

Report to the Legislature: MCAS Support Programs – Fiscal Year 2014 Addendum

This report is an addendum to the Fiscal Year 2014 (FY14) report that was submitted to the legislature in 2014. This addendum provides more complete statistics now available, including post-program MCAS results, funded through state budget line item 7061-9404.

September 2015

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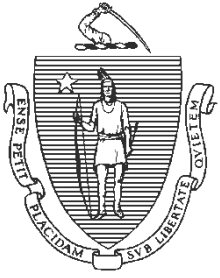
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Mitchell D. Chester, Ed.D.
Commissioner

September 2015

Dear Members of the General Court:

I am pleased to submit this *Report to the Legislature: MCAS Support Programs Fiscal Year 2014 (FY14) Addendum* pursuant to the FY14 state budget line item [7061-9404](#), in collaboration with the Department of Higher Education. This addendum supplements [the initial FY14 report](#) and provides more complete statistics including post program MCAS results. As noted below and in the report, a total of nearly \$8.9 through this line-item supported programming that served approximately 15,500 students at an average cost of \$575 per student, with participants 1.9 times (31 percentage points) more likely, post-program, to pass grade 10 MCAS tests than their eligible but non-participating peers.

FY14 MCAS Support Programs were primarily designed for students who had not yet passed one or more of the MCAS tests required for high school graduation: English Language Arts (ELA), Mathematics, and Science and Technology/Engineering (STE). During the 2013-2014 school year and the following summer, 469 Department-funded MCAS support programs served approximately 15,500 of the 153,100 eligible students from grades 8-12 and post-12th grade (classes of 2003-2018). Only 10 percent of those eligible for services were able to participate due to the limited funding available. More than 85 percent of students served through this line item participated in programs funded through 354 school district allocation grants. The additional 15 percent of students were served through four types of competitive grants awarded to districts, community colleges, One Stop Career Centers, and other partners such as Regional Workforce Investment Boards (WIBs).

When compared with eligible students who did not participate in these MCAS support programs, participants were 1.9 times (31 percentage points) more likely to pass the grade 10 ELA, Mathematics, and STE MCAS tests. As can be seen in this report, this difference held true when looking at students by class year as well as by selected populations: special education, low income, and English language learner (ELL). As one example, when looking at students designated as ELL who participated in MCAS Support Programs, 49 percent of them scored at least 220 (*Needs Improvement* – the minimum score required to earn a Competency Determination) on their post-program ELA, Mathematics, and STE MCAS tests, as compared to only 25 percent of ELL students who were eligible for, but not served by, the programs. As another example, for students with disabilities, the analogous comparison is 63 percent for program participants, versus 37 percent for eligible non-participants.

Student eligibility for MCAS Support Programs expanded during FY08-FY10 to include students in grades 8-12 who scored *Needs Improvement* (level two) on their most recent ELA and/or Mathematics MCAS tests, and also to include students in grades 8-12 who scored *Warning/Failing* (level one) on their most recent STE MCAS test. This was in addition to the eligible students in grades 8-12 and post-12th graders who scored *Warning/Failing* on their most recent ELA and Mathematics test(s). As a result of these collective changes, the number of eligible students and young adults increased by approximately 74 percent from 88,000 in FY07 to more than 153,000 in FY14.

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

Please feel free to contact me if you have questions.

Sincerely,

Mitchell D. Chester, Ed.D.
Commissioner of Elementary and Secondary Education

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Introduction

The Department of Elementary and Secondary Education (Department) respectfully submits this *Report to the Legislature: MCAS Support Programs Fiscal year 2014 (FY14) Addendum* pursuant to Chapter 38 of the Acts of 2013, line-item [7061-9404](#), in collaboration with the Department of Higher Education. A total of nearly \$8.9M through this line-item supported programming that served approximately 15,500 students at an average cost of \$575 per student, with participants 1.9 times (31 percentage points) more likely, post-program, to pass grade 10 MCAS tests than their eligible but non-participating peers. This addendum supplements [the initial FY14 report](#) and provides more complete statistics including post-program MCAS results. The line item required the following information to be submitted:

...provided further, that the department shall issue a report not later than February 1, 2014, in collaboration with the department of higher education, describing MCAS support programs for the graduating classes of 2003 to 2018, inclusive, funded by this item and item [7027-0019](#), school to work accounts, institutions of public higher education and other sources; provided further, that such report shall include, but not be limited to, the number of students eligible to participate in the programs, the number of students participating in the programs, the number of students who have passed the MCAS assessment and obtained a competency determination through these programs but have not met local graduation requirements and the number of students who have passed the MCAS assessment and obtained a competency determination through these programs and met local graduation requirements; provided further, that the report shall be provided to the chairs of the house and senate committees on ways and means and the house and senate chairs of the joint committee on education...

Student Eligibility

In October 2006, the Board of Elementary and Secondary Education voted to amend the Competency Determination (CD) regulations for earning a high school diploma beginning with the class of 2012. Now students must either score at least *Proficient* (240) on both the grade 10 English Language Arts (ELA) and Mathematics MCAS tests, or score at least *Needs Improvement* (220) on both tests and fulfill the requirements of an Educational Proficiency Plan (EPP). Additionally, students must also now score at least *Needs Improvement* on one of the four high school Science and Technology/Engineering (STE) MCAS tests. For more details see <http://www.doe.mass.edu/mcas/graduation.html>.

Student eligibility for MCAS Support Programs expanded in FY08-FY10 to include students in grades 8-12 who scored *Needs Improvement* (level two) on their most recent ELA and/or Mathematics MCAS tests, and also to include students in grades 8-12 who scored *Warning/Failing* (level one) on their most recent STE MCAS. This was in addition to the students in grades 8-12 and post-12th graders who scored *Warning/Failing* on their most recent ELA and Mathematics test(s). As a result of these collective changes, the number of eligible

students and young adults increased by approximately 74 percent from 88,000 in FY07 to more than 153,000 in FY14. See Table 1 for full eligibility details.

The CD data noted in previously submitted reports to the legislature separated ELA and Mathematics from STE since students in the classes of 2010 or earlier did not yet have to meet the STE requirement; however, [starting July 1, 2012, all students must now meet the STE requirement](#). As a result, the CD data in this FY14 report now demonstrates the number and percentage passing all three of the high school MCAS tests (ELA, Mathematics, and STE).

Table 1: MCAS Support Grant Eligibility at a Glance, FY14

Class Year and Grade Level (on 9/1/2013)		Student Eligibility based on Prior MCAS Scores & Subjects (Level one) F= <i>Failing</i> or W= <i>Warning</i> , (Level two) NI= <i>Needs Improvement</i>	Grant Fund Codes Serving Those Students
POST-12th GRADERS			
Class of 2003-2013	Seniors 1-10 years ago	F – Math/ELA/STE	632/625, 598/593, 596/597, 627/626
HIGH SCHOOL			
Class of 2014	Grade 12	F – Math/ELA/STE <i>NI-Math/ELA for 632/625 only</i>	632/625, 598/593, 596/597, 627/626
Class of 2015	Grade 11	F – Math/ELA/STE <i>NI-Math/ELA for 632/625 only</i>	632/625, 598/593, 596/597
Class of 2016	Grade 10	W/F or NI – Math/ELA/STE <i>NI-Math/ELA for 632/625 and 619/592 only</i>	632/625, 619/592, 598/593, 597/597
Class of 2017	Grade 9	W/F or NI – Math/ELA/STE <i>NI-Math/ELA for 632/625 and 619/592 only</i>	632/625, 619/592, 597/597
Class of 2018	Grade 8	W or NI – Math/ELA <i>Also W – STE</i>	632/625, 619/592

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

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

Student Participation

During FY14, MCAS Support grants served approximately 15,500 of the 153,100 eligible students from the classes of 2003-2018, or 10 percent of the students eligible for services. These students were eligible for services between the beginning of September 2013 and the end of August 2014. Department program policies placed a priority on serving older students, including juniors, seniors, and students from the classes of 2003-2013, where appropriate, and on ensuring that services were available to students with disabilities. Communities used a variety of methods to inform eligible students about the programs, including outreach through teachers and guidance counselors, through mailings and other media venues, and through word-of-mouth communication from parents and peers. As required, students participated free of charge.

More than 85 percent of students served through this line item participated in programs funded through 354 school district allocation grants. The additional 15 percent of students were served through four types of competitive grants awarded to districts, community colleges, One Stop Career Centers, and other partners such as Regional Workforce Investment Boards (WIBs). In all, the

Department funded a total of 469 programs during the 2013-2014 school year and the following summer. See Tables 2 and 3 and Appendix B for full details.

Findings

The data presented illustrate that *students served by FY14 MCAS Support Programs met the ELA and Mathematics MCAS testing requirement at substantially higher rates than their peers who did not participate in these programs*. In FY14, eligible students who participated in Department-funded MCAS Support Programs were 1.9 times (31 percentage points) more likely to have met the ELA, Mathematics, and STE MCAS testing requirements by November 2014 (after the program) than eligible students who did not participate. This rate difference also held true when looking at students by class year as well as by selected populations.

Class Year

When differentiating the eligible population by class year, data for the classes of 2003-2016 show that a greater percentage of participants in MCAS Support Programs, as compared to non-participants, passed the grade 10 ELA, Mathematics, and STE MCAS tests or retests by the November 2014 retest as compared to non-participants. The actual percentage point difference between participants and non-participants ranged from 7 percentage points post 12th graders (classes of 2003-2013) to 23 percentage points for 12th graders (class of 2014). See Figure 5 and Appendix A for full details.

Post-12th graders are often the most challenging to serve because the vast majority of these participants have taken and failed the MCAS numerous times and because many face academic and other challenges that are barriers to earning a CD. These factors may account for the lower passing rates among this group of young adults as compared to students who are still in high school. Despite these challenges, participating post 12th graders passed at a rate that was 7 percentage points higher than their eligible but non-participating peers who also took an MCAS test in the same time period.

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

Special education students, students from low-income families, and students designated as English language learners (ELL) were more likely to be eligible for MCAS Support Programs. In FY14, for example, 17 percent of all students enrolled compared to 40 percent of all students eligible for MCAS Support Programs had a special education distinction. Additionally, 38 percent of all students compared to 58 percent of eligible students were from low-income families, and 8 percent of all students compared to 16 percent of students eligible were ELLs. See Table 7 for more detail.

Students served in the classes of 2003-2016 from these selected populations appear to benefit considerably from their participation in MCAS Support Programs, which suggests that these programs are likely to contribute to reducing the proficiency gap. For example, special education students who participated in MCAS Support Programs passed the high school ELA, Mathematics, and MCAS tests by the November 2014 MCAS retest at a rate of 63 percent, as compared to 37 percent of eligible special education students who did not participate. For students from low-income families, 63 percent passed compared with 42 percent of eligible non-participants during the same time period. For students who were English language learners, the associated passing percentages were 49 percent for program participants and 25 percent for non-participants. See Figure 6 and Appendix A for more detail.

FY14 MCAS Support Program Descriptions

In total, the Department funded 469 programs during the 2013-2014 school year and the summer of 2014. Approximately 85 percent of students served through MCAS Support grants participated in programs funded through 354 school district allocation grants. Allocation grants were awarded to all applicants who met the criteria specified in the Funding Opportunity Request for Proposals (RFP). The additional 15 percent of students were served through four types of competitive grants awarded to school districts, higher education institutions, One Stop Career Centers, and other partners such as Private Industry Councils and Regional Workforce Investment Boards. Competitive grants were awarded to only the applicants who best met the criteria specified in the Funding Opportunity RFPs.

Allocation Grants

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

The purpose of this program was to provide academic support services in ELA, mathematics, and/or STE needed to meet the CD for eligible students in grades 8-12 and post 12th graders (classes of 2003-2018). Programs provided intensive, small-group or one-to-one, engaging instruction that addressed gaps in participants' knowledge and basic skills.

Competitive Grants

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

The purpose of this state-funded competitive grant program is the development of Collaborative Partnerships for Student Success to supplement existing school district resources. Created and implemented by the school(s)/district(s) and community partners with student/family involvement, each community's Collaborative Partnership for Student Success (CPSS) is expected to include the following elements:

1. Assist students with the transition into the early high school years and serve as a part of a comprehensive intervention process to help students meet and exceed the Competency Determination standards on their initial taking of the 10th grade English Language Arts (ELA) and Mathematics MCAS, and on their initial taking of a high school level Science and Technology/Engineering MCAS;
2. Increase student (and family) awareness on the purposefulness of their high school experience in relation to future opportunities;
3. Increase school district and community partners' ability to provide school year and summer academic support in English language arts, mathematics, and/or science and technology/engineering to students eligible for these services. See the Fund Use section below for class year eligibility and more details; and
4. Create a service-learning (SL) curriculum and/or develop a college and career readiness curriculum and product to be integrated into programming, which also may or may not include an enhancement of a previous year's CPSS SL or college and career curriculum and product.

Work and Learning Programs – Fund Codes 596/597

The purpose of this program was to provide quality innovative and intensive instruction in ELA and mathematics through *work and learning* programs for students in grades 9-12 and post-12th graders (classes of 2003-2017) who had not yet earned their CD. *Work and learning* models typically combined academic instruction at the workplace with structured internships for participating students. Academic content was taught through the lens of a "real world" context to help engage students in their learning and raise achievement levels, while simultaneously giving them academic, technical/technological, and job skills necessary for success.

Higher Education Institutions and Partners – Fund Codes 598/593

The purpose of this program was to provide academic instruction in ELA and mathematics, as well as support services, to enable students grades 10-12 and post-12th graders (classes of 2003-2016) to continue to pursue a CD while providing pathways to further education. Programs provided intensive, small-group or one-to-one, engaging instruction that addressed gaps in participants' knowledge and basic skills. Support services varied from program to program, but included internships, working and learning opportunities, access to select college classes, guidance and information related to attending college, and other efforts that helped students become career and college ready. Grant recipients included community colleges that partnered with high schools, local businesses, community-based organizations, internal college organizations or programs, and/or others that provided services for participating students such as One Stop Career Center and Work and Learning Initiative grant recipients.

One Stop Career Center Initiative – Fund Codes 627/626

The purpose of these grants, given to regions supporting One Stop Career Centers, was to provide students with access to the unique academic, employment, and career needs of 12th graders and post-12th graders (classes of 2003-2014) who needed further remediation to attain the skills necessary to earn their CD. Grant recipients provided individualized support to students to help them find and be able to participate in remediation services in ELA and mathematics, as well as job and apprenticeship training and employment, and GED preparation.

FY14 MCAS Support Program Data Results

CD Rate Summary Overall and by Grant Program

The three tables in this section indicate the number of students eligible for MCAS Support Programs funded through the FY14 state budget line item 7061-9404, the number of grants awarded, the number of students who participated in programs, and the number of participants who passed the ELA, Mathematics, and STE MCAS tests required to earn a CD for high school graduation.

Individuals from across the state from grades 8-12 and post-12th graders (classes of 2003-2018) who met certain MCAS-based criteria were eligible for these programs. See Table 1 for full eligibility details. Note that the students served who met the CD requirement percentages in the tables below include only students in grades 10-12 and post-12th graders (classes of 2003-2016) since in FY14 students in younger grade levels had not yet taken all of the high school MCAS tests or retests required to earn a CD for high school graduation.

Table 2 below shows data related to all funded programs. Approximately 15,500 students were served through 469 grant awards, and approximately 9,400 students passed the high school ELA, Mathematics, and STE MCAS tests after program participation (76 percent of participants who were eligible and in a class high enough grade to take those tests).

Table 2: CD Rate Summary, Line Item 7061-9404 Funded Programs, FY14

	Eligible Students	Grants Awarded	Students Served	Students Served Who Met the CD Requirement (*classes of '03-'16)
TOTALS FOR ALL PROGRAMS (unduplicated)	153,108 (81,803 in classes of '03-'16)	469 (More than one to some entities)	15,469 (10% of eligible)	9,385 (76%* of eligible students served in the classes of '03-'16)

Source: Student Information Management System and grant recipient reports.

Note: Unduplicated totals indicate the number of individual students served in multiple programs, so that students who participated in more than one program were **not** counted more than once.

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

Table 3 on the next page offers additional details by grant program. As can be seen, school districts and approved private special education schools and collaboratives (through the Allocation grant program) served the largest number of students (approximately 13,200). Students served by Higher Education institutions were not enrolled in the college but were served by MCAS Support Programs run by them. The 425 students served by higher education institutions included 359 students served through the Higher Education focused grant program as well as 66 that were served through the Work and Learning grant program. It is also worth noting that 94 of the students served by the One Stop Career Centers Initiative were referred to community colleges for MCAS Support services.

Table 3: All Line Item 7061-9404 Funded Programs by Grant Program, FY14

	Eligible Students	Grants Awarded	Students Served	Students Served Who Met the CD Requirement (*classes of '03-'16)
Allocation Grants for Districts & Approved Private Special Education Schools and Collaboratives	153,108	354	13,190	8,413
Collaborative Partnerships for Student Success (CPSS) Grants [^]	105,195	45	732	465
Higher Education Institution Grants	26,634	19	425	180
One Stop Career Center Initiative ^{^^}	9,625	20	1,084	261
Work and Learning Grants	19,550	31	535	354

Source: Student Information Management System and grant recipient reports.

Notes: [^]The number who passed in the CPSS grants is low because that grant program mostly targeted grades 8-9 and those students were too young to take ELA and Mathematics high school test that year.

^{^^}The number of students served for One Stop Career Centers may be an overestimated unduplicated count due to some students missing SASIDs. The One Stop Career Center numbers passing MCAS, however, are underestimated, due to those students missing SASIDS not being counted.

The data in Table 4 provides information about the number of class of 2014 students served who met local graduation requirements during the reporting period. The data is based on what was reported to the Department by districts through the Student Information Management System (SIMS) in June 2014 and October 2014, the last two reported enrollment periods for class of 2014 students who participated in FY14 MCAS Support Programs. However, this available data is limited for a number of reasons. Since SIMS does not collect data for students who are no longer enrolled in high school (classes of 2003-2013 students), the Department cannot determine if post-12th graders have met local graduation requirements. Districts have the option of awarding a Certificate of Attainment (CA) to students who have met local graduation requirements, but have not yet earned a CD. Furthermore, not all districts award CAs, and those that do are *not* required to report how many they award to the Department.

Table 4: Class of 2014 Students and Local Graduation Requirements, FY14

Number of students who passed the 10 th grade level ELA, Mathematics, and STE MCAS tests required for a CD	1,152
Number of students who passed the 10 th grade level ELA, Mathematics, and STE MCAS tests required for a CD and met local graduation requirements	1,106
Number of students who earned a CA in FY14	280

Source: Student Information Management System and grant recipient reports.

Additional Data by Program Type

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

Instruction-Focused MCAS Support Grant Programs: Highlights

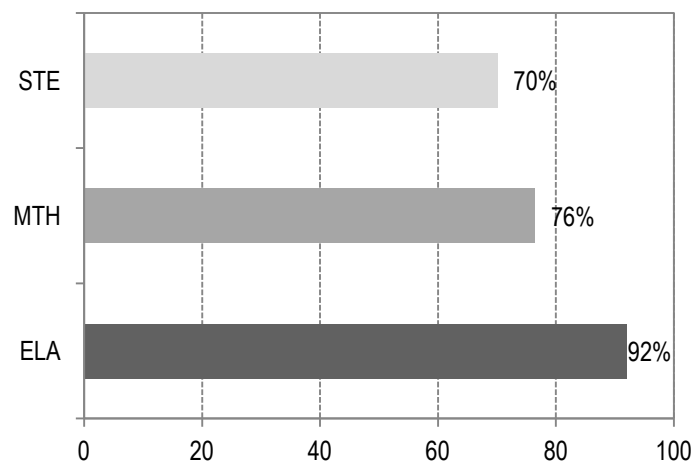
Data is collected on students served¹ through Allocation grants to districts/approved special education schools and collaboratives as well as on students served through competitive grants to high schools for Collaborative Partnerships for Student Success, Higher Education Institution grants, and grants to districts/partners for Work and Learning programs. Highlights include:

- Four hundred forty-nine (449) programs offered by districts, high schools, community colleges, and partnering organizations served 14,550 students in the classes of 2003-2018 (10 percent of those eligible).
- Fifty-six (56) percent of participating students were served in mathematics, 26 percent in ELA, and approximately 18 percent in STE.
- Thirty-five (35) percent of participating students were served in programs that took place before/after-school or evenings, 33 percent during the summer, 26 percent during the school day, and 6 percent during school weekends or vacations.
- Sixty-five (65) percent of students served received small group instruction (teacher to student ratios of 1:6-10), 25 percent smallest group instruction (1:2-5), 5 percent individual instruction (1:1), and the remaining 5 percent an “other” instructional model.

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

Figure 1 below illustrates the percentages of students served in instruction-focused MCAS Support Programs who received a score of at least *Needs Improvement* on the first MCAS test or retest taken after participation. Approximately 92 percent of students served passed the ELA MCAS test after program participation, 76 passed the Mathematics MCAS test post-program and 70 percent passed the STE MCAS test.

Figure 1: Percentage of MCAS Support Program Participants Scoring at least 220 on Subsequent ELA, Mathematics, STE MCAS Test or Retest in FY14 (Classes '03-'16)

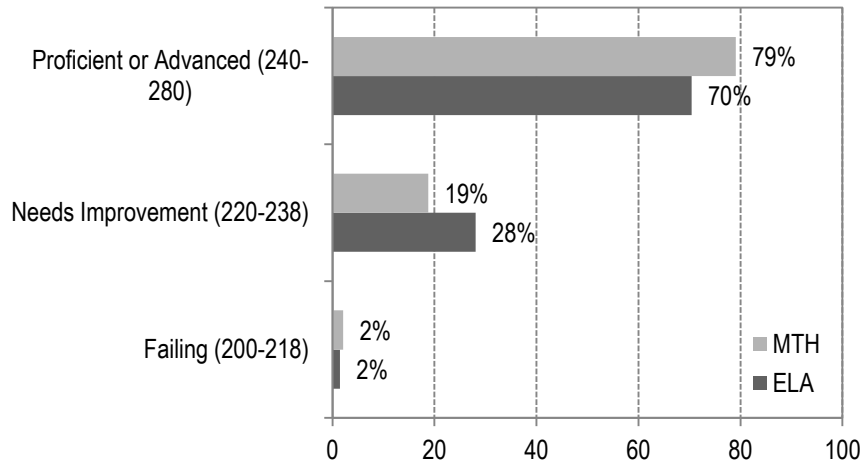


Source: Grant recipient reports and MCAS files.

¹ Because of the way data is collected for instruction-focused programs, "student" in this section actually refers to record. A student may have more than one record if served in more than one program (e.g., a student may have been served both in an ELA and/or mathematics program run during the school and/or after school).

During FY14, MCAS Support grant programs served an unduplicated total of 2,904 students in ELA and 4,168 in mathematics that scored in the *Needs Improvement* category prior to the program. Of these, 996 participants in ELA and 1,706 in mathematics took the grade 10 MCAS test after participation, and Figure 2 below shows the post-program performance level for those participants. Overall, 79 percent of students served in ELA and 70 percent served in mathematics scored in the *Proficient or Advanced* categories.

Figure 2: MCAS Support Programs: Post Program MCAS Performance Levels for Students with Preliminary Scores of *Needs Improvement* in FY14 (Class of '16)

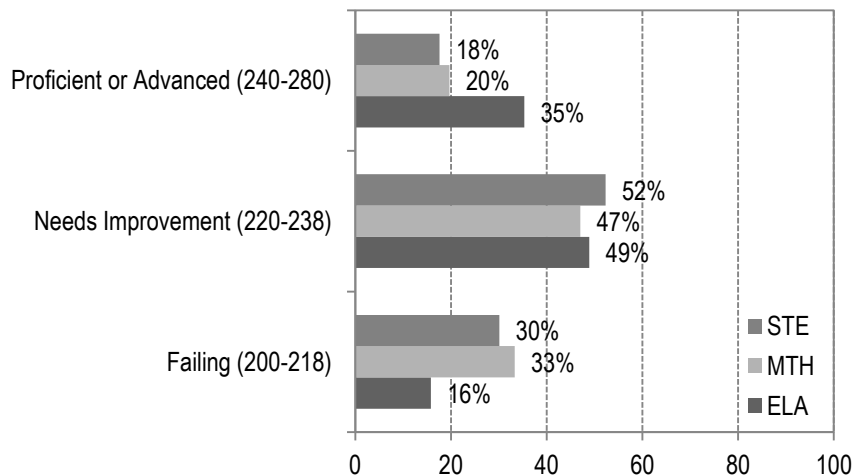


Source: Grant recipient reports and MCAS files.

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

MCAS Support grant programs also served an unduplicated total of 1,884 students in ELA, 6,689 in mathematics, and 3,498 in STE who had scored in the *Warning/Failing* category prior to the program. Of these, 754 participants in ELA, 3,788 in mathematics, and 2,266 in STE took that subject's high school MCAS test after participation, and Figure 3 below shows the post-program performance level for those participants. Overall, 35 percent of students served in ELA, 20 percent served in mathematics, and 18 percent served in STE scored in the *Proficient or Advanced* categories.

Figure 3: MCAS Support Programs: Post Program MCAS Performance Levels for Students with Preliminary Scores of *Warning/Failing* in FY14 (Classes '03-'16)



Source: Grant recipient reports and MCAS files.

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

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

As noted earlier in Table 3, 791 students were served through One Stop Career Centers in FY14, and by the November 2014 retest more than 200 of these students had passed the ELA, Mathematics, and STE MCAS tests. Table 5 below highlights some additional information on the enrollment, outcomes, and positive placements made during FY14.

Table 5: One Stop Career Centers: Enrollment, Outcome, and Placement Summary in FY14

PATHWAYS TO SUCCESS	Classes 2003-2012	Class 2013	Class 2014
POSITIVE OUTCOMES		Number of Individuals	
(1) Earned CD*	53	38	115
(2) Passed Ability to Benefit Test	7	0	0
(3) Earned GED	1	1	0
POSITIVE PLACEMENTS DURING REPORTING PERIOD		Positive Placements (may include duplicates)	
(a) Entered Postsecondary Education/Training	30	19	7
(b) Entered Employment	117	27	49
(c) Entered Military	1	0	0
(d) Remain in High School	30	26	12
(e) Entered Job Corps	0	0	0
TOTAL UNDUPLICATED COUNT FROM LINES (A) THROUGH (E)	Total Individuals with Positive Placement (unduplicated count)		
	178	72	68

Source: Grant recipient reports.

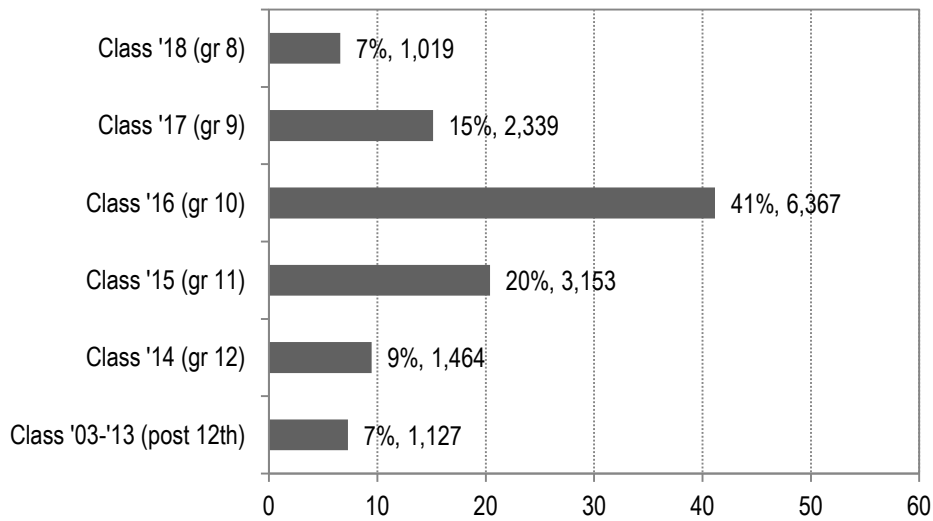
*Note: The numbers earning CD are underestimated due to those students missing SASIDS not being counted.

Details by Class Year

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

The majority of students served (86 percent) in MCAS Support Programs were from grades 9-12. As can be seen in Figure 4 below, approximately 41 percent of students served were 10th graders (class of 2016) and (20 percent) of students served were 11th graders (class of 2015). Other students served included, 9th graders from the class of 2017 (15 percent), 12th graders from the class of 2014 (9 percent), 8th graders from the class of 2018 (7 percent), and post-12th graders from the classes of 2003-2013 (7 percent). Collectively, programs were able to serve 15,469 students, which is approximately 10 percent of all eligible students.

Figure 4: Participation by Class Year in All MCAS Support Programs in FY14



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

Table 6 below demonstrates that the different grant programs served various percentages of students by class. The CPSS served the youngest students, as 100 percent of the students served were in or will be in the classes of 2016-2018 (grades 8-10). The Allocation grant also served a greater proportion of the youngest students with 68 percent in those classes, while the Higher Education and One Stop Career Initiative programs served primarily the older students. Approximately 86 percent of students served in One Stop Career Initiative programs, and 67 percent served in Higher Education programs, were students originally from the classes of 2003-2014 (grade 12 or post-12th graders). Work and Learning grants served the highest percentage of 11th graders with 49 percent of the students served being from the class of 2015.

Table 6: Participation by Program Type and Class in All MCAS Support Programs, FY14

Program Type	Students Served Per Class (number served and percent in the specific program)										Total in program & unduplicated % in all programs	
	2018 & 2017 (g 8 & 9)		2016 (g 10)		2015 (g 11)		2014 (g 12)		2003-2013 (post-12 th)			
	N	%	N	%	N	%	N	%	N	%	N	%
Allocation: Districts/Special Education Schools/Collaboratives	2,780	21%	6,182	47%	2,801	21%	1,119	9%	308	2%	13,190	83%
Collaborative Partnerships for Student Success (CPSS)	630	86%	102	14%	--	--	--	--	--	--	732	5%
Work and Learning	42	8%	84	16%	262	49%	103	19%	44	8%	535	3%
Higher Education Institutions	--	--	20	5%	122	29%	113	27%	170	40%	425	2%
One Stop Career Center Initiative	--	--	--	--	152	14%	217	20%	715	66%	1,084	7%
Totals (unduplicated counts per program & grade level % in all programs)	3,358	22%	6,367	41%	3,153	20%	1,464	9%	1,127	7%	15,469	100%

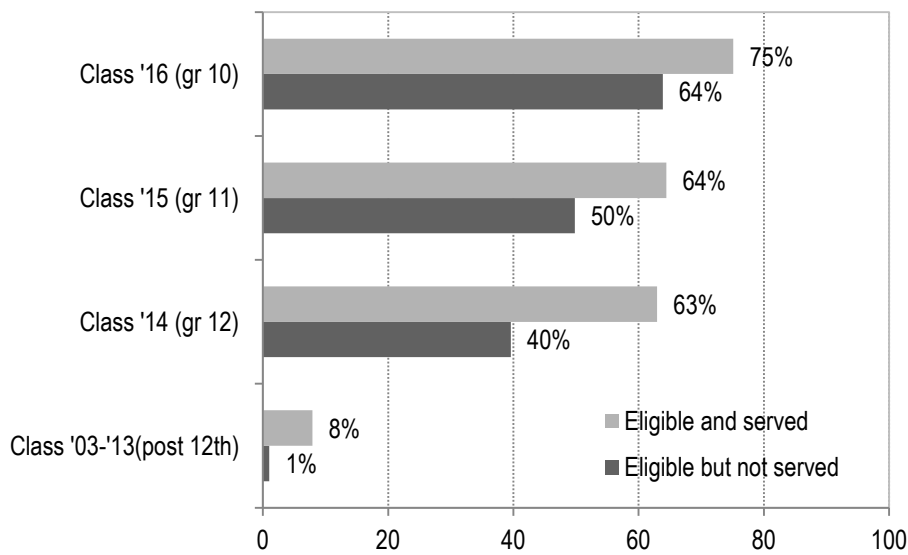
Source: Student Information Management System and grant recipient reports

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

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

Students served in MCAS Support Programs passed the 10th grade level ELA, Mathematics, and STE MCAS or retests at substantially higher rates than did their eligible peers who did not participate. More specifically, Figure 5 shows that 75 percent of participating students in the class of 2016 passed their 10th grade ELA and Mathematics MCAS post-program tests, as compared to 64 percent of those who did not participate. For the class of 2015, a total of 64 percent passed the MCAS retest after participation, as compared to only 50 percent of those who were eligible but not served. This was also true for 63 percent versus 40 percent in the class of 2014, and 8 percent versus 1 percent in the classes of 2003-2013.

Figure 5: Percentage of Eligible Students Passing the Grade 10 ELA, Mathematics, and STE MCAS Test/Retest Post-Program, by Class Year in FY14 (Classes of '03-'16)



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

Additional Selected Population Information

Table 7 below shows that a disproportionate number of students who are eligible for and served by MCAS Support Programs are from populations necessary to target in order to close the proficiency gap: special education, low-income, or ELL.

The table also shows that special education students comprised 40 percent of the total number of students from the classes of 2003-2016 who were served by MCAS Support Programs during FY14. This rate was identical to their proportion in the pool of eligible students (40 percent), and more than doubles their proportion in the high school population statewide (17 percent). Three-fifths of program participants (60 percent) were from low-income families. This proportion was larger than their incidence in the pool of eligible students (58 percent), as well as their incidence statewide (38 percent). Furthermore, 17 percent of program participants were ELLs, which was similar to the incidence in the pool of eligible students (16 percent), and also more than double their incidence in the statewide school population (8 percent).

Table 7: Selected Population Status: Statewide High School Enrollment Percentages Compared with MCAS Support Program Eligibility and Participation

Selected Population	Statewide Enrollment		Students Eligible for MCAS Support Programs		MCAS Support Participants	
	Number	%	Number	%	Number	%
Students with disabilities	164,336	17	61,725	40	6,151	40
Low-income	365,885	38	88,249	58	9,205	60
English language learners	75,947	8	24,321	16	2,606	17

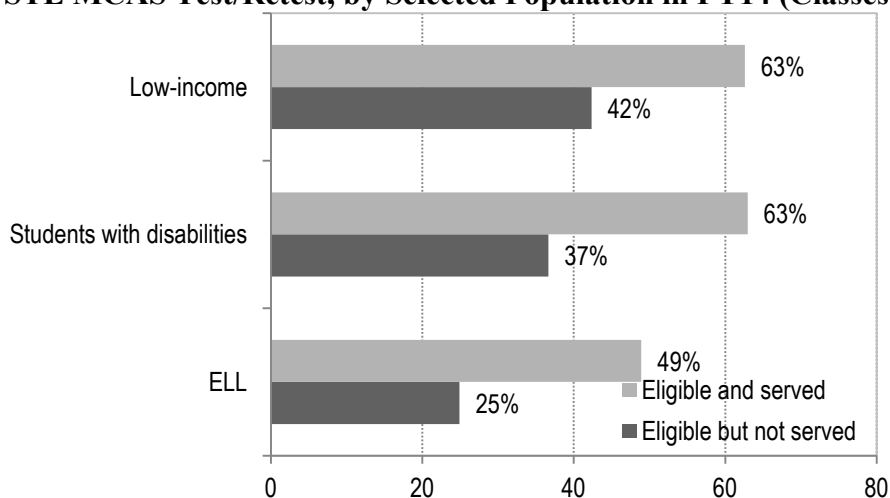
Source: Student Information Management System and grant recipient reports.

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

Students eligible for MCAS Support Programs who were classified in the Department’s SIMS data as being special education, low-income, and ELL benefited considerably from participation, as can be seen in Figure 6 below. Highlights include the following:

- For students with low-income classifications who were eligible for the MCAS Support Programs, 63 percent of those served passed the 10th grade level MCAS post-program tests, as compared to 42 percent of those not served;
- Approximately 63 percent of participating students designated with special education status passed the 10th grade level ELA and Mathematics MCAS post-program tests, compared with only 37 percent of special education students eligible for but not participating in these MCAS Support Programs; and
- Forty-nine (49) percent of students designated ELL who were served in MCAS Support Programs passed the 10th grade level MCAS post-program tests, as compared to only 25 percent of ELL students who were eligible but not served.

Figure 6: Percentage of Eligible Students Passing the High School ELA, Mathematics, and STE MCAS Test/Retest, by Selected Population in FY14 (Classes of '03-'16)



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

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

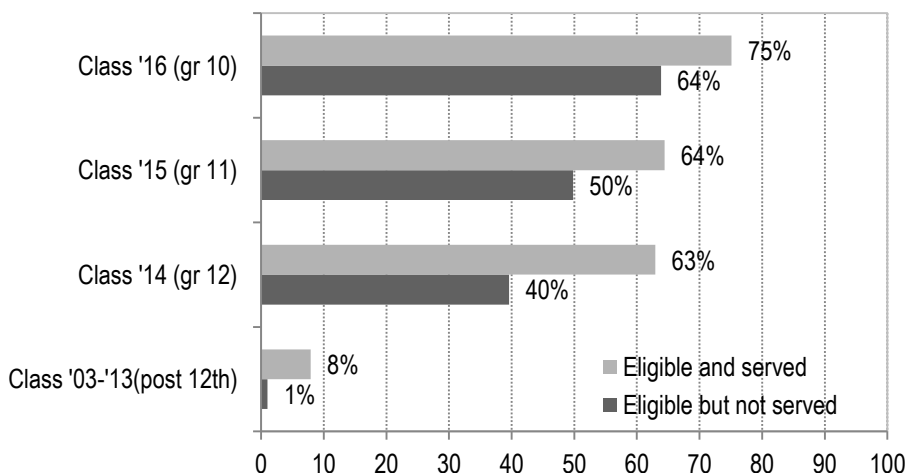
In FY14, eligible students in the classes of 2003-2016 who participated in Department-funded MCAS Support Programs were 1.9 times (31 percentage points) more likely to have met the ELA, Mathematics, and STE MCAS testing requirements by November 2014 (after the program) than eligible students who did not participate. Thirty-four (34) percent of students who were eligible but did not participate in any MCAS Support Program met the ELA, Mathematics, and STE MCAS testing requirements by the November 2014 retest. In comparison, 65 percent of eligible students who participated in at least one of the MCAS Support Programs met the ELA, Mathematics, and STE MCAS testing requirements by the November 2014 retest.

For additional information on programs or this report, visit the Academic Support website <http://www.doe.mass.edu/as> or contact staff in Learning Supports and Early Learning or College and Career Readiness via achievement@doe.mass.edu or 781-338-3010.

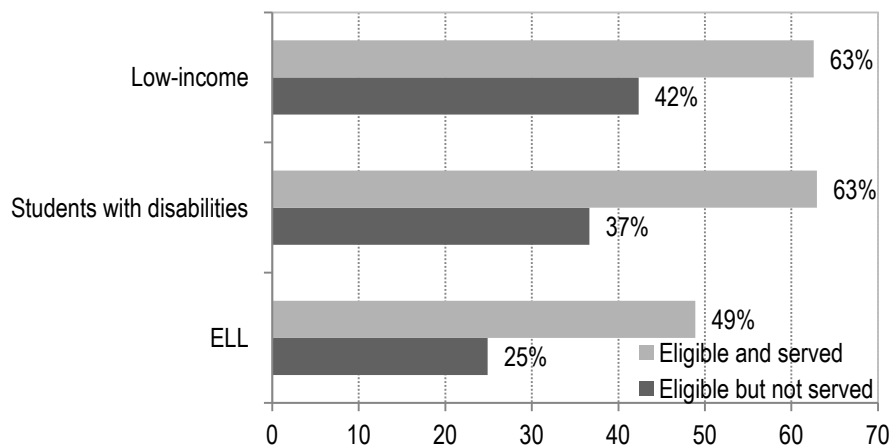
APPENDIX A: FY14 MCAS Support Program Highlights

Funded through state budget line item 7061-9404, MCAS Support Programs are designed for students who have not scored high enough on the state exams (MCAS) to earn their Competency Determinations required for high school graduation. Student grade eligibility varies by program, but may include grades 8-12 and post-12th graders. During FY14, nearly \$8.9M funded MCAS Support grants that served approximately 15,500 of 153,100 eligible students from the classes of 2003-2018, at an average cost of \$575 per student. *Overall, participants in these MCAS support programs were 1.9 times (31 percentage points) more likely to have met the state's English Language Arts, Mathematics, and Science and Technology Engineering MCAS testing requirements by November 2014 than eligible youth who did not participate. Moreover, as can be seen in the charts below, this difference held true when looking at students by class year as well as by selected student population (English language learner, students with disabilities, and low-income).*

Percentage of Students Passing the ELA, Mathematics, and STE High School MCAS/Retest CD Requirement by Class Year, FY14



Percentage of Students Passing the ELA, Mathematics, and STE High School MCAS/Retest CD Requirement by Selected Population, FY14



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

More than 85 percent of students served through this line item participated in programs funded through 354 school district allocation grants. The additional 15 percent of students were served through 4 types of competitive grants awarded to districts, community colleges, One Stop Career Centers, and other partners such as Regional Workforce Investment Boards (WIBs). In all, the Department funded a total of 487 programs during the 2013-2014 school year and the following summer.

APPENDIX B: Entities Funded for FY14 MCAS Support Programs through Line Item 7061-9404

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

SCHOOL YEAR PROGRAMS (2013-2014):

Abington	Chelsea
Acton-Boxborough	Chicopee
Adams-Cheshire	City on a Hill Charter Public
Agawam	Clinton
Amesbury	Codman Academy Charter Public
Andover	Cohasset
Arlington	Danvers
Ashburnham-Westminster	Dartmouth
Ashland	Dedham
Assabet Valley Regional Vocational Technical	Dennis-Yarmouth
Athol-Royalston	Dighton-Rehoboth
Attleboro	Douglas
Auburn	Dover-Sherborn
Avon	Dracut
Barnstable	Dudley-Charlton
Bedford	Duxbury
Bellingham	East Bridgewater
Belmont	East Longmeadow
Berkshire Hills	Easthampton
Beverly	Easton
Billerica	EMK Academy Health Careers (Horace Mann Charter)
Blackstone Valley Regional Vocational Technical	Essex Agricultural Technical
Blackstone-Millville	Everett
Blue Hills Regional Vocational Technical	Fall River
Boston	Falmouth
Bourne	Farr Academy School
Braintree	Fitchburg
Bridgewater-Raynham	Foxborough
Bristol County Agricultural	Foxborough Regional Charter
Bristol-Plymouth Regional Vocational Technical	Framingham
Brockton	Francis W. Parker Charter Essential
Brookline	Franklin
Burlington	Franklin County Regional Vocational Technical
Cambridge	Freetown-Lakeville
Cape Cod Regional Vocational Technical	Gateway
Carver	Georgetown
Chelmsford	Gill-Montague

Global Learning Charter Public	Marshfield
Gloucester	Mashpee
Granby	Maynard
Greater Fall River Regional Vocational Technical	Medfield
Greater Lawrence Regional Vocational Technical	Medford
Greater Lowell Regional Vocational Technical	Medway
Greater New Bedford Regional Vocational Technical	Melrose
Greenfield	Mercy Centre School (<i>Catholic Charities</i>)
Groton-Dunstable	Merrimack Special Education Collaborative
Hampden-Wilbraham	Methuen
Hampshire	Middleborough
Hanover	Milford
Harvard	Millis
Hatfield	Milton
Haverhill	Minuteman Regional Vocational Technical
Hingham	Mohawk Trail
Holbrook	Monomoy Regional (formerly Chatham/Harwich)
Holliston	Mount Greylock
Holyoke	Nantucket
Hopedale	Narragansett
Hopkinton	Nashoba Valley Regional Vocational Technical
Hudson	Natick
Hull	Nauset
Ipswich	Needham
King Philip	New Bedford
LABBB Collaborative	Newburyport
Lawrence	Newton
Learning Prep School (<i>Little People's School</i>)	North Adams
Lee	North Andover
Leicester	North Attleborough
Lenox	North Brookfield
Lexington	North Central Charter Essential
Lincoln-Sudbury	North Middlesex
Littleton	North Reading
Longmeadow	North Shore Regional Vocational Technical
Lowell	Northampton
Lower Pioneer Valley Educational Collaborative	Northampton-Smith Vocational Agricultural
Ludlow	Northboro-Southboro
Lynn	Northbridge
Lynnfield	Norton
Malden	Norwell
Manchester Essex Regional	Norwood
Marblehead	Palmer
Marlborough	Peabody

Pembroke
Pioneer Valley
Pittsfield
Plymouth
Quabbin
Quaboag Regional
Quincy
Ralph C Mahar
Randolph
Reading
Revere
Rockland
Salem
Saugus
Scituate
Seekonk
Sharon
Shawsheen Valley Regional Vocational Technical
Shrewsbury
Somerset Berkley Regional School District
Somerville
South Hadley
Southeastern Regional Vocational Technical
Southern Berkshire
SouthwickTolland Granville
Spencer-E Brookfield
Spirit of Knowledge Charter School
Springfield
St Vincent's School
Stoneham
Stoughton

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

SUMMER 2014:

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

Blue Hills Regional Vocational Technical
Boston
Boston Collegiate Charter
Boston Day and Evening Academy Charter
Braintree
Bridgewater-Raynham
Bristol-Plymouth Regional Vocational Technical
Brockton
Brookline
Cambridge
Canton
Carver

Central Berkshire	Mashpee
Chelmsford	Medford
Chicopee	Middleborough
Clinton	Milford
Codman Academy Charter Public	Milton
Collaborative for Educational Services	Mohawk Trail
Dartmouth	Monomoy Regional (formerly Chatham/Harwich)
Devereux School	Montachusett Regional Vocational Technical
Dighton-Rehoboth	Mount Greylock
Douglas	New Bedford
Dover-Sherborn	Newburyport
Dracut	Newton
Dudley-Charlton	Norfolk County Agricultural
Easthampton	North Adams
Easton	North Andover
Everett	North Brookfield
Fall River	North Middlesex
Framingham	Northboro-Southboro
Franklin County Regional Vocational Technical	Northbridge
Frontier	Northeast Metropolitan Regional Vocational Technical
Gardner	Norton
Gateway	Old Colony Regional Vocational Technical
Global Learning Charter Public	Oxford
Gloucester	Palmer
Grafton	Pathfinder Regional Vocational Technical
Greater Lawrence Regional Vocational Technical	Peabody
Greater New Bedford Regional Vocational Technical	Pembroke
Greenfield	Pentucket
Groton-Dunstable	Phoenix Charter Academy
Holyoke	Pittsfield
Hudson	Provincetown
Hull	Quabbin
Ipswich	Quaboag Regional
King Philip	Randolph
KIPP Academy Lynn Charter	READS Collaborative
Lawrence	RFK Lancaster School (<i>Children's Action Corps</i>)
Leicester	Rockland
Leominster	Sabis International Charter
Longmeadow	Saugus
Lowell	Scituate
Lunenburg	Seekonk
Malden	Shawsheen Valley Regional Vocational Technical
Marthas Vineyard RSD	Shrewsbury
Masconomet	Silver Lake

Somerset Berkley Regional School District	Wakefield
Somerville	Walpole
South Hadley	Waltham
South Middlesex Regional Vocational Technical	Ware
South Shore Regional Vocational Technical	Wareham
Southbridge	West Boylston
Southern Worcester County Regional Vocational	West Springfield
Spencer-E Brookfield	Westfield
Spirit of Knowledge Charter School	Westford
Springfield	Westport
St Vincent's School	Weymouth
Summit Academy School for Alternative Learners	Whitman-Hanson
Swampscott	Whittier Regional Vocational Technical
Tantasqua	Winchendon
Taunton	Winchester
Tewksbury	Winthrop
Tri County Regional Vocational Technical	Woburn
Upper Cape Cod Regional Vocational Technical	Worcester
Wachusett	

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

SCHOOL YEAR (2013-2014):

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

SUMMER 2014:

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

Competitive Grants for Work and Learning Programs (33 grant awards)**SCHOOL YEAR (2013-2014):**

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

SUMMER 2014:

Athol-Royalston Regional Schools
Attleboro Public Schools
Boston Private Industry Council

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

Competitive Grants for Higher Education Institutions (20 grant awards)

SCHOOL YEAR (2013-2014) and SUMMER 2014:

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

Competitive Grants for One Stop Career Centers (20 grant awards)

SCHOOL YEAR (2013-2014) AND SUMMER 2014:

Boston Private Industry Council (3 One Stop Career Centers)
Bristol Workforce Investment Board (Fall River)
City of Worcester/Workforce Central
Employment Links, Inc. (Leominster)
Franklin/Hampshire Employment and Training (Northampton)
Greater New Bedford Workforce Investment Board
Lawrence Department of Training and Development
Middlesex Community College (Bedford)
Regional Employment Board of Hampden County (Springfield) (2 One Stop Career Centers)
University of Massachusetts Donahue Institute/Career Works

APPENDIX C: Additional Information on Data Used in Report

ELIGIBILITY

Students eligible for these programs included individuals across the state from the classes of 2003-2018 (grade 8 through post-12th graders) who scored *Warning/Failing* (level one) on the 10th grade level MCAS ELA and/or Mathematics MCAS test or retests, or on the 7 or 8th grade ELA and/or Mathematics MCAS tests (for students who had not yet taken the 10th grade level tests). Class of 2014-2018 students (grades 8-12) who scored *Needs Improvement* (level two) on their most recent ELA or Mathematics MCAS were also eligible for services, as were students in grades 8-12 who scored *Warning/Failing* on their most recent Science and Technology/Engineering (STE) MCAS test. Class year eligibility varied by grant program.

In this report, student eligibility numbers were primarily determined from information provided by the Department's Student Assessment unit. The number of students in the classes of 2003-2016 reported to be eligible for MCAS Support Programs in FY14 was based on the "Historical CD File captured on December 3, 2013." For students in the classes of 2017 and 2018 (grade 8 and 9), eligibility was based on the 2011-2013 "MCAS megafiles."

The numbers listed under the competitive grant programs were limited to the eligible students in the districts served by the organizations awarded grants. Students were not included in eligibility counts if they were no longer in the system, as indicated by their status distinctions in data collected from districts in June 2014 through SIMS. Students eliminated from eligibility included those who graduated with a Competency Determination, permanent exclusions, drop outs, and deceased students.

LOCAL GRADUATION REQUIREMENTS / CERTIFICATE OF ATTAINMENT

The number of students reported as meeting local graduation requirements and earning Certificates of Attainment (CA) was based on data reported by districts through SIMS in June 2014 and October 2014. Any student who may have graduated with a CD or CA after this time was not included. Moreover, students who were no longer enrolled in high school (from the classes of 2003-2013) were not included in SIMS during FY14. As a result, for these post-12th grade students, it could not be determined if they had met local graduation requirements or not.

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

MCAS SUPPORT PROGRAM DATA COLLECTION

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

COMPETENCY DETERMINATION AND MCAS COMPARISON DATA

Information noting who passed the 10th grade ELA and Mathematics and 9th/10th grade STE MCAS after program participation was based on testing data that included data through the November 2014 retest from the file "Current HS CD File" captured on January 7, 2015. To determine passing rates of students served versus students not served, MCAS information from this February file was merged with all student information submitted via the MCAS Support Data Collection and also with information on students in the eligibility file described in the first section of this Appendix C. Only students in the classes of 2003-2016 who had not already earned a score at or above 220 on both the 10th grade level ELA and Mathematics MCAS were included in the post-program MCAS comparisons, as students from the classes of 2017-2018 were not yet in a high enough grade to have taken (and passed) those MCAS tests.

POST 12th GRADERS

This report considered students to be "post 12th graders" if they completed grade 12 before September 2013; it did not include the students who completed 12th grade during FY14. Class year data was based off of the last year in which they were reported in SIMS as grade 12. For students who dropped out and/or never enrolled in grade 12 (because they were retained in previous grade) the class year was estimated based on their last year in grade 9, 10, or 11.

SELECTED POPULATION DATA

Selected population data (e.g., special education, low-income, and English language learner status) was based on SIMS data from the October 2014 collection. Students were considered to be low-income if SIMS identified their family as qualifying for school lunches at a free or reduced price. SIMS data used was mostly from the October 2014 collection period; however, for students not enrolled in that period, the last available reporting period from October 2002 through June 2014 was used. Statewide enrollment percentages were based on the 2013-2014 Statewide Enrollment Selected Populations Profiles page:

http://profiles.doe.mass.edu/state_report/selectedpopulations.aspx?mode=district&year=2014&Continue.x=8&Continue.y=7

APPENDIX D: Full Language Fiscal year 2014 State Budget Line Items 7061-9404 and 7027-0019

7061-9404 MCAS LOW-SCORING STUDENT SUPPORT

For grants to cities, towns and regional school districts to provide targeted academic support programs for students in grades 8 through 12 and post-twelfth graders who have not yet earned a competency determination on the Massachusetts Comprehensive Assessment System, or MCAS, exam established by the board of elementary and secondary education under sections 1D and 1I of chapter 69 of the General Laws; provided, that the department and districts shall ensure that services are available to students with disabilities; provided further, that the purpose of this program shall be to improve student performance on the MCAS exam through replication of services and educational strategies with proven results as determined by the department of elementary and secondary education; provided further, that such programs shall supplement currently funded local, state and federal programs at the school or district; provided further, that funds shall be expended for a competitive grant program to fund academic support and college transition services to be implemented in fiscal year 2014 and operated by public institutions of higher learning or by public-private partnerships for students in grades 10 through 12 and post-twelfth graders who may have completed all other high school requirements but have not yet obtained a competency determination, as defined in said section 1D of said chapter 69, as measured by the MCAS assessment instrument authorized in said section 1I of said chapter 69, and are working to pass a portion of the MCAS exam in order to obtain a competency determination and earn a high school diploma; provided further, that for the purpose of the programs, appropriated funds may be expended through August 31, 2014 to allow for summer remediation programs; provided further, JFYNetworks, A Nonprofit Corporation, shall receive not less than the amount appropriated in line item 7061-9404 of section 2 of chapter 139 of the acts of 2012; provided further, that funds shall be expended for competitive grants to fund Pathways programs that target students in grades 9 through 12 and post-twelfth graders and are instituted by local school districts, public institutions of higher education, qualified public and private educational services organizations and one-stop career centers, including, but not limited to, school-to-work connecting activities, creating worksite learning experiences for students as an extension of the classroom, outreach programs for students who will need post-twelfth grade remediation to attain the skills necessary to pass the MCAS exam and counseling programs to educate parents and high school students on post-twelfth grade remediation options; provided further, that funds shall be expended for a competitive grant program, guidelines for which shall be developed by the department of elementary and secondary education, for intensive remediation programs in communities with students in grades 8 through 12 and post-twelfth graders who have not obtained a competency determination or have scored in levels 1 or 2 on either the English or math MCAS exams or in level 1 on the science, technology and engineering MCAS; provided further, that the department of elementary and secondary education may give preference for assistance to those districts with a high percentage of high school students scoring in level 1 on the MCAS exam in English, math and science, technology and engineering; provided further, that eligible applicants shall include individual high schools and those institutions which shall have partnered with a high school or group of high schools; provided further, that no district shall receive a grant from this item until the district submits to the department of elementary and secondary education a comprehensive district plan under said

section II of said chapter 69, to improve performance of all student populations including, but not limited to, students with disabilities; provided further, that the department shall issue a report not later than February 1, 2014, in collaboration with the department of higher education, describing MCAS support programs for the graduating classes of 2003 to 2018, inclusive, funded by this item and item 7027-0019, school to work accounts, institutions of public higher education and other sources; provided further, that such report shall include, but not be limited to, the number of students eligible to participate in the programs, the number of students participating in the programs, the number of students who have passed the MCAS assessment and obtained a competency determination through these programs but have not met local graduation requirements and the number of students who have passed the MCAS assessment and obtained a competency determination through these programs and met local graduation requirements; provided further, that the report shall be provided to the chairs of the house and senate committees on ways and means and the house and senate chairs of the joint committee on education; and provided further, that any grant funds distributed from this item to a city, town or regional school district shall be deposited with the treasurer of the city, town or regional school district and held in a separate account and, notwithstanding any general or special law to the contrary, shall be expended by the school committee of the city, town or regional school district without further appropriation. **\$9,094,804** (-\$200,000 for JFY)

7027-0019 SCHOOL-TO-CAREER CONNECTING ACTIVITIES

For school-to-career connecting activities; provided, that notwithstanding any general or special law to the contrary, the board of elementary and secondary education, in cooperation with the executive office of labor and workforce development and the state workforce investment board, may establish and support a public-private partnership to link high school students with economic and learning opportunities on the job as part of the school-to-career transition program; provided further, that this program may include the award of matching grants to workforce investment boards or other local public-private partnerships involving local community job commitments and work site learning opportunities for students; provided further, that the grants shall require at least a 200 per cent match in wages for the students from private sector participants; provided further, that the program shall include, but not be limited to, a provision that business leaders commit resources to pay salaries to provide mentoring and instruction on the job and to work closely with teachers; and provided further, that public funds shall assume the costs of connecting schools and businesses to ensure that students serve productively on the job. **\$2,750,000**