquire language, gain physical and cognitive skills and develop relationships with adults and other children. Quality early childhood programs are recognized as a critical element of education reform. The Department's Early Learning Services unit administers a number of grants that promote early childhood education.

Massachusetts Family Network (MFN) Grants (\$5.3 million)

This program provides family education and support to families with young children (prenatal through 3 years old). Programs, under the guidance of a local parent and provider coalition, provide several components: home visits, developmental screening, adult education, family education, parent support groups and playgroups, and family literacy activities. Statewide there are 42 programs in 162 cities and towns. The programs, which served more than 20,000 families and their children, emphasize prevention and build on the strengths of families and existing resources in a community, and provide leadership opportunities for families with young children.

Project Playgroup

The Early Learning Services unit continued to fund a small grant program designed to enhance integrated playgroups for children from birth to age four that have been developed in collaboration with Early Intervention (EI), the Massachusetts Family Network (MFN), and a local school district. The program is also designed to support the transition of children at age three out of Early Intervention and into public and private early care and education programs.

Project Playgroup began in January 2002 with a federal grant and continued from January 2003 until August 31, 2003 using \$180,000 in other federal early childhood funds. The Department distributed grants of \$12,000 to 15 school districts and educational collaboratives to work with the MFN programs and EI programs funded by the Department of Public Health. As a result of this funding there were more than 85 community-based integrated playgroups serving approximately 750 young children and their families, as well as 15 informational events for parents to support the transition from Early Intervention.

Early Childhood Community Partnerships for Children Grants (\$78.3 million)

This is a comprehensive, early care and education program for preschool-aged children funded and expanded through the Education Reform Act since 1993. The program is designed to build a high-quality, universal system of early care and education that is affordable and available to all families. Local councils build on local needs and resources to meet five objectives: support preschool-age children in an array of early care and education programs; increase quality across all program types; provide comprehensive services; enhance collaboration among community programs, public schools and various programs and organizations concerned with children and families; and provide outreach to the community and hard-to-reach families. Funding provided tuition assistance to 17,600 children this year. Three hundred, thirty-five Massachusetts cities and towns (95.4%) participate in the 168 Community Partnerships for Children programs. More than 3,000 volunteers participate in local councils, promoting public/private partnerships. Community Partnerships for Children programs promote the development of private businesses

as well as connecting and increasing public school involvement in school readiness programs for young children, including those with disabilities.

Community Partnerships for Children provides supports for participating programs to meet the highest standards in the nation for early care and education. As of November 2003, partnerships have provided support for most of the 798 early childhood centers/Head Start programs and public schools to improve quality through National Association for the Education of Young Children (NAEYC) accreditation and hundreds more currently in the self-study phase. Community Partnerships for Children programs have also supported a growing number of family child care providers to acquire their Child Development Associate (CDA) credential, Associates or Bachelors degrees, or achieve National Association for Family Child Care (NAFCC) accreditation. 79 programs have been NAFCC accredited and 360 providers have achieved their CDA, AA or BA degrees with CPC assistance. Hundreds more providers are receiving assistance to achieve these credentials. Professional development, technical assistance and comprehensive services (health/dental screening, mental health consultation, family literacy and parenting education) are also funded with more than 100,000 families participating in these activities.

Local Community Partnerships for Children councils work collaboratively to develop early care and education programs appropriate to their communities' needs, resources and demographics, thereby reducing duplication of services.

Head Start Program Grants

Massachusetts provides \$4.3 million in state funds to increase Head Start salaries and \$1.7 million to expand Head Start services to an additional 323 children.

Parent-Child Home Program (PCHP) Grants

PCHP is a home-based parenting, school readiness, and early literacy program designed to help strengthen verbal interaction and educational play between parents and their preschool children. Trained paraprofessionals visit each family twice a week for two years starting when a child is between 18 to 24 months old. The program is targeted toward families whose income and educational levels may put children at an educational disadvantage. This program was reinstated in the FY 04 budget. As of November 2003, 25 programs have been refunded and will be serving approximately 325 families this year.

Early Childhood Mental Health Project Grants

In collaboration with the Office of Special Education, Early Learning Services is coordinating the second year of implementation for this project. The purpose of this grant program is to fund comprehensive prevention projects that address early childhood mental health issues and to support school readiness and success for all children. The goal is to support the healthy social and emotional development of young children, from birth to age eight, and to increase positive home, school and community connections for the 27 grantees. Projects include classroom-based or school-wide prevention initiatives for preschoolers to Grade 3, professional development opportunities, family support and involvement activities, and community outreach and collaboration.

Exploring the Options for Children with Autism

Exploring the Options is a program designed to increase the local capacity of school districts to provide services to students with autism from birth to age 22 by building expertise on Autism Spectrum Disorders (ASD) in the Commonwealth. Research has shown that providing intensive intervention as early as possible provides the best outcomes for children with ASD. However the disability is life long and specialized teaching and supports are critical throughout a student's education. Through this program twenty-six grantees representing 54 cities and towns across our state have developed the position of Autism Specialist and an Exploring the Options (ETO) Team. The Autism Specialists with support from their ETO Teams have worked to enhance the quality of classrooms to meet the needs of all children with ASD, using the best components of research based techniques and treatment approaches. FY 04 is the second year of this program.

Early Childhood Special Education Allocation Grants

Federal funds are targeted to support the development of integrated programs for preschool and kindergarten children. The \$10 million program supports the availability of enhanced services for 13,955 children with disabilities. These grants have worked in tandem with the Community Partnerships for Children grants to ensure young children with disabilities are educated with their peers without disabilities.

Kindergarten Development Grants

The Legislature envisioned a long-term plan to support school districts in the implementation of high-quality full-day kindergarten programs through the Kindergarten Development grants. These grants are designed as a cost-effective strategy for the Commonwealth to encourage school districts to gradually develop full-day programs without a mandate. The kindergarten development grants have been helpful in establishing a strong partnership between the state and local communities to share the cost of implementing full-day kindergarten. The estimated on-going cost to implement full-day kindergarten is \$76,185 per classroom. In FY 03, the Quality Full-Day Kindergarten grant program provided school districts with an average of 21% of the on-going costs of the full-day program (a maximum of \$15,840 per classroom.) Providing incentive funds that call for quality components has been an effective strategy for improving the number and the quality of full-day kindergarten programs. Since the inception of this grant program, enrollment in full-day classrooms in the Commonwealth increased from 21,076 (29%) in FY 99 to 35,913 (52%) in FY 03.

The Kindergarten Development Grants were designed to accomplish two major goals:

1. Increase the number of full-day kindergarten programs in the Commonwealth (Transition Planning for Full-Day Kindergarten Grant)
2. Ensure that full-day programs are high quality and provide children with optimal learning opportunities in their first year of public schools (Quality Full-Day Kindergarten Grant)

Transition Planning for Full-Day Kindergarten Grant in FY 03

In FY 03, the fourth year of the grant program, the kindergarten development grants were decreased by 12%, from \$28 million to \$24.5 million. This budget reduction resulted in the

discontinuation of the Transition Planning for Full-Day Kindergarten grants and thus the inability to expand the number of full-day classrooms.

Quality Full-Day Kindergarten Grant in FY 03

Kindergarten is the entry point into the public school system for most children. Research has shown that success in kindergarten is a good predictor of future success in school. The national interest in school readiness reflects an understanding of the importance of children arriving to school ready to learn and of the schools' readiness to support children's first learning experiences. The Quality Full-Day Kindergarten program has done much to ensure high quality programming that helps schools support children in their first year of public education. The Quality Full-Day Kindergarten grant program supplements Chapter 70 funds for kindergarten programs, since the latter does not provide specific quality guidelines.

In FY 03, the final allocation for the Kindergarten Development Grants allowed the Department to fund 119 Quality Full-Day Kindergarten grants at a reduced allocation of \$15,840 per classroom (\$18,000 in FY 02.) School districts receiving this grant were able to continue to improve staff-child ratios by funding teaching aides in the full-day classrooms. Since 1999, the staff-child ratios for full-day kindergarten have improved by almost 50%. The statewide average for the lowest staff-child ratios in full-day classrooms went from 1:14 in FY 00 to 1:7 in FY 03. However, the reduction in the per classroom allocation in FY 03 resulted in districts decreasing the number of teaching aides.

Other quality enhancements that school districts have been able to implement since the inception of the Quality Full-Day Kindergarten grant are:

- Increasing the number of children with disabilities included in regular classrooms by 20%.
- Increasing the number of National Association for the Education of Young Children (NAEYC) accredited classrooms. 1,177 of the state's full-day kindergarten classrooms have initiated or completed the accreditation process.
- Facilitating the transitions of children from preschool to kindergarten and from kindergarten to grade one.
- Enhancing the curriculum for kindergarten programs by forming curriculum committees to study the alignment of kindergarten curriculum guidelines with the state curriculum frameworks.

School districts also provide a great array of professional development opportunities to kindergarten staff to implement a curriculum responsive to the needs of children.

Replicating Models of Effective Schools

Exemplary Schools Program

The Department used the Cycle II (2001-2002) School Performance Ratings to identify schools that demonstrated significant overall improvement on MCAS tests in both English language arts and mathematics. These schools were invited to participate in the Exemplary Schools Program.

The Exemplary Schools Program is an integral part of the Commonwealth's School and District Accountability System. It is designed to gather and disseminate practical information on improvement initiatives underway in schools across the state that have shown significant student performance gains.

2003 Commonwealth Compass Schools

In this third year of the program, 149 schools that exceeded expectations for improvement on MCAS tests or had met expectations and out-performed schools with similar demographic traits during the 2001-2002 rating cycle were invited to apply for the Commonwealth Compass Schools Program. School leaders applied by submitting an online survey detailing aspects of the school's organization, curriculum and instruction and improvement initiatives. They also submitted responses to three open-ended questions that provided narrative descriptions of the process of planning, selecting and implementing the improvement initiatives that they think have made a difference for their students. Based on their written responses to these questions and the nature and quality of the programs they described, eleven finalist schools were selected for potential service in the 2003 Compass Schools Program.

The eleven finalist schools participated in an on-site review process. The Review Panel was asked to assess whether the schools had the characteristics and capacities to serve as Compass Schools. Ten of the schools visited were selected for the Compass Schools honor. Of the ten designated as 2003 Commonwealth Compass Schools, two were also designated as Title I Distinguished Schools. Participating schools share information on the improvement strategies they have undertaken to achieve student performance gains at their schools through presenting at state and regional conferences and by hosting events at their schools. In this way, other school leaders and faculty are able to benefit from the Compass Schools' experiences in implementing specific programs and practices. Compass Schools receive a \$10,000 grant to cover the cost of participation in the program and to support their schools' ongoing improvement efforts.

The ten 2003 Commonwealth Compass Schools are Academy Avenue Primary School in Weymouth, Auburn High School, Boston Arts Academy, Blackstone Valley Regional Technical Vocational School, Glenwood and Mary O. Pottenger Schools in Springfield, Hyannis West Elementary School in Barnstable, Indian Head School in Hanson, Ipswich High School, and George Keverian School in Everett.

Pathways to Improved Student Performance Report and Conference

Information gathered from the application process and the team visits to the 2003 Compass Schools was compiled and published in the second *Pathways to Improved Student Performance* report released by the Department in September 2003. The report was distributed at the Pathways to Improved Student Performance Conference in October 2003 and mailed to all Massachusetts public school superintendents and school principals and legislators. The full report can be found at <http://www.doe.mass.edu/sda/compass/2003/infoshare.html>.

Beginning in February and continuing through April 2004, the 2003 Commonwealth Compass Schools will host onsite informational events for leaders and staff from other schools interested in learning more about their programs. A calendar of these events and other information-sharing opportunities can be found at <http://www.doe.mass.edu/sda/compass/2003/infoshare.html>.

Charter School Dissemination Grants

Massachusetts charter schools were established by the Education Reform Act of 1993 to, among other purposes, “stimulate the development of innovative programs within public education” and to provide “models for replication in other public schools.” Massachusetts Charter School Dissemination Grants promote the sharing with other public schools of effective practices that have been designed, developed, tested and proven successful in Massachusetts charter schools. Since the 1999-2000 school year, over \$2.8 million has been awarded to twenty-eight Massachusetts charter schools to support the dissemination of their best practices and innovations to other schools. In October 2003, the Board approved ten dissemination grants totaling \$548,282 for such projects as the sharing of best practices between several Horace Mann charter schools (Lowell Middlesex Academy Charter School, Academy for Strategic Learning Charter School, Boston Evening Academy Charter School, and Champion Charter School) that are focused on serving at-risk high school students; and the creation of workshops and a video documentary of the Montessori education method in place at River Valley Charter School, the first public Montessori school in the state.

Early Childhood Standards

The Board approved the Department’s *Early Childhood Program Standards and Guidelines for Preschool Learning Experiences* in April 2003. The standards were developed by a broad-based subcommittee of the statewide Early Childhood Advisory Council in conjunction with other state agencies. The intent of the standards is to support and improve the quality of early childhood programs in Massachusetts. There is a great deal of national research demonstrating that school success is strongly related to the quality of preschool programs. These standards apply to all preschool programs that receive state funding under the Community Partnerships for Children (CPC) program including public school, Head Start, and private preschool and child care programs. The standards also include *Guidelines for Preschool Learning Experiences* that align with the Massachusetts Curriculum Frameworks. These guidelines focus on how meaningful play-based experiences provide important foundations for academic learning.

The Standards took effect in September 2003, with the first year serving as a phase-in period to allow time for programs and staff to receive training around the Standards and Guidelines. The Department will hire teams of consultants to provide one day of training for each CPC Partnership, and all early childhood program staff will be encouraged to participate in this training. If funding is available, training opportunities will be continued in FY 05.

The Department also funded grants to public school districts to form Early Childhood Curriculum and IEP study groups. These grants were designed to bring together special education administrators and preschool staff from public preschools and community-based providers to review the *Guidelines for Preschool Learning Experiences* and discuss how IEPs for preschool children with disabilities could be linked with the Guidelines. 150 school districts took advantage of this opportunity. Grantees used the funding in a variety of ways including staff training, as well as the development of many useful materials for practitioners and for families such as transition forms, brochures, and parent newsletters that support high quality preschool experiences in inclusive environments for young children. Districts that did not receive funding in 2003 will be eligible to apply for similar grants in 2004.

Recruiting Talented Professionals

Attracting and Retaining Teachers in Early Childhood Programs

Advancing the Field/Developing Career Paths in Early Care and Education

Advancing the Field is an initiative designed to address the issue of teacher preparation with an emphasis on preparing teachers to work in inclusive settings. The project, begun in 1998, is funded through the Individuals with Disabilities Education Act. Institutions of higher education and other community organizations are collaborating with each other and the Department to develop articulation agreements that recognize prior learning and lead participants to obtaining either an Associate's or Bachelor's degree. Currently, twenty-one institutions, including community colleges and public and private four-year colleges are involved in Advancing the Field, including:

Community Colleges

- Berkshire Community College, Pittsfield
- Bristol Community College, Fall River
- Cape Cod Community College, West Barnstable
- Greenfield Community College, Greenfield
- Holyoke Community College, Holyoke
- Massachusetts Bay Community College, Framingham
- Massasoit Community College, Brockton
- Middlesex Community College, Lowell
- Mount Wachusett Community College, Gardner
- North Shore Community College, Danvers
- Roxbury Community College, Boston
- Springfield Technical Community College, Springfield

Four-Year Colleges

- Becker College, Worcester
- Lesley University, Cambridge
- Salem State College, Salem

Non-Profit Agencies in Collaboration with Colleges

- Child Care Connection, Worcester with Quinsigamond Community College
- Child Care Resource Center, Cambridge with various institutions of higher education
- Franklin Athol Child Care Services, Greenfield with Greenfield Community College
- Greater Lawrence Community Action Council, Lawrence with Northern Essex Community College
- Parents United for Child Care, Boston with the Achieving Program Excellence Program (APEX)
- Preschool Enrichment Team with Holyoke Community College and the Elms College

Educator Recognition Programs

Ten Massachusetts educators received recognition for their work in programs coordinated by the Office for the Humanities. One Massachusetts Teacher of the Year was selected, while four teachers (one in math and three in science/technology/engineering) were finalists for the Presidential Awards for Excellence in Mathematics and Science Teaching. Two secondary educators won Milken Awards, and five teachers were awarded scholarships to study about George Washington at his home, Mount Vernon in the summer of 2003. Information on these awards is posted at <http://www.doe.mass.edu/eq/recognition/>

Developing Leadership for Educational Excellence

Commonwealth School Leadership Project

In 2001, Massachusetts was one of fifteen states selected to participate in the Wallace Foundation's "State Action for Education Leadership Project" (SAELP). Guided by a consortium of national organizations (including the Council of Chief State School Officers, the Education Commissioner of the States, the National Governors Association, the National Association of State Boards of Education, and the National Conference of State Legislators), the SAELP states worked to redesign state policies, laws and practices to strengthen the leadership of superintendents, principals, and school leaders toward the objective of improved student performance.

Using funding and support from the SAELP initiative, and funds from the Massachusetts Teacher, Principal, and Superintendent Endowment, the Department launched the Commonwealth School Leadership Project and undertook the following initiatives. More information can be found at: <http://www.doe.mass.edu/eq/cslp/>.

State Action for Education Leadership Project Grant

SAELP project staff developed a building leadership profile and a district leadership profile that served as inventories of the job functions required for principals and superintendents. These profiles have been used by school districts to develop administrator job descriptions and profiles, and to begin distributing leadership and developing leadership teams. The profiles can be found at: <http://www.doe.mass.edu/eq/cslp/dlp.html>.

Through SAELP the Department also offered succession-planning training to fourteen demonstration districts. Teams from each district, which included at least the superintendent, a principal, and a representative of the local teachers' union, developed succession plans, and worked to develop a distributive leadership model in districts. Participating districts included: Auburn, Beverly, Boston Evening Academy, Burlington, Canton, Chelsea, Dedham, Fall River, and the North River Collaborative.

Participating districts recommended that the Department:

- create an on-line dialogue (through VES) to facilitate inter-district collaboration;
- share the lessons learned from the work being done (through a grant from the Wallace Foundation) in Springfield on human resources development and succession planning;
- work closely with the administrator associations to streamline support for school leaders and strengthen induction programs; and,
- fund and highlight model leadership development programs.

Follow up work with five districts (Beverly, Burlington, Triton, Chelsea, and Canton) began in November 2003. Consultants from Future Management Systems worked directly with the superintendent in each district to tailor support for district leadership development. Case studies profiling the work of these district leaders will be written and disseminated by June 2004.

Aspiring Leaders Conferences

In the 2002-2003 school year, the Department hosted eight Aspiring Leaders Conferences for teachers and career changers interested in taking on leadership roles in schools and districts. Over 900 people attended, including over 100 current principals and superintendents. The purpose of these regional events was:

- To clarify the roles of the various administrator positions;
- To identify the ways successful school administrators maintain a relentless focus on instruction; and,
- To identify possible leadership roles for teachers who are interested in taking on more responsibility but who are not interested in assuming formal administrator positions.

The conferences featured school and district leaders from Lowell, Tewksbury, Revere, Springfield, Monson, Sudbury, and Danvers. Participant feedback reinforces licensure data that shows that there are large numbers of teachers who are either licensed as administrators or who aspire to leadership roles, but who have little or no interest in becoming principals or superintendents. In the months ahead, the Department plans to work closely with the educator associations and higher education to review and expand ways for teachers to assume greater leadership roles.

Administrator Recruitment in Hard to Staff Schools

According to a 2002 Department survey of approved preparation programs, an estimated 28% of those enrolled in administrator programs plan to secure positions in high-poverty/low-achieving districts.¹ With less than one-third of new applicants securing positions in high need schools, and current administrators reluctant to seek positions in high-need schools, it appears as though few individuals will be applying for these positions. These districts may have even more difficulty over the next few years in recruiting strong principals.

National research studies (including those sponsored by the Wallace Foundation) have also concluded that the challenge in recruitment is in finding well-qualified candidates who are willing to lead hard-to-staff schools. In the next phase of SAELP, the Department will work to build local and regional human resources capacity so that districts can more effectively recruit and hire high quality administrators.

Administrator Preparation: District-Based Educator Licensure Programs

The changes in the licensure regulations provided additional opportunities for the development of innovative field-based preparation for school leaders. Districts, collaboratives, professional associations, and nonprofit organizations are taking advantage of these changes, and are sponsoring alternatively structured approved administrator preparation programs.

In 2003, seven programs for administrators completed either the Formal Program Approval process or the (preliminary) Informal Review process. These programs are sponsored by

¹ From May-August 2002 the Department of Education, on behalf of the Commonwealth School Leadership Project, collected information about existing preparation programs for administrators. At that time, there were twenty-three administrator preparation programs approved by the Department as leading to licensure. Of the 23 approved programs, 15 responded to a survey by August 31, yielding a response rate of 65% for approved programs.

collaboratives, school districts (including one urban district); five programs for principal/assistant principal, one for supervisor/director, and one for school business administrator.

New Preparation Programs for Administrators:

Principal/Assistant Principal	Supervisor/Director	School Business Administrator
Springfield Public Schools	Leadership Licensure Program	Lower Pioneer Valley Educational Collaborative
Massachusetts Elementary School Principals Association (MESPA)		
Merrimack Educational Collaborative		
Leadership Licensure Program (LLP) (sponsored by MASD, MSSAA, Teachers21) EDCO		

Administrator Apprenticeship/Internships

With the adoption of the June 2003 *Regulations for Educator Licensure and Preparation Program Approval*, completion of an administrative apprenticeship/internship is one way to fulfill the licensure requirements. Together with the Lower Pioneer Valley Educational Collaborative, the Framingham Public Schools, and Cambridge College, the Department piloted the Commonwealth Leadership Academy, a district-based, accelerated licensure program. A cohort of twenty-five people completed their training in September 2003 and received their Initial license as principal/assistant principals.

Both the Framingham Public Schools and the Lower Pioneer Valley Educational Collaborative have continued their sponsorship of apprenticeship cohorts. New cohorts are pursuing licensure as principal/assistant principal during the 2003-2004 school year.

Support for New Administrators: Case Study Seminars

From January through June of 2003, the Department funded a series of Case Study Seminars to first or second year principals/assistant principals. These seminars, administered by the Massachusetts Elementary Principals Association (MESPA) and the Massachusetts Teachers Association (MTA) provided beginning administrators with instruction and support in strengthening their instructional leadership skills and identifying ways to restructure their

schedules to allow more time for instructional leadership. They were also a means for peer-to-peer mentoring, allowing beginning principals and assistant principals to establish effective professional communities with one another to overcome the challenges particular to school leadership.

Evaluations from participants were very positive; participants recommended additional supports for new administrators in the areas of leading in a standards-based environment, using assessment data to drive instruction, and leading as a change-agent. Participants also recommended that formal mentoring and coaching be made available to new administrators.

Supporting the Development of Leaders in Early Childhood Education

Community Partnerships for Children Summer Institute

August 2003 was the third year that Early Learning Services sponsored a statewide meeting for Community Partnerships for Children programs. The two-day institute included sessions on the approved *Early Childhood Program Standards and Guidelines for Preschool Learning Experiences*, Reading First, creating brochures and educational materials for distribution to families, planning transition from preschool to grade one, supporting family literacy, developing benchmarks for improving access, affordability, quality and collaboration, fiscal management, and information on our Comprehensive Review and Site Visit process. In addition, opportunities for networking provided participants with information on the Early Childhood Resource Centers and the Early Childhood Networking Meetings held throughout the year. The Commissioner joined participants in celebrating the 10th year of Community Partnership for Children Programs and encouraged the field to continue their collaborative efforts.

State-wide Full-Day Kindergarten Conferences

Early Learning Services hosted a statewide conference for programs receiving full-day kindergarten grants. More than 250 people attended the conference. The goal of this conference was to inform administrators and teachers on some of the latest developments related to full-day kindergarten programs and to provide a forum for local programs to share with each other the progress they have made in implementing high quality full-day kindergarten programs.

Board of Education Highlights January 2003 – December 2003

Following is a month by month summary of Board of Education votes and policy discussions:

January 2003

- Approved amendments to the Regulations on Educator Licensure.
- Accepted plans for improving student performance of two schools that had been declared under-performing.
- Renewed the charters for three schools.

February 2003

- Awarded charters to five new schools: Berkshire Arts and Technology Charter School (regional) in North Adams, Boston Preparatory Charter School in Boston, Excel Academy Charter School (regional) in Boston, Hill View Montessori Charter school in Haverhill, and Salem Academy Charter School in Salem.
- Renewed charters for five schools.
- Accepted a plan for improving student performance of a school that had been declared under-performing.

March 2003

- Authorized an extension of the Department of Education/Lawrence Public Schools Partnership through August 31, 2005.
- Accepted plans for improving student performance of three schools that had been declared under-performing.
- Approved the “Standards for Determining Unsafe Schools” as required by the federal No Child Left Behind Act.

April 2003

- Adopted amendments to the Regulations on Vocational-Technical Education. The amendments increase and strengthen the academic and technical skills that students will acquire, as well as the standards of preparation and professional development that vocational technical education teachers must meet.
- Adopted the Regulations Governing the Education of English Language Learners, which implement G.L. Chapter 71A, as amended by Question 2, and replace the current Transitional Bilingual Education Regulations.
- Approved the Early Childhood Program Standards and Learning Guidelines.

May 2003

- Approved the “English Proficiency Benchmarks and Outcomes for English Language Learners.”
- Discussed a Tier II report on the Holyoke Public Schools, prepared by the Office of Educational Quality and Accountability (EQA).
- Approved the annual adjustments to the cost factors in the School Building Assistance Regulations.

June 2003

- Discussed 2002 NAEP results for grades 4 and 8.
- Approved modifications to the School and District Accountability System for Cycle III, to meet the new federal mandates under the No Child Left Behind Act.
- Adopted an amendment to the Regulations on Education Programs for English Language Learners.
- Adopted an amendment to the Competency Determination Regulations.
- Heard a presentation from Holyoke officials on their response to the EQA Tier II report on the Holyoke Public Schools.
- Approved amendments to the Charter School Regulations.

August 2003

- Discussed a Tier II report on the North Adams Public Schools prepared by the EQA.
- Discussed proposed criteria for determining district under-performance.

September 2003

- Re-elected Henry M. Thomas, III as the Vice-Chairman of the Board through September 2004.
- Heard a presentation from North Adams officials on their response to the EQA Tier II report on the North Adams Public Schools.
- Discussed a Tier II report on Keefe Vocational Technical School District prepared by EQA.
- Discussed proposed reading and mathematics standards (grades 3-8) for assessments under the No Child Left Behind Act.

October 2003

- Heard a presentation from Keefe Vocational Technical School District officials on their response to the EQA Tier II report.
- Discussed a Tier II report on the Winchendon Public Schools prepared by EQA.
- Heard a presentation from Winchendon officials on their response to the EQA Tier II report on the Winchendon Public Schools.
- Discussed the Board's FY 05 budget and legislative proposals.

November 2003

- Declared the Holyoke Public Schools and the Winchendon Public Schools to be under-performing school districts.
- Placed the North Adams Public Schools and Keefe Vocational Technical School District on "watch" by the Educational Management Audit Council for 12-18 months.
- Accepted plans for improving student performance of four schools that had been declared under-performing.
- Approved the Board's FY 05 budget proposal.

December 2003

- Accepted plans for improving student performance of three schools that had been declared under-performing.
- Approved a model policy on school-sponsored late night and overnight student travel.

- Approved the updated School Building Assistance priority list.
- Heard a presentation on the status of the “green schools” initiative.

**What to Expect:
Board of Education Agenda Items for 2004**

The Board is expected to take action on a number of initiatives in 2004, including:

- **MCAS Performance Appeals Regulations:** Section 119 of Chapter 140 of the Acts of 2003, signed into law in November 2003, directs the Board to amend the MCAS performance appeals process for students with disabilities. The new law maintains the state standard for the competency determination for all students, but it provides for a certain measure of flexibility in the eligibility criteria for appeals for students with disabilities. The Board will consider regulations required by the new law.
- **District Accountability:** The Board will consider the Commissioner's recommendations on districts that are referred to the Board from the Educational Management Audit Council. In 2004, both the Fitchburg Public Schools and the Webster Public Schools will be considered. In addition, the Board will consider improvement plans from the two districts that were declared under-performing in 2003: the Holyoke Public Schools and the Winchendon Public Schools.
- **District Intervention:** In October 2003, the Governor appointed a task force to make recommendations on how the state can intervene in under-performing districts. The task force report and recommendations are scheduled to be released in early 2004.
- **School Accountability:** The Board will consider the status of four schools that were declared under-performing in 2000, in order to make a determination of chronic under-performance.
- **Implementation of the Federal No Child Left Behind Act:** The Board and the Department will continue to implement the Federal No Child Left Behind Act provisions, including the implementation of Massachusetts school performance rating system and accountability plan.
- **Charter Schools:** In 2004, the Board will consider awarding new charters to final applicants for Horace Mann and Commonwealth charter schools. In addition, the Board will vote on the renewal of charters for eight schools.

Massachusetts Public School Information – School Year 2002-2003

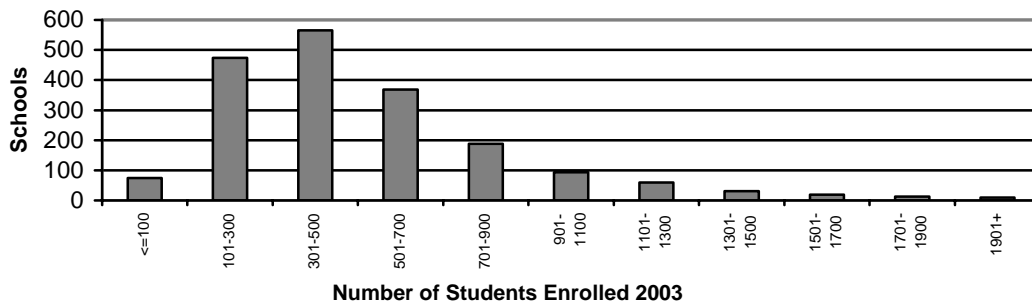
Types of School Districts and Public Schools

Total Operational School Districts	376	Type of Public School	
City/Town Regular Districts*	244	Elementary	1,256
Academic Regional Districts	56	Middle/Junior	283
Vocational Technical Regional Districts	29	Secondary	309
		Other Configurations	51
Charter Schools		Total	1,899
Commonwealth	40		
Horace Mann	7		
Educational Collaboratives**	32		

*City/Town Regular Districts are not the charter, academic regional and/or vocational tech regional districts.

**Educational Collaboratives are not included in the count of Total Operational School Districts.

Massachusetts Schools by Size



Enrollment Data 2003

Enrollment (#)		Enrollment by Race/Ethnicity (%)	
Public Schools	983,313	African American	8.8
Grades PK – 12*	982,989	Asian	4.6
Private Schools	134,827	Hispanic	11.2
		Native American	0.3
		White	75.1
Enrollment by Grade (%)		Selected Populations (%)	
Pre-Kindergarten	2.3	Special Education	15.1
Kindergarten	7.1	First Language not English	14.4
Grades 1-5	38.0	Limited English Proficient	5.2
Grades 6-8	23.9	Low Income	26.2
Grades 9-12	28.7		
Grades SP & CT**	0.0		
Enrollment by Gender (%)			
Females	48.6		
Males	51.4		

*Total student enrollment used for reporting by Locale Codes (page 58).

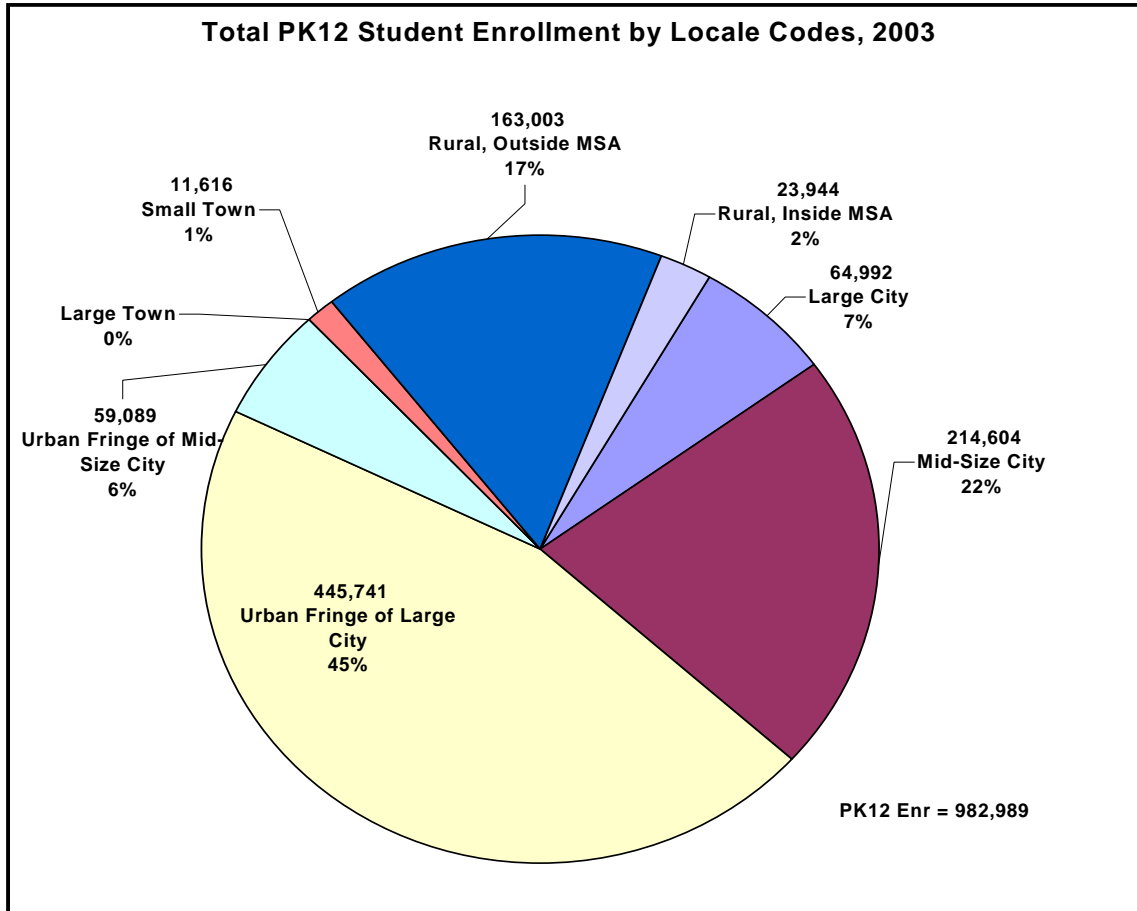
** SP – Beyond grade 12 Special Education Student. CT – Career & Technical Program beyond grade 12.

Locale Codes

In prior years data on districts and schools were grouped by “Community Types” based on the 1980 census data. Starting with school year 2002-03, the data are reported by the eight geographical mapping Locale Codes developed and assigned by the U.S. Department of Education National Center for Education Statistics (NCES) and the Census Bureau.

Locale Codes are designed to group schools and districts based on how they are situated in a particular location relative to populous areas, and by their address. The following eight Locale Codes are assigned to every school district and school in the nation, as well as used for the annual U.S. Department of Education’s Common Core of Data (CCD) survey, a national statistical database. When reporting on student enrollment by Locale Codes, the total student enrollment represents only those students enrolled in grades PK-12, which is less than the state total reported that includes all grades. Please refer to the glossary in the appendices for more detailed definitions.

- **Large Central City:** A central city of a Core-based Statistical Area (CBSA) with a population greater than or equal to 250,000.
- **Mid-Size Central City:** A central city of a CBSA or a Consolidated Statistical Area (CSA) with a city having a population less than 250,000.
- **Urban Fringe of Large City:** Any incorporated place or non-place territory within a CBSA of a Large Central City and defined as urban by the Census Bureau.
- **Urban Fringe of Mid-Size City:** Any incorporated place or non-place territory within a CBSA of a Mid-Size Central City and defined as urban by the Census Bureau.
- **Large Town:** An incorporated place with a population greater than or equal to 25,000 and located outside a CBSA or CSA.
- **Small Town:** An incorporated place with a population less than 25,000 and greater than to 2,500 and located outside a CBSA or CSA.
- **Rural, Outside CBSA:** Any incorporated place, or non-territory not within a CBSA or Metropolitan Statistical Area (MSA) and defined as rural by the Census Bureau.
- **Rural, Inside CBSA:** Any incorporated place, or non-territory within a CBSA or MSA and defined as rural by the Census Bureau.

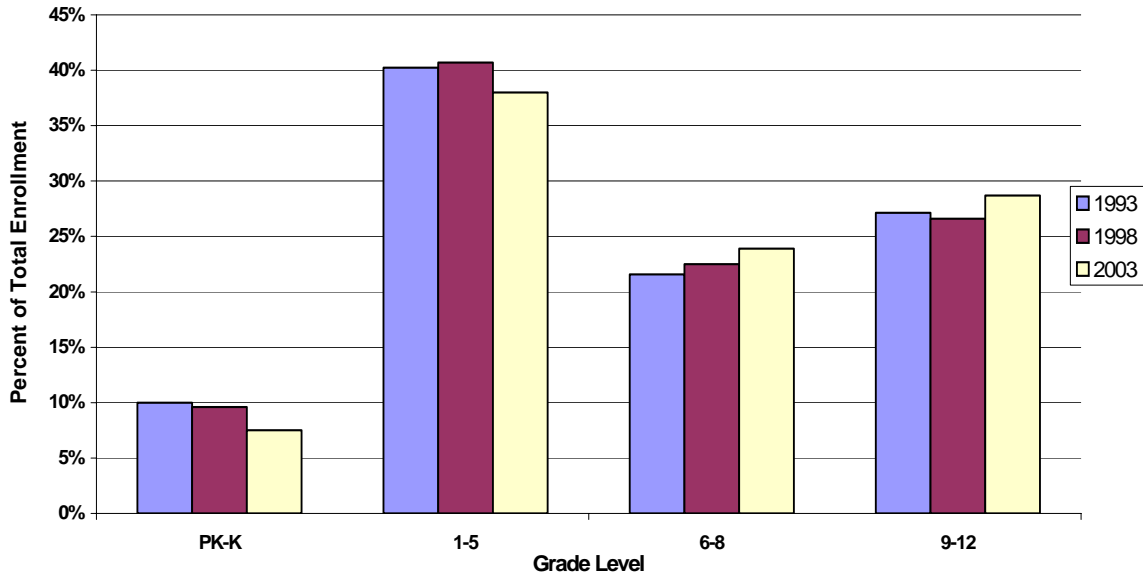


Enrollment Trends in Massachusetts Public Schools

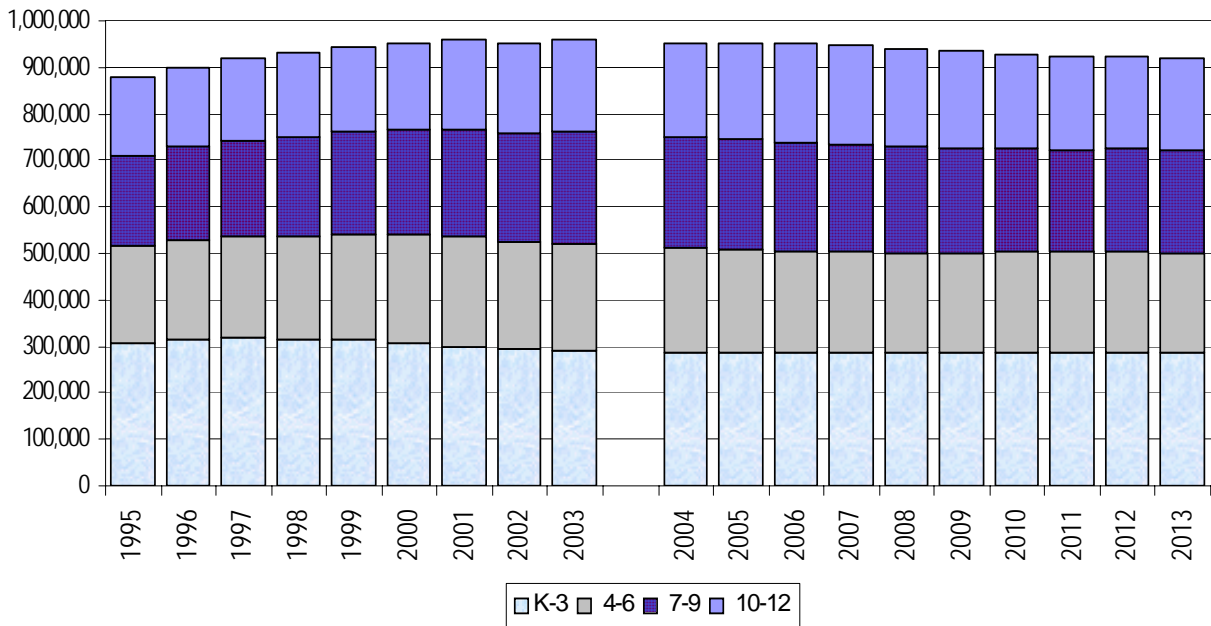
	1992-93		1997-98		2002-03	
Total Student Enrollment	861,983		950,405		983,313	
Race	#	%	#	%	#	%
African American	68,775	8.0	80,618	8.5	86,069	8.8
Asian	30,692	3.6	38,754	4.1	45,549	4.6
Hispanic	72,889	8.5	92,306	9.7	110,256	11.2
Native American	1,375	0.2	2,008	0.2	3,136	0.3
White	688,252	79.8	736,719	77.5	738,303	75.1
Selected Populations	#	%	#	%	#	%
Special Education*	147,727	17.1	159,042	16.7	150,551	15.1
First Language Not English	100,947	11.7	119,838	12.6	141,408	14.4
Limited English Proficient	41,584	4.8	45,412	4.8	51,622	5.2
Low Income	199,832	23.2	236,159	24.8	257,368	26.2

*The Special Education totals and rates also include students enrolled in "Private Separate Class (day) - 502.5" and "Residential Facilities - 502.6".

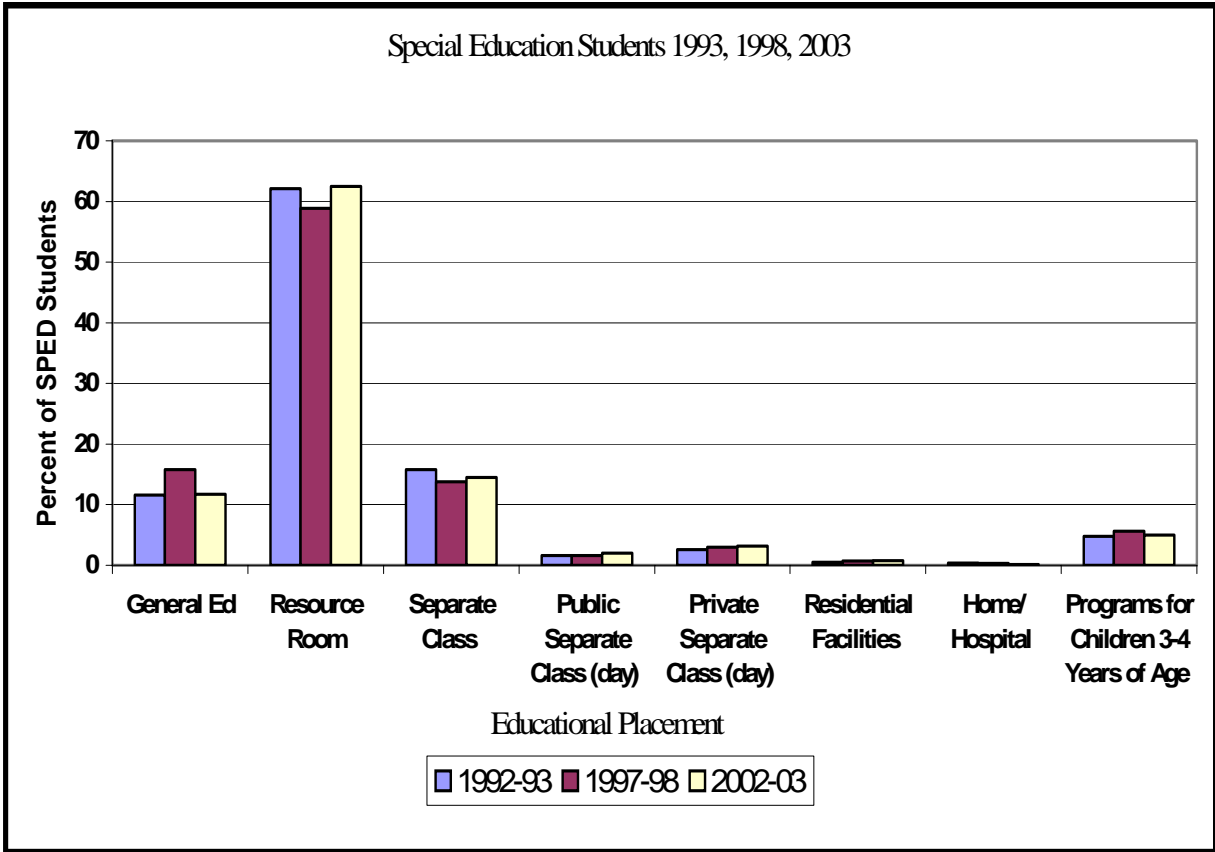
Enrollment by Grade 1993, 1998, 2003



Past & Projected Enrollment 1995-2013 Massachusetts K-12 State Totals



Special Education Students 1993, 1998, 2003



Summary Student Indicators 2002-03 School Year

Attendance Rate	93.9	Grade 9-12 Dropouts	9,389
Average number of days absent	10.2	Rate per 100	3.3
Students Retained in Grade	25,398	Number of HS Graduates	55,987
Rate per 100	2.6	Plans of HS Graduates	
		College	
Suspensions		4- Year Private	30.7%
Out-of-School	65,592	4- Year Public	24.8%
Rate per 100	6.7	2- Year Private	2.3%
In-School	44,844	2- Year Public	17.3%
Rate per 100	4.6	Other Post-Secondary	2.1%
		Work	11.6%
Exclusions*	1,774	Military	2.2%
Rate per 1000	1.8	Other	1.2%
		Unknown	7.8%

*Data reported for Exclusions are from SY 2001-02.

Student Retention Rates 1998-2003

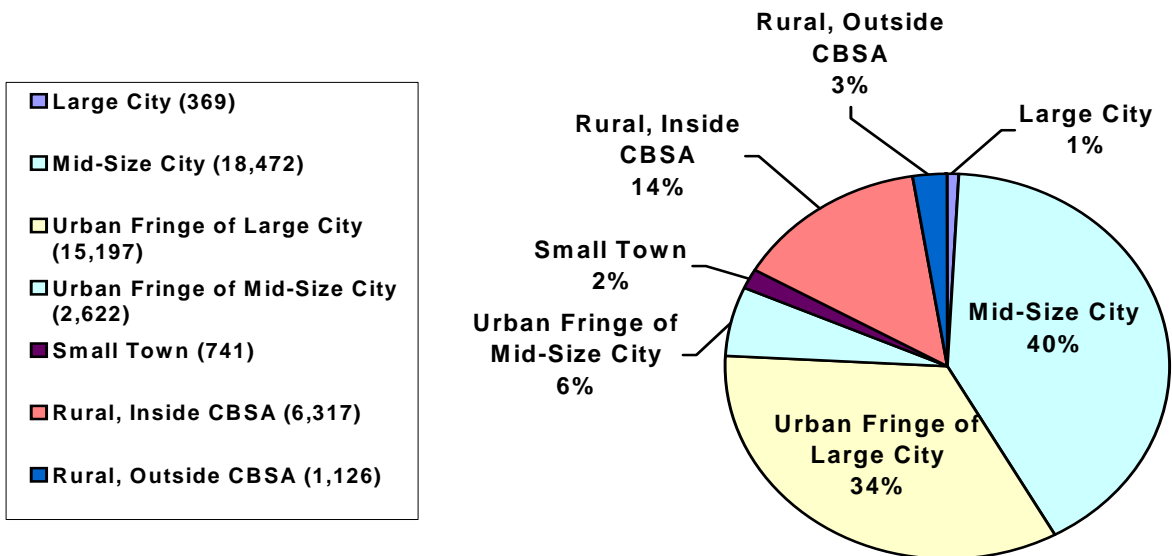
	1998	1999	2000	2001	2002	2003
Total Retentions (#)	19,498	22,133	24,467	24,650	24,539	25,398
Overall Rate	2.1	2.3	2.5	2.5	2.5	2.6
Gender						
Male	2.4	2.7	3.0	3.0	2.9	3.0
Female	1.6	1.9	2.0	2.0	2.0	2.1
Race						
African American	4.3	4.8	5.3	6.0	5.9	5.0
Asian	2.4	2.8	3.2	2.6	2.7	2.3
Hispanic	4.9	5.3	5.7	5.6	5.8	5.3
Native American	3.2	3.5	3.5	2.8	2.7	3.4
White	1.4	1.6	1.7	1.7	1.6	1.9
Grade						
PK	0.4	1.0	0.5	1.5	0.5	0.0
K	2.0	2.4	2.8	2.6	2.9	2.9
1	3.2	3.6	3.9	3.7	3.8	4.1
2	1.3	1.5	1.9	1.7	1.7	2.0
3	0.7	0.9	1.3	1.7	1.6	2.0
4	0.5	0.6	0.7	0.7	0.8	0.9
5	0.3	0.4	0.5	0.5	0.5	0.9
6	0.7	0.8	1.0	1.2	1.2	1.5
7	1.4	1.6	1.8	1.7	1.5	1.7
8	1.4	1.7	1.5	1.5	1.4	1.3
9	6.8	7.4	8.1	8.3	8.4	8.1
10	4.3	4.6	4.7	4.3	4.7	4.0
11	3.2	3.3	3.6	3.2	3.1	2.9
12	2.1	1.9	1.8	2.0	1.7	1.6

Rates of Students Receiving In-School Suspension (ISS) 1998-2003

	1998	1999	2000	2001	2002	2003
Total Students Receiving ISS (#)	48,531	48,076	47,517	47,684	45,784	44,844
Overall Rate	5.1	5.0	4.9	4.9	4.7	4.6
Gender						
Male	6.6	6.6	6.3	6.3	6.0	5.9
Female	3.5	3.3	3.4	3.4	3.3	3.1
Race						
African American	5.8	6.1	5.7	5.9	6.3	6.7
Asian	2.4	2.2	2.0	2.4	2.3	2.5
Hispanic	8.7	8.7	8.0	8.9	8.8	8.8
Native American	3.8	3.9	6.1	6.1	4.1	3.3
White	4.7	4.5	4.5	4.3	4.1	3.6
Grade						
PK-3*	0.3	0.3	0.3	0.3	0.3	0.0
4	0.8	0.9	1.0	0.9	0.8	0.8
5	1.5	1.7	1.7	1.7	1.5	1.5
6	4.4	4.6	4.3	4.4	4.2	4.3
7	7.9	7.2	7.3	7.1	6.8	6.6
8	8.9	8.8	7.9	7.5	7.7	7.1
9	12.9	12.3	12.1	12.5	11.7	11.9
10	12.9	12.5	11.1	10.9	10.3	10.0
11	12.4	11.9	11.4	11.0	10.4	9.7
12	10.4	9.9	10.3	9.4	8.9	7.4

*The Department collects and reports suspension data for the grade range PK-3, rather than for each individual grade level in that range.

Percent of In-School Suspensions by Locale Codes, 2003

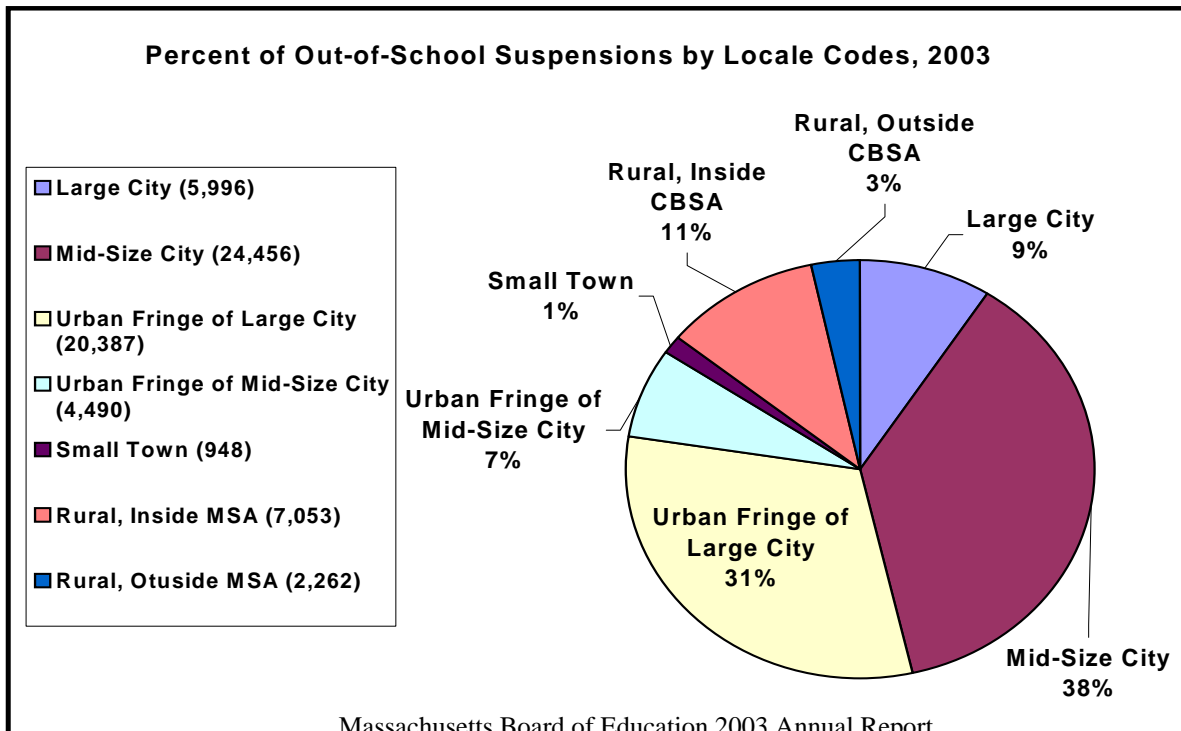


Rates of Students Receiving Out-of-School Suspension (OSS) 1998-2003

	1998	1999	2000	2001	2002	2003
Total Students Receiving OSS (#)	59,059	58,212	58,900	61,050	61,962	65,592
Overall Rate	6.2	6.0	6.1	6.2	6.4	6.7
Gender						
Male	8.6	8.4	8.4	8.7	8.7	9.0
Female	3.7	3.6	3.5	3.7	3.8	4.2
Race						
African American	9.2	9.7	9.8	10.8	12.5	13.9
Asian	3.8	3.7	3.5	3.8	3.4	3.7
Hispanic	11.5	10.3	10.5	10.4	11.0	11.9
Native American	7.0	7.0	6.3	9.7	6.9	5.7
White	5.3	5.2	5.2	5.3	5.2	5.2
Grade						
PK-3*	0.7	0.8	0.9	1.0	1.1	1.0
4	1.8	1.9	2.0	2.2	2.1	2.2
5	2.8	2.7	3.1	3.3	3.2	3.5
6	5.3	5.4	5.7	5.8	6.2	7.0
7	9.2	9.0	9.1	9.3	9.3	10.3
8	11.2	11.0	10.7	10.9	10.6	11.9
9	15.9	14.6	14.2	14.6	15.1	14.7
10	14.3	13.3	12.5	12.4	12.5	12.8
11	13.5	12.2	11.7	11.6	11.4	11.6
12	11.5	11.4	11.0	10.2	10.6	9.8

* The Department collects suspension data for the grade range PK-3, rather than for each individual grade level in that range.

Percent of Out-of-School Suspensions by Locale Codes, 2003



Student Exclusion Rates (per 1000 students enrolled) 1997-2002

	1997	1998	1999	2000	2001	2002
Total Exclusions (#)	1,498	1,334	1,326	1,412	1,621	1,774
Overall Rate	1.6	1.4	1.4	1.5	1.7	1.8
Gender						
Male	2.5	2.2	2.2	2.3	2.5	2.8
Female	0.6	0.6	0.5	0.6	0.8	0.8
Race						
African American	4.5	3.1	3.1	4.1	5.1	4.8
Asian	1.1	1.5	0.9	1.2	1.2	0.9
Hispanic	5.7	5.0	4.5	4.7	4.6	4.5
Native American	2.1	2.5	0.5	1.2	1.1	1.9
White	0.8	0.8	0.8	0.7	0.9	1.1
Grade						
K	0.0	0.0	0.0	0.0	0.1	0.1
1	0.1	0.0	0.0	0.0	0.1	0.2
2	0.1	0.1	0.0	0.1	0.1	0.1
3	0.1	0.1	0.1	0.0	0.1	0.2
4	0.2	0.2	0.1	0.1	0.3	0.2
5	0.5	0.3	0.1	0.3	0.4	0.5
6	0.9	0.9	1.3	1.0	1.2	1.1
7	2.6	2.0	2.7	2.5	2.6	2.3
8	3.3	2.7	3.1	2.8	3.6	3.7
9	5.6	4.7	4.0	4.7	5.4	5.2
10	4.0	3.8	3.7	3.6	3.4	4.1
11	2.7	2.7	2.8	3.0	2.9	3.5
12	2.2	2.1	1.5	1.9	2.3	2.6

Exclusion by Type of Offense

	1997		1998		1999		2000		2001		2002**	
	#	%	#	%	#	%	#	%	#	%	#	%
Weapon	317	21	306	23	319	24	287	20	324	20	388	21
Illegal Substance	334	22	291	22	273	21	318	23	403	25	558	28
Assault on Staff	179	12	189	14	171	13	157	11	218	13	229	12
Assault on Student	138	9	122	9	118	9	104	7	152	9	155	8
Felony Outside School	63	4	130	10	93	7	102	7	102	6	155	8
Other Offense	286	19	206	15	215	16	328	23	322	20	493	25
Weapon Combination*	79	5	47	4	67	5	63	4	33	2	na	
Non-weapon Combination*	100	7	42	3	70	5	53	4	67	4	na	

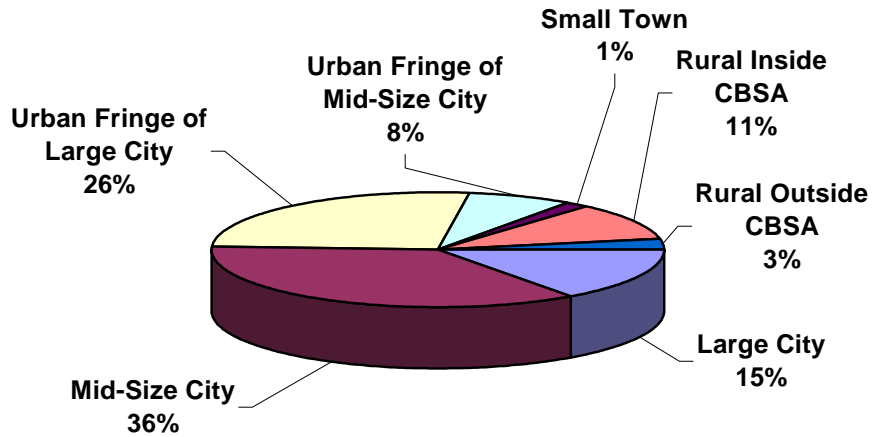
*Exclusions resulting from more than one offense are displayed as either a "weapon combination" or a "non-weapon combination".

**SY02 totals reported (n=1,978) may be greater than the total number of exclusions because prior offenses reported in the weapon and/or non-weapon combination categories are now included in combination with other offenses.

Grade 9-12 Dropout Rates 1998-2003

	1998	1999	2000	2001	2002	2003
Total Dropouts (#)	8,582	9,188	9,199	9,380	8,422	9,389
Overall Rate	3.4	3.6	3.5	3.5	3.1	3.3
Gender						
Male	3.9	4.0	4.0	4.1	3.5	3.9
Female	2.9	3.1	2.9	2.8	2.6	2.8
Race						
African American	6.1	6.7	6.1	6.1	4.9	5.7
Asian	3.5	3.6	4.0	3.9	2.3	2.5
Hispanic	8.2	9.8	8.2	8.0	7.3	7.4
Native American	5.3	4.0	4.2	3.2	3.7	4.8
White	2.6	2.5	2.6	2.6	2.4	2.6
Grade						
9	2.7	3.1	3.1	3.3	2.9	3.2
10	3.6	3.8	3.7	3.5	3.1	3.4
11	4.2	4.3	3.9	4.0	3.3	3.3
12	3.3	3.1	3.1	3.1	2.9	3.5

Percent of Adjusted Dropouts by Locale Codes, 2003



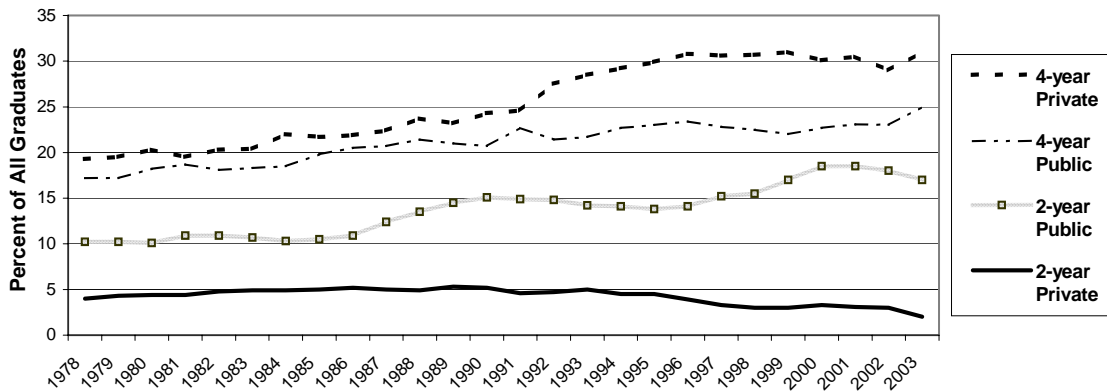
Large City (1,406)	Mid-Size City (3,369)
Urban Fringe of Large City (2,479)	Urban Fringe of Mid-Size City (713)
Small Town (139)	Rural Inside CBSA (989)
Rural Outside CBSA (294)	

Plans of High School Graduates: Class of 2003

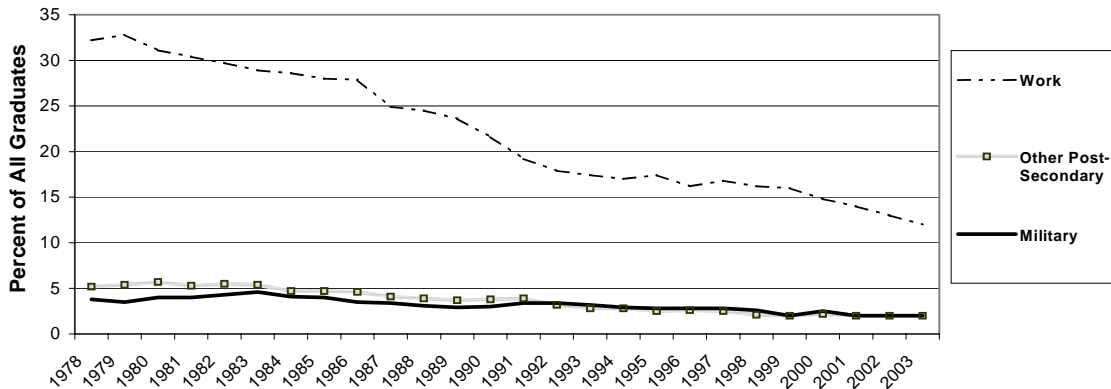
	Number	Percentage of Graduates by Plans								
		Public College		Private College		OPS	Military	Work	Other	DNA
		2-Yr	4-Yr	2-Yr	4-Yr					
Total	55,987	17.3	24.8	2.3	30.6	2.1	2.2	11.6	1.2	7.8
Gender										
Male	27,155	16.5	22.9	2.3	27.1	2.2	3.8	15.4	1.3	8.6
Female	28,832	18.1	26.6	2.3	34.0	2.0	0.7	8.0	1.1	7.1
Race/Ethnicity										
Afr. Am.	4,089	18.3	16.8	4.2	23.8	1.5	1.3	7.6	1.0	25.4
Asian	2,712	14.5	24.3	1.9	39.6	1.1	1.1	5.0	1.8	10.6
Hispanic	3,676	25.8	12.0	4.9	13.2	3.0	3.7	15.1	2.3	20.0
Nat Am.	137	19.0	16.8	2.9	25.5	0.7	2.2	21.9	2.2	8.8
White	45,373	16.7	26.6	1.9	32.2	2.2	2.2	12.0	1.1	5.1

OPS-Other Post Secondary DNA-Data Not Available

Graduates Planning to Attend College, 1978-2003



Graduates with Plans Other than College, 1978-2003



**School Building Assistance Program Data
FY 90 – FY 04**

Year	Projects on File	Projects Approved	Projects Waiting	Funding Needed for All Projects	Funding Available for New Projects	Funding Needed for Waiting List
FY'90	57	44	13	\$33.0M	\$25.0M	\$8.0M
FY'91	64	26	38	\$32.0M	\$17.6M	\$14.4M
FY'92	61	13	48	\$31.0M	\$8.9M	\$22.1M
FY'93	81	27	54	\$39.0M	\$15.5M	\$23.5M
FY'94	69	41	28	\$31.0M	\$15.5M	\$15.5M
FY'95	74	26	48	\$50.6M	\$17.0M	\$33.6M
FY'96	142	35	107	\$105.7M	\$20.6M	\$85.1M
FY'97	177	45	132	\$112.0M	\$33.0M	\$79.0M
FY'98	178	59	119	\$130.5M	\$34.0M	\$96.5M
FY'99	181	57	124	\$140.5M	\$44.0M	\$96.5M
FY'00	201	63	138	\$188.9M	\$53.4M	\$135.5M
FY'01	231	57	173	\$231.2M	\$55.1M	\$180.1M
FY'02	300	18	282	\$294.7M	\$20.2M	\$274.5M
FY'03	347	19	328	\$321.9M	\$21.9M	\$301.8M
FY'04	420	0	420	\$360.5M	\$0	\$360.5M

DATA GLOSSARY

Locale Code – The designation of each school’s *locale* is based on one of the eight geographic location and population attributes such as density. *School locale codes* are coded by the Census Bureau from school addresses submitted by the State Education Agency (SEA) for the Common Core of Data (CCD) files, a national statistical database. The *District locale codes* are codes based upon the school locale codes to indicate the location of the district in relation to populous areas.

Common Core of Data (CCD) – A national database of all public elementary and secondary schools and education agencies, that is comparable across all states and territories. The purpose of the CCD is to collect basic statistical information on all children in the United States and territories receiving a free public education from pre-kindergarten through twelfth grade.

Core Base Statistical Area (CBSA) – Each CBSA must contain at least one urban area of 10,000 or more population. Components of the CBSA may include a Metropolitan Statistical Area, which must have at least one urbanized area of 50,000 or more inhabitants, and a Micropolitan Statistical Area, which must have at least one urban cluster of at least 10,000 but less than 50,000 population. The county (or counties) in which at least 50 percent of the population resides within urban areas of 10,000 or more population, or that contain at least 5,000 people residing within a single urban area of 10,000 or more population, is identified as a “central county” (counties). Additional “outlying counties” are included in the CBSA if they meet specified requirements of commuting to or from the central counties.

Consolidated Statistical Area (CSA) - An area that qualifies as a Metropolitan Area (MA) has more than one million people, two or more core-based metropolitan statistical areas (CBSAs) may be defined within it. Each CBSA consists of a large urbanized county or cluster of counties (cities and towns in New England) that demonstrate very strong internal economic and social link, in addition to close ties to other portions of the larger area.

Metropolitan Area (MA) - A metropolitan area (MA) is one of a large population nucleus, together with adjacent communities that have a high degree of economic and social integration with that nucleus. Each MA must contain either a place with a minimum population of 50,000 or a U.S. Census Bureau-defined urbanized area and a total MA population of at least 100,000 (75,000 in New England). An MA contains one or more central counties. An MA also may include one or more outlying counties that have close economic and social relationships with the central county. An outlying county must have a specified level of commuting to the central counties and also must meet certain standards regarding metropolitan character, such as population density, urban population, and population growth. In New England, MAs consist of groupings of cities and towns rather than whole counties.

Metropolitan Statistical Area (MSA) – An area consisting of one or more contiguous counties (cities and towns in New England) that contain a core area with a large population nucleus, as well as adjacent communities having a high degree of economic and social integration with that core.

Micropolitan Statistical Area – A Core Based Statistical Area associated with at least one urban cluster that has a population of at least 10,000 but less than 50,000. The Micropolitan Statistical Area comprises the central county or counties that contain the core plus adjacent outlying counties having a high degree of social and economic integration with the central county as measured through commuting.

Urban/Urbanized Area (UA) – A area with a population concentration of at least 50,000; generally consisting of a principal city and the surrounding closely settled, contiguous territory and with a population density of at least 1,000 inhabitants per square mile. At least 35,000 people in a UA must live in an area that is not part of a military reservation.

Urban Cluster (UC) - An urban cluster consists of densely settled territory that has at least 2,500 people but fewer than 50,000 people.

Rural Area – An area that consists of all territory, population, and housing units located *outside* of UAs and UCs.

Locale Codes:

In prior years data on districts and schools were grouped by “Community Types” based on the 1980 census data. Starting with school year 2002-03, the data are reported by the eight geographical mapping Locale Codes developed and assigned by the U.S. Department of Education National Center for Education Statistics (NCES) and the Census Bureau.

Locale Codes are designed to group schools and districts based on how they are situated in a particular location relative to populous areas, and by their address. The following eight Locale Codes are assigned to every school district and school in the nation, as well as used for the annual U.S. Department of Education’s Common Core of Data (CCD) survey, a national statistical database. When reporting on student enrollment by Locale Codes, the total student enrollment represents only those students enrolled in grades PK-12, which is less than the state total reported that includes all grades.

- **Large Central City:** Central city of a CBSA or CSA with a population greater than or equal to 250,000.
- **Mid-Size Central City:** Central city of a CBSA or CSA with the city having a population less than 250,000.
- **Urban Fringe of Large City:** Any incorporated place designated by Census, or non-place territory within a CBSA or CSA of a Large Central City and defined as urban by the Census Bureau.

- **Urban Fringe of Mid-Size City:** Any incorporated place designated by Census, or non-place territory within a CBSA or CSA of a Mid-Size City and defined as urban by the Census Bureau.
- **Large Town:** An incorporated place or Census designated place with a population greater than or equal to 25,000 and located outside a CBSA or CSA.
- **Small Town:** An incorporated place or Census designated place with population less than 25,000 and greater than or equal to 2,500 and located outside a CBSA or CSA.
- **Rural, Outside CBSA:** Any incorporated place, Census designated place, or non-place territory not within a CBSA or MSA of a Large or Mid-Size City and defined as rural by the Census Bureau.
- **Rural, Inside CBSA:** Any incorporated place, or non-place territory within a CBSA of a MSA of a Large or Mid-Size City and defined as rural by the Census Bureau.

Massachusetts Board of Education Members



James A. Peyser
Chairman

*New Schools Venture Fund
c/o The Boston Foundation
75 Arlington Street
Boston, MA 02116*

James A. Peyser is a Partner with New Schools Venture Fund, and is chairman of the Massachusetts Board of Education. He also serves as chairman of the Educational Management Audit Council. Mr. Peyser was appointed to the Board of Education by Governor William Weld in 1996 and became its chairman in 1999. Prior to joining the Governor's staff under Jane Swift in 2001 and serving as education advisor to Governor Romney, Mr. Peyser worked for close to eight years as executive director of Pioneer Institute for Public Policy Research, a Boston-based think tank. He took a four-month leave of absence from Pioneer in 1995 to serve as Under Secretary of Education and Special Assistant to Governor Weld for Charter Schools. Prior to joining Pioneer in 1993, Mr. Peyser worked for over seven years at Teradyne Inc., a world leader in the manufacture of electronic test systems. Mr. Peyser also served for three years in Washington, D.C. as director of the Export Task Force, a bi-partisan congressional caucus on international trade.

Mr. Peyser holds a Master of Arts in Law and Diplomacy from The Fletcher School (Tufts University) and a Bachelor of Arts from Colgate University. He is a member of the board of overseers of WGBH and is a former member of the board of directors of Boston Partners in Education. He also serves on the policy board of the National Council on Teacher Quality.



Henry M. Thomas, III
Vice-Chairman

Urban League of Springfield
756 State Street
Springfield, MA 01109

Mr. Thomas is the President and Chief Executive Officer of the Urban League of Springfield, Inc. He has worked in the Urban League movement for thirty-four years. He began as Youth and Education Director in 1971. He also serves as CEO of the Historic Camp Atwater, which is the oldest African American summer youth residential camp in the United States. Mr. Thomas serves on a number of local and national boards and commissions. He is founder and current Chairman of the Board of Directors of the New Leadership Charter School, past trustee board member of the American Camping Association, Chairman of the Board of Trustees of the Springfield Cable Endowment, and former Chairman of the Springfield Fire Commission and Police Commission respectively. In addition, Mr. Thomas has served as a Visiting Professor at the University of Massachusetts and also at Curry College. He received a Bachelor of Arts in psychology and a Master's degree in human resource development from American International College, and holds a Juris Doctor from Western New England College School of Law. He's completed Postgraduate certificate study at the Kennedy School of Government at Harvard University.



Charles D. Baker*

*Harvard Pilgrim Health Care
93 Worcester Street
Wellesley, MA 02481*

Mr. Baker is President and Chief Executive Officer of Harvard Pilgrim Health Care. Before becoming Harvard Pilgrim's CEO, Mr. Baker served as Secretary of Administration and Finance, Secretary of Health and Human Services and Under Secretary for Health during the Weld and Cellucci Administrations, from 1991-1998. Before joining the Weld Administration, he founded and co-directed the Pioneer Institute. Mr. Baker received a Bachelor of Arts in English from Harvard College and a Master's in Management, concentrating in Public Administration and Finance, from Northwestern's Kellogg School.

* Mr. Baker resigned from the Board in 2003.



J. Richard Crowley

*One Keystone Way
Andover, MA 01810*

Mr. Crowley is the President of Keystone Consulting, which provides financial and operational management services to businesses. He founded Keystone Consulting in 1995 after 17 years of experience, including being Chief Operating Officer of LittlePoint Corporation in Wakefield, Senior Vice President of Trans Financial Services in Boston, and Chief Financial Officer of The Crosby Vandenberg Group in Boston. Mr. Crowley obtained his CPA while at Price Waterhouse in Boston. He received a Bachelor of Arts in economics from Providence College and attended the Cornell Graduate School of Business. He is a Corporator of the New England Baptist Hospital and is a member of the Hospital's finance committee. Mr. Crowley is also a board member of the Andover Little League in addition to coaching soccer and Little League baseball. He has four children, two in middle school, one in high school, and one in college. He teaches confirmation students at St. Augustine's in Andover.



Jeff DeFlavio
Chair, State Student Advisory Council

*c/o Massachusetts Department of Education
350 Main Street
Malden, MA 02148*

Mr. DeFlavio is the 2003-2004 Chairperson of the State Student Advisory Council, elected by fellow students for his second term in June of 2003. Entering his senior year at Belmont High School in the fall of 2003, Mr. DeFlavio serves on Belmont High School's Student Senate, is the student representative on the Belmont High School Renovation Committee and recently completed an internship at Senator John Kerry's Boston office.



Judith I. Gill
Chancellor, Board of Higher Education

Board of Higher Education
One Ashburton Place, Room 1401
Boston, MA 02108

Dr. Gill was appointed Chancellor on August 1, 2000. She served as Vice Chancellor from 1995 until January 6, 2000, when she was appointed Acting Chancellor. Dr. Gill received a B.A. from the University of Massachusetts Amherst and a Master's degree in Public Administration from the University of Washington. She received a Ph.D. from the University of Michigan. Prior to her work with the Board, Dr. Gill worked on higher education policy and planning issues with the Massachusetts Higher Education Coordinating Council, the Western Interstate Commission for Higher Education, the Council of State Colleges and Universities in Washington State, and the University of Massachusetts. Dr. Gill is the author of numerous reports and articles on higher education issues.



William K. Irwin, Jr.*

New England Carpenters Training Fund
13 Holman Road
Millbury, MA 01527

Mr. Irwin is the Director of the New England Carpenters Training Fund, and the Boston Carpenters Apprenticeship and Training Fund. Mr. Irwin is also a member of the National Association of State Boards of Education Governmental Affairs Committee, the President of the Building Trades Training Directors Association of Massachusetts, and is a member of the Massachusetts School-to-Work Executive Committee. A graduate of Wilmington High School and the Boston Carpenters Apprenticeship and Training Program, Mr. Irwin attended Northern Essex Community College and Northeastern University. A member of the Board of Education since 1990, Mr. Irwin served as a Vice-Chairperson of the State Board of Education in 1992. Mr. Irwin presently serves on a variety of national and statewide boards and commissions, and was honored in 2003 by the National Association of State Boards of Education as the recipient of their "Distinguished Service Award," and in April 1999 by the Massachusetts Federation of Teachers as the recipient of the "Hero in Education Award."

* Mr. Irwin resigned from the Board in 2003. Governor Romney appointed Harneen Chernow, the Director of Education and Training at the Massachusetts AFL-CIO, to fill the labor seat on the Board which was previously held by Mr. Irwin.



Roberta R. Schaefer

*Worcester Regional Research Bureau
319 Main Street
Worcester, MA 01608*

Roberta Schaefer is the founding executive director of the Worcester Regional Research Bureau. Since its inception in 1985, Dr. Schaefer has researched and written over 100 reports and organized numerous public forums on issues of significance to the greater Worcester community. She has taught Political Science at Assumption College, Clark University, Nichols College, and Rutgers University. She received her B.A. from Queens College of the City University of New York and earned her M.A. and Ph.D. in Political Science from the University of Chicago. Dr. Schaefer has been a member of the Massachusetts Board of Education since 1996 and served as Vice-Chairman for three of those years. She is also a director of the Worcester Regional Chamber of Commerce and the Greater Worcester Community Foundation, a corporator of Bay State Savings Bank and the Worcester Art Museum, and a Trustee of the Governmental Research Association. She has co-edited two books (Sir Henry Taylor's *The Statesman* and *The Future of Cities*) and has authored several articles in professional journals.



Abigail M. Thernstrom

*1445 Massachusetts Avenue
Lexington, MA 02420*

Dr. Thernstrom is currently a Senior Fellow at the Manhattan Institute in New York and a Commissioner on the U.S. Commission for Civil Rights. She received her Ph.D. from the Department of Government, Harvard University, in 1975. Her newest book, *No Excuses: Closing the Racial Gap in Learning* was published by Simon & Schuster in 2003. It is co-authored with her husband, Harvard historian Stephan Thernstrom. Their 1997 work, *America in Black and White: One Nation Indivisible* (1997), was named one of the notable books of the year by the *New York Times Book Review*. She was a participant in President Clinton's first town meeting on race, and writes for a variety of journals and newspapers including *The New Republic* and *The Wall Street Journal*. Her frequent media appearances have included Fox News Sunday, Good Morning America, and ABC's Sunday morning "This Week with George Stephanopolous."

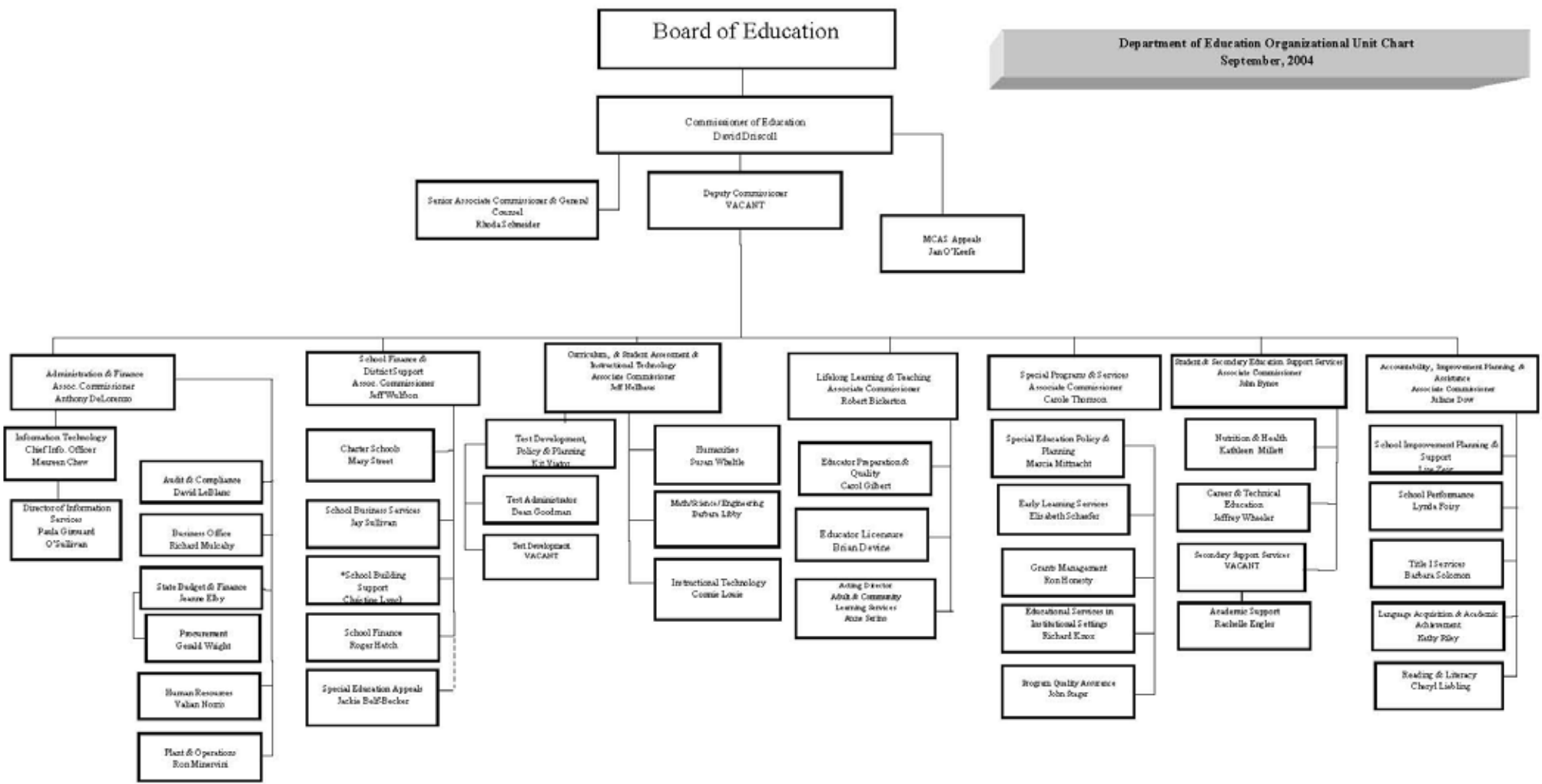
**Massachusetts Department of Education
FY03-FY04 Budget Analysis / FY05 Budget Request / FY05 House 1**

ACCO UNT		FY2004	FY2003		FY2004		FY03-04 Change		DOE's FY2005		FY05 Governor's	
NUMB ER	PROGRAM - new programs are in bold type	State FTE Staff	Budget*	% Total	Budget	% Total	\$	%	Budget Request	% Total	"House 1"	% Total
Non-Discretionary State Aid & SPED Services:												
7061-0008	Chapter # 70	4.00	3,258,969,179	79.48%	3,108,140,588	79.68%	-150,828,591	-4.63%	3,108,140,588	79.27%	3,180,748,022	88.06%
7028-0031	Ed. Services in institutional Settings	46.00	7,613,345	0.19%	7,552,051	0.19%	-61,294	-0.81%	9,552,051	0.24%	7,552,051	0.21%
7028-0302	Private Sped. Schools for Abandoned Children		0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
7035-0004	Pupil Transportation	0.50	51,840,000	1.26%	0	0.00%	-51,840,000	-100.00%	0	0.00%	0	0.00%
7035-0006	Regional School Transportation	0.50	41,705,180	1.02%	26,395,683	0.68%	-15,309,497	-36.71%	26,395,683	0.67%	26,395,683	0.73%
7052-0003	Construction - 1st. Pymt. (Deseg.)		7,303,260	0.18%	7,043,760	0.18%	-259,500	-3.55%	0	0.00%	0	0.00%
7052-0004	Construction - 1st. Pymt. (Non-Deseg.)	1.00	12,948,960	0.32%	14,935,325	0.38%	1,986,365	15.34%	0	0.00%	0	0.00%
7052-0005	Construction Annual Payments	3.00	361,596,898	8.82%	379,358,606	9.73%	17,761,708	4.91%	395,736,870	10.09%	0	0.00%
7052-0006	Construction - Planning Grants		43,921	0.00%	19,076	0.00%	-24,845	-56.57%	19,076	0.00%	19,076	0.00%
7053-1940	Payment to Northampton		0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
7061-0006	Enrollment Growth Aid		0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
7061-0010	Supplemental Chapter 70 Funding		0	0.00%	2,983,671	0.08%	2,983,671	100.00%	0	0.00%	0	0.00%
7061-0011	Foundation Reserve		0	0.00%	7,000,000	0.18%	7,000,000	100.00%	0	0.00%	0	0.00%
7061-0012	SPED Residential Schools - "Circuit Breaker"	3.00	70,575,000	0	121,600,262	3.12%	51,025,262	72.30%	121,600,262	3.10%	121,600,262	3.37%
7061-0022	Class Size Reduction for Low Income Districts		18,000,000	0.44%	0	0.00%	-18,000,000	-100.00%	0	0.00%	0	0.00%
7061-9000	School Choice Transportation		318,770	0.01%	0	0.00%	-318,770	-100.00%	0	0.00%	0	0.00%
7061-9010	Charter School Reimbursements	1.00	0	0.00%	13,000,000	0.33%	13,000,000	100.00%	13,000,000	0.33%	13,000,000	0.36%
	Subtotal State Aid	59.00	3,830,914,513	93.43%	3,688,029,022	94.55%	-142,885,491	-3.73%	3,674,444,530	93.72%	3,349,315,094	92.72%

Assessment & Accountability:												
7061-0013	SPED Data Collection & Monitoring		0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
7010-0019	Department Auditing / Monitoring Initiative		0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
7010-0028	School & District Intervention		0	0.00%	0	0.00%	0	0.00%	2,000,000	0.05%	2,000,000	0.06%
7061-0029	Office of Educational Quality and Accountability**											
7061-9400	Student Assessment	22.80	18,679,946	0.46%	18,888,000	0.48%	208,054	1.11%	27,000,000	0.69%	24,000,000	0.66%
7061-9403	Fees from non-public MCAS Testing		0	0.00%	0	0.00%	0	0.00%	0	0.00%	750,000	0.02%
7061-9404	MCAS Low-Scoring Support	2.00	50,000,000	1.22%	10,000,000	0.26%	-40,000,000	-80.00%	25,000,000	0.64%	10,000,000	0.28%
7061-9405	Certificate of Occupational Proficiency		0	0.00%	0	0.00%	0	0.00%	1,100,000	0.03%	0	0.00%
7061-9406	Intensive MCAS Support		0	0.00%	0	0.00%	0	0.00%	0	0.00%	20,000,000	0.55%
	Subtotal Assessment & Accountability	33.80	68,679,946	1.67%	28,888,000	0.74%	-39,791,946	-57.94%	55,100,000	1.41%	56,750,000	1.57%
	Educator Quality Enhancement:											
7010-0016	Attracting Excellence to Teaching	3.00	816,725	0.02%	0	0.00%	-816,725	-100.00%	0	0.00%	0	0.00%
7010-0020	Math Teacher Testing and Improvement		0	0.00%	0	0.00%	0	0.00%	1,000,000	0.03%	1,500,000	0.04%
7010-0023	Teacher Recruitment and Retention		0	0.00%	0	0.00%	0	0.00%	1,487,187	0.04%	1,500,000	0.04%
7027-1001	English Language Acquisition P.D.		0	0.00%	0	0.00%	0	0.00%	1,000,000	0.03%	0	0.00%
7061-9604	Teacher Certification Programs	21.53	1,490,288	0.04%	1,331,271	0.03%	-159,017	-10.67%	1,757,197	0.04%	1,731,271	0.05%
	Subtotal Educator Quality	24.53	2,307,013	0.06%	1,331,271	0.03%	-975,742	-42.29%	5,244,384	0.13%	4,731,271	0.13%
	Transfers to Other Agencies:											
7035-0003	Skill Training Center (Cambridge)		0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
7051-0015	Supplemental Food assistance		830,600	0.02%	747,000	0.02%	-83,600	-10.07%	747,000	0.02%	747,000	0.02%
7061-9615	MassEd. Online		0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
7061-9619	Franklin Institute		1	0.00%	1	0.00%	0	0.00%	1	0.00%	1	0.00%
7061-9626	Youthbuild Programs		0	0.00%	500,000	0.01%	500,000	100.00%	500,000	0.01%	500,000	0.01%
7061-9632	Pioneer Valley Business Alliance		0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

7061-9634	Mass. Service Alliance Grants		500,000	0.01%	287,000	0.01%	-213,000	-42.60%	287,000	0.01%	287,000	0.01%
	Subtotal Transfers to Other Agencies	0.00	1,330,601	0.03%	1,534,001	0.04%	203,400	15.29%	1,534,001	0.04%	1,534,001	0.04%
	Categorical Grant Programs:											
7010-0012	Metco		15,128,126	0.37%	13,615,313	0.35%	-1,512,813	-10.00%	15,128,126	0.39%	13,615,313	0.38%
7010-0017	Charter School Grants	2.50	2,301,790	0.06%	2,301,790	0.06%	0	0.00%	2,301,790	0.06%	2,301,790	0.06%
7010-0042	Magnet Education		0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
7010-0043	Equal Education		0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
7027-0016	Work Based Learning	4.50	1,582,049	0.04%	1,582,049	0.04%	0	0.00%	1,582,049	0.04%	1,582,049	0.04%
7027-0019	School-To-Work Connecting Activities		4,129,687	0.10%	4,129,687	0.11%	0	0.00%	4,129,687	0.11%	4,129,687	0.11%
7027-1000	Math & Science Curriculum		0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
7030-1000	Early Childhood Grants	5.00	84,662,732	2.06%	74,604,130	1.91%	-10,058,602	-11.88%	79,699,004	2.03%	74,604,130	2.07%
7030-1002	Kindergarten Development Grants	1.00	24,587,200	0.60%	23,000,000	0.59%	-1,587,200	-6.46%	24,608,908	0.63%	23,000,000	0.64%
7030-1003	Early Literacy Programs		6,481,220	0.16%	3,892,994	0.10%	-2,588,226	-39.93%	0	0.00%	3,892,994	0.11%
7030-1004	Parent/Child Home Program		0	0.00%	900,000	0.02%	900,000	100.00%	0	0.00%	900,000	0.02%
7030-1005	Early Intervention Tutorial Literacy		2,123,097	0.05%	1,910,788	0.05%	-212,309	-10.00%	0	0.00%	1,910,788	0.05%
7030-1007	Kindergarten English Immersion			0.00%		0.00%		0.00%	0	0.00%	9,900,000	0.27%
7030-1500	Head Start Grants		6,146,143	0.15%	6,146,143	0.16%	0	0.00%	6,146,143	0.16%	6,146,143	0.17%
7032-0500	Health Education		0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
7035-0002	Adult Learning Centers	12.00	28,107,237	0.69%	27,813,209	0.71%	-294,028	-1.05%	27,813,209	0.71%	27,813,209	0.77%
7053-1909	School Lunch Match		5,426,986	0.13%	5,426,986	0.14%	0	0.00%	5,426,986	0.14%	5,426,986	0.15%
7053-1925	School Breakfast (S.B.) Program	1.00	2,266,523	0.06%	2,266,575	0.06%	52	0.00%	2,266,575	0.06%	2,266,575	0.06%
7053-1927	S.B. Pilot Program for Universal Feeding		2,261,260	0.06%	2,011,060	0.05%	-250,200	-11.06%	2,011,060	0.05%	2,011,060	0.06%
7053-1928	S.B. Pilot Program to Increase Participation		0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
7053-1929	Summer Food Program		0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

7061-9600	Dual Enrollment		0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
7061-9608	Parent Orientation and School Preparation		0	0.00%	0	0.00%	0	0.00%	0	0.00%	4,000,000	0.11%
7061-9611	After-School Programs		0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
7061-9612	W.P.I. School of Excellence		1,199,231	0.03%	1,199,231	0.03%	0	0.00%	1,199,231	0.03%	1,199,231	0.03%
7061-9614	Alternative Education Programs		0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
7061-9620	Advanced Placement Courses		0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
7061-9621	Gifted & Talented Grants		0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
7061-9627	Alternative Schools		0	0.00%	0	0.00%	0	0.00%	0	0.00%	5,000,000	0.14%
	Subtotal Categorical Grant Programs	26.00	186,403,281	4.55%	170,799,955	4.38%	-15,603,326	-8.37%	172,312,768	4.39%	189,699,955	5.25%
	D.O.E. Administration											
7010-0005	Department of Education - Administration	79.77	9,957,672	0.24%	9,336,084	0.24%	-621,588	-6.24%	10,438,803	0.27%	9,336,084	0.26%
7061-9200	DOE Information Technology - Administration	9.00	859,500	0.02%	770,712	0.02%	-88,788	-10.33%	1,651,135	0.04%	770,712	0.02%
	Subtotal Administration	88.77	10,817,172	0.26%	10,106,796	0.26%	-710,376	-6.57%	12,089,938	0.31%	10,106,796	0.28%
	Subtotal State Funding:	232.10	4,100,452,526	100.00%	3,900,689,045	100.00%	-199,763,481	-4.87%	3,920,725,621	100.00%	3,612,137,117	100.00%
	Subtotal State Funding:	232.10	4,100,452,526	81.36%	3,900,689,045	80.21%	-199,763,481	-4.87%				
	Subtotal Federal Funding	267.32	860,307,318	17.07%	958,174,094	19.70%	97,866,776	11.38%				
	Subtotal Trust Funds	7.00	76,259,725	1.51%	4,321,316	0.09%	-71,938,409	-94.33%				
	Subtotal Capital Funding	0.00	3,057,765	0.06%	0	0.00%	-3,057,765	-100.00%				
	Grand Total	506.42	5,040,077,335	100.00%	4,863,184,455	100.00%	-176,892,880	-3.51%				
	* Totals reflect any reduction in funding per the Governor's 9C authority.											
	** Account 7061-0029 is a direct appropriation to the Office of Educational Quality and Accountability. Totals are not included as part of DOE Funding.											



*Most operations and functions transferred to new Authority