



Report to the Legislature: Literacy and Early Literacy Programs

This report summarizes the activities funded by the state budget, Chapter 46 of the Acts of 2015, line item 7010-0033 for literacy and early literacy programs. The report covers activities from July 2015 through February 2016 and a report on student outcomes for the 2014-2015 and 2015-2016 school years.

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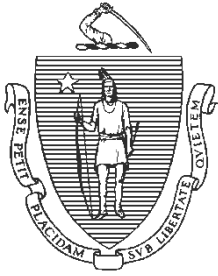
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July 2016

To Members of the Legislature and Interested Parties:

I am pleased to present to you the report on the Department's initiatives in early and adolescent literacy funded by the state budget, Chapter 46 of the Acts of 2015, line item 7010-0033. The Department used these funds to provide grants to school districts to improve literacy instruction. In addition, these funds enabled the Department to support initiatives related to curriculum planning, improved writing instruction, as well as assistance to educators, schools and districts for implementation of the state learning standards. These funds played a particularly crucial role as districts continued to align and update their curriculum materials and instructional practices to meet the challenging college and career readiness standards of the 2011 *Massachusetts Curriculum Framework for English Language Arts and Literacy*.

I want to thank the members of the Legislature for their continued support for higher levels of literacy in the Commonwealth.

Sincerely,

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

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I. Overview of Literacy and Early Literacy Programs (Line Item 7010-0033)

The Massachusetts Department of Elementary and Secondary Education respectfully submits this Report to the Legislature for FY16 line item 7010-0033:

“For a literacy and early literacy grant program and to support Reading Recovery; provided, that Reading Recovery shall receive an amount not less than the amount appropriated in item 7030-1005 in section 2 of chapter 165 of the acts of 2014; provided further, that the department of elementary and secondary education shall develop a consolidated literacy grant application process; provided further, that programs shall provide ongoing evaluation of outcomes; provided further, that programs receiving funding through this item shall document the outcomes of the programs; provided further, that evaluations shall be compared to measurable goals and benchmarks that shall be developed by the department of elementary and secondary education; provided further, that the department shall report to the house and senate committees on ways and means and the joint committee on education not later than March 1, 2016 to detail state support for literacy and early literacy programs; and provided further, that the report shall include for each program: (i) the number of children served, delineated by age and school; (ii) the percentage of children who receive free and reduced lunch; (iii) the number of children who are English language learners; (iv) the number of students who receive special education services; (v) outcome measures used by the program to evaluate success; and (vi) a comparison to other literacy programs that use similar outcome measures.”

This report describes programs and services funded from the FY16 line item, including grant awards for districts and educational collaboratives, as well as other statewide and regional literacy-related activities. Also, per the legislative language, the report presents student enrollment and performance outcomes for the FY15 Literacy Partnerships grant program, as well as enrollment and performance outcomes for the Massachusetts Early Literacy Intervention Program (FY15 Line Item 7030-1005).

A. Competitive Grant Programs Supported in FY16

In FY16, \$2 million in state funds were allocated to support grants for literacy and early literacy. Nearly half of those funds (\$865,906) were directed to the Focus on Early Literacy grants¹ supporting districts through awards to educational collaboratives. Launched in FY15, the Focus on Early Literacy grants are part of the Commonwealth’s four-year plan to improve early literacy. The goal of the grant program is to support schools at Levels 3 and 4 in the state accountability system by providing training on principles and practices of effective early learning/literacy education. Professional development for the program uses the *Focus on K2*[©] curriculum developed by Boston Public Schools (BPS) as a model for these principles and practices. The standards-based program balances active learning and teacher-directed learning of academic content and skills while also supporting teacher development through a collaborative approach to planning instruction and use of authentic classroom-based assessments. The grants disseminate funding on a regional basis through

¹ In FY16 Focus on Early Literacy grants were awarded through two fund codes. [Fund code 734a](#) funded new partnerships and [Fund Code 734b](#) funded partnerships continuing from FY15.

educational collaboratives in order to build capacity at the local level and extend the reach of the Department. In FY16, the Department awarded Focus on Early Literacy grants to seven collaboratives, engaging 37 schools in 14 districts and impacting 335 teachers in Grades K-3. More details of the individual Focus on Early Literacy grant awards are available in Appendix A.

In addition, as required by the legislative language, \$299,999 of the available funds (15 percent) were allocated to Early Literacy Intervention grants², which support ongoing professional development for Reading Recovery, a tutorial program designed as a short-term intervention program for children at-risk of failing to read in first grade. Grants are available for both districts and educational collaboratives. In FY16, six grants were awarded to five districts and one collaborative to support training of eight teacher leaders and 151 teachers. For more information about Reading Recovery, see the description beginning on page 7 of this report.

B. Other Literacy Programming Supported by FY16 Line Item Funds

In addition to the Reading Recovery and the Focus on Early Literacy grant programs, line item 7010-0033 also supported the following activities in FY16:

- A contract with the Collaborative for Educational Services to support graphic design and web services for publishing materials for the Writing Standards in Action Project to support improved writing instruction³;
- A contract with the UMass Donahue Institute (UMDI) as statewide evaluation consultant for the Focus on Early Literacy grants program;
- Stipends for a network of educators to support district implementation of the state learning standards and preparation for the state assessment;
- Development of a course for educators on effective practices in teaching students to use text-based evidence in their writing to text;
- A statewide review of the 2011 *Massachusetts Curriculum Framework for English Language Arts and Literacy*;
- Initiatives to support literacy as related to the disciplines of civics and the arts.

C. Evaluation of the FY15 Literacy Partnerships Program Grants

In FY15, the Office of Literacy and Humanities used the majority of funds from line item 7010-0003 to support district implementation of literacy-focused Model Curriculum Units (MCUs) through the Literacy Partnerships grant program. The Department's Building Aligned Curriculum grant program supported implementation of MCUs in other content areas. As part of the Federal Race to the Top (RTTT) Grant, the Department created more than 100 MCUs for pre-K–12 teachers in the content areas of English Language Arts (ELA), mathematics, history and social science, and science, technology, and engineering. The Office of Literacy and Humanities and other offices in the Department's Center for Curriculum and Instruction (C&I), worked with educators from across the state to develop the units and support the implementation of the units in schools and districts. The units are based on the Understanding by Design framework for curriculum design and include curriculum-embedded performance assessments, lesson plans, and digital resources. Teachers can find additional resources such as videos of the units being used in the classroom, a manual for

² [Fund Code 574](#)

³ <http://www.doe.mass.edu/candi/wsa/>

writing a unit, and a guide for integrating the units into curriculum frameworks on the Department's website⁴.

To gain data on implementation and impact of the grant-supported implementation of MCUs, the Department engaged the University of Massachusetts Donahue Institute to design and conduct an exploratory study in districts that had received either or both of the grant programs. The study had two objectives: (1) to provide initial feedback to the Department regarding MCU implementation practices, and perceived benefits and challenges; and (2) to survey educators in all the grant-funded districts regarding MCU implementation. Highlights from the study include:

- *Standards alignment* - About half of the instructional leaders surveyed reported that the MCUs greatly helped teachers to understand and align their instruction with the state curriculum standards;
- *Collaboration* - About two-thirds of surveyed teachers and instructional leaders indicated that the MCUs had a positive impact on teacher collaboration;
- *High-quality materials* - A majority (85 percent) of teachers and administrators agreed that the MCUs made use of high quality books and other teaching materials;
- *Rigor* - A majority of teachers and leaders (84 percent) agreed that the use of MCUs increased the rigor of academic content and the curriculum and many (82 percent) also agreed that the MCUs covered topics and content in greater depth than other materials they had been using;
- *Well-structured lessons* - A majority of teachers and administrators (83 percent) agreed that the MCUs promoted instruction grounded in well-structured lessons that are tied to specific learning goals;
- *Impact on student learning* - A majority (85 percent) of teachers and administrators surveyed agreed that the MCUs improved students' engagement with content. Also, two-thirds (67 percent) agreed that the MCUs improved the quality of student work. While a larger majority (70 percent) of those surveyed agreed that the MCUs increased student interest in reading, a majority (61 percent) agreed that the MCUs connected reading with writing skills better than other curricula used in their schools and many (60 percent) agreed that MCUs increased students' interest in writing.

D. FY15 Student Enrollment in Literacy Partnerships and Focus on Early Literacy Schools

Enrollment in schools participating in the FY15 Literacy Partnerships program totaled 109,345 students. The enrollment statistics are presented below by grade level (Table 2) and student type (Table 3). More detailed student enrollment information (by school and age/grade) can be found in Appendix B.

The enrollment data for FY15 is presented here to provide background information for the analysis of student outcomes in Section E.

⁴ <http://www.doe.mass.edu/candi/model/>

Table 2: Enrollment in FY15 Literacy Grantee Schools by Grade Level

Educational Level	Number of Students	Percentage of Students
Total Students	109,345	100%
Early Elementary School (Grades K–3)	58,643	54%
Upper Elementary School (Grades 4–5)	26,088	24%
Middle School (Grades 6–8)	23,814	22%
High School (Grades 9–12)	0	0%

Table 3: Enrollment in FY15 Literacy Grantee Schools by Student Type

Student Type	Number of Students	Percentage of Students
Total Students	109,345	100%
Low Income Students	39,098	36%
English Language Learners	12,507	11%
Special Education Students	17,789	16%

E. FY15 Literacy Partnerships Program Student Outcomes

Massachusetts’ primary measure of school performance on state tests is the Progress and Performance Index (PPI).⁵ Calculation of the PPI demonstrates district and school progress in narrowing proficiency gaps as measured by the English language arts, mathematics, and science state assessments (MCAS). In addition, high school performance also takes into account factors related to graduation and dropout rate. Extra credit is awarded for reducing the percentage of students scoring “Warning/Failing” and/or by increasing the percentage of students scoring “Advanced” on English language arts, mathematics, or science tests. The Cumulative PPI compensates for annual variation in performance by calculating a weighted average over four years, with successively more weight given to more recent years. Cumulative PPI scores range from 0 to 100, with 75 considered to indicate performance that is on track toward narrowing proficiency gaps. For the purposes of measuring student performance for state-funded literacy programs, the Department is using an ELA-only version of the Cumulative PPI, which uses a similar approach but

⁵ For more information about calculation of PPI, please refer to <http://profiles.doe.mass.edu/accountability/report/aboutdata.aspx#PPI>

only takes English language arts performance into consideration (not mathematics and science scores).

There are limitations in using the ELA-only PPI as a measure of student outcomes. As previously noted, the calculation of the PPI typically takes into account student performance on ELA, mathematics, and science MCAS exams; the measure is not designed to exclusively assess student outcomes in ELA. Also, the cumulative ELA-only PPI used for this report is calculated using annual PPI data from 2009-2015 school years. This span includes four years that were not covered by the FY14-FY15 grant program addressed in this report.

Furthermore, this ELA-only PPI calculation measures outcomes for all students in schools that received grant funding despite the fact that some students may have been in a grade or class that did not directly participate in the grant activities. At this time, it is not possible to track the outcomes of specific students for two reasons. First, many of the activities under the grant are not grade, class, or even student specific but are implemented on a larger scale involving such activities as intensive teacher professional development and writing or revising literacy plans. Second, grantees are not asked in their proposals to identify and report specific students who they anticipate will be impacted by the grant. Because grantees do not furnish the identities of specific students along with their State Assigned Student Identifiers (SASIDs), it is not possible to extract and analyze the relevant student level data. More general, whole school level data, therefore, must be used instead.

In addition, the PPI and ELA-only PPI are not the only ways in which a school's overall performance is evaluated. School percentiles are also reported for most schools to determine their standing relative to the state accountability system. The percentile is an indication of the school's overall performance relative to other schools that serve the same or similar grades.⁶ Every school's percentile and PPI combination "tells a different story."⁷ For example, schools with lower percentiles but higher PPIs for all student groups are making steady improvement. Schools with higher percentiles but lower PPIs scores may be relatively high performing, but have more work to do to support student academic growth.

Finally, the funding provided by the grant is a small percentage of schools' total budgets and may not have enough influence on interventions as to shift performance to an appreciable degree. Similarly, it is difficult to attribute any increase or decrease in ELA-only PPI to these grant-funded activities as they comprise only a few of the multitude of educational interventions and initiatives designed to directly or indirectly impact students' literacy.

As shown in Table 4, between the 2014 and 2015 school years, 124 (60 percent) of the total 205 Literacy Partnerships schools showed an increase in their scores. For most of these schools, the increase in ELA-only PPI score was modest; 67 schools (33 percent) improved their scores by 1 to 10 points. At the same time, 78 (38 percent) of the total 205 Literacy Partnerships schools showed a decrease in their ELA-only PPI scores. Of these schools, most demonstrated a relatively slight decline; 38 schools (19 percent) had their score decrease by 10 points or less. More substantial

⁶ Massachusetts Department of Elementary and Secondary Education. (n.d.) *Understanding Massachusetts' Accountability Measures: A Brochure for District and School Staff*. N.P.: Massachusetts Department of Elementary and Secondary Education. <http://www.doe.mass.edu/apa/accountability/>

⁷ *Ibid.*

decreases of 31 points or more occurred in only 3 (1 percent) of the Literacy Partnerships schools. Three schools' scores did not change over this time period. These results represent an improvement over those from the previous year (2013-2014).

Table 4: Literacy Partnerships Schools' Change in ELA-only Cumulative PPI (2014-2015)

Decrease from 2014 to 2015						No Change	Increase from 2014 to 2015					
51-60 points	41-50 points	31-40 points	21-30 points	11-20 points	1-10 points	0	1-10 points	11-20 points	21-30 points	31-40 points	41-50 points	
0 schools 0%	0 schools 0%	3 schools 1%	15 schools 7%	22 schools 11%	38 schools 19%	3 school 1%	67 schools 33%	47 schools 23%	10 schools 5%	0 schools 0%	0 schools 0%	
(N=205: 124 increase, 78 decrease, 3 no change)												

For the purpose of comparison, Table 5 shows the 2012-2014 changes for the previous cohort of Literacy Partnerships schools. Among that group, more than half (58 percent) showed decreases in their ELA-only cumulative PPI scores – including a larger percentage of schools with decreases of more than 10 points. A smaller percentage of schools (41 percent) showed improvement in scores.

Table 5: Literacy Partnerships Schools' Change in ELA-only Cumulative PPI (2012-2014)

Decrease from 2012 to 2014						No Change	Increase from 2012 to 2014					
51-60 points	41-50 points	31-40 points	21-30 points	11-20 points	1-10 points	0	1-10 points	11-20 points	21-30 points	31-40 points	41-50 points	
4 schools 2%	5 schools 2%	6 schools 2%	18 schools 7%	50 schools 19%	67 schools 26%	1 school <1%	46 schools 18%	34 schools 13%	25 schools 10%	0 schools 0%	1 school <1%	
(N=257: 106 increase, 150 decrease, 1 no change)												

Consideration of the change in the mean ELA-only PPI score between the 2012-2013 and the 2014-2015 school years reflects a slight increase for most schools. The mean ELA-only PPI score for the 205 Literacy Partnerships schools that participated in the grant program in 2014-2015 increased from 61 to 63 over the one year of the grant – an increase of two percentage points. The number of schools scoring 75 or above (and therefore considered to be on track toward narrowing proficiency

gaps) increased from 51 to 52 between the 2014 and 2015 school years. It is also noteworthy that the number of schools with ELA-only scores below 50 decreased by 16 (from 28 percent to 20 percent of participating schools). More detailed information on the mean cumulative ELA-only PPI scores can be found in Table 6.

Table 6: Mean Cumulative ELA-only PPI for Literacy Partnerships Schools

	2013-2014 School Year N = 257	2014-2015 School Year N = 205	Change between 2013-2014 and 2014-2015 School Years
Mean Cumulative ELA only PPI	61	63	+ 2
Schools with ≥ 75 cumulative ELA-only PPI (on track for narrowing proficiency gaps)	51 schools 25%	52 schools 25%	+ 1 school no change in percentage
Schools with 50-74 cumulative ELA-only PPI (not on track for narrowing proficiency gaps)	96 schools 47%	113 schools 55%	+ 17 schools + 8 percentage points
Schools with 25-49 cumulative ELA-only PPI (not on track for narrowing proficiency gaps)	56 schools 27%	41 schools 20%	- 15 schools - 7 percentage points
Schools with < 25 cumulative ELA-only PPI (not on track for narrowing proficiency gaps)	2 schools 1%	1 school 0%	-1 school - 1 percentage points

II. Massachusetts Early Literacy Intervention Program (Line Item 7030-1005)

A. Program Description

The Massachusetts Early Literacy Intervention Program funds implementation of the Reading Recovery program. In FY15, state funds to support the program were allocated under a separate line item (7030-1005). Reading Recovery is an evidence-based, short-term early intervention designed to help the lowest-achieving first graders accelerate their learning and reach class average in reading and writing in 12 to 20 weeks. The program provides early intervention for students who have the most difficulty learning to read and write with the goal of preventing reading failure and the long-term problems associated with low literacy skills. Reading Recovery can serve as a component of a school or district's Response to Intervention (RTI) program and can help reduce the need for retention-in-grade or long-term special education services.

Reading Recovery trained teachers are part of a three-level literacy network that includes universities, teacher training sites, and schools. In order to provide Reading Recovery, teachers participate in a full year of intensive training. Once trained, teachers participate in ongoing professional development for a minimum of six sessions a year, provided by teacher leaders in training sites across the state.

Reading Recovery provides students with:

- Daily, one-to-one, 30-minute individualized lessons designed to respond to each child's strengths and needs;
- Meaningful reading and writing activities;
- Teaching grounded in the five essential components of reading instruction identified by the National Reading Panel including phonemic awareness, phonics, vocabulary, comprehension, and fluency.

B. FY15 Student Enrollment in Reading Recovery Schools

In FY15, Reading Recovery programming funded by Line Item 7030-1005 reached first grade students in 88 schools. As shown in Table 7, 60 percent of the 910 first graders enrolled in the Reading Recovery program received free or reduced lunch, 16 percent received special education services, and 11 percent were English language learners.

Table 7: Enrollment in Reading Recovery by Student Type

Student Type	Number of Students	Percentage of Students
All Students	910	100%
Low Income Students	545	60%
English Language Learners	102	11%
Special Education Students	142	16%

Since Reading Recovery is a first-grade intervention, it is not possible to measure performance using the Progress and Performance Index, which is based on state testing that begins in third grade. Therefore, student performance is indicated by assessment results as reported by the Reading Recovery program. Reading Recovery reports that, among its programs supported by FY15 state line item, 700 students of the 910 (77 percent) received a complete series of Reading Recovery lessons and 477 of the 910 (68 percent) of students who completed the program were able to reach grade level. Children who did not reach grade level were recommended for further support.

More detailed student enrollment information (by school and age/grade) for the Reading Recovery program can be found in Appendix B.

III. Conclusion

The literacy and early literacy state funding enabled the Office of Literacy and Humanities at the Department of Elementary and Secondary Education to continue providing targeted support to districts with an identified gap in literacy proficiency. With the help of highly qualified external partners, the Department provided materials and support in implementation of effective practices to assist educators, schools and districts in addressing selected literacy priorities for both elementary and adolescent students based on key shifts in the standards of the 2011 *Massachusetts Curriculum Framework for English Language Arts and Literacy*.

IV. Appendix A – FY16 Focus on Early Literacy Award Details (Line Item 7010-0033)

Region	Grantees and Participating Districts	Number of		Grant Award
		Schools	Teachers	
Awards under 734b				
Southeast	North River Collaborative <i>Avon</i> <i>Rockland</i>	2	21	\$109,100
Awards under 734a				
Southeast	North River Collaborative <i>Abington</i> <i>Bellingham</i> <i>Mashpee</i> <i>Wareham</i>	6	125	\$191,227
Northeast	Collaborative for Regional Educational Services and Training <i>Lowell</i> <i>Haverhill</i>	6	89	\$220,000
Pioneer Valley & West*	Collaborative for Educational Services (CES) <i>Holyoke</i> <i>Northampton</i>	11	68	\$151,864
Central	FLLAC Educational Collaborative <i>Oxford</i>	1	7	\$81,590
Greater Boston	Shore Collaborative <i>Medford</i> <i>Cambridge</i> <i>Malden</i>	11	25	\$112,125
Total		37	335	\$865,906

*Note: represents two grants

V. Appendix B – FY15 Student Enrollment: Number of Children Served by Grade and School

Line Item 7010-0033 Literacy and Early Literacy Programs											
FY15 Number of children by grade and school											
District	School	Total	Early Elementary				Upper Elementary		Middle School		
			K	GR1	GR2	GR3	GR4	GR5	GR6	GR7	GR8
Adams-Cheshire Regional School District	C. T. Plunkett	467	83	80	76	73	69	86	0	0	0
	Cheshire Elementary	179	33	29	32	30	26	29	0	0	0
Athol-Royalston	Pleasant Street I	231	48	44	49	47	43	0	0	0	0
	Riverbend-Sanders Street	195	45	48	49	21	32	0	0	0	0
	Royalston Community	149	17	21	26	25	23	20	17	0	0
Attleboro	A. Irvin Studley Elementary	439	91	78	95	96	79	0	0	0	0
	Cyril K. Brennan Middle	568	0	0	0	0	0	131	140	151	146
	Hill-Roberts Elementary	483	92	93	116	100	82	0	0	0	0
	Hyman Fine Elementary	458	84	90	99	98	87	0	0	0	0
	Peter Thacher Elementary	421	76	89	86	85	85	0	0	0	0
	Robert J. Coelho Middle	675	0	0	0	0	0	191	168	166	150
	Thomas E. Willett	397	90	96	72	76	63	0	0	0	0
Wamsutta Middle	550	0	0	0	0	0	137	143	131	139	
Beverly	Ayers/Ryal Side	503	100	87	84	68	88	76	0	0	0
	Centerville Elementary	341	45	64	62	48	68	54	0	0	0
	Cove Elementary	474	106	82	76	66	60	84	0	0	0
	Hannah	387	65	56	81	54	65	66	0	0	0
	North Beverly	428	59	87	63	73	72	74	0	0	0
Billerica	Hajjar	515	72	100	78	89	94	82	0	0	0
	Vining	201	30	33	39	32	39	28	0	0	0
Boston Renaissance Charter Public (District)	Boston Renaissance Charter Public	825	116	124	128	127	113	121	96	0	0
Bridgewater-Raynham	Laliberte Elementary	488	0	0	175	135	178	0	0	0	0
	Merrill Elementary	296	145	151	0	0	0	0	0	0	0
	Mitchell Elementary	905	194	235	251	225	0	0	0	0	0
	Williams	748	0	0	0	0	248	248	252	0	0
Brockton	Raymond	1,039	112	127	134	122	128	132	92	86	106

Line Item 7010-0033 Literacy and Early Literacy Programs											
FY15 Number of children by grade and school											
			Early Elementary				Upper Elementary		Middle School		
District	School	Total	K	GR1	GR2	GR3	GR4	GR5	GR6	GR7	GR8
Cambridge	Amigos	332	52	47	48	40	39	27	25	30	24
	Cambridgeport	232	47	43	40	36	38	28	0	0	0
	Graham and Parks	357	52	65	69	60	65	46	0	0	0
	Haggerty	241	50	39	44	35	36	37	0	0	0
	John M Tobin	207	38	40	39	29	29	32	0	0	0
	Kennedy-Longfellow	219	55	46	32	21	34	31	0	0	0
	King Open	287	61	47	51	46	39	43	0	0	0
	Maria L. Baldwin	289	67	43	47	44	46	42	0	0	0
	Martin Luther King Jr.	229	53	46	45	32	26	27	0	0	0
	Morse	250	49	38	45	38	42	38	0	0	0
Peabody	274	50	46	43	45	45	45	0	0	0	
Chelsea	Edgar A Hooks Elementary	563	0	190	149	111	113	0	0	0	0
	ELC	617	617	0	0	0	0	0	0	0	0
	Frank M Sokolowski Elementary	613	0	153	144	168	148	0	0	0	0
	George F. Kelly Elementary	590	0	168	134	145	143	0	0	0	0
	William A Berkowitz Elementary	570	0	156	154	145	115	0	0	0	0
Chicopee	Barry	453	70	68	73	78	78	86	0	0	0
	Bowe	411	74	78	75	61	65	58	0	0	0
	Bowie	378	60	71	68	60	62	57	0	0	0
	Gen John J Stefanik	417	70	79	77	61	67	63	0	0	0
	Lambert-Lavoie	297	58	44	51	43	45	56	0	0	0
	Litwin	399	26	23	23	103	112	112	0	0	0
	Selser	423	74	75	73	72	69	60	0	0	0
	Streiber	292	51	53	55	42	45	46	0	0	0
Dennis-Yarmouth	Mattacheese	461	0	0	0	0	0	0	226	235	0
	NH Wixon	476	0	0	0	0	219	257	0	0	0
Dracut	Brookside Elementary	456	62	77	76	80	77	84	0	0	0
	George H. Englesby Elementary	507	76	82	88	78	99	84	0	0	0
	Greenmont Avenue	308	54	55	55	42	42	60	0	0	0
	Joseph A Campbell Elementary	537	89	93	97	89	94	75	0	0	0
	Richardson Middle	974	0	0	0	0	0	0	317	338	319

Line Item 7010-0033 Literacy and Early Literacy Programs											
FY15 Number of children by grade and school											
			Early Elementary				Upper Elementary		Middle School		
District	School	Total	K	GR1	GR2	GR3	GR4	GR5	GR6	GR7	GR8
Easthampton	Center	167	22	39	40	44	22	0	0	0	0
	Maple	205	48	38	41	41	37	0	0	0	0
	Neil A Pepin	186	49	33	38	22	44	0	0	0	0
Everett	George Keverian	918	90	111	109	113	93	99	114	98	91
	Lafayette	953	109	96	113	100	116	118	93	110	98
	Madeline English	874	92	112	102	114	78	92	85	93	106
	Parlin	877	92	98	108	93	83	86	98	95	124
	Sumner G. Whittier	618	80	89	78	79	74	79	50	43	46
	Webster	237	75	58	50	34	20	0	0	0	0
Fall River	John J Doran Community	535	61	64	63	61	73	70	59	44	40
	Letourneau	529	82	102	103	78	83	81	0	0	0
	Morton	604	0	0	0	0	0	0	175	229	200
	Viveiros	644	126	115	127	104	88	84	0	0	0
Fitchburg	Crocker Elementary	496	108	102	97	89	100	0	0	0	0
	Reingold Elementary	655	127	124	126	139	139	0	0	0	0
Framingham	Barbieri Elementary	659	111	120	110	113	109	96	0	0	0
	Brophy	504	63	103	89	93	82	74	0	0	0
	Cameron	512	0	0	0	0	0	0	174	163	175
	Dunning	495	67	97	95	85	75	76	0	0	0
	Hemenway	566	103	93	103	90	89	88	0	0	0
	Mary E Stapleton Elementary	431	55	70	79	90	73	64	0	0	0
	Potter Road	501	72	100	96	86	84	63	0	0	0
Woodrow Wilson	543	93	94	90	81	91	94	0	0	0	
Freetown-Lakeville	Assawompset Elementary	456	90	100	118	148	0	0	0	0	0
	Freetown Elementary	348	84	96	80	88	0	0	0	0	0
	George R. Austin Intermediate	458	0	0	0	0	234	224	0	0	0
Gardner	Elm Street	509	0	0	0	144	171	194	0	0	0
	Gardner Middle	567	0	0	0	0	0	0	175	213	179
	Helen Mae Sauter Elementary	271	0	92	111	68	0	0	0	0	0
	Waterford Street	421	204	108	109	0	0	0	0	0	0

Line Item 7010-0033 Literacy and Early Literacy Programs											
FY15 Number of children by grade and school											
			Early Elementary				Upper Elementary		Middle School		
District	School	Total	K	GR1	GR2	GR3	GR4	GR5	GR6	GR7	GR8
Gill-Montague	Gill Elementary	130	16	21	16	19	22	19	17	0	0
	Great Falls Middle	221	0	0	0	0	0	0	61	85	75
Gloucester	Beeman	342	59	65	52	55	53	58	0	0	0
	East Gloucester Elementary	260	42	40	37	45	49	47	0	0	0
	Plum Cove School	221	35	37	37	34	31	47	0	0	0
	Veterans Memorial	222	32	39	28	45	45	33	0	0	0
	West Parish	319	57	43	45	62	49	63	0	0	0
Haverhill	Tilton	541	62	143	128	106	102	0	0	0	0
Helen Y. Davis Leadership Academy Charter	Helen Y. Davis Leadership Academy Charter	224	0	0	0	0	0	0	69	84	71
Holbrook	John F Kennedy	367	79	105	76	107	0	0	0	0	0
	South	300	0	0	0	0	86	115	99	0	0
Holyoke	E N White Elementary	424	44	50	42	47	48	61	41	43	48
	Kelly Elementary	586	70	98	72	78	50	59	52	47	60
	H.B. Lawrence	291	79	73	69	70	0	0	0	0	0
	Lt Clayre Sullivan Elementary	567	67	75	57	64	65	70	55	62	52
	Lt Elmer J McMahon Elementary	401	44	58	40	49	44	57	39	36	34
	Maurice A Donahue Elementary	588	75	69	60	63	59	63	75	60	64
	Morgan Full Service Community	379	43	57	34	45	34	48	43	42	33
	William R. Peck	371	0	0	0	0	62	75	71	63	100
Hudson	C A Farley	500	78	113	108	103	98	0	0	0	0
	Forest Avene	314	56	56	66	73	63	0	0	0	0
	Mulready	272	46	57	57	51	61	0	0	0	0
Lawrence	Breen	124	124	0	0	0	0	0	0	0	0
	Hennessey	291	112	96	83	0	0	0	0	0	0
	Rollins	94	94	0	0	0	0	0	0	0	0
Leominster	Samoset	478	0	0	0	0	0	0	152	158	168
	Sky View Middle	867	0	0	0	0	0	0	313	284	270
Lowell Community Charter Public (District)	Lowell Community Charter Public	721	98	100	100	95	95	79	82	72	0
Lynn	Drewicz	511	88	132	81	72	75	63	0	0	0
Malden	Forestdale	593	73	70	70	64	75	71	64	58	48

Line Item 7010-0033 Literacy and Early Literacy Programs											
FY15 Number of children by grade and school											
			Early Elementary				Upper Elementary		Middle School		
District	School	Total	K	GR1	GR2	GR3	GR4	GR5	GR6	GR7	GR8
Marlborough	1 LT Charles W. Whitcomb	1,325	0	0	0	0	0	357	302	317	349
	Jaworek	739	151	165	139	137	147	0	0	0	0
	Kane	633	126	121	147	125	114	0	0	0	0
	Richer	598	119	121	115	111	132	0	0	0	0
Mashpee	Kenneth C. Coombs	351	106	122	123	0	0	0	0	0	0
Mendon-Upton	Clough	425	72	77	94	89	93	0	0	0	0
	Memorial	431	68	101	85	89	88	0	0	0	0
Methuen	Comprehensive Grammar	1,138	109	110	135	105	126	143	138	129	143
	Donald P Timony Grammar	1,337	146	149	151	149	147	145	152	139	159
	Marsh Grammar	1,270	140	132	140	151	148	130	153	133	143
	Tenney Grammar	1,288	122	145	144	145	127	153	139	156	157
Middleborough	Henry B. Burkland Elementary	650	0	121	125	131	135	138	0	0	0
	Mary K. Goode Elementary	624	0	128	127	125	112	132	0	0	0
	Memorial Early Childhood Center	212	212	0	0	0	0	0	0	0	0
	Nichols MS	804	0	0	0	0	0	0	272	256	276
Monson	Granite Valley	396	0	0	0	0	0	103	102	93	98
	Quarry Hill	325	64	68	62	71	60	0	0	0	0
Narragansett	Baldwinville Elementary	188	0	0	0	63	65	60	0	0	0
	Narragansett Middle	453	0	0	0	0	0	99	106	113	135
	Phillipston Memorial	102	17	21	24	21	19	0	0	0	0
	Templeton Center	164	80	84	0	0	0	0	0	0	0
New Bedford	Keith Middle School	871	0	0	0	0	0	0	303	292	276
	Normandin Middle	1,046	0	0	0	0	0	0	332	358	356
	Roosevelt Middle	743	0	0	0	0	0	0	263	262	218
Newburyport	Edward G. Molin Elementary	342	0	0	0	0	185	157	0	0	0
	Francis T Bresnahan Elementary	616	130	167	141	178	0	0	0	0	0
	Rupert A Nock Middle	553	0	0	0	0	0	0	185	172	196
North Adams	Brayton	393	49	56	65	60	40	35	46	42	0
	Greylock	233	31	36	26	31	32	30	25	22	0
	J S Sullivan	284	32	34	46	39	39	34	31	29	0

Line Item 7010-0033 Literacy and Early Literacy Programs											
FY15 Number of children by grade and school											
			Early Elementary				Upper Elementary		Middle School		
District	School	Total	K	GR1	GR2	GR3	GR4	GR5	GR6	GR7	GR8
Northampton	Bridge Street	227	31	33	40	38	40	45	0	0	0
	Jackson Street	316	48	59	57	43	61	48	0	0	0
	Leeds	335	47	55	54	56	63	60	0	0	0
	R. K. Finn Ryan Road	235	33	36	42	39	43	42	0	0	0
Northbridge	Northbridge Elementary	389	188	201	0	0	0	0	0	0	0
	W. Edward Balmer	569	0	0	173	203	193	0	0	0	0
Orange	Dexter Park	333	0	0	0	69	80	99	85	0	0
Oxford	Alfred M Chaffee	433	138	134	161	0	0	0	0	0	0
	Clara Barton	306	0	0	0	158	148	0	0	0	0
	Oxford Middle	601	0	0	0	0	0	144	153	144	160
Palmer	Old Mill Pond	562	103	102	118	111	128	0	0	0	0
Peabody	Captain Samuel Brown	358	51	61	54	69	64	59	0	0	0
	Center	410	65	69	80	66	55	75	0	0	0
	J Henry Higgins Middle	1,268	0	0	0	0	0	0	426	409	433
	John E Burke	286	41	48	38	55	51	53	0	0	0
	John E. McCarthy	211	39	35	33	35	38	31	0	0	0
	South Memorial	373	66	66	59	61	66	55	0	0	0
	Thomas Carroll	586	84	105	132	93	88	84	0	0	0
	West Memorial	227	26	39	33	30	52	47	0	0	0
Quincy	William A Welch Sr	313	58	64	43	50	50	48	0	0	0
	Atherton Hough	265	44	40	38	43	58	42	0	0	0
	Beechwood Knoll Elementary	369	64	52	61	65	60	67	0	0	0
	Bernazzani	357	54	64	56	68	52	63	0	0	0
	Merrymount	365	60	54	60	68	53	70	0	0	0
	Montclair	399	64	70	64	75	68	58	0	0	0
	Point Webster	348	0	0	0	0	0	89	83	77	99
	Squantum	357	66	61	56	58	52	64	0	0	0
	Sterling	325	0	0	0	0	0	92	81	86	66
Wollaston	349	52	65	60	51	68	53	0	0	0	

Line Item 7010-0033 Literacy and Early Literacy Programs											
FY15 Number of children by grade and school											
			Early Elementary				Upper Elementary		Middle School		
District	School	Total	K	GR1	GR2	GR3	GR4	GR5	GR6	GR7	GR8
Randolph	Donovan	428	73	74	74	73	64	70	0	0	0
	JFK	355	64	73	60	59	50	49	0	0	0
	Lyons	300	46	48	47	57	46	56	0	0	0
	Randolph Community Middle	690	0	0	0	0	0	0	235	233	222
	Young	348	65	57	63	49	59	55	0	0	0
Revere	A.C.Whelan	693	86	122	109	122	141	113	0	0	0
	Abraham Lincoln	600	94	115	114	88	90	99	0	0	0
	Beachmont Veterans Memorial	365	71	71	64	52	47	60	0	0	0
	Garfield Elementary	700	116	129	143	118	100	94	0	0	0
	Paul Revere	490	78	93	97	79	76	67	0	0	0
	William McKinley	564	98	113	99	80	98	76	0	0	0
Rockland	Jefferson School	363	198	46	43	42	34	0	0	0	0
	Memorial Park	200	0	64	47	43	46	0	0	0	0
	R Stewart Esten	325	0	95	76	70	84	0	0	0	0
Salem	Bates	302	57	52	58	46	48	41	0	0	0
	Collins Middle	595	0	0	0	0	0	0	194	209	192
	Horace Mann Laboratory	305	58	55	59	36	44	53	0	0	0
	Nathaniel Bowditch	548	58	54	67	67	74	65	45	51	67
	Saltonstall School	365	40	42	32	46	46	47	37	52	23
	Witchcraft Heights	502	86	96	87	75	92	66	0	0	0
Saugus	Douglas Waybright	212	18	31	44	38	40	41	0	0	0
	Lynnhurst	252	36	35	55	36	49	41	0	0	0
	Oaklandvale	232	26	48	39	35	34	50	0	0	0
	Veterans	542	72	93	83	98	93	103	0	0	0
Seven Hills Charter Public (District)	Seven Hills Charter	667	90	90	84	84	81	72	58	58	50
Spencer-East Brookfield	East Brookfield Elementary	190	24	29	25	27	33	24	28	0	0
	Knox Trail Junior High	345	0	0	0	0	0	0	94	116	135
	Lake Street	218	110	108	0	0	0	0	0	0	0
	Wire Village	427	0	0	113	116	108	90	0	0	0

Line Item 7010-0033 Literacy and Early Literacy Programs											
FY15 Number of children by grade and school											
			Early Elementary				Upper Elementary		Middle School		
District	School	Total	K	GR1	GR2	GR3	GR4	GR5	GR6	GR7	GR8
Stoughton	Helen Hansen Elementary	270	46	36	54	48	49	37	0	0	0
	Joseph H Gibbons	350	60	64	56	65	52	53	0	0	0
	Joseph R Dawe Jr Elementary	368	63	64	54	74	56	57	0	0	0
	South Elementary	259	41	43	47	45	43	40	0	0	0
	West Elementary	356	59	51	63	74	54	55	0	0	0
Taunton	Bennett	352	56	79	72	79	66	0	0	0	0
	Chamberlain	546	107	120	114	107	98	0	0	0	0
	East Taunton	599	113	111	123	124	128	0	0	0	0
	Elizabeth Pole	611	112	121	127	135	116	0	0	0	0
	Galligan	266	52	49	53	61	51	0	0	0	0
	Hopewell	332	66	61	69	73	63	0	0	0	0
	Mulcahey	460	107	91	97	76	89	0	0	0	0
Tewksbury	Heath-Brook	365	104	140	121	0	0	0	0	0	0
	John F. Ryan	600	0	0	0	0	0	304	296	0	0
	L F Dewing	392	130	121	141	0	0	0	0	0	0
	Louise Davy Trahan	242	0	0	0	114	128	0	0	0	0
	North Street	307	0	0	0	161	146	0	0	0	0
Tyngsborough	Tyngsborough Elementary	746	103	134	110	115	142	142	0	0	0
Ware	Stanley M Koziol Elementary	413	90	101	115	107	0	0	0	0	0
	Ware Middle	313	0	0	0	0	102	97	114	0	0
Wareham	Wareham Middle	794	0	0	0	0	0	196	194	215	189
Webster	Park Avenue Elementary	454	154	159	141	0	0	0	0	0	0
	Webster Middle	604	0	0	0	131	157	160	156	0	0
West Springfield	Cowing	0	0	0	0	0	0	0	0	0	0
	John Ashley	242	242	0	0	0	0	0	0	0	0
	John R Fausey	438	0	99	72	89	107	71	0	0	0
	Memorial	215	0	39	55	40	42	39	0	0	0
	Mittineague	145	0	31	31	32	24	27	0	0	0
	Philip G Coburn	502	61	105	100	79	75	82	0	0	0
	Tatham	231	0	39	45	48	45	54	0	0	0
Weymouth	Abigail Adams MS	966	0	0	0	0	0	496	470	0	0

Line Item 7010-0033 Literacy and Early Literacy Programs											
FY15 Number of children by grade and school											
			Early Elementary				Upper Elementary		Middle School		
District	School	Total	K	GR1	GR2	GR3	GR4	GR5	GR6	GR7	GR8
Winchendon	Memorial	299	87	103	109	0	0	0	0	0	0
	Toy Town Elementary	278	0	0	0	93	91	94	0	0	0
Worcester	Goddard School/Science Technical	441	52	66	66	77	54	50	76	0	0
	Rice Square	428	69	60	77	60	63	58	41	0	0
	Wawecus Road	152	17	24	24	19	24	25	19	0	0
	Woodland Academy	598	113	107	83	100	71	66	58	0	0

Line Item 7010-1005 Reading Recovery		
FY15 Number of children served by grade and school		
District	School	GR 1
Cambridge	Amigos Elementary	8
Boston	Baldwin Early Learning Center	8
Cambridge	Baldwin Elementary	8
Benjamin Banneker Charter School		10
Boston	Boston Teachers' Union	4
Springfield	Broad Brook Elementary	8
Cambridge	Cambridgeport Elementary	8
Peabody	Caroll Elementary	8
Peabody	Center Elementary	14
Easthampton	Center	8
Lowell	Charlotte M. Murkland Elementary	7
Agawam	Clark Elementary	20
Agawam	Clifford M. Granger Elementary	8
Haverhill	Consentino Elementary	4
Weston	Country	9
Deerfield	Deerfield Elementary	8
Springfield	Dorman Elementary	9
Springfield	Dryden Memorial	8
Ludlow	East St Elementary	8
Brookline	Edward Devotion	9
Boston	West Zone ELC	8
Boston	Ellis Mendell Elementary	7
Dennis-Yarmouth	Ezra H. Baker Elementary	35
West Springfield	Fausey Elementary	16
Plymouth	Federal Furnace Elementary	20
Cambridge	Fletcher-Maynard Academy	8
Sandwich	Forestdale Elementary	16
Newburyport	Francis T. Bresnahan Elementary	13
Springfield	Freedman Elementary	8
Springfield	Gerena Elementary	31
Springfield	Glenwood Elementary	16
Cambridge	Graham and Parks	8
Wakefield	Greenwood	5
Cambridge	Haggerty Elementary	8
Boston	Haley Elementary	8
Sandwich	Henry T. Wing	14
Hilltown Cooperative Charter		4
Springfield	Indian Orchard	17

Line Item 7010-1005 Reading Recovery		
FY15 Number of children served by grade and school		
District	School	GR 1
Boston	J. M. Curley Elementary	4
Boston	John D. Philbrick	4
Cambridge	Kennedy-Longfellow Elementary	14
Springfield	Kensington Ave	4
Cambridge	Martin Luther King, Jr.	10
Central Berkshire Regional	Kittredge	2
Cambridge	King Open	8
Dennis-Yarmouth	M. E. Small Elementary	20
Plymouth	Manomet Elementary	8
Easthampton	Maple Elementary	9
Springfield	Margaret C. Ells	4
Springfield	Mary M. Lynch	10
Boston	Mason Elementary	8
Boston	Mather Elementary	16
Boston	Mattahunt Elementary	4
West Springfield	Memorial Elementary	8
West Springfield	Mittineague	8
Cambridge	Morse Elementary	6
Westford	Nabnasset Elementary	9
Oak Bluffs	Oak Bluffs Elementary	6
Sandwich	Oak Ridge	14
Boston	Orchard Gardens Elementary	24
Cambridge	Peabody Elementary	7
Haverhill	Pentucket Lake Elementary	17
Agawam	Phelps Elementary	16
West Springfield	Phillip Coburn Elementary	12
Triton Regional	Pine Grove	3
South Hadley	Plains Elementary	8
Boston	Quincy Elementary	8
Westford	Rita Edward Miller	9
Westford	Robinson Elementary	10
Agawam	Robinson Park Elementary	8
Rochester	Rochester Memorial	8
Marion	Sippican Elementary	16
Plymouth	South Elementary	15
Dennis-Yarmouth	Station Avenue Elementary	20
Springfield	Sumner Avenue Elementary	10
Sunderland	Sunderland Elementary	8

Line Item 7010-1005 Reading Recovery		
FY15 Number of children served by grade and school		
District	School	GR 1
West Springfield	Tatham Elementary	4
Haverhill	Tilton Elementary	10
Cambridge	Tobin Elementary	7
Springfield	Warner Elementary	14
Pioneer Valley Regional	Warwick Community	2
Plymouth	West Elementary	7
Westhampton	Westhampton Elementary	8
Whately	Whately Elementary	6
Winchester	Winchester Elementary	10
Weston	Woodland Elementary	16
Southwick-Tolland-Granville Regional	Woodland	15
Springfield	Zanetti Montessori	20
Total		910