



Transitioning English Language Learners in Massachusetts: An Exploratory Data Review

March 2012



*This document was prepared by the
Massachusetts Department of Elementary and Secondary Education*

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Commissioner

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Foreword

The Department of Elementary and Secondary Education commissioned this paper to explore several questions about students who are English language learners (ELL) in Massachusetts:

- For how many years is a typical ELL student in Massachusetts classified as limited English proficient (LEP)?
- How much variation is there in the number of years it takes to exit a student from ELL services and LEP status, and does this suggest different policies and practices at the district level?
- How do formerly LEP students perform on MCAS tests relative to the number of years they were classified as LEP, and do they perform better if they exited LEP status relatively sooner than later?
- How predictive are MEPA scores in determining when ELL students transition out of LEP status?

The following paper reviews the data that bear on these questions to help identify successful approaches for transitioning ELL students out of LEP status and into the general education program. The Department thanks Charles DePascale of the National Center for the Improvement of Educational Assessment for undertaking this work and presenting his findings.

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Executive Summary

Between 2002 and 2011 the English language learner (ELL) population in Massachusetts grew from approximately 49,000 to approximately 71,000 students. This has increased the percentage of ELL students in Massachusetts schools from 4.7 percent to 7.1 percent over the same time period. The purpose of this paper is to gather and analyze information about the state's ELL population to help determine the best way to transition students out of ELL services. Following is a summary of the results presented in the five sections of the paper.

Section I describes the ELL population in Massachusetts, looking at categories such as grade level, low-income status, race/ethnicity, and disability status. It also provides an overview of which districts ELL students are enrolled in.

- Nearly 50 percent of ELL students are enrolled in grades PK–3. The number of ELL students decreases steadily from grades 1 to 12 except for a single spike in enrollment at grade 9.
- The largest racial category for ELL students was White (55 percent), followed by Black (21 percent) and Asian (18 percent). Ethnically, 56 percent of ELL students were identified as Hispanic.
- In 2011, 79 percent of ELL students were classified as low-income, and 15 percent of ELL students were classified as students with disabilities.
- The majority of ELL students (51 percent) are enrolled in just five districts: Boston (23 percent), Worcester (11 percent), Lowell (7 percent), Springfield (5 percent), and Lawrence (5 percent). Five other districts (Brockton, Lynn, Holyoke, Framingham, and Quincy) have over 1,000 ELL students.

Section II addresses how long, on average, ELL students have been classified as limited English proficient (LEP). It also analyzes how many years students are classified as LEP before they transition out of LEP status, and at what grade level they are transitioning.

- In 2011, the average number of years that an ELL student had been classified as LEP was 3.5. The middle 50 percent had been classified as LEP between 2 and 5 years. Between grades 4 and 12, the mean number of years ranged from 4.1 (at grade 4) to 4.8 (at grade 8).
- Transition rates across grade levels ranged from 10 percent at grade 1 to 23 percent at grade 5. The highest rates of transition are seen between grades 4 and 8, and then transition rates decline throughout the high school grades.
- For students who transitioned in 2011, the average number of years classified as LEP was 3.7 compared to 4.0 for students who did not transition.
- From 2010 to 2011, districts with fewer than 30 LEP students had an overall transition rate of 34 percent. Districts with between 30 and 99 LEP students had an overall transition rate of 25 percent, and those with 100 or more LEP students had an overall transition rate of 14 percent.

Section III examines the relationship between MCAS performance and transitioning, looking at 2010 and 2011 MCAS results to compare transitioned students with non-transitioned students. The metric used for comparison was the percentage of students scoring *Proficient* or *Advanced*.

- In 2010 transitioned, or formerly LEP (FLEP), students scored 33 percentage points better than non-transitioned students in English language arts (50 percent vs. 17 percent) and 22 percentage points better in mathematics (44 percent vs. 22 percent).

- In 2011, FLEP students scored 34 percentage points better in English language arts (57 percent vs. 23 percent) and 24 percentage points better in mathematics (46 percent vs. 22 percent).

Section IV examines whether students benefit from early transition, looking at MCAS performance between 2007 and 2011 for students who transitioned before the 2006–2007 school year, to see how these students performed over time after the transition.

For students in grades 1–6 who transitioned before the 2006–2007 school year, a comparison between their mean scaled MCAS mathematics scores and the mean scores for the state as a whole reveal a gap of 3 points or more across all grades, as well as the following:

- There appears to be no steady pattern of increase or decrease in the scaled score gap over time.
- The scaled score gap appears to be larger when students are transitioned later. The gap is clustered around 8 to 9 points for students transitioned at grades 5 and 6, 5 to 7 points for students transitioned at grades 3 and 4, and 3 to 5 points for students transitioned at grades 1 and 2.
- The gap appears to be larger for students in their initial year of transition than in subsequent years.

For English language arts, similar patterns are seen, including the presence of a scaled score gap across all grades, larger gaps when students are transitioned at higher grade levels, and a larger gap in the initial year of transition than in subsequent years. One difference is that, unlike the mathematics gap, the English language arts gap appears to decline over time for several of the grade-level cohorts (particularly grades 3–4 and 5–6).

When comparing the percentage of transitioned students scoring *Proficient* or *Advanced* on the MCAS with the percentage of students in the state scoring *Proficient* or *Advanced*, similar results emerge.

Next, the section looks at MCAS performance over time based on years in Massachusetts schools at the time of transition from LEP status in 2006–2007. Rather than comparing transitioned students with the state as a whole, this part looks at the percentage of transitioned students scoring *Proficient* or *Advanced* who have been enrolled in Massachusetts schools for 1, 2, 3, 4, or 5 years.

- For both mathematics and English language arts, there is a general trend of increasing performance from 2007 to 2011.
- A relatively large gap in performance between the 1-year and 5-year cohorts in 2007 narrows substantially by 2011.
- Across all cohorts, the percentage of transitioned students performing at the *Proficient* or *Advanced* levels in mathematics increased by 13 points, from 36 percent in 2007 to 49 percent in 2011. In English language arts, the percentage increased by 23 points, from 42 percent to 65 percent.

Comparison with statewide results indicates that although the gap between transitioned students and the state as a whole is decreasing in the five years after the transition, it is still significant.

Finally, the section looked at district-level results to analyze patterns that might emerge based on two factors—percentage of students transitioned (Transition) and mean years to transition (Years). Districts were placed in one of four categories: High Transition-High Years, High Transition-Low Years, Low Transition-High Years, or Low Transition-Low Years. Then MCAS performance was examined for transitioned students in each of the four categories.

- In English language arts there was no clear relationship between 2007 MCAS performance and Transition Percent or Years to Transition. However, in 2011 performance was somewhat better for low Years to Transition and for high Transition Percent. The highest combined category was High Transition-Low Years.
- In mathematics, both the 2007 and 2011 MCAS results showed a similar result, that the best performance was in the High Transition-Low Years category.

There are preliminary indications of a relationship between earlier transition and higher performance, but it is too soon to reach a definitive conclusion.

Section V explores the relationship between transitioning from LEP status and performance on the Massachusetts English Proficiency Assessment (MEPA). Overall there is a strong relationship between transitioning from LEP status and performance on the MEPA, which places students into five performance levels from Level 1 to Level 5. For students scoring at Levels 1, 2, and 3 on the spring 2010 MEPA, the rates of transition were 5 percent or lower, and for Level 4 students, the rate of transition was 14 percent. For Level 5 students, the rate of transition was 46 percent. Thus, despite the large jump in rate of transition, more than half of the students performing at Level 5 on the spring 2010 MEPA—a level that should indicate solid English proficiency—were still classified as LEP in the fall of the 2010-2011 school year.

The study also found the following regarding the transitioning of Level 5 students:

- There is little difference in Level 5 transition rates across the grade levels.
- Level 5 transitioned students, on average, were enrolled in Massachusetts schools one year less than non-transitioned Level 5 students (4 years vs. 5 years).
- MEPA is broken into five different grade spans (K–2, 3–4, 5–6, 7–8, and 9–12). Within each grade span, Level 5 students in the earlier (or earliest) grade were transitioned at a higher rate than those in the other grades.
- The transition rates for Level 5 students categorized by race/ethnicity ranged from 50 percent for Hispanic students to 40 percent for Black students.
- MCAS scaled scores in both English language arts and mathematics were slightly higher for transitioned Level 5 students than non-transitioned ones.
- At the district level, there is little correlation between the number of Level 5 students in a district and the percentage of those students transitioned. For example, in the districts with more than 700 Level 5 students, transition rates range from 97 percent (Lynn) to 49 percent (Boston) to 20 percent (Worcester).

Despite the large gap between the percentage of students transitioned at Levels 1–4 and Level 5, students at Levels 1–4 represented almost half (45 percent) of the students transitioned. The percentage of transitioned students performing at each MEPA level decreases across levels from 55 percent (Level 5), to 30 percent (Level 4), to 11 percent (Level 3) to 3 percent (Level 2) to 1 percent (Level 1).

Introduction

During the 2010–2011 school year, there were 70,979 students classified as limited English proficient (LEP) enrolled in grades PK–12 in Massachusetts public schools. An additional 18,502 students were classified as formerly limited English proficient (FLEP) indicating that they had been classified as LEP within the previous two years. Although the majority (45,204) of those LEP and FLEP students (89,481 total) are enrolled in just six school districts, there are students classified as LEP or FLEP in 358 districts, charter schools, and other programs across the state. Similarly, although nearly half of the students classified as LEP are enrolled in grades PK–3 (47.5 percent), there are students with limited English proficiency in all grades PK–12.

The English language learner (ELL) population has grown considerably in the last decade both in terms of the raw number of students and the percentage of the total student population they represent. The 70,979 ELL students enrolled in 2010–2011 represent a 44 percent increase from the number of students classified as LEP in 2001–2002. The 44 percent increase in the number of students classified as LEP combined with a 3 percent decline in overall PK–12 enrollment has resulted in the percentage of students classified as LEP increasing from 4.7 percent in 2001–2002 to 7.1 percent in 2010–2011.

A common goal across all school districts and instructional programs is to help ELL students acquire the English language skills they need to participate fully and perform successfully in a general education program as quickly as possible. Educational research is unclear, however, on what “as quickly as possible” means with regard to transitioning students with limited English proficiency, and practices vary significantly across schools and districts. The purpose of the analyses described in this report is to begin a process that will identify successful approaches to transitioning ELL students and help to determine best practices that will enable students with limited English proficiency to be successfully and efficiently integrated into the general education program.

The analyses described here are divided into five major sections. Section 1 includes basic descriptive information on who the ELL students are, where they are, and how long they remain classified as limited English proficient. Section 2 contains initial information on local transitioning statistics indicating how long students are classified as LEP. Section 3 includes initial analyses examining the relationship between student performance on the Massachusetts Comprehensive Assessment System (MCAS) tests and student transitioning. Section 4 contains analyses examining whether students benefit from early transitioning with regard to performance on the MCAS. Section 5 contains analyses examining the relationship between local transitioning statistics and student performance on the Massachusetts English Proficiency Assessment (MEPA).

Exploratory Data Review

As mentioned above, the analyses described in this study are intended to be the first step in a larger process of understanding the make-up and distribution of the ELL population in Massachusetts, and identifying best practices in the acquisition of skills for transition. The analyses were designed to address a set of specific questions:

1. Who are the English language learners?
2. How long are students classified as limited English proficient?
3. Is there a relationship between MCAS performance and ELL status?
4. Over time, do students benefit from transitioning earlier or staying classified as ELL longer?
5. What is the relationship between MEPA performance and transition from ELL status?

Data Sources

All data used in these analyses were provided by the Massachusetts Department of Elementary and Secondary Education (the Department). The primary source for information related to student classification as limited English proficient (LEP) was a student-level data file containing records for all enrolled students classified as LEP at any point from the 2001–2002 school year through the beginning of the 2010–2011 school year. The primary sources for student achievement data were student-level files containing results from MCAS and MEPA administrations.

In addition to those student-level data files provided directly by the Department for the purpose of these analyses, additional publicly available data files posted on the Department website (www.doe.mass.edu) were also accessed for enrollment information such as total annual ELL enrollment and total annual PK–12 enrollment for all students by state and district.

SIMS file

The SIMS file is a student-level file containing records for 225,885 students classified as LEP between 2002 and 2011. For each student the file contains information drawn from the Student Information Management System (SIMS). The Department selected particular elements relevant to LEP classification from the complete set of 52 SIMS data elements. Identifying information such as state-assigned student identifier (SASID), school identification number, and grade level were provided for all students. Additional demographic, background, and program information provided in the file included the following:

- Gender
- Race/ethnicity
- Low-income status
- Special Education (ages 3–5)
- Special Education (ages 6–21)
- Enrollment status
- Limited English proficiency

MCAS files

The MCAS files contained student-level results from the annual MCAS test administrations for students in grades 3 through 8 and high school. MCAS results were provided for tests in English language arts, mathematics, and science and technology/engineering (STE).¹ MCAS results used in these analyses included scaled score and achievement level. Identifying information such as SASID, school identification number, and grade level were provided for all students. The files also included background and demographic information drawn from SIMS, including several elements that overlapped with data in the Core SIMS file. Demographic, background, and program information contained in the MCAS files was only used for analyses requiring internal comparisons of MCAS results for students classified as LEP and other students within a given MCAS administration.

MEPA files

The MEPA files contained student-level results from the semiannual (fall and spring) MEPA administrations to students in grades K–12. MEPA results used in these analyses included scaled score and achievement level.

Results from the spring 2010 MEPA administration are used in the analyses contained in this report.

Transition

For this study a student was classified as “transitioned” when he or she was classified as LEP in one school year, was enrolled in a school district the following year, and was not classified as LEP by that school district for the following school year.

Data on student LEP classification is provided to the state by school districts at three points during the year—October, March, and June. A student’s LEP classification may change at any point during the year. However, in the large majority of cases, the re-classification occurs in the end-of-year data submission in June, or the beginning-of-year data submission in October. For the purposes of this report, both of those situations are classified as a transition from LEP classification. Four examples are provided in Table 1 for clarification.

¹ STE tests are only administered to students in grades 5, 8, and high school. STE test results were not used in these analyses.

Table 1 Four Examples of LEP Classification Across School Years and Transition Status				
Data Submission	Case 1: Continuous LEP classification	Case 2: End-of-year re-classification	Case 3: Beginning-of-year re-classification	Case 4: Not enrolled in following year
Oct 2009	LEP	LEP	LEP	LEP
March 2010	LEP	LEP	LEP	LEP
June 2010	LEP	Not LEP	LEP	Not LEP
Oct 2010	LEP	Not LEP	Not LEP	Not Enrolled
Transition Status	Not Transitioned	Transitioned	Transitioned	Not Transitioned

I. Who Are the English Language Learners?

This section of the report provides basic information on the students classified as LEP during the 2010–2011 school year. Student information is disaggregated by categories such as grade level², race/ethnicity, low-income status, and disability status.

The final analysis in this section identifies where the English learners are enrolled, providing enrollment information by school district and addressing the distribution of students across districts. In addition, school districts are classified into three categories (High Incidence, Low Incidence, Very Low Incidence) based on the number of their students classified as LEP. Those classifications will be used in subsequent sections of the report.

Grade Level

The number of students classified as LEP in 2011 decreases steadily from grades 1 through 12 with the exception of a single increase in enrollment at grade 9. Students in grade PK–2 account for 37.6 percent of English language learners; an additional 26.4 percent of students are enrolled in grades 3–5; 16.7 percent are enrolled in middle school grades 6–8; and the remaining 19.3 percent of students are enrolled in grades 9–12. LEP student enrollment by grade level is shown in Figure 1-1.

² In addition to grades 1–12, the following terms are used in charts.

PK: Pre-kindergarten

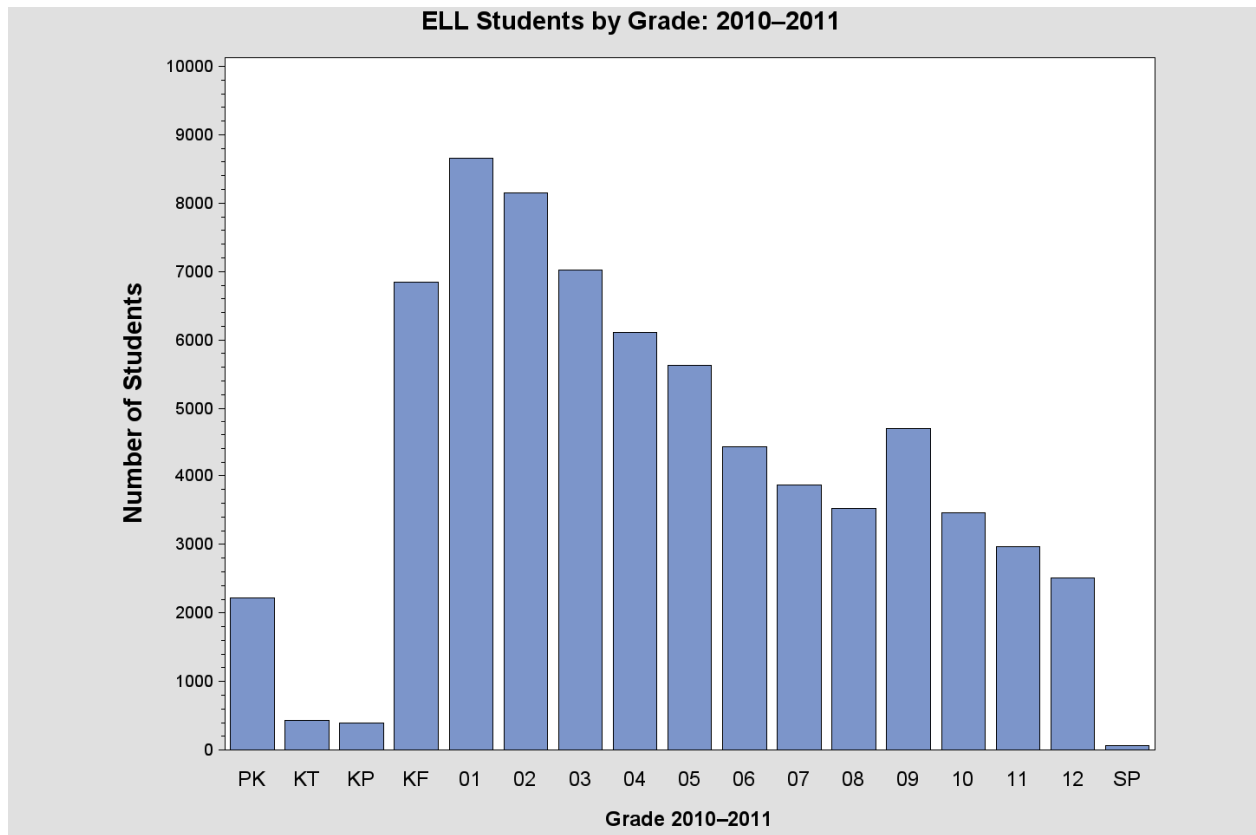
KF: Full-time kindergarten—child attends school or school-related activities over 25 hours per week and does not pay tuition.

KP: Part-time kindergarten—child attends school or school-related activities 25 hours or less per week.

KT: Full-time kindergarten, tuitioned—child attends school or school-related activities at least 25 hours per week, and pays tuition.

SP: Beyond grade 12 special education student

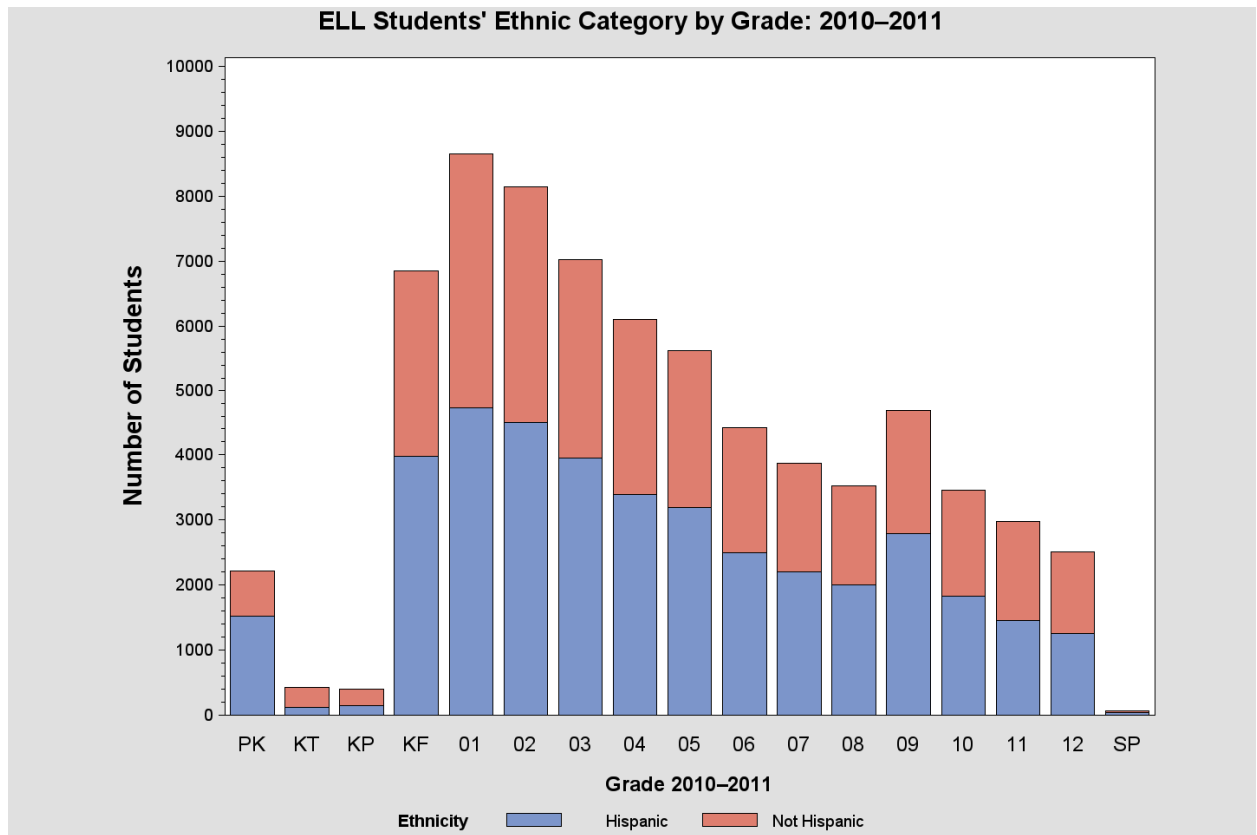
Figure 1-1



Race/Ethnicity

In 2011, 55.8 percent of the students classified as LEP were identified as ethnically Hispanic. With regard to racial category, the majority of students were identified as White (54.7 percent), followed by Black or African American (20.6 percent), Asian (17.9 percent), American Indian or Alaskan Native (2.99 percent), and White-Black (2.3 percent). The remaining 1.4 percent of students were distributed across 25 racial categories with each category containing less than one half-percent. A complete list of the number of students in each racial/ethnic category is provided in Appendix I-A. The distribution of students by ethnic category and grade level is shown in Figure 1-2.

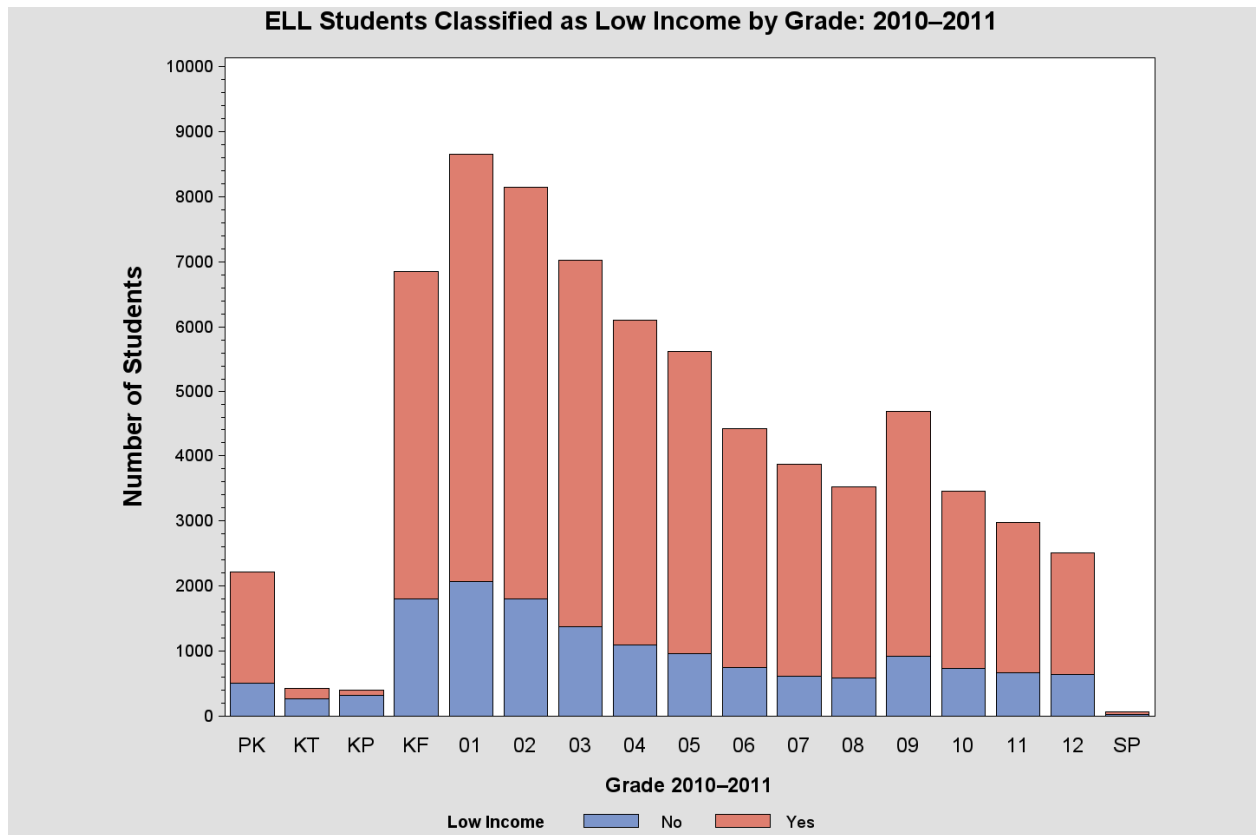
Figure 1-2



Low-Income Status

In 2011, 78.7 percent of student classified as LEP were also classified as low-income. The distribution of low-income English learners by grade level is shown in Figure 1-3

Figure 1-3

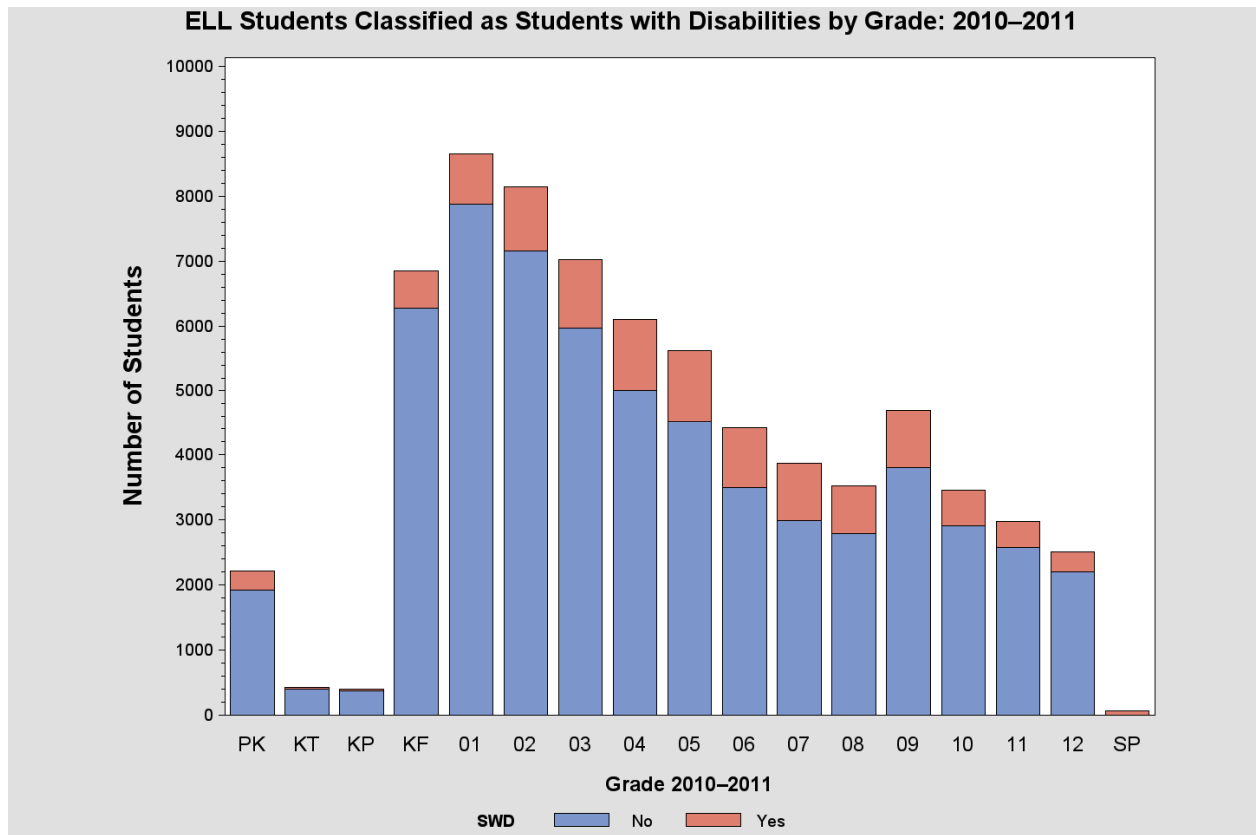


Students with Disabilities

Overall, 15.1 percent of the LEP students in 2010–2011 were also classified as students with disabilities.

Across grade levels, the percentage of LEP students classified as students with disabilities increases steadily from 8.3 percent in Kindergarten to 22.3 percent in grade 7 before decreasing from grades 8 through 12 to 12.4 percent. The distribution of students with disabilities by grade level is provided in Figure 1-4.

Figure 1-4

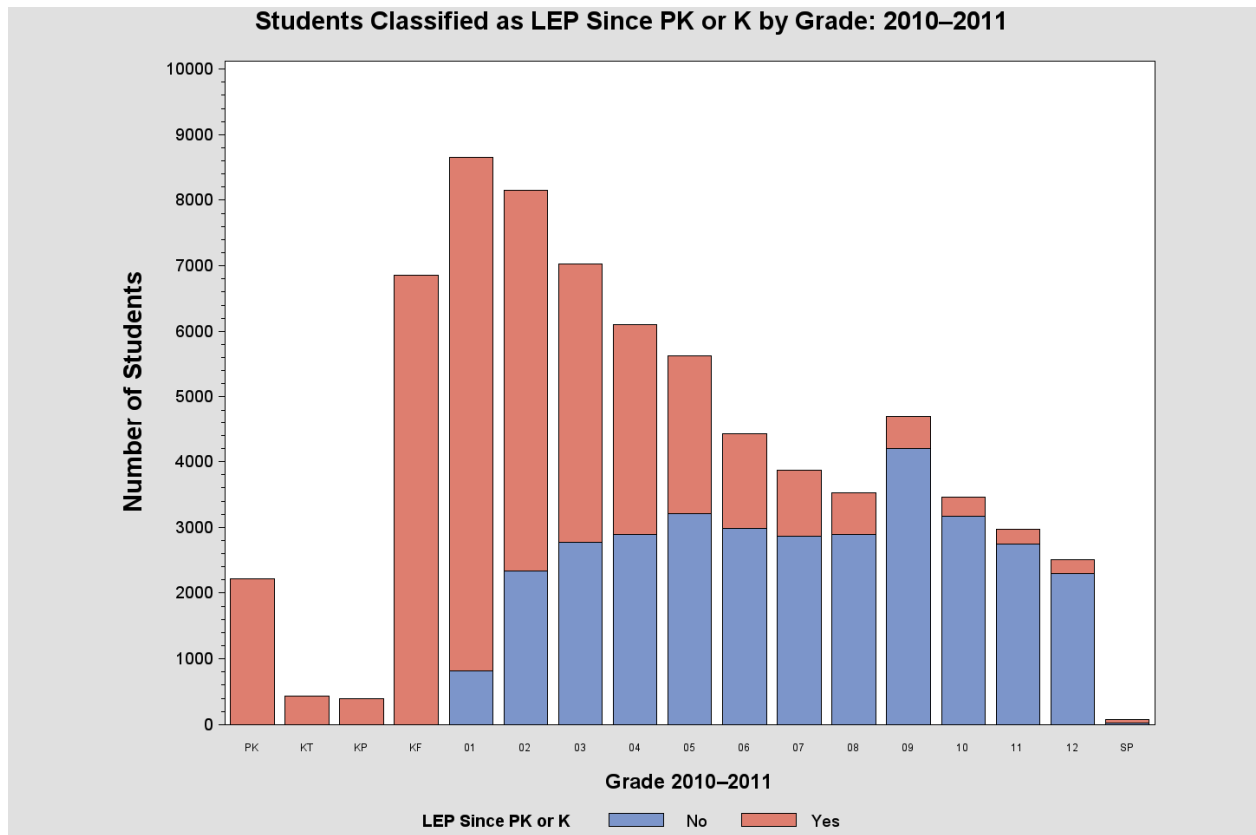


Initial Grade Level as LEP

Based on an analysis of years in Massachusetts schools at each grade level, it appears that slightly more than half (53.2 percent) of students classified as LEP in 2011 have been enrolled in Massachusetts schools and classified as LEP since pre-kindergarten or kindergarten. As expected, that percentage is highest at grade 1 (90.5 percent) and decreases steadily across grade levels. The percentage first drops below 50 percent at grade 5. At any given grade level through grade 8, the two most common entry points for students classified as LEP were PK/K or the preceding grade (i.e., students were entering their second year classified as LEP).

The distribution of students classified as LEP since pre-kindergarten or kindergarten is shown in Figure 1-5.

Figure 1-5



School Districts

The majority of students classified as LEP in 2011 were enrolled in just five school districts, with Boston (23.2 percent), Worcester (11.3 percent), Lowell (6.8 percent), Springfield (5.3 percent), and Lawrence (4.5) accounting for 51.2 percent of students classified as LEP. An additional five districts also enroll 1,000 or more students classified as LEP: Brockton, Lynn, Holyoke, Framingham, and Quincy. The remaining students classified as LEP in 2011 are distributed across an additional 314 school districts with 112 districts serving 10 or fewer English language learners.

In Table 1-1 school districts are classified into three categories based on the number of students classified as LEP that are enrolled. Districts with 100 students or more are classified as High Incidence. Districts with 30–99 students are classified as Low Incidence, and districts with 1–29 students are classified as Very Low Incidence.

Table 1-1 Number of Districts Classified by Level of LEP Incidence					
	Number of Districts	Number of Students	Grades PK–2	Grades 3–8	Grades 9–12
High Incidence (100 or more students)	65	65,450	24,561	28,346	12,453
Low Incidence (30–99 students)	65	3,587	1,527	1,400	660
Very Low Incidence (1–29 students)	194	1,942	613	824	505

A complete list of the number of students classified as LEP or FLEP by district is provided in Appendix I-B.

II. How Long are Students Classified as Limited English Proficient?

In this section of the report, we present analyses that examine factors such as the annual rate of transition, the number of years students are classified as LEP prior to transition, and grade level at the time of transition.

Transition Rate

As explained in the introduction to this report, a student's LEP classification and enrollment status in two consecutive school years are used in determining a transition status for the student. Students must be enrolled in a school district in both years to be classified as transitioned. That is, students who graduate or are no longer enrolled in public schools for any other reason are not considered transitioned.

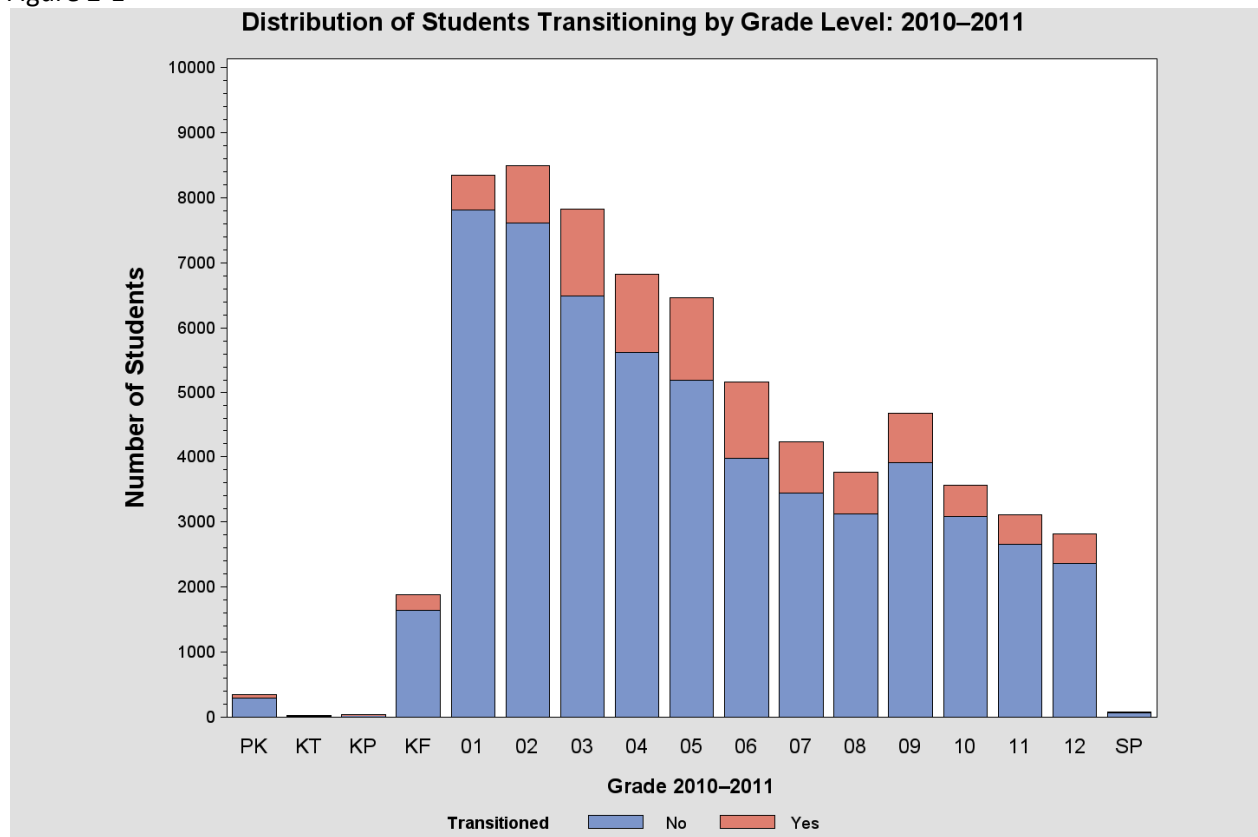
The statewide transition rate for each of the last nine years is provided in Table 2-1. Note that the total number of students included in the transition analysis between any two years is not equal to the total number of students classified as LEP in either year. Rather, it is the total number of LEP students in one year who are still enrolled in a public school the following year. For example, between 2010 and 2011 15.2 percent of students classified as LEP during the 2009–2010 school year were enrolled in a school district and not classified as LEP at the beginning of the 2010–2011 school year. Those are the students classified as transitioned from 2010 to 2011.

Table 2-1			
Annual Transition Rate: 2002 to 2003 through 2010 to 2011			
Years	Transition Rate (percent)	Number of Students Transitioned	Total Number of Students
2010 to 2011	15.2	10,304	67,632
2009 to 2010	15.9	9,514	59,926
2008 to 2009	16.9	9,836	58,174
2007 to 2008	21.0	12,338	58,905
2006 to 2007	18.2	9,948	54,824
2005 to 2006	20.7	10,635	51,410
2004 to 2005	23.9	12,202	51,035
2003 to 2004	30.4	16,155	53,153
2002 to 2003	26.2	14,250	53,546

Transitioning by Grade Level

Although the overall transition rate between 2010 and 2011 is 15.2 percent, there is variation in that rate across grade levels ranging from 10.1 percent at grade 1 to 23.0 percent at grade 5. Based on grade level in 2010, after an early surge in pre-kindergarten, the transition rate builds each year through grade 5. The highest rates of transition are found between grade 4 and grade 8. Lower transition rates are seen after the students enter high school. The frequency of students transitioned by grade level is provided in Figure 2-1.

Figure 2-1



Transitioning by Subgroup

There was some variation in the transition rate for key subgroups of students. With regard to ethnicity, the percentage of Hispanic students classified as LEP who transitioned from 2010 to 2011 was 15.1 percent compared with 17.5 percent of students whose ethnicity was not Hispanic.

Among the larger racial subgroups of students, the percentage of students transitioning was as follows: American Indian or Alaskan Native (18.6 percent); Asian (17.8 percent); Black or African American (13.0 percent); White (16.1 percent); and White-Black (23.4 percent).

In other subgroups, 14.5 percent of students with disabilities and 15.0 percent of low-income students transitioned from LEP status.

Number of Years Classified as LEP

Among the 70,979 students classified as LEP in 2011, the mean number of years classified as LEP including the 2010–2011 school year was 3.5, with a standard deviation (sd) of 2.24. The median was 3 years, and the middle 50 percent of students had been classified as LEP between 2 and 5 years. There was slight variation in the number of years across grade levels 4–12 with a peak at 4.8 years at grade 8.

For students with disabilities, the mean number of years classified as LEP was 5.2 (sd=2.7).

For low-income students, the mean number of years classified as LEP was 3.6 (sd=2.3).

With regard to ethnicity, the mean number of years classified as LEP for Hispanic students was 2.3 (sd= 2.3) and for non-Hispanic students was 3.9 (sd=2.0).

The mean number of years students were classified as LEP by grade level is provided in Figure 2-2. The distribution of number of years classified as LEP by grade level is provided in Figure 2-3.

Figure 2-2

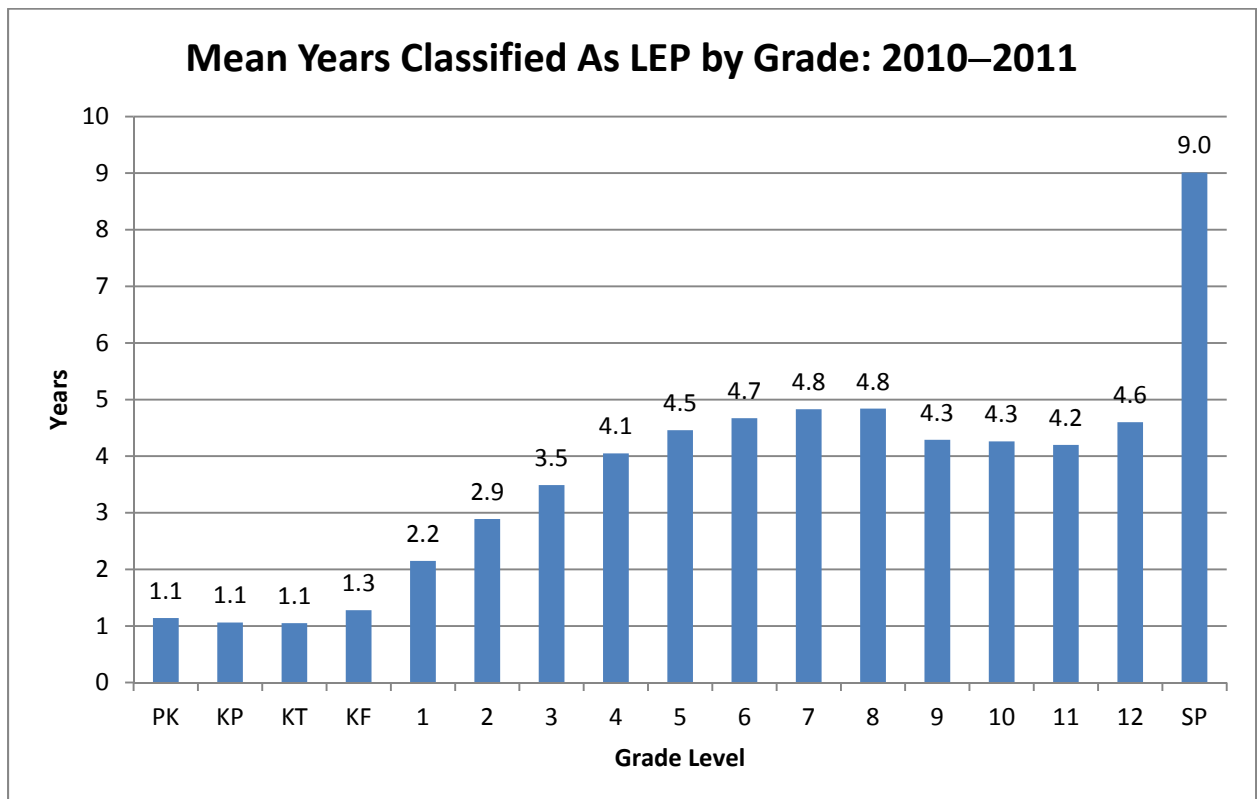
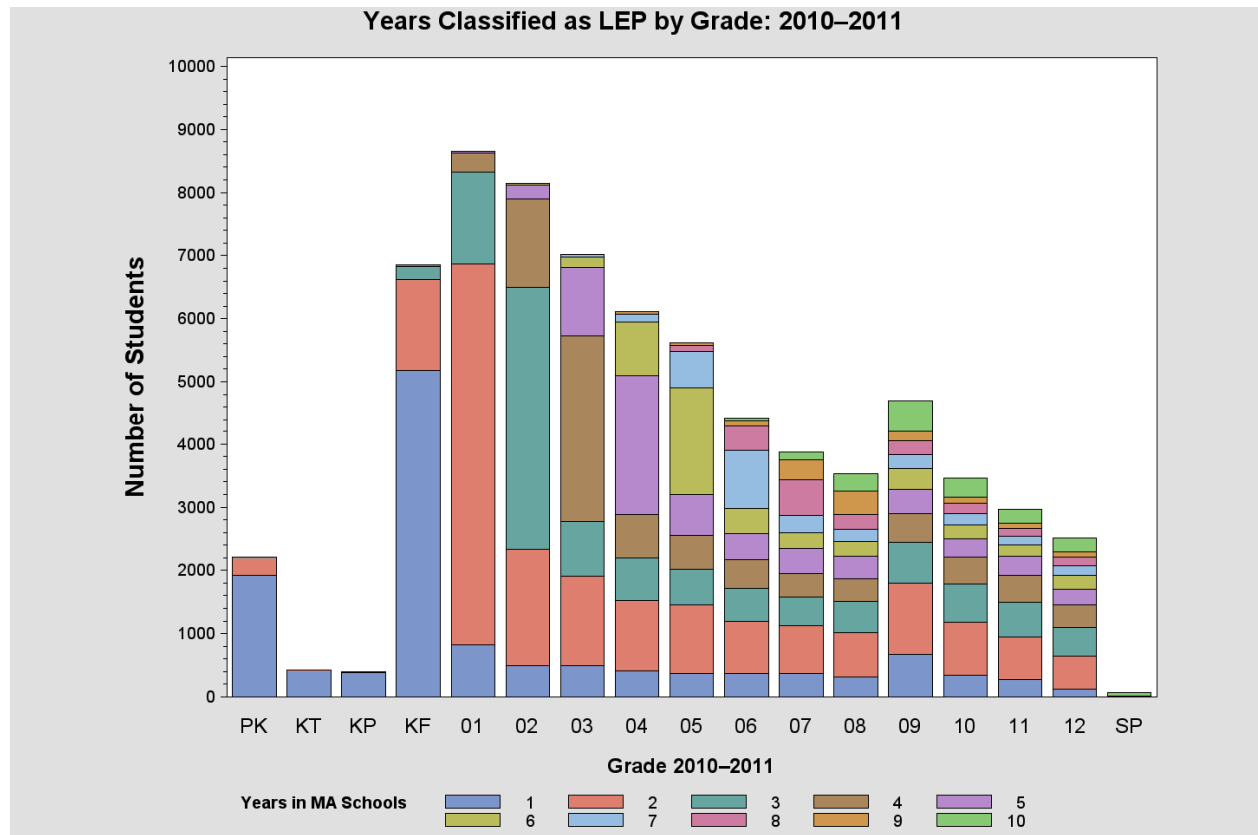


Figure 2-3



Number of Years to Transitioning

Between 2010 and 2011 there were 67,632 students eligible for transitioning from LEP classification (see Table 2-1). The mean number of years those students had been classified as LEP was 4.0 (sd=2.1). For those students who were transitioned in 2011 the mean number of years classified as LEP was 3.7 (sd=2.1), and for those students not transitioned the mean number of years was 4.0 (sd=2.1). The median number of years both groups of students were classified as LEP was 3, and the middle 50 percent of students had been classified as LEP between 2 and 5 years.

For students with disabilities, the mean number of years for those transitioned was 5.1 (sd=2.3) and for those not transitioned was 5.1 (sd=2.4).

The percentage of students transitioned by years in Massachusetts schools is provided in Table 2-2. The largest percentage for a given year is at 6 years in Massachusetts schools, but the total number of students classified as LEP at 6 years is significantly less than the number of students at 1–4 years.

Table 2-2 Percentage of ELL Students Transitioned by Years in Massachusetts Schools		
Years in School	Number of Students	Percent Transitioned
1	20,368	9.3
2	13,077	11.9
3	10,476	17.7
4	8,105	19.5
5	5,845	22.5
6	3,688	25.0
7	2,458	20.6
8	1,602	22.8
9	2,013	15.3

Number of Years and Transition Rate by District

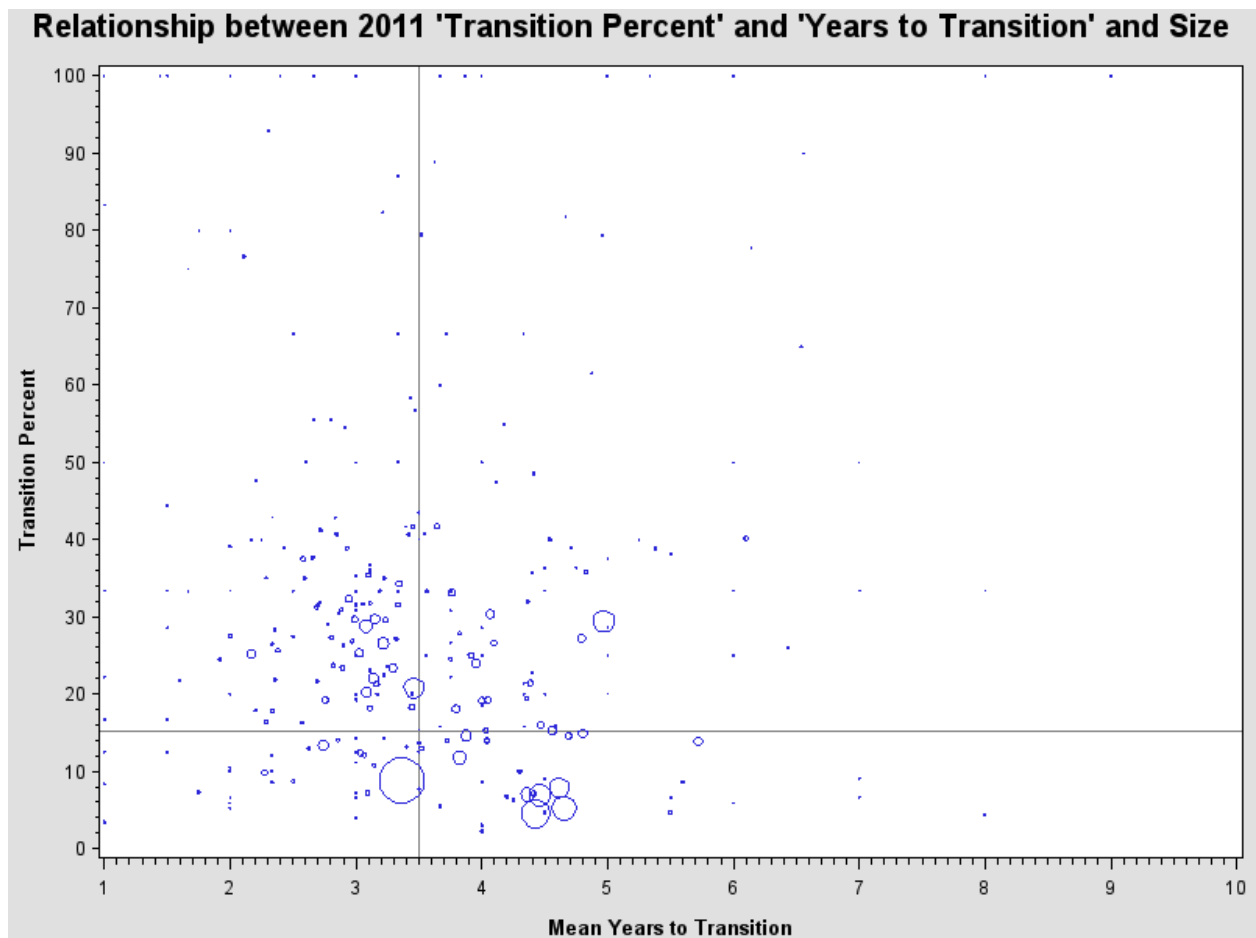
Of the 67,632 students eligible for transitioning from 2010 to 2011, 61,624 (91.1 percent) were enrolled in the High Incidence districts. Table 2-3 provides the percentage of students transitioned based on enrollment in districts at the three levels of incidence. The percentage of students transitioned increases as the level of incidence decreases, but recall that a large number of the Very Low Incidence districts have 10 or fewer students classified as LEP.

The mean number of years classified as LEP for transitioning students enrolled in High Incidence districts was 3.8 years, compared with 3.4 for those in Low Incidence districts and 3.40 for those in Very Low Incidence districts.

Table 2-3 Percentage of Students Transitioned and Mean Years at Transitioning by Level of Incidence			
Level	Number of Students	Percent Transitioned	Mean Years at Transitioning and Standard Deviation (sd)
High Incidence	61,624	13.9	3.8 (2.2)
Low Incidence	3,605	24.6	3.4 (2.0)
Very Low Incidence	2,315	34.1	3.4 (2.1)

Figure 2-4 shows the relationship between the percentage of students transitioned (Transition Percent), the mean number of years to transition, and the size of the districts. The relative size of the bubbles on the scatter plot indicates the number of students classified as LEP in the district. The data in the district-level graph is consistent with the student-level results provided above with regard to the percentage of students transitioned and mean number of years to transitioning based on level of incidence.

Figure 2-4



A complete list of districts with their transition rate and mean number of years to transitioning is provided in Appendix II-A.

III. Is there a Relationship between MCAS Performance and Transitioning?

In the analyses presented in this section of the report we examined the performance on the MCAS tests of those students who were transitioned in 2011 and those who were not transitioned. Student performance on the 2010 and 2011 MCAS administrations was used in these analyses.

The students used in these analyses were the 67,632 students eligible to be transitioned from LEP classification between 2010 and 2011. Of those students, 33,274 (49.2 percent) were enrolled in MCAS-tested grades 3, 4, 5, 6, 7, 8, and 10. The transition rate for students in the MCAS-tested grades was 18.7 percent, slightly higher than the overall transition rate.

Note that these analyses focus on performance immediately prior to and immediately after transition. Analyses in Section IV look at the performance of transitioned students over a longer period of time.

MCAS Performance and Transitioning

In this initial set of analyses we compare the 2010 and 2011 MCAS performance of students who were transitioned and those students who were not transitioned from 2010 to 2011. The 2010 MCAS administration would have occurred during the year in which the transition decision was being made, and the 2011 MCAS administration would have occurred the following year.

Table 3-1 contains information on the percentage of students performing at the Proficient or Advanced levels on the English language arts and mathematics MCAS tests. The results in Table 3-1 show a clear difference in the performance on the 2010 MCAS tests between those students who were transitioned from a classification as LEP and those students who were not transitioned. In terms of the percentage of students performing at the Proficient or Advanced levels on the MCAS tests, there was a gap of 33 percentage points between transitioned and non-transitioned students in English language arts and a gap of 22 percentage points in mathematics. A similar gap in each content area was also found one year later on the 2011 MCAS tests.

Table 3-1 Performance on the 2010 and 2011 MCAS Tests of Students Eligible to be Transitioned in 2010				
	English Language Arts		Mathematics	
	# tested	percent <i>Prof/Adv</i>	# tested	percent <i>Prof/Adv</i>
2010				
Transitioned	5,906	50.4	5,895	44.2
Non-transitioned	19,397	17.2	22,182	22.3
2011				
Transitioned	4,793	56.5	4,788	46.4
Non-transitioned	19,308	23.0	19,397	21.9

The results in Table 3-1 are based on an analysis of MCAS performance aggregates across all grade levels. In Figure 3-1 and Figure 3-2, results are examined by grade level.

Figure 3-1

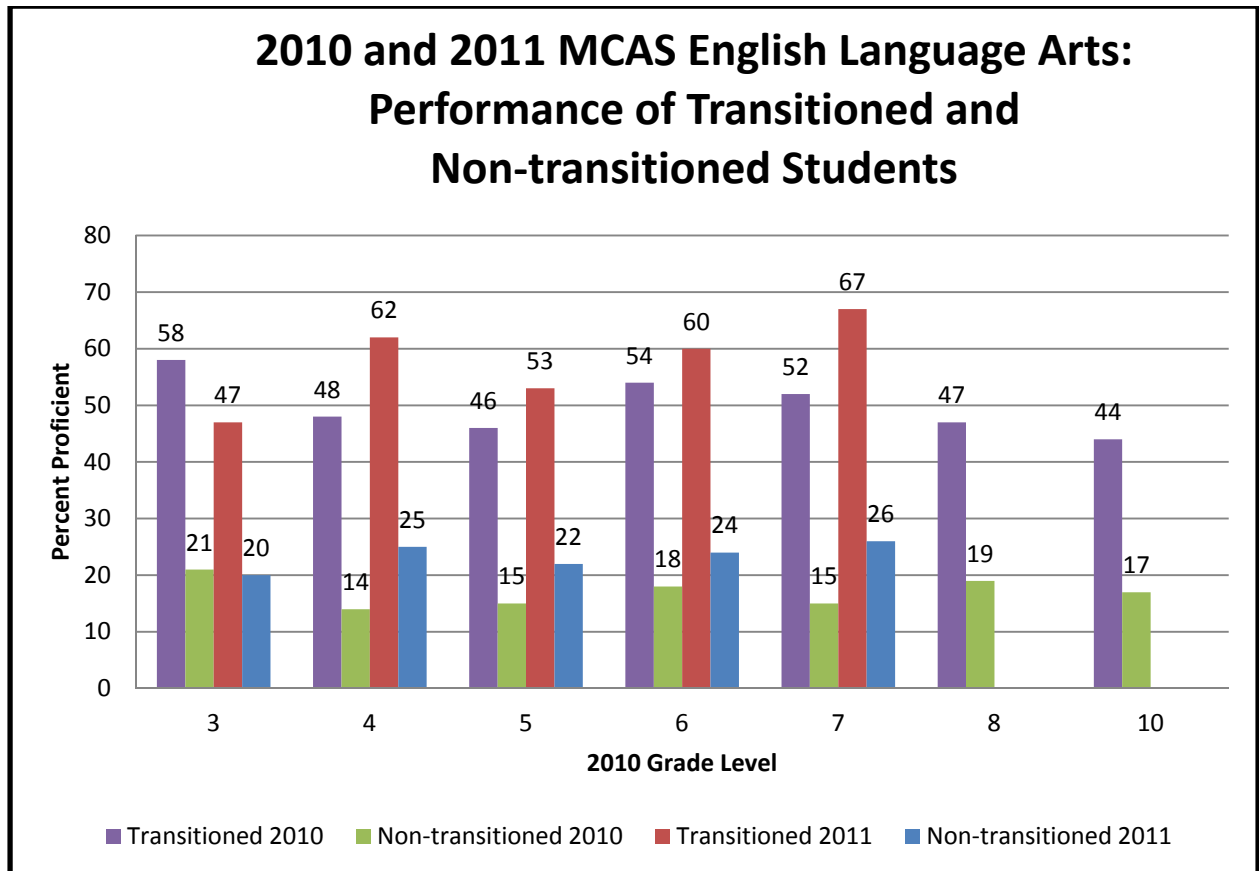
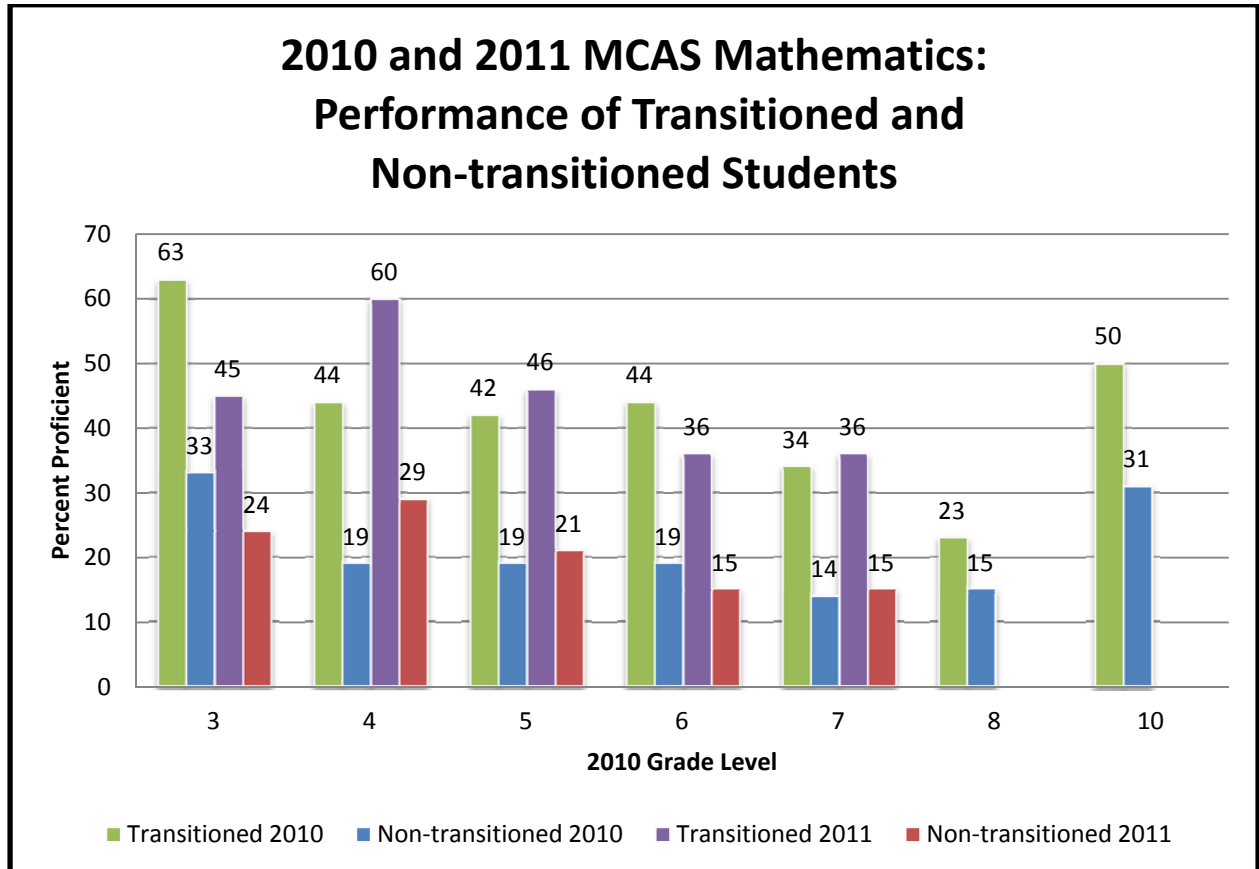


Figure 3-2



District Level MCAS Performance

In the final set of analyses in this section we examined district-level performance on the 2010 and 2011 MCAS tests. As in the analyses above, the focus was on comparing the performance of transitioned and non-transitioned students between 2010 and 2011. MCAS results are aggregated across all grade levels.

Table 3-2 contains results aggregated across High, Low, and Very Low Incidence school districts. Within each of the three incidence levels, the transitioned students had a higher percentage of students *Proficient* or *Advanced* than the non-transitioned students.

Table 3-2 Performance on the 2010 and 2011 MCAS Tests of Students Eligible to be Transitioned in 2010 By Level of Incidence				
High Incidence	English Language Arts		Mathematics	
2010	# tested	percent <i>Prof/Adv</i>	# tested	percent <i>Prof/Adv</i>
Transitioned	4,985	51.2	4,979	45.4
Non-transitioned	20,209	16.4	20,476	21.7
2011				
Transitioned	4,071	56.5	4,066	46.7
Non-transitioned	17,981	22.1	18,074	21.3
Low Incidence	English Language Arts		Mathematics	
2010	# tested	percent <i>Prof/Adv</i>	# tested	percent <i>Prof/Adv</i>
Transitioned	453	49.9	453	38.0
Non-transitioned	997	25.2	1035	30.0
2011				
Transitioned	333	56.5	335	42.7
Non-transitioned	801	33.2	799	31.5
Very Low Incidence	English Language Arts		Mathematics	
2010	# tested	percent <i>Prof/Adv</i>	# tested	percent <i>Prof/Adv</i>
Transitioned	417	44.4	412	38.6
Non-transitioned	641	27.9	660	30.0
2011				
Transitioned	341	56.9	340	47.1
Non-transitioned	517	36.2	515	30.5

Individual District Results

Figures 3-3 through 3-8 contain 2010 MCAS results for transitioned and non-transitioned students for individual districts. Graphs are provided for High Incidence and Low Incidence districts. Graphs are not provided for Very Low Incidence districts.

A list of results for all districts is provided in Appendix III-A.

Figure 3-3

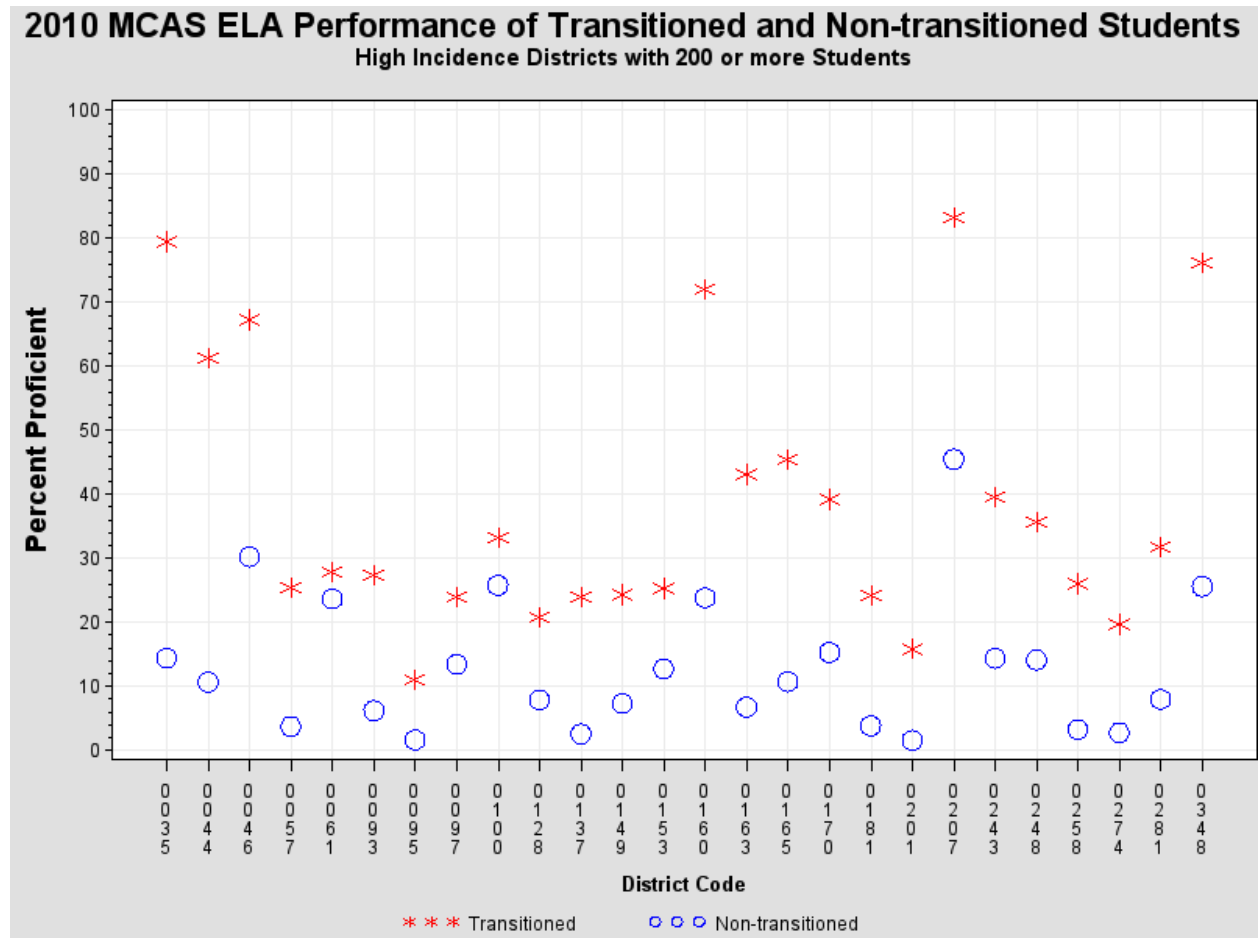


Figure 3-4

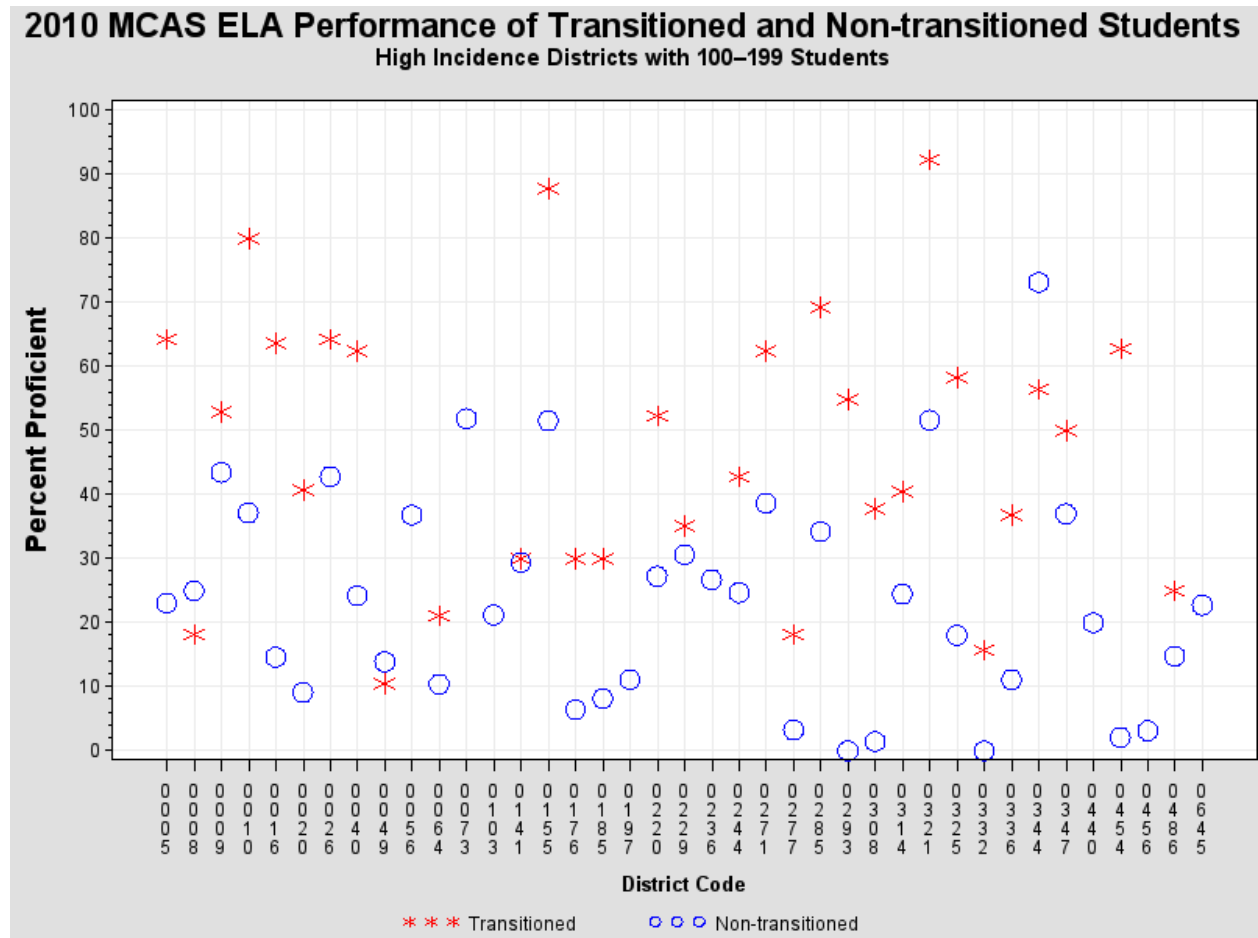


Figure 3-5

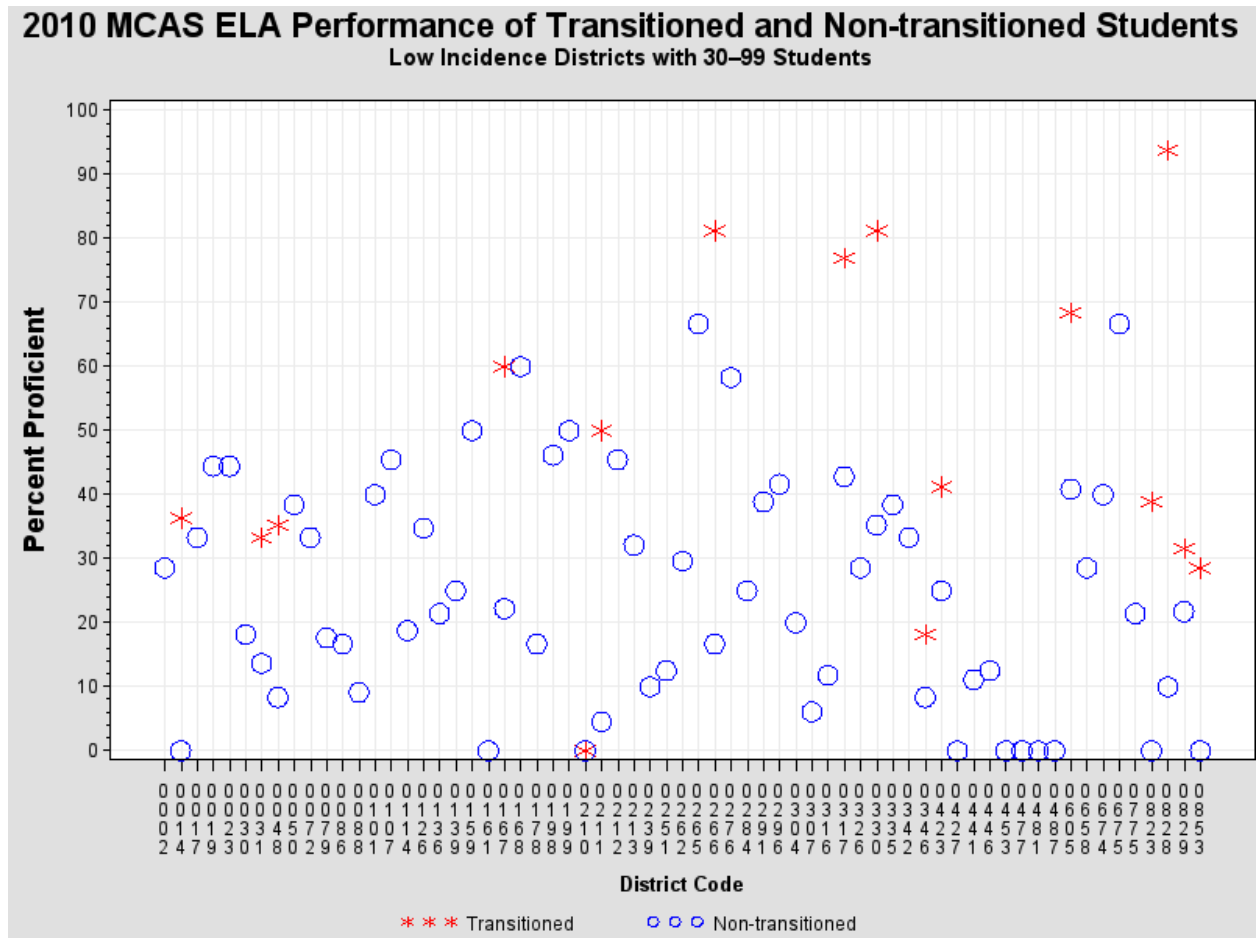


Figure 3-6

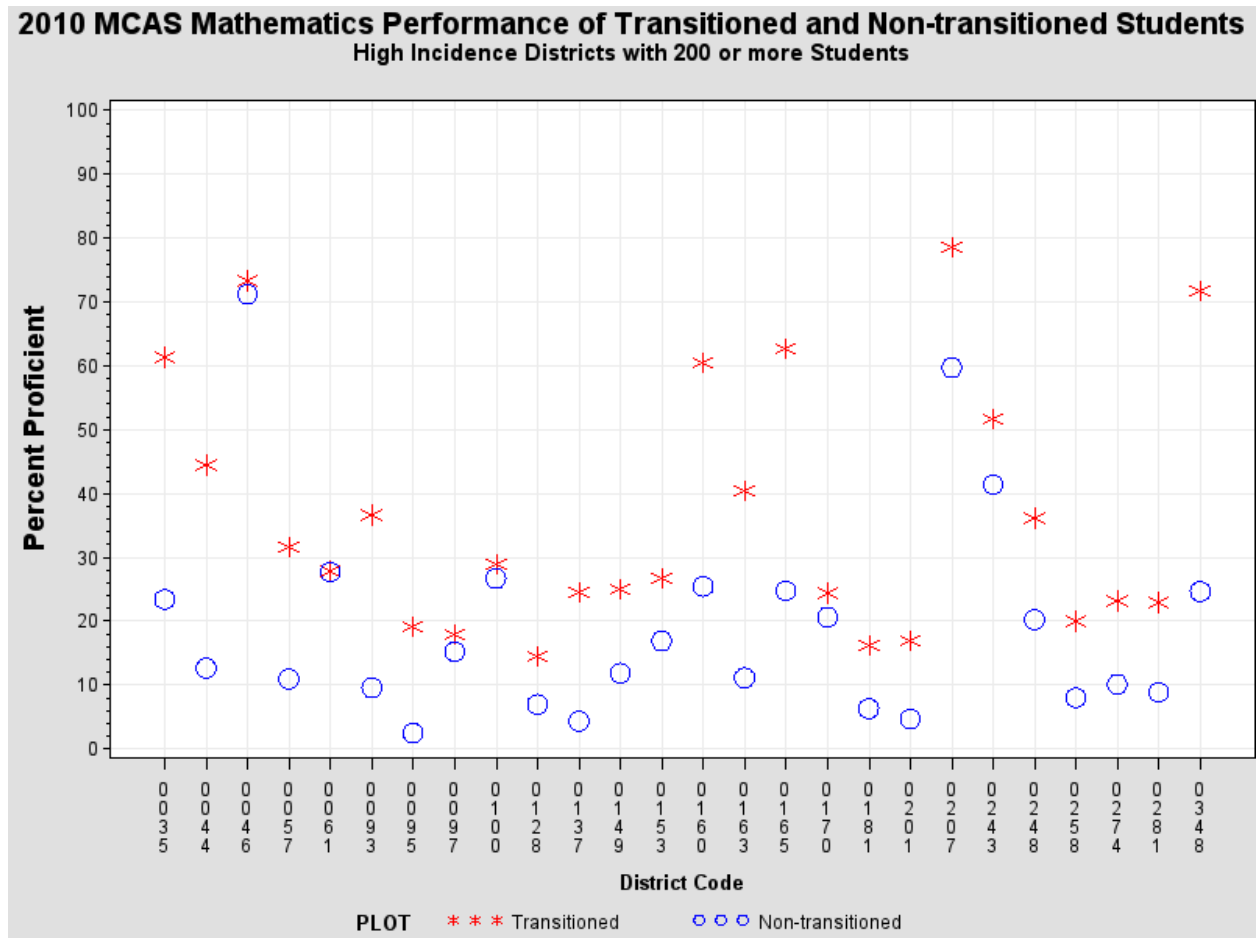


Figure 3-7

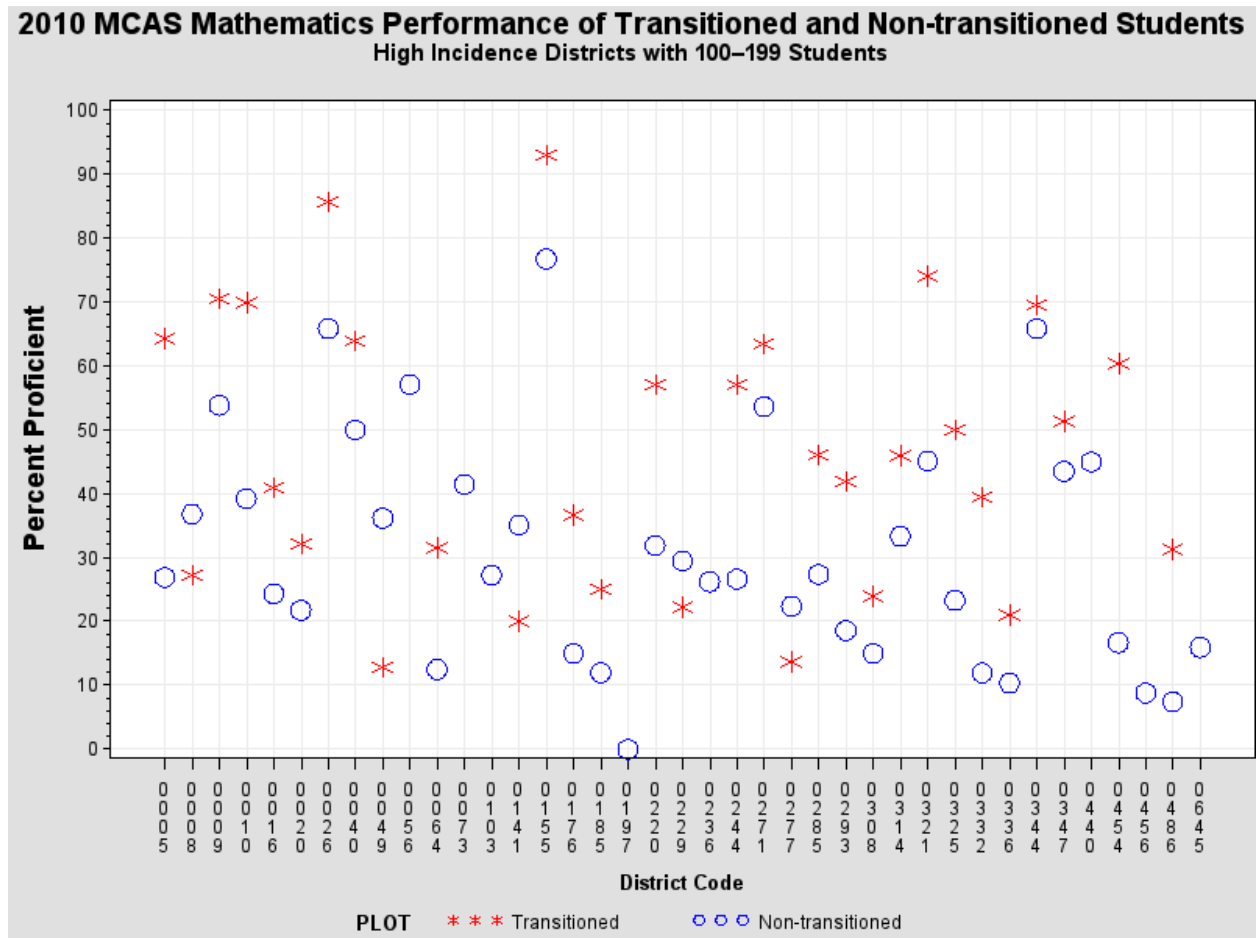
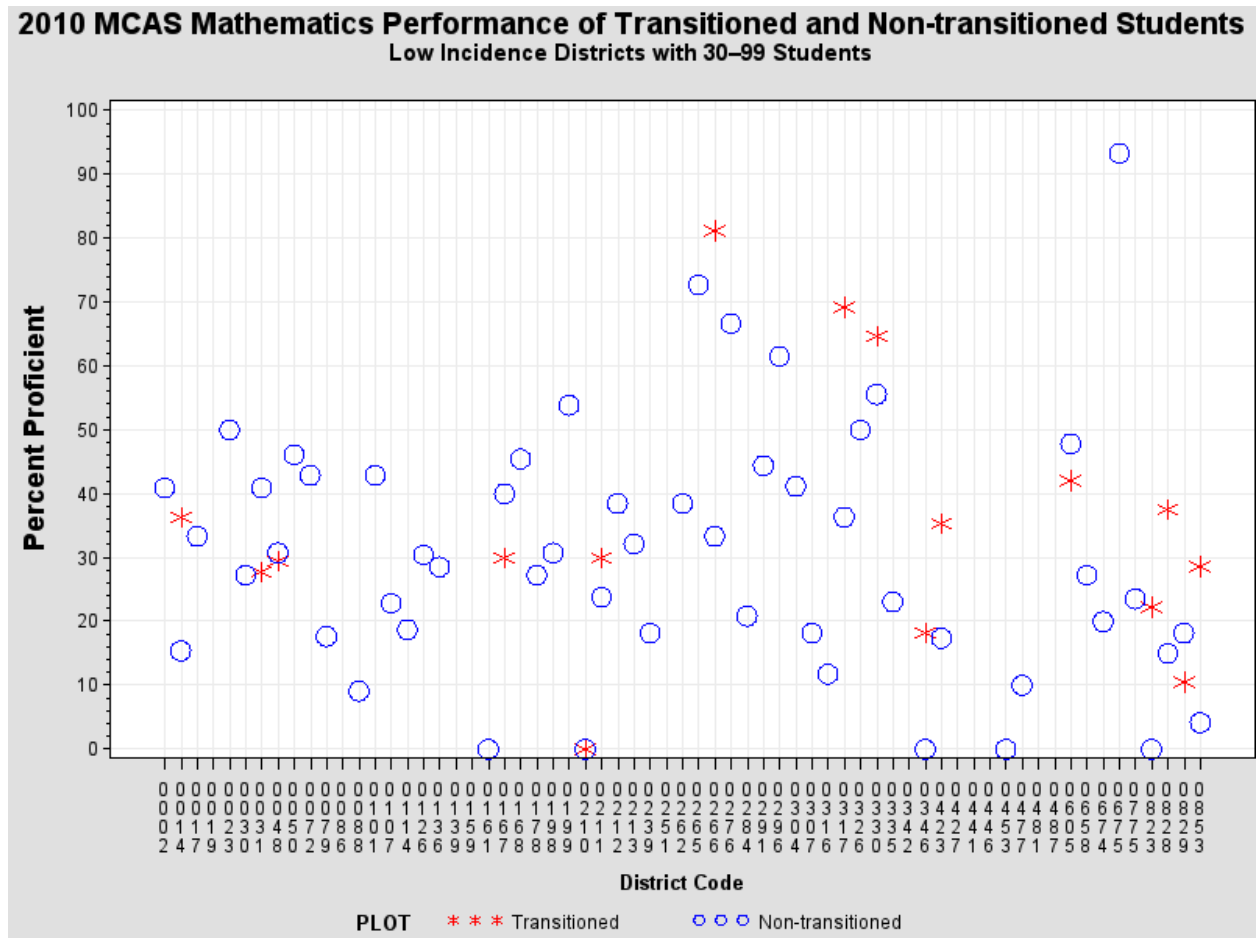


Figure 3-8



IV. Do Students Benefit from Early Transition?

One of the goals of the Department is to identify best practices related to the transitioning of ELL students. A key factor in identifying a transition as successful is the performance of the student in the years following the transition. The analyses presented in this section examined three aspects of “early” transition and their relationship to MCAS performance over time. The first two sets of analyses examined student-level factors: grade level at time of transition, and years in Massachusetts schools at time of transition. The third analysis examined performance at the district level, classifying districts into four categories based on their rates of transition.

ELL Students Transitioned in the 2006–2007 School Year

This analysis examined the performance over time of the group of students transitioned from LEP status in school year 2007 (SY 2007)—that is, students classified as LEP during the 2005–2006 school year and no longer classified as LEP at the beginning of the 2006–2007 school year. Across all grade levels, 9,948 students were identified as transitioning in SY 2007. Figure 4-1 shows the distribution of those students across grade levels. Students in grades 2 through 6 in SY 2007 had the opportunity to participate in four or five MCAS administrations between SY 2007 and SY 2011. This includes 4,923 students or nearly half of the 9,948 students transitioned in SY 2007. Students in earlier and later grade levels would have had fewer opportunities.

Figure 4-1

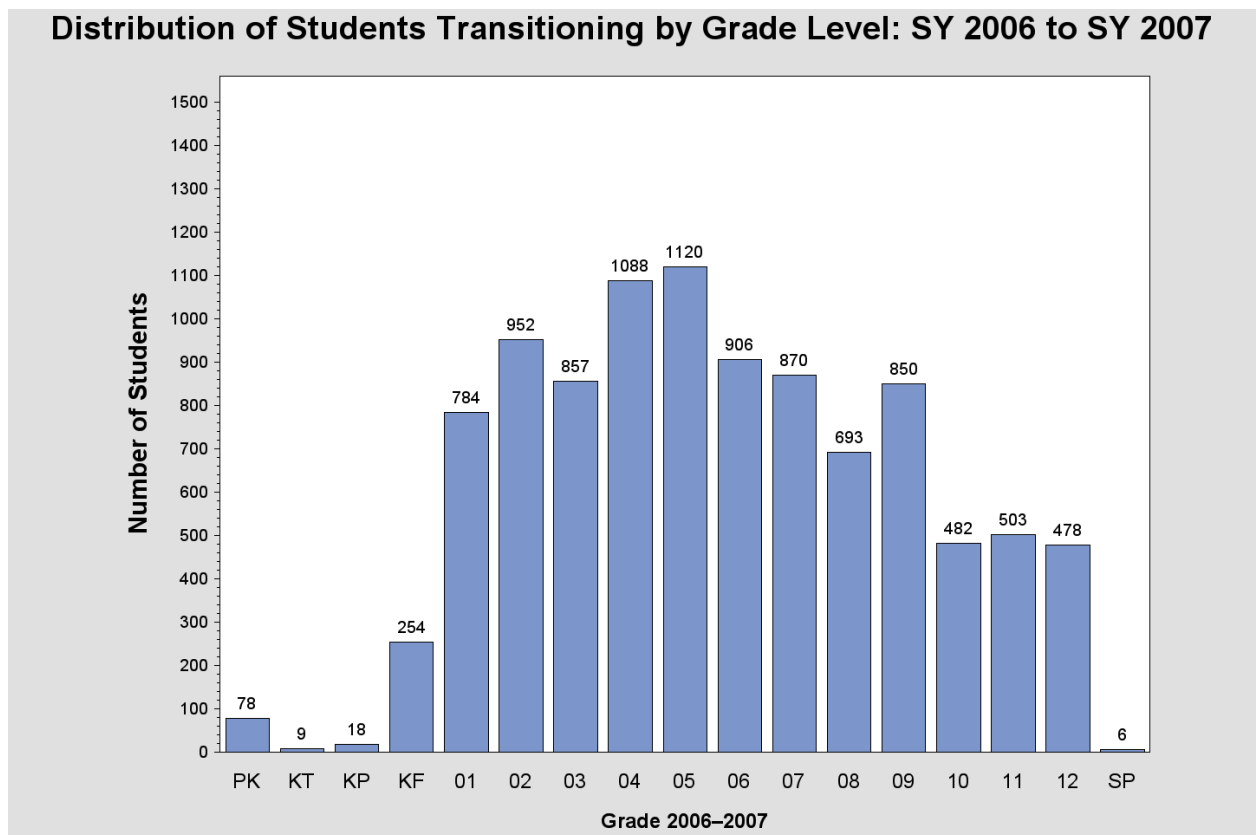


Figure 4-2 shows the distribution of students transitioning in 2007 by years in Massachusetts schools. The bar graph appears to show that all students transitioned between 2006 and 2007 were in Massachusetts schools five years or less. However, that is an artifact of the available student-level data. The availability of this level of SIMS data for ELL students begins with the 2001–2002 school year. Therefore, because this set of analyses is focused on students transitioned from LEP classification between SY 2006 and SY 2007, it was only possible to trace those students back five years. To place this data in context, Figure 4-3 presents the same information for students transitioning between SY 2010 and SY 2011 (with nine years of available data). In Figure 4-3, there is a steady decline in the number of students transitioned after three years—in contrast to the increase in number of students at five years shown in Figure 4-2. A closer comparison of the two figures indicates that approximately 30 percent of the transitioned students are accounted for by years 5–9 in Figure 4-3 and year 5 in Figure 4-2. This suggests that the year 5 bar in Figure 4-2 should be interpreted as including all students transitioned with five years or more in Massachusetts schools.

Figure 4-2

Distribution of Students Transitioning by Years in Massachusetts Schools: SY 2006 to SY 2007

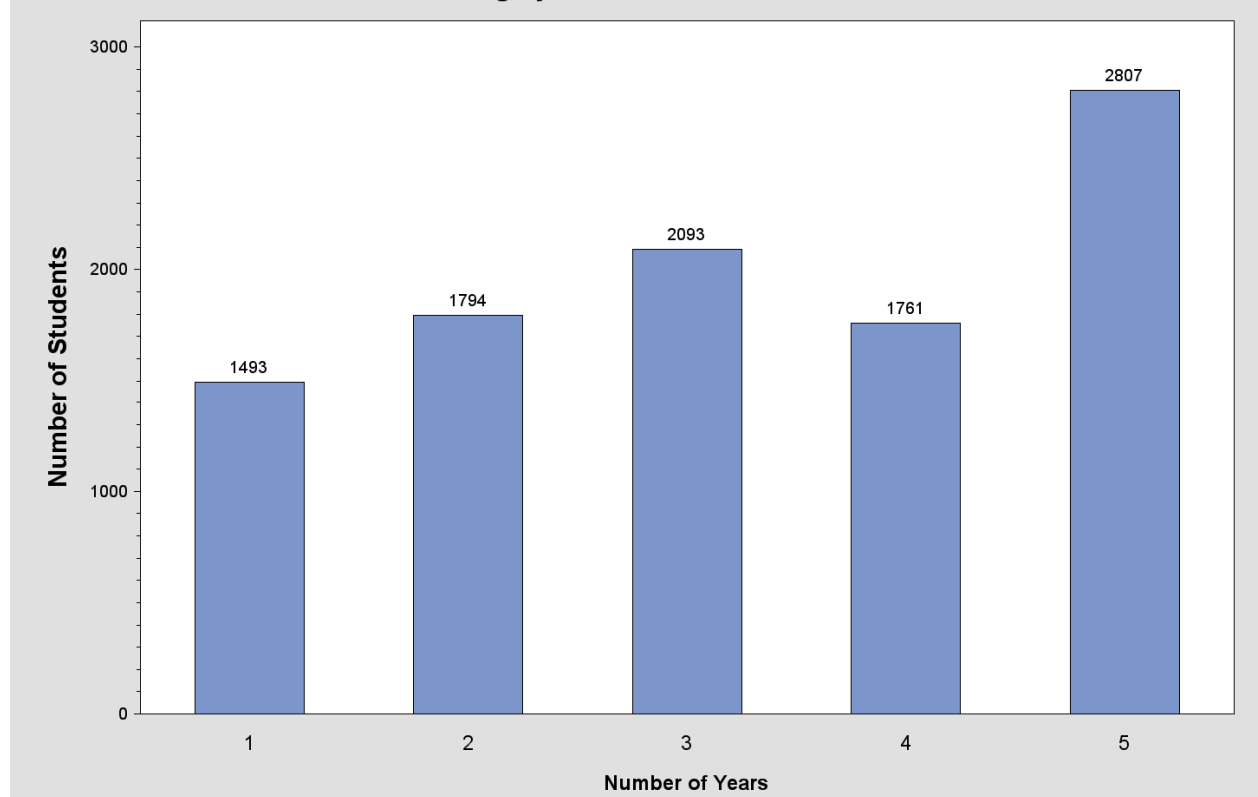
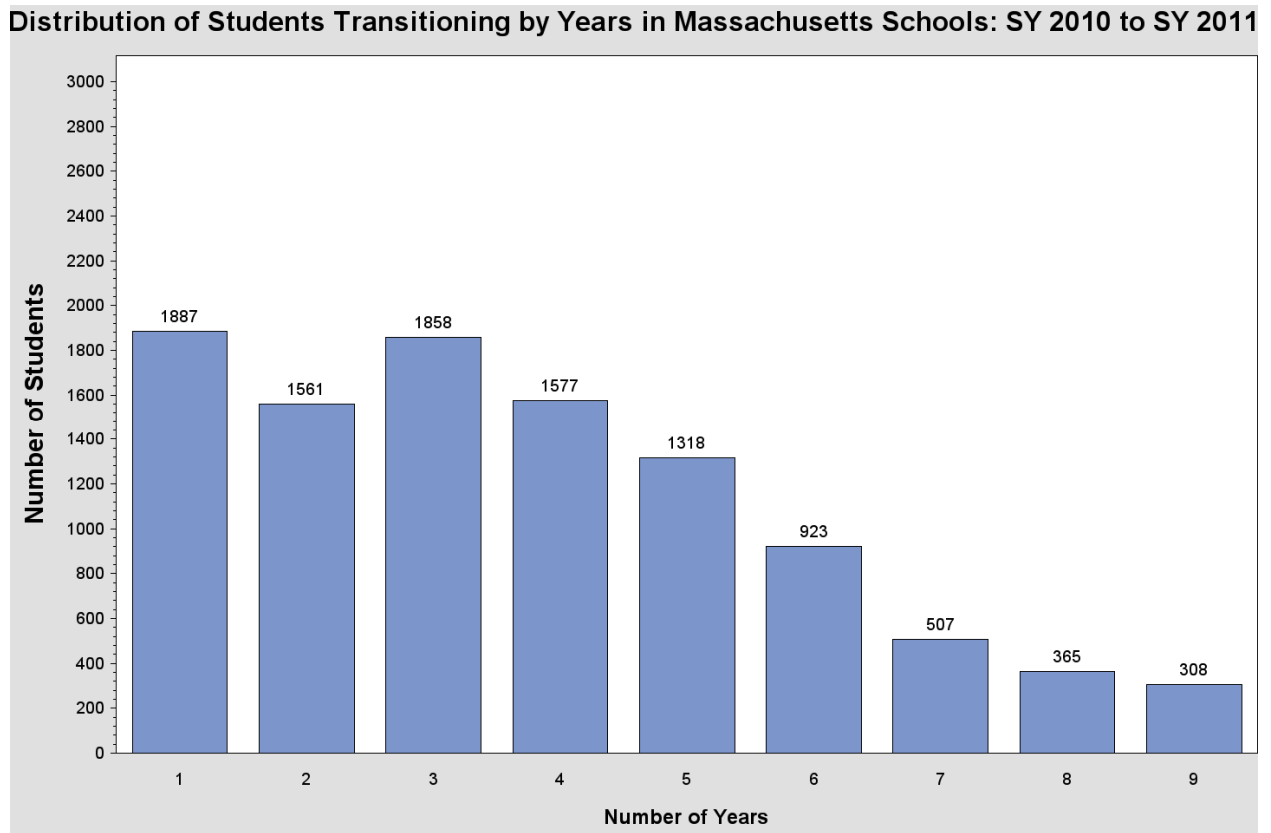


Figure 4-3



Grade Level of Transition and MCAS Performance

This first set of analyses examines the performance on MCAS of transitioned students based on their grade level in the year in which they were no longer classified as LEP. In this analysis we are tracking performance on grades 3 through 8 and grade 10 MCAS tests across the years 2007–2011 of the grade-level cohorts of students in grades 1 through 6 transitioned between SY 2006 and SY 2007. Because of the grades tested in MCAS the cohorts will have varying numbers of test scores available. Students transitioned in grades 3 and 4 will have tests scores for each of the five years 2007–2011. Students transitioned in grades 5 and 6 will have only four years of test scores available because there is no ELA or Mathematics testing at grade 9. Students transitioned in grades 1 and 2 will have three and four years of test scores, respectively, because MCAS testing does not begin until grade 3.

Note that there may be changes to each cohort of students over time as students leave the state or are not tested across grades for various reasons.

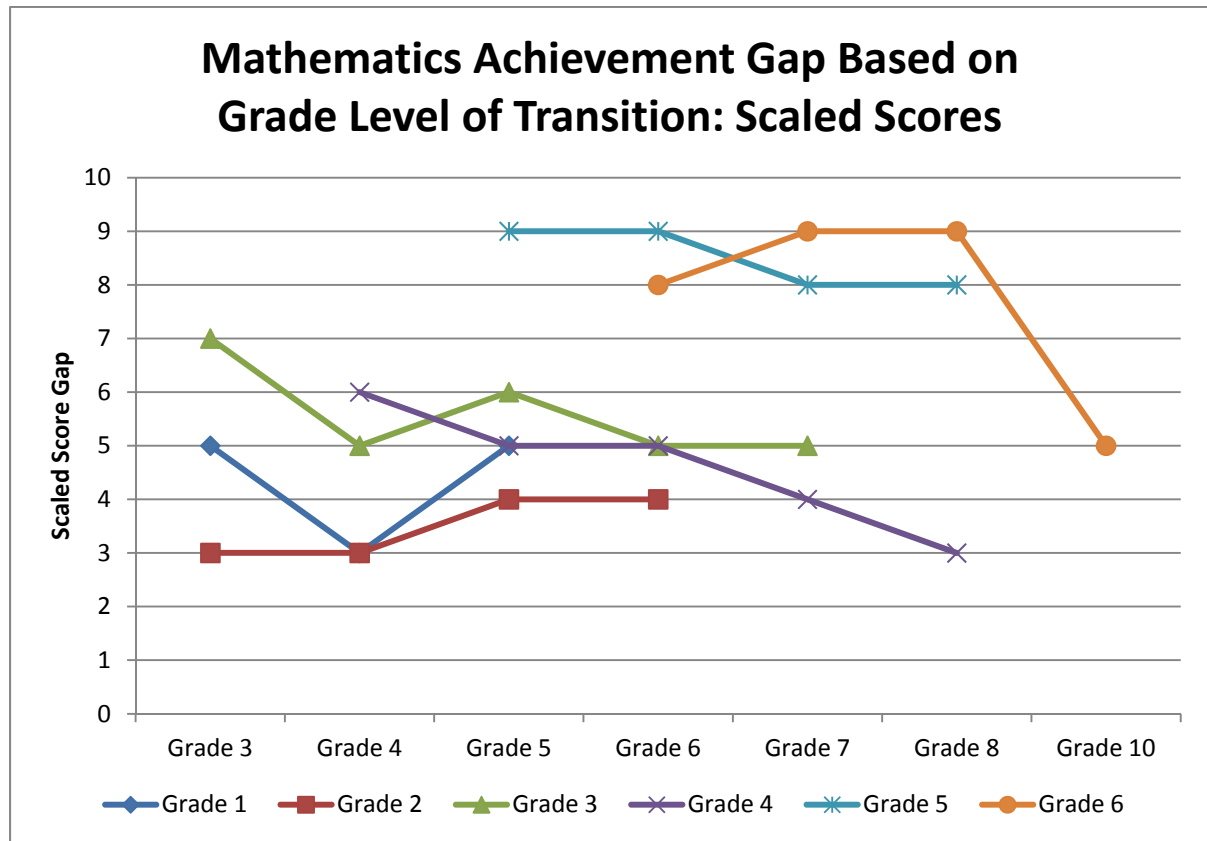
Scaled Scores

Figure 4-4 provides one depiction of performance of the six grade-level cohorts of transitioned students on their MCAS mathematics tests in grades 3 through 8 and grade 10. The data in Figure 4-4 shows the gap in mean scaled score between the transitioned students and the state as a whole on each of the grade-level MCAS tests (the gap score is the difference between the mean scaled score for the state and mean scaled score for transitioned students, with a positive number indicating that the mean scaled score for the state was higher than the mean scaled score for the transitioned students).³ The graph provides information on whether the achievement gap between the transitioned students and the state narrows, widens, or remains constant over time. The graph also provides information on the gap in a particular grade level test based on the number of years a student had transitioned prior to taking that test.

Before considering the results of this analysis, a cautionary reminder is important. Figure 4-4 and the following figures in this section contain several data points, which actually represent a single “longitudinal data point” for each grade-level cohort. That is, there is no evidence presented here to support the generalization that the performance of other grade 3 cohorts will be consistent with the performance of this SY 2007 grade 3 cohort.

³ Because MCAS scaled scores are based on four separate performance level scales rather than a single scale across performance levels, mean scaled scores are not computed in the operational reporting of MCAS test results and should be interpreted cautiously.

Figure 4-4



The MCAS results provided in Figure 4-4 show several patterns of performance:

- The scaled score gap between the state and transitioned students remains at 3 points or more across all tests.
- With the possible exception of the grade 4 cohort, there does not appear to be a steady decrease in the scaled score gap across time. Conversely, there also does not appear to be a steady increase in the gap over time.
- Overall, the gap appears to increase the later a student is transitioned, with the scaled score gap somewhat clustered at 8–9 points for students transitioned at grades 5 and 6, 5–7 points for students transitioned at grades 3 and 4, and 3–5 points for students transitioned at grades 1 and 2.
- Across grade levels, it does appear to some extent that the gap is larger for students in their initial year of transition at the grade level being tested.
- Performance on the grade 10 test, with high student-level stakes for graduation, may be different from that on other tests.

Figure 4-5

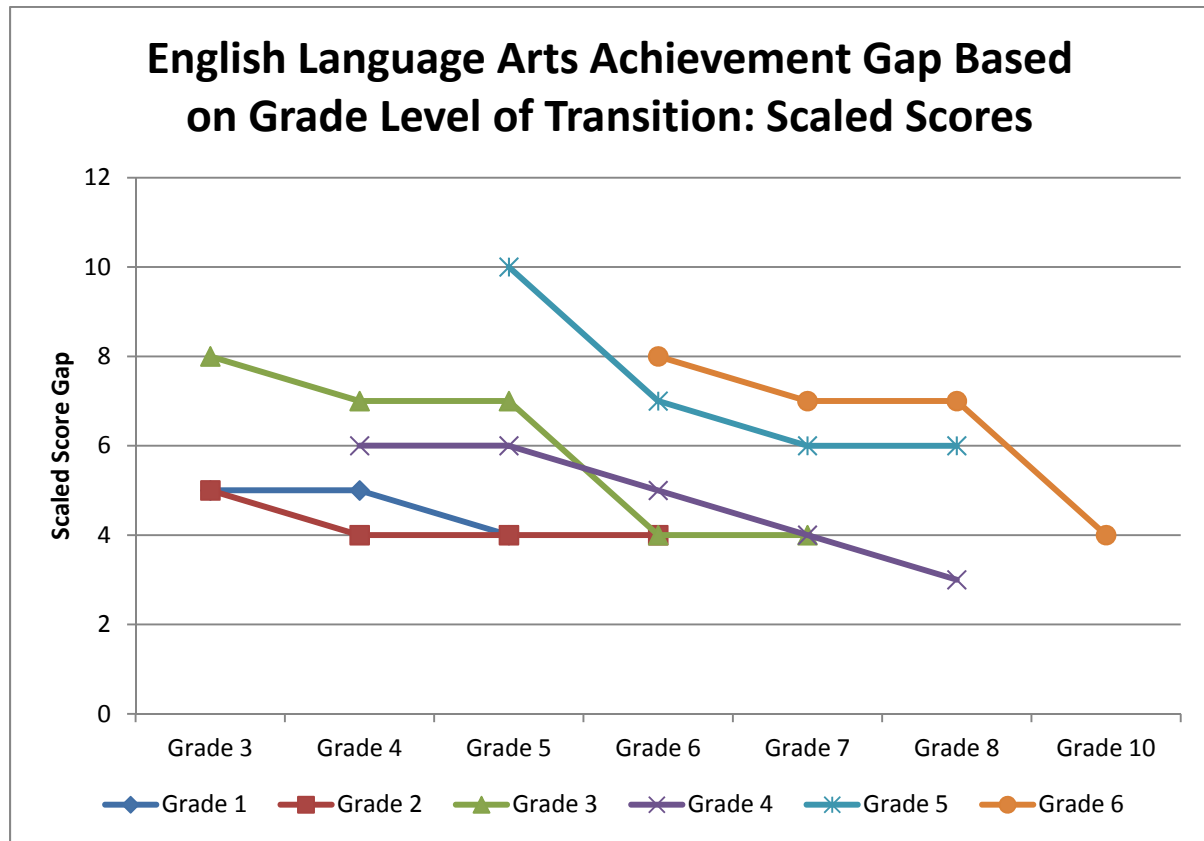


Figure 4-5 provided corresponding results to Figure 4-4, but for performance on the English language arts MCAS tests. There are some similarities and one distinct difference between the results for the English language arts and mathematics tests. The similarities between content areas can be seen in

- the positive gap on all tests presented
- the clustering of performance by grade level cohorts 1–2, 3–4, and 5–6
- the gap during the initial year of transition

A distinction between the content areas, however, is the apparent downward trajectory, indicating a closing of the gap, for several of the cohorts. That is, relative to mathematics in which the trend lines tended to be flat for each cohort, in English language arts there appears to be more suggestion of a closing of the gap over time.

Achievement Levels

Figure 4-6 and Figure 4-7 depict the achievement gap information in English language arts and mathematics in terms of MCAS achievement levels (or performance levels). Specifically, the graphs present the difference in the percentage of students whose performance is classified at the *Proficient* or *Advanced* levels between the state as a whole and the transitioned students. As

with the scaled score analysis, a positive gap indicates a higher percentage of *Proficient* or *Advanced* students at the state level than in the transitioned group of students.

There are many similarities between the scaled score and achievement level results, but there are also some key points to note:

- Although the shape of the graphs is similar, note the difference in scale between the scaled scores and achievement level graphs. Relatively small differences in scaled scores can translate into large differences in percent proficient.
- In mathematics, there is some indication that the relatively flat performance in mean scaled scores across years results in a widening of the gap in terms of achievement levels. This suggests that there may be changes in the shape of the underlying distribution that are masked by the mean scaled scores.
- In English language arts, there is a relatively steady closing of the achievement level gap across years for all cohorts. This results in a gap of approximately 10–15 percentage points after four years for each cohort.

Figure 4-6

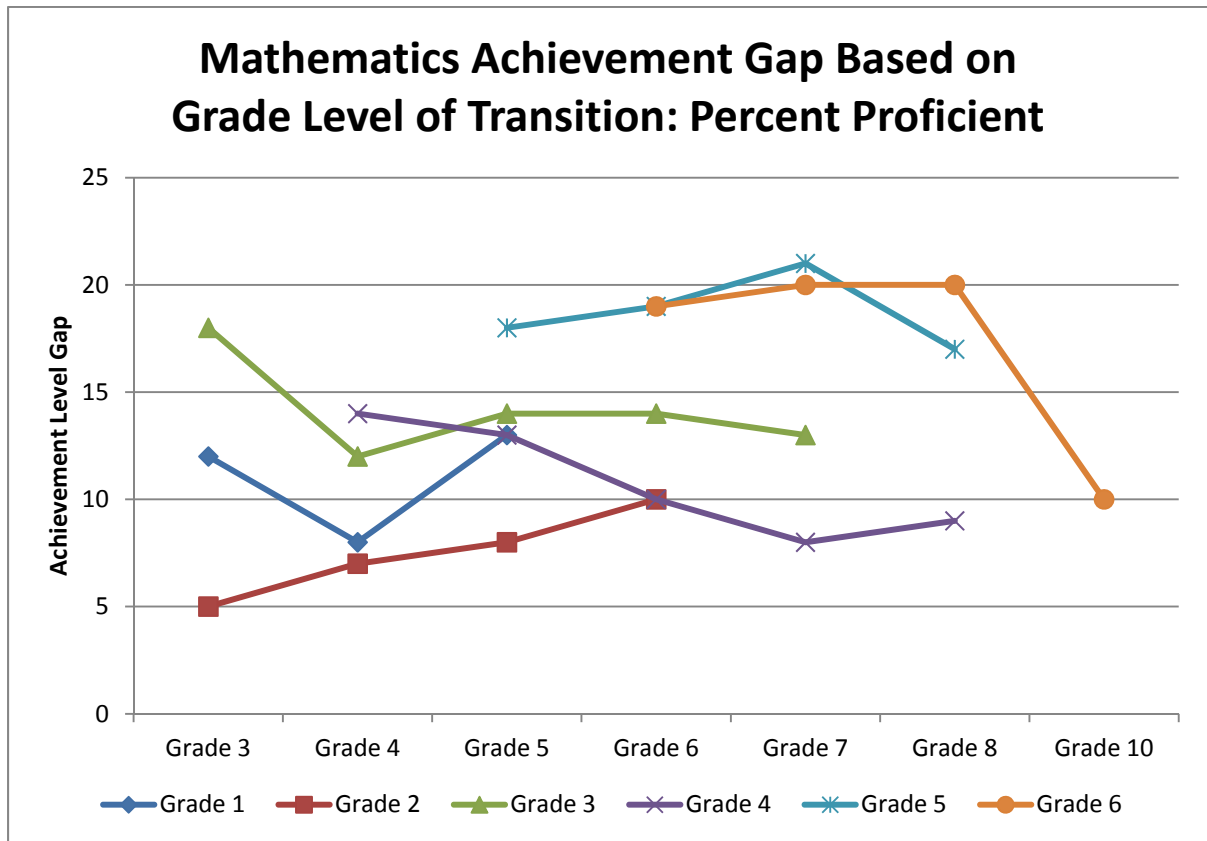
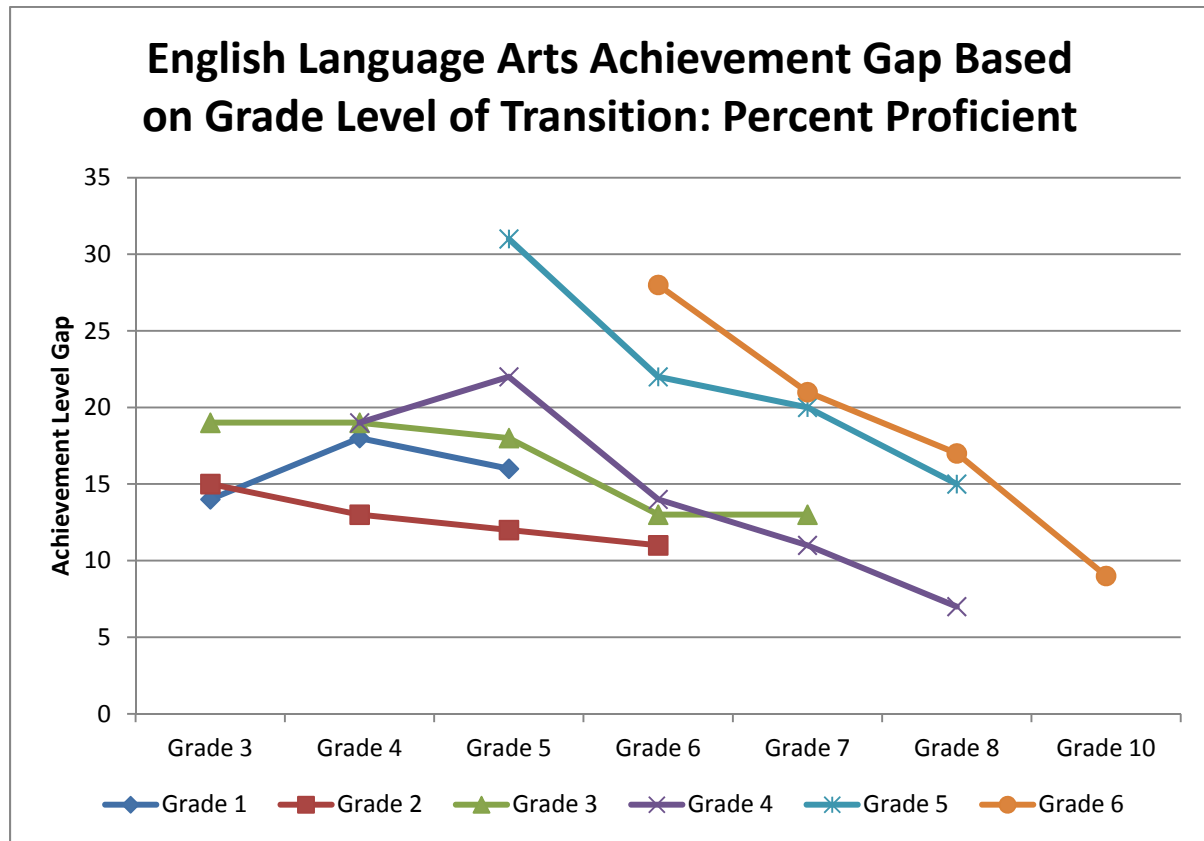


Figure 4-7



Years to Transition and MCAS Performance

Figures 4-8, 4-9, 4-10, and 4-11 depict MCAS performance over time based on years in Massachusetts schools at the time of transition from LEP classification for the 2006–2007 school year. There are five cohorts of students based on the number of years in Massachusetts schools prior to being transitioned: 1, 2, 3, 4, and 5. The results presented in these graphs are the percentage of students performing at the *Proficient* or *Advanced* level on the MCAS administrations in 2007, 2008, 2009, 2010, and 2011.

Note that the results presented in this analysis focus on the actual performance of the transitioned students (i.e., percent proficient) rather than the gap in performance between the transitioned students and the state as a whole. The rationale for this difference is that “years in Massachusetts schools” naturally leads to a different question than “grade level” when tracking the performance of transitioned students over time. With “years in Massachusetts schools” the question of interest is more focused on the difference between the different cohorts of transitioned students within each year. That is, in a given year and test, is there a difference in the performance of students transitioned after 1 year and the performance of students transitioned after 5 years? Additionally, there is interest in the extent to which that difference narrows, widens, or stays the same over time.

Also note that to a much greater extent than with the grade-level results described in the preceding section, there are changes to the students included in each cohort over time. Most of that change is due to each cohort decreasing in size as students move beyond grade 10 in each year. Students in grades 3 or 4 in 2007 were included in MCAS testing in each of the five years. Students in grades 5 and 6 in 2007 were included in MCAS testing in each year except 2011. Students in grade 7 in 2007 were included in the 2007, 2008, and 2010 MCAS results, and students in grade 8 in 2007 were included in the 2007 and 2009 MCAS results. The alternative to allowing the cohort to change each year based on MCAS testing would have been to limit the analysis to students in grades 3 and 4 in 2007 or to conduct separate analyses for each grade level. Either approach would have significantly reduced the number of available students.

Figure 4-8 (mathematics) and Figure 4-9 (English language arts) present cohort performance on the MCAS tests in 2007, 2008, 2009, 2010, and 2011. Within each cohort, results are collapsed across grade-level tests. In both content areas two main results emerge. The first is that there is a general trend of increasing performance across years. The second is that a relatively wide gap in performance between the 1-year and 5-year cohorts at the time of transition in 2007 narrows considerably by 2011.

Figure 4-8

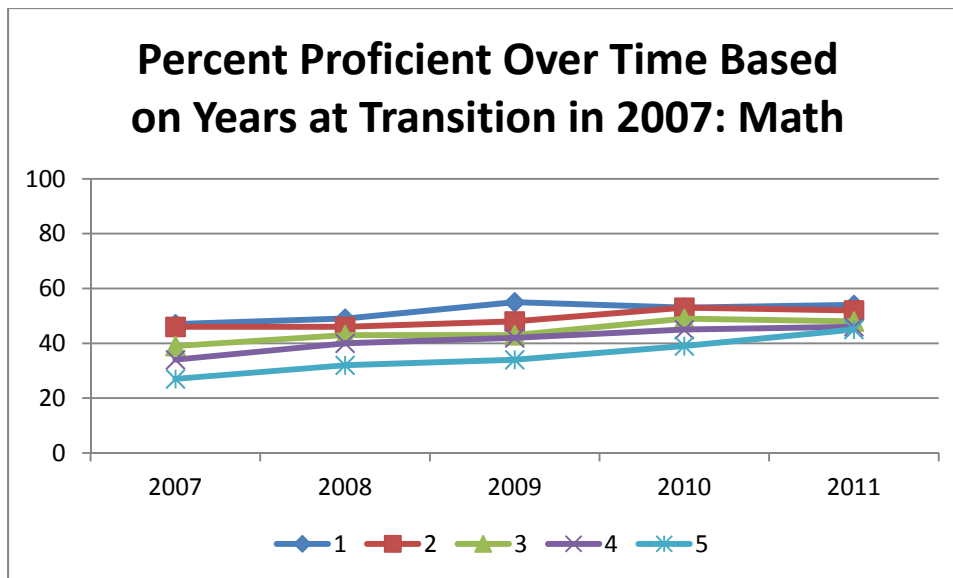
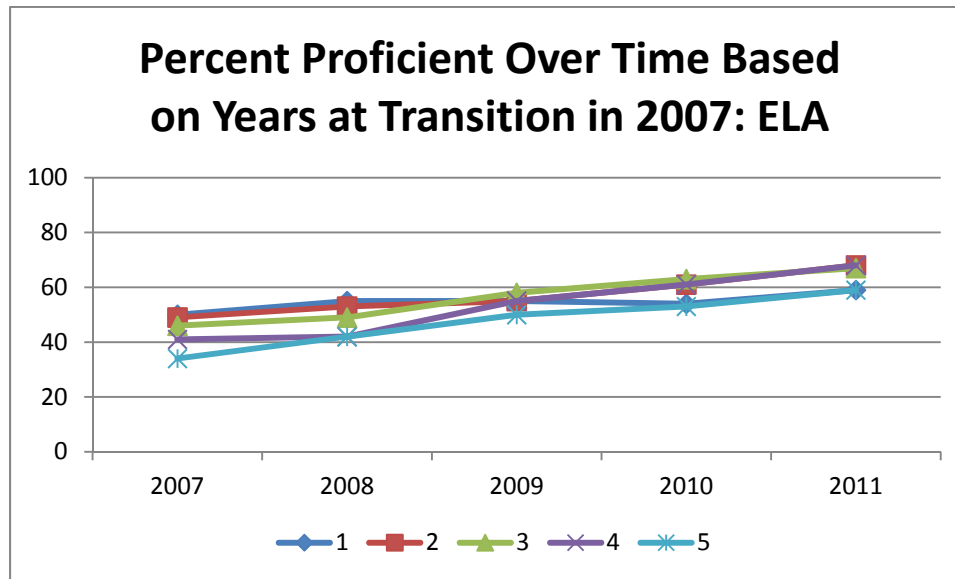


Figure 4-9



Figures 4-10 and 4-11 collapse results across all cohorts to focus on the increase in percent proficient from 2007 through 2011. In mathematics (Figure 4-10), the percentage of transitioned students performing at the *Proficient* or *Advanced* levels increases by 13 percentage points, from 36 percent in 2007 to 49 percent in 2011. In English language arts (Figure 4-11), the percentage of transitioned students performing at the *Proficient* or *Advanced* levels increases by 23 percentage points, from 42 percent in 2007 to 65 percent in 2011.

For comparison purposes, state results based on the 2007 cohort of students are also provided in Figures 4-10 and 4-11. That is, state-level results on the MCAS tests in 2007 through 2011 are provided for the cohort of students who participated in the 2007 MCAS testing. Approximately 40 percent of the original cohort of nearly 500,000 students tested in 2007 were also tested in 2011. Comparison with the state-level results suggests that although the performance of transitioning students is improving over time, and the gap between the performance of transitioned students and the state is decreasing over time, there is still a significant gap between the performance of transitioned students and overall state performance after five years.

Figure 4-10

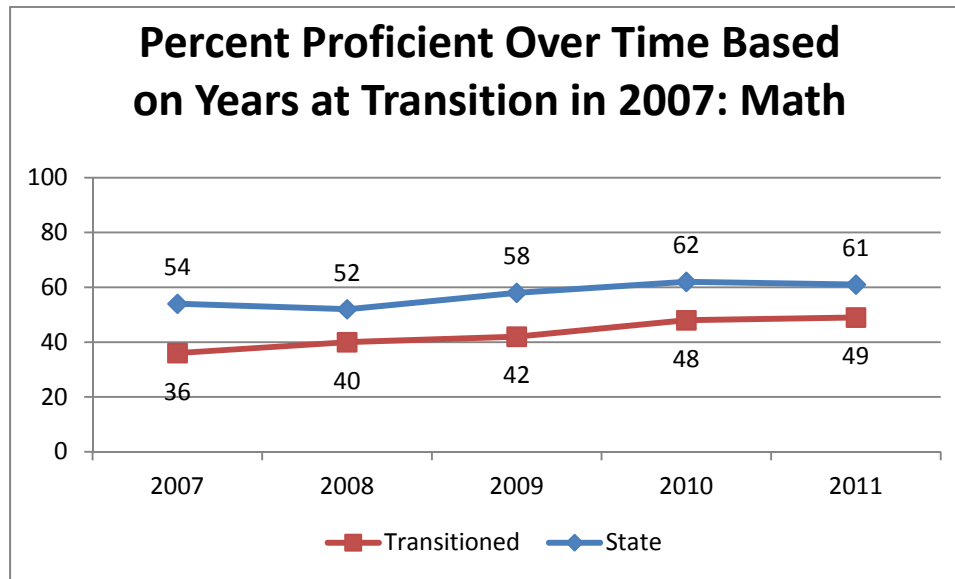
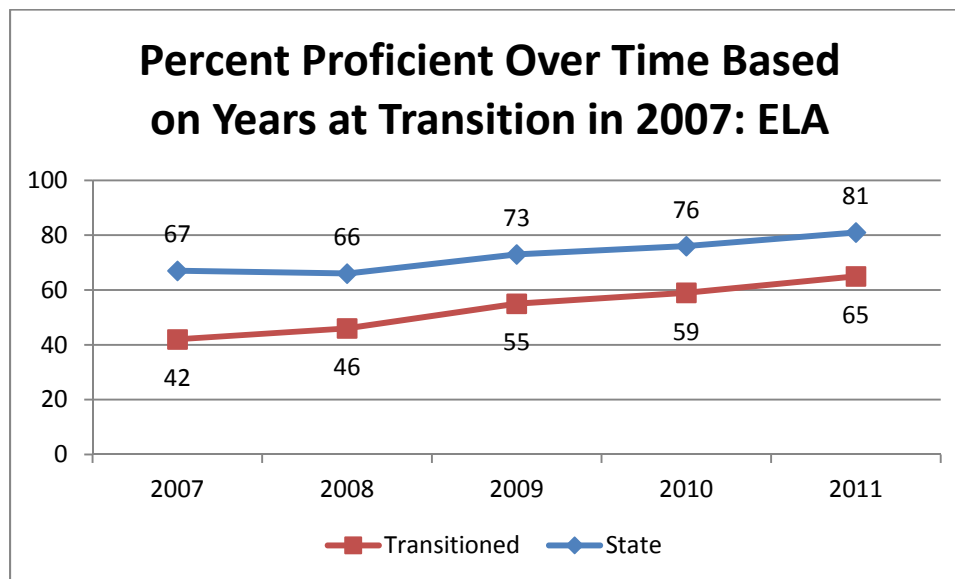


Figure 4-11

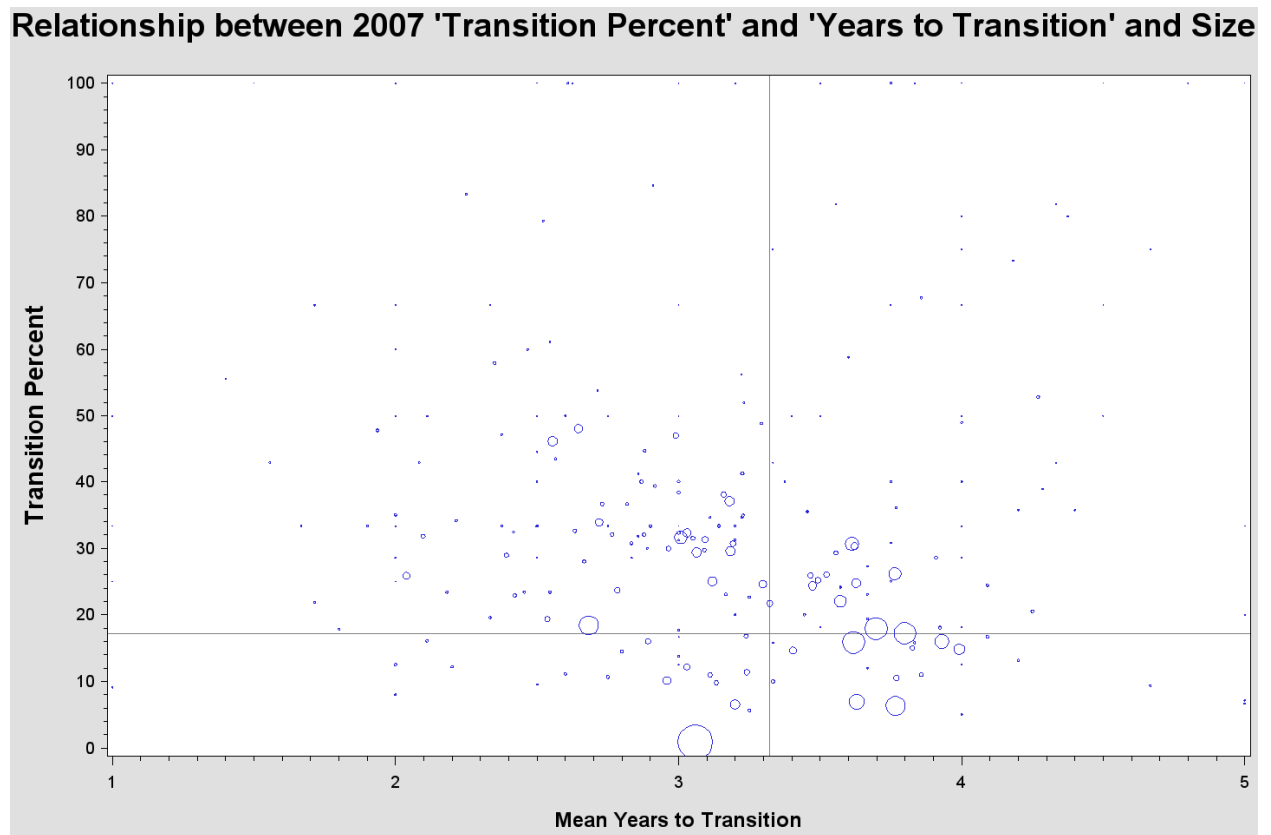


District Rate of Transition and MCAS Performance

In the final set of analyses in this section of the report we shifted from a student-level to a district-level emphasis with regard to the grouping factors used in the comparisons. In these analyses we examined MCAS performance of transitioned students based on their school district's rate of transition. School districts were classified into one of four categories of 'Rate of Transition' based on consideration of two factors: percentage of students transitioned and

mean years to transition. The distribution of school districts on these two factors is presented in Figure 4-12. A simple normative cut based on the median value on each of these factors (weighted by size of district) was used to divide the school districts into four categories: High Transition-High Years; High Transition-Low Years; Low Transition-High Years; Low Transition-Low Years. The upper left quadrant contains districts with a “High” percentage of transitioned students and a “Low” mean number of years to transitioning. Conversely, the lower right quadrant contains districts with a “Low” percentage of transitioned students and a “High” mean number of years to transitioning. A cursory examination of Figure 4-12 with the largest districts clustered on the lower end of percentage of students transitioned indicates that weighting by size of district had more impact on the high-low cut for transition percent than on the high-low cut for mean years to transition.

Figure 4-12



Information on the number of districts and students included in each of the four classifications is provided in Table 4-1.

Table 4-1 Distribution of Districts and Students Across Rate-of-Transition Categories				
		Years to Transition		
		Low	High	Total
Transition Percent	Low	68 districts 12,693 students	20 districts 12,147 students	88 24,840
	High	140 districts 15,071 students	84 districts 14,913 students	224 29,984
	Total	208 27,764	104 27,060	312 54,824

After districts were classified into the four Rate-of-Transition categories, MCAS performance was examined for transitioned students within each of the four categories. Including only students in tested grades and only transitioned students reduced the total number of students from approximately 54,000 to 5,400, or 10 percent of the total sample of students classified as LEP in 2007. As in the previous analyses, MCAS performance included mean scaled score and the percent of students performing at the *Proficient* or *Advanced* achievement levels.

In addition to the 2007 MCAS results, we examined 2011 MCAS results for remaining students in the 2007 cohort. This further reduced the number of students in the cohort to approximately 4,000, with fairly small numbers of students in the low Transition Percent cells.

Results of the MCAS analyses are presented in Table 4-2 for English language arts and Table 4-3 for mathematics. As previously reported, the percentage of students performing at the *Proficient* or *Advanced* level increases from 2007 to 2011, and there is a corresponding increase in mean scaled score.

In English language arts there is not a clear relationship between 2007 MCAS performance and transition percent or years to transition. Both Transition Percent and Years to Transition show

slightly better performance for students in districts in the Low category than those in the High category. However, within the crossed categories, the highest performing cell is districts with high Years to Transition and low Transition Percent. The pattern of performance is more internally consistent on the 2011 MCAS tests. Performance is better for the low Years to Transition and the high Transition Percent categories, and in 2011 the highest performing cell is the High Transition-Low Years cell. The relatively high performance of districts in the High Transition-Low Years cell is repeated for mathematics in both 2007 and 2011.

Although these analyses are not sufficient to reach a definitive conclusion, there are preliminary indications of a relationship between earlier transition and high performance.

Table 4-2				
2007 and 2011 MCAS ELA Performance of 2007 Transitioned Students by District Rate-of-Transition				
2007 scaled score (sd) 2011 scaled score (sd)		Years to Transition		
2007 percent <i>Proficient/Advanced</i> 2011 percent <i>Proficient/Advanced</i>		Low	High	Total
2007 number of students 2011 number of students				
Transition Percent	Low	234.95 (14.17) 242.61 (15.32)	235.95 (12.90) 239.62 (15.41)	235.79 (13.11) 240.40 (15.43)
		40.6% 64.1%	45.1% 57.6%	44.3% 59.3%
		207 181	927 510	1134 691
Transition Percent	High	235.67 (13.27) 243.11 (14.58)	233.97 (12.81) 241.65 (14.86)	234.80 (13.06) 242.62 (14.68)
		43.8% 64.5%	37.3% 60.7%	40.7% 63.2%
		2281 2166	2065 1097	4346 3263
Transition Percent	Total	235.61 (13.35) 243.07 (14.63)	234.60 (12.87) 241.01 (15.06)	
		43.5% 64.4%	39.71% 59.7%	
		2488 2347	2992 1607	

Table 4-3				
2007 and 2011 MCAS Mathematics Performance of Transitioned Students by District Rate-of-Transition				
2007 scaled score (sd) 2011 scaled score (sd)		Years to Transition		
2007 percent <i>Proficient/Advanced</i> 2011 percent <i>Proficient/Advanced</i>		Low	High	Total
2007 number of students 2011 number of students				
Transition Percent	Low	232.06 (17.81) 239.12 (19.69)	231.08 (16.56) 235.50 (18.92)	231.24 (16.77) 236.47 (19.18)
		27.5% 48.4%	29.6% 43.5%	29.1% 44.8%
		251 186	912 508	1133 694
	High	233.58 (17.61) 240.11 (18.88)	230.88 (16.76) 237.31 (19.33)	232.21 (17.24) 239.17 (19.07)
		39.8% 50.6%	31.8% 44.6%	36.0% 48.6%
		2270 2171	2049 1089	4319 3260
	Total	233.45 (17.63) 240.03 (18.94)	230.94 (16.70) 236.74 (19.21)	
		38.6% 50.4%	31.1% 44.3%	
		2521 2357	2961 1597	

V. Transitioning and Performance on MEPA

In this section of the report we present analyses examining the relationship between student performance on the Massachusetts English Proficiency Assessment (MEPA) and the transitioning of students from LEP status. Three sets of analyses are presented. The first set provides background information on students included in these analyses. The second set of analyses examines the percentage of students transitioning at various levels of performance on the MEPA. The third set of analyses focuses more closely on the statewide and district-level transitioning patterns of students performing at the highest performance level (Level 5) on the MEPA. The third set of analyses includes examination of the MCAS performance of Level 5 MEPA students.

MEPA

In accordance with state and federal requirements, English language learners in grades K–12 participate in the annual administration of the Massachusetts English Proficiency Assessment (MEPA). Based on grade level, students participate in one of the five MEPA grade span test forms (K–2, 3–4, 5–6, 7–8, 9–12). MEPA is designed to measure “the performance of ELL students and their progress toward acquiring English language skills in the domains of reading, writing, listening, and speaking...” (MA DESE, 2010, p.2)⁴ One intended use of MEPA results is “guiding decisions regarding the planning of instruction for ELL students and the readiness of ELL students to perform ordinary classroom work in English without supplemental support.” (p. 8). Although performance on the MEPA is not the only factor in determining student readiness to perform ordinary classroom work in English, it is expected that there will be a strong relationship between MEPA performance and the decision to transition students from LEP status. In particular, performance at Level 5 on the MEPA should be a strong indicator of readiness to transition. The performance level descriptor for Level 5 for grades 3–12 makes this quite clear:

A student at Level 5 communicates effectively in English across all academic subjects, with few errors. The student shows control of standard English. Oral and written communication is correct and understandable. A student performing at this level typically

- Reads and understands most grade-level texts, including a range of academic vocabulary
- Writes and edits texts of different lengths, giving details and descriptions to suit the purpose and audience, and shows a general control of standard grade-level English writing conventions
- Speaks English with grade-level fluency, using academic language and descriptive vocabulary in conversations and classroom discussions

⁴ Quotes in this section are drawn from the *Guide to Interpreting The Spring 2010 MEPA Reports for Schools and Districts* produced by the Department.

- Understands spoken English during nearly all conversations and classroom discussions. (MA DESE, 2010, p. 7)

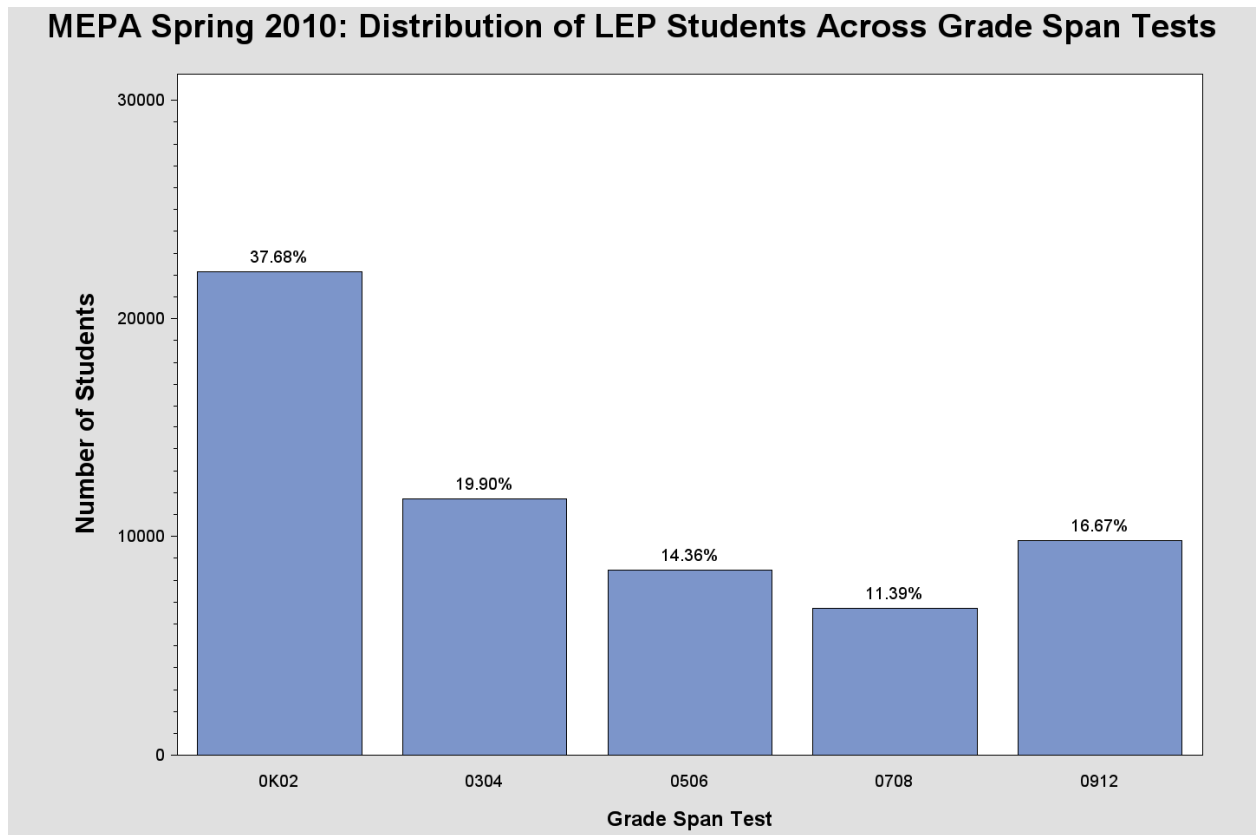
Sample of students included in the analysis

The analyses described in this portion of the report were based primarily on 59,432 English language learners who participated in the spring 2010 administration of the MEPA across the five grade spans. Primary information on these students was drawn from two data sources. MEPA test participation and score information was drawn from the MEPA student-level file. Information related to LEP status, years in Massachusetts, etc., was drawn from the Core SIMS file. The matched students met the three criteria of being classified as LEP at some point during the 2009–2010 school year, participating in the spring 2010 MEPA administration, and being enrolled in school in fall 2010–2011. By policy, with few exceptions, all students in grades K–12 classified as LEP are expected to participate in MEPA. Combining the SIMS and MEPA data shows that although there is not a perfect 1-to-1 correspondence between LEP classification in the SIMS file and MEPA participation, it does appear that the policy is being implemented effectively, with more than 99 percent of students classified as LEP being accounted for in MEPA testing. More detailed information on the matching of students in the MEPA and Core SIMS file is presented in Appendix V-A. After the matched sample was created, MCAS performance for students in MCAS-tested grades was obtained from the spring 2010 and spring 2011 MCAS student-level data files.

Students Matched on MEPA and SIMS

Figure 5-1 presents the number and percentage of LEP students participating in each of the five MEPA grade span tests. Consistent with the distribution of students classified as LEP, the highest concentration of students was on the K–2 test (37.7 percent) with more than half of the students completing either the K–2 or 3–4 tests (57.6 percent).

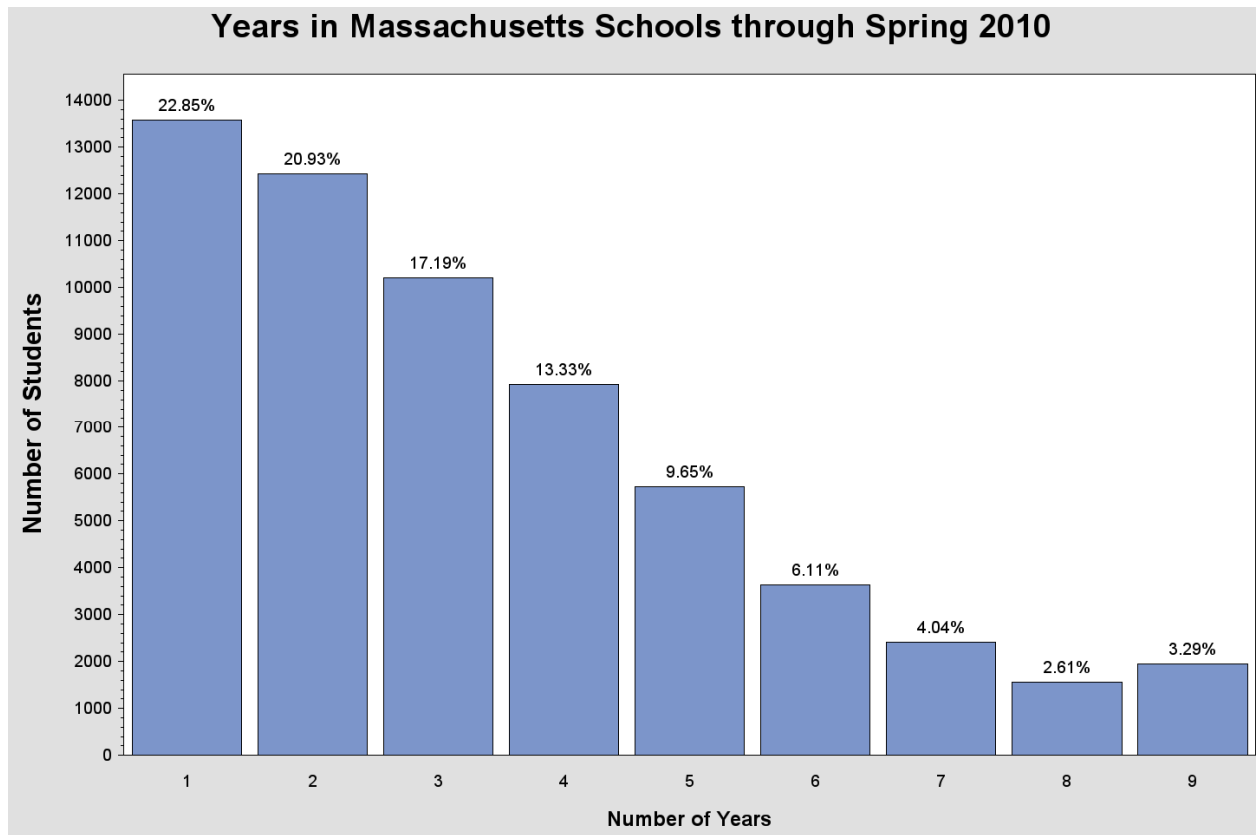
Figure 5-1



Years in Massachusetts Schools

Figure 5-2 presents the distribution of number of years in Massachusetts schools through spring of the 2009–2010 school year for the students across grades K–12 completing the spring 2010 MEPA tests. The chart shows a steadily decreasing number of students through 8 years in Massachusetts schools with three-fifths of the students (61.0 percent) at 3 years or less. In part, however, this is caused by the grade level of the LEP student population, as 91.9 percent of students in the K–2 grade span, the largest single block of students, have been in Massachusetts schools three years or less.

Figure 5-2



The percentage of students in Massachusetts schools “3 years or less” and “5 years or more” participating in each of the five grade span tests is shown in Table 5-1. With the exception of the K–2 grade span there is a substantial pool of students classified as LEP for “5 years or more” on each of the MEPA tests. Note that the relationship between grade level and years in Massachusetts schools suggests that most of the students with “5 years or more” completing the grade span 3–4 and 5–6 MEPA tests have been enrolled in Massachusetts schools since kindergarten.

Table 5-1

Percentage of Students by Years in Massachusetts Schools on each Spring 2010 MEPA Test

Grade Span	Number of Students	Percent 3 years or less	Percent 5 years or more
K–2	22,152	91.9 percent	1.1 percent
3–4	11,703	34.0 percent	36.0 percent
5–6	8,444	36.7 percent	51.8 percent
7–8	6,698	44.3 percent	44.3 percent
9–12	9,799	56.4 percent	33.0 percent
Total	58,796*	61.0 percent	25.7 percent

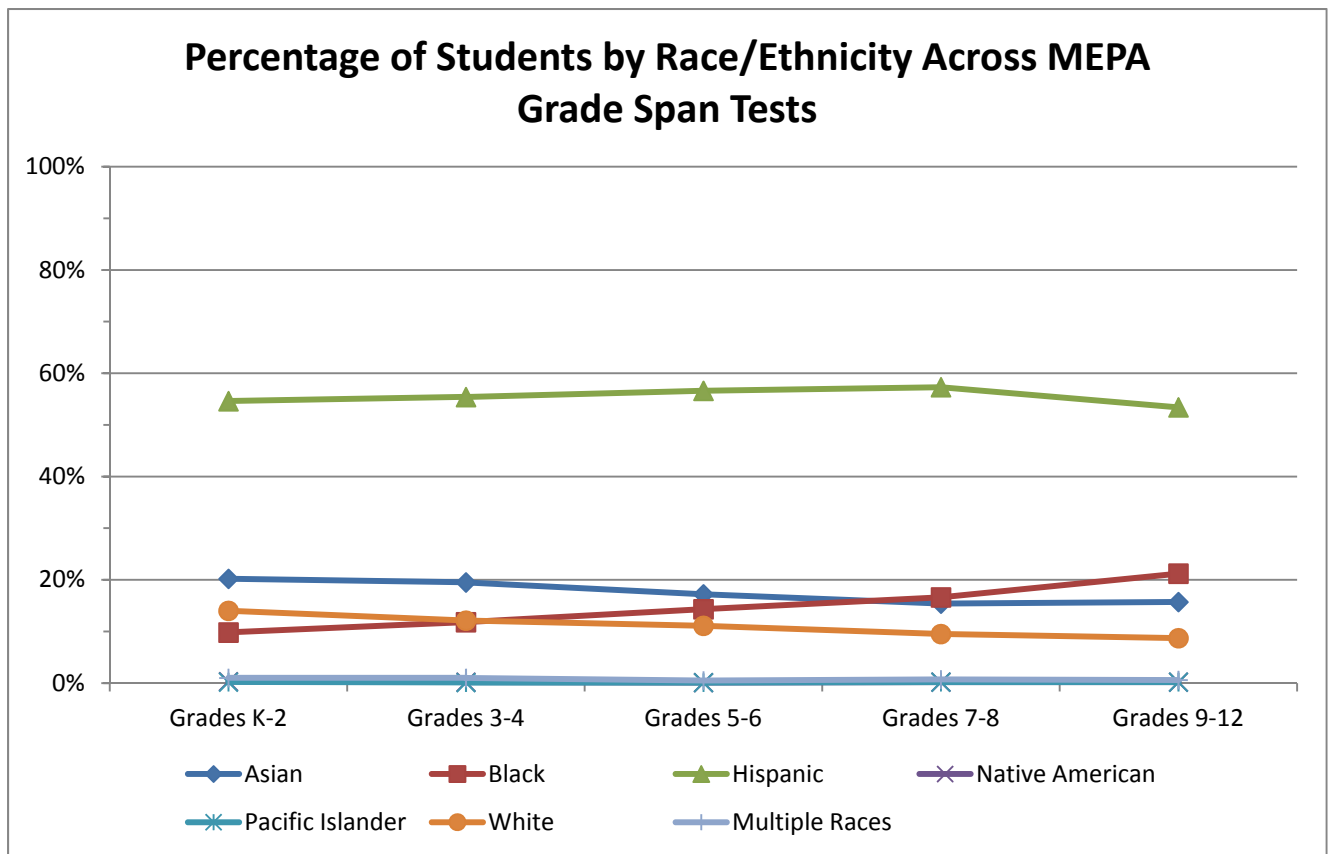
*Note: The number of students across the five tests does not equal the reported matched total

of 59,432 because of 630 students in the MEPA file with no test-level data.

Race/Ethnicity

Slightly more than half of the students are Hispanic (55.1 percent). The next three largest groups represented on the MEPA tests overall are Asian (18.3 percent), Black (13.5 percent), and White (11.8 percent). Students who are Native American or Pacific Islander account for less than 2 percent of the MEPA sample. As shown in Figure 5-3, although the majority of students participating in each grade span test are Hispanic, there is some variation in the distribution of students by race/ethnicity across the five grade spans with the percentage of Black students increasing from 9.8 percent to 21.2 percent across the five tests, and the percentage of Asian and White students gradually decreasing across the grade spans.

Figure 5-3

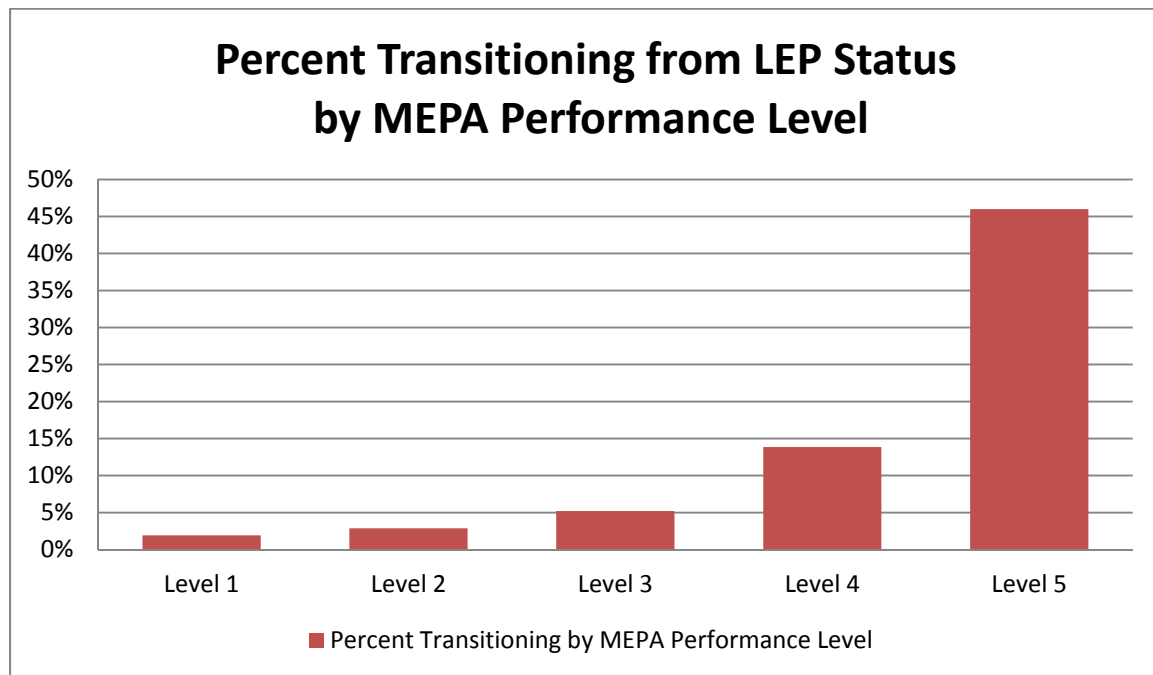


MEPA Performance and Transitioning

Overall, there is a very strong relationship between performance on the MEPA and transitioning from LEP status. Figure 5-4 shows the percentage of students transitioning based on their performance level on the spring 2010 administration of the MEPA. No more than 5 percent of the students performing at Levels 1, 2, or 3 on the 2010 spring MEPA were transitioned from LEP status the following fall. That percentage increases to

13.8 percent of students performing at Level 4 on MEPA and jumps to 46 percent of students performing at Level 5.

Figure 5-4



There is clearly a break between Level 5 and lower performance levels with regard to the percentage of students transitioning from LEP status. However, more than half of the students performing at Level 5 on the spring MEPA—performance that should reflect solid English proficiency—are still classified as LEP the following year.

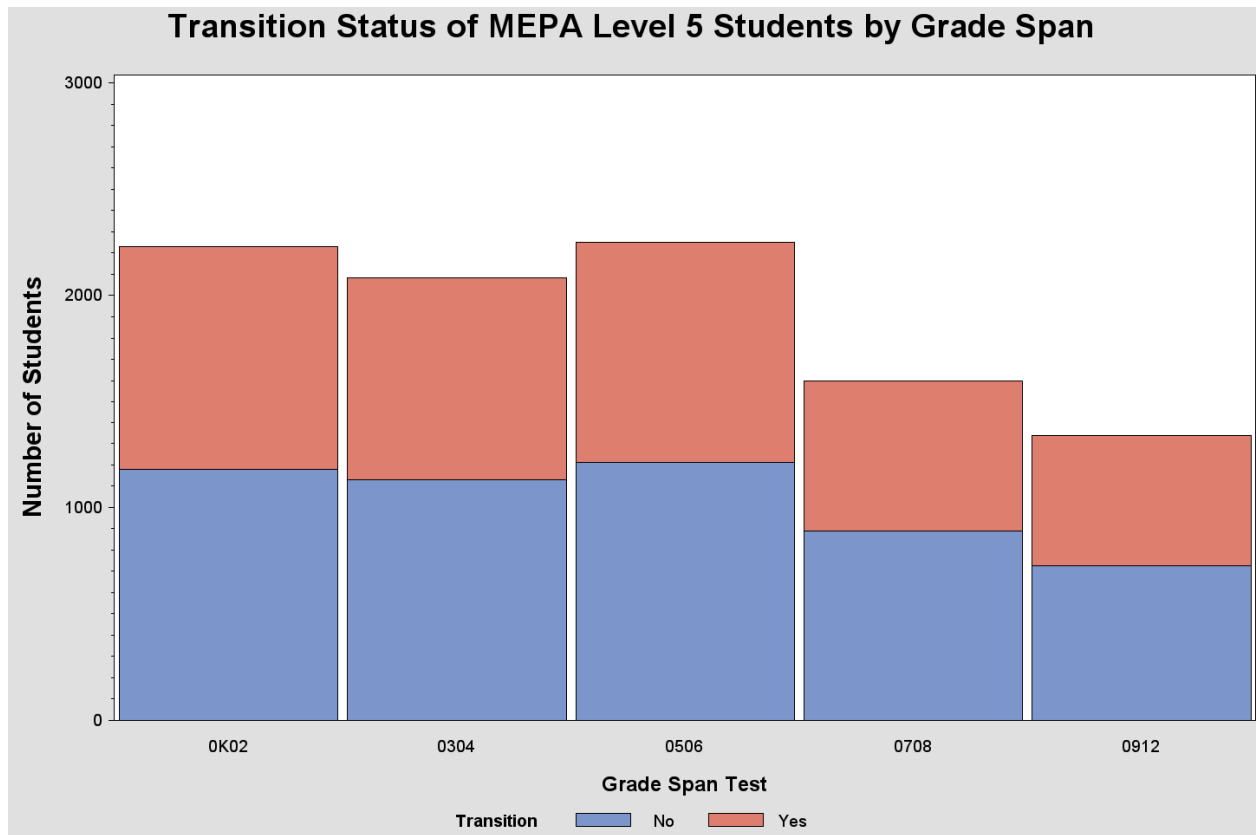
Transitioned Level 5 students perform slightly better than those students not transitioned with a median MEPA scaled score of 510 for the transitioned students compared to 506 for the students not transitioned.⁵ The following analyses examine transitioning among MEPA Level 5 students more closely.

Transitioning of MEPA Level 5 Students by Grade Span

An examination of the transitioning of Level 5 students on each of five MEPA grade span tests shows little variation across tests. The percentage of Level 5 students transitioned from LEP status ranges only from 44.5 percent on the Grade 7–8 test to a 47.2 percent on the Grade K–2 test. Figure 5-5 shows the total number of students tested and the breakdown of transitioned/not transitioned on each of the five grade span tests.

⁵ Level 5 scaled scores on MEPA tests range from 500 to 550.

Figure 5-5



Transitioning of MEPA Level 5 students by Years in Massachusetts Schools

On average, Level 5 transitioned students were enrolled in Massachusetts schools for one year less than those students not transitioned. The mean and standard deviation in number of years in Massachusetts was 4.33 (2.00) for the 4,370 transitioned students and 5.32 (2.00) for the 5,133 non-transitioned students. Table 5-2 shows virtually no difference between transitioned and non-transitioned students in terms of students enrolled in Massachusetts schools “3 years or less” or “5 years or more.”

Table 5-2

Distribution of Years in Massachusetts Schools for Level 5 MEPA Students

	3 Years or Less	5 Years or More
Transitioned	40.4%	42.8%
Non-Transitioned	40.6%	42.6%

Transitioning of MEPA Level 5 students by Year in Grade Span

Each of the MEPA grade span tests is administered to students in two or more grade levels. Table 5-3 presents the number of students performing at Level 5 at each grade level and the percentage of those students transitioned. On each grade span test, a higher percentage of students in the earlier (earliest) grade level within the span were transitioned. However, the difference across grade levels was not large enough for grade level to be identified as a primary factor in the decision to transition a student.

Table 5-3

Percentage of Level 5 Students Transitioned by Student Grade Level

	Number of Level 5 Students	Percent Transitioned
Grade Span K–2		
Grade K	10	--
Grade 1	475	52.0
Grade 2	1,747	45.7
Grade Span 3–4		
Grade 3	607	49.1
Grade 4	1,474	44.2
Grade Span 5–6		
Grade 5	1,187	48.4
Grade 6	1,063	43.8
Grade Span 7–8		
Grade 7	755	44.8
Grade 8	845	44.3
Grade Span 9–12		
Grade 9	430	50.2
Grade 10	439	41.7
Grade 11	437	47.3
Grade 12	25	--

Transitioning of MEPA Level 5 Students by Race/Ethnicity

The race or ethnicity of the student also does not appear to be a primary factor in the decision on whether to transition a student performing at Level 5. The percentage of Level 5 students transitioned was highest for the Hispanic subgroup, but the range was fairly narrow across subgroups. Among the four major racial/ethnic subgroups represented on the MEPA tests the percentage of Level 5 students transitioned ranged from 40.3 percent to 49.9 percent. The number of Level 5 students and the percentage of those students by race/ethnicity is presented in Table 5-4.

Table 5-4

Percentage of Level 5 Students Transitioned by Race/Ethnicity

	Number of Level 5 Students	Percent Transitioned
Asian	2,403	41.5
Black	1,184	40.4
Hispanic	4,335	49.9
White	1,480	45.8

Native American, Pacific Islander, and Multiple-Race subgroups account for 101 of the Level 5 students.

Transitioning of MEPA Level 5 Students and MCAS Performance

Of the approximately 9,500 students performing at Level 5 on the Spring 2010 MEPA tests, 6,370 were enrolled in grades with MCAS testing, and 6,314 (99.1 percent) received MCAS scores in English language arts and mathematics.⁶ Across all MEPA Level 5 students the mean of MCAS scaled scores was 239.9 in English language arts and 239.3 in Mathematics.⁷ As shown in Table 5-5, the mean MCAS scaled scores were slightly higher for transitioned students than non-transitioned students in both English language arts and mathematics.

In terms of MCAS performance levels, the percentage of MEPA Level 5 students classified as *Proficient* or *Advanced* was 54.0 percent in English language arts and 48.4 percent in Mathematics.⁸ The difference in percent proficient for transitioned and not transitioned was 10.4 percentage points in English language arts and 7.7 percentage points in mathematics—favoring transitioned students in both content areas. To some extent the magnitude of this difference may be affected by the mean scaled scores straddling the proficient cut score of 240.

⁶The equal number of students receiving MCAS scaled scores in English language arts and mathematics suggests that few, if any, of the MEPA Level 5 students were first-year students.

⁷ This is approximately 10 points higher than the mean MCAS English language arts (mean=228.6, sd=13.0) and Mathematics (mean=229.0, sd=16.4) scaled scores for the more than 25,000 students with both MEPA and MCAS scores in 2010.

⁸ The higher percentage of MEPA Level 5 students classified *Proficient* or *Advanced* in English language arts than mathematics is not reflected for MEPA students overall (22.7 percent ELA v. 26.0 percent MATH), but is consistent with the performance of all students overall (69.3 percent ELA v. 59.3 percent MATH).

Table 5-5

MCAS Performance of MEPA Level 5 Students						
	English Language Arts			Mathematics		
	Number of Students	Mean (sd) Scaled Score	Percent Proficient or Advanced	Number of Students	Mean (sd) Scaled Score	Percent Proficient or Advanced
Transitioned	2873	241.3 (11.0)	59.6	2874	240.9 (16.5)	52.6
Non-Transitioned	3441	238.8 (10.7)	49.2	3440	238.0 (16.3)	44.9

Figure 5-6 presents the percentage of transitioned and non-transitioned students classified as *Proficient* or *Advanced* on the English language arts MCAS test by grade level. The percentage of transitioned students classified as *Proficient* or *Advanced* is greater than the percentage of non-transitioned students classified as *Proficient* or *Advanced* at each grade level 3, 4, 5, 6, 7, 8, and 10. The percent *Proficient* or *Advanced* is highest for both groups of students at grade 3. The gap between groups is smallest at grade 8.

Figure 5-6

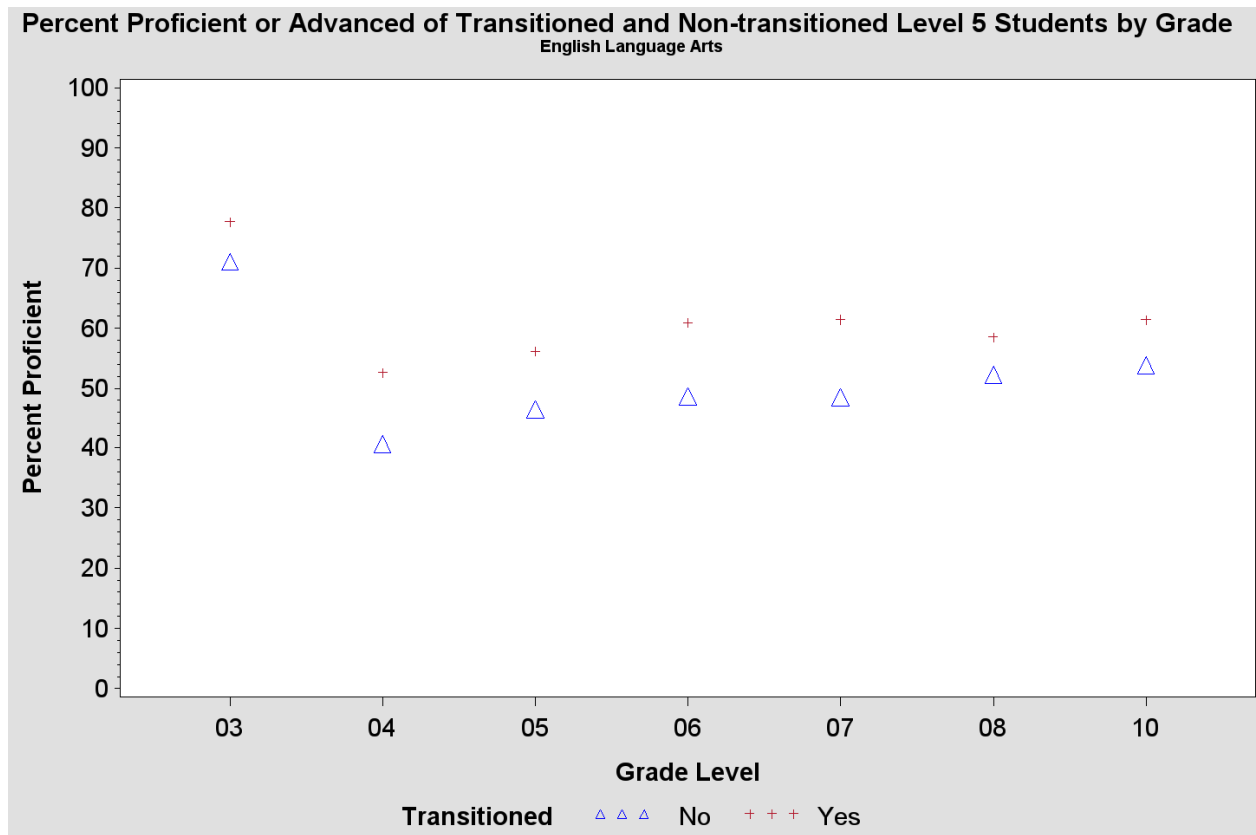
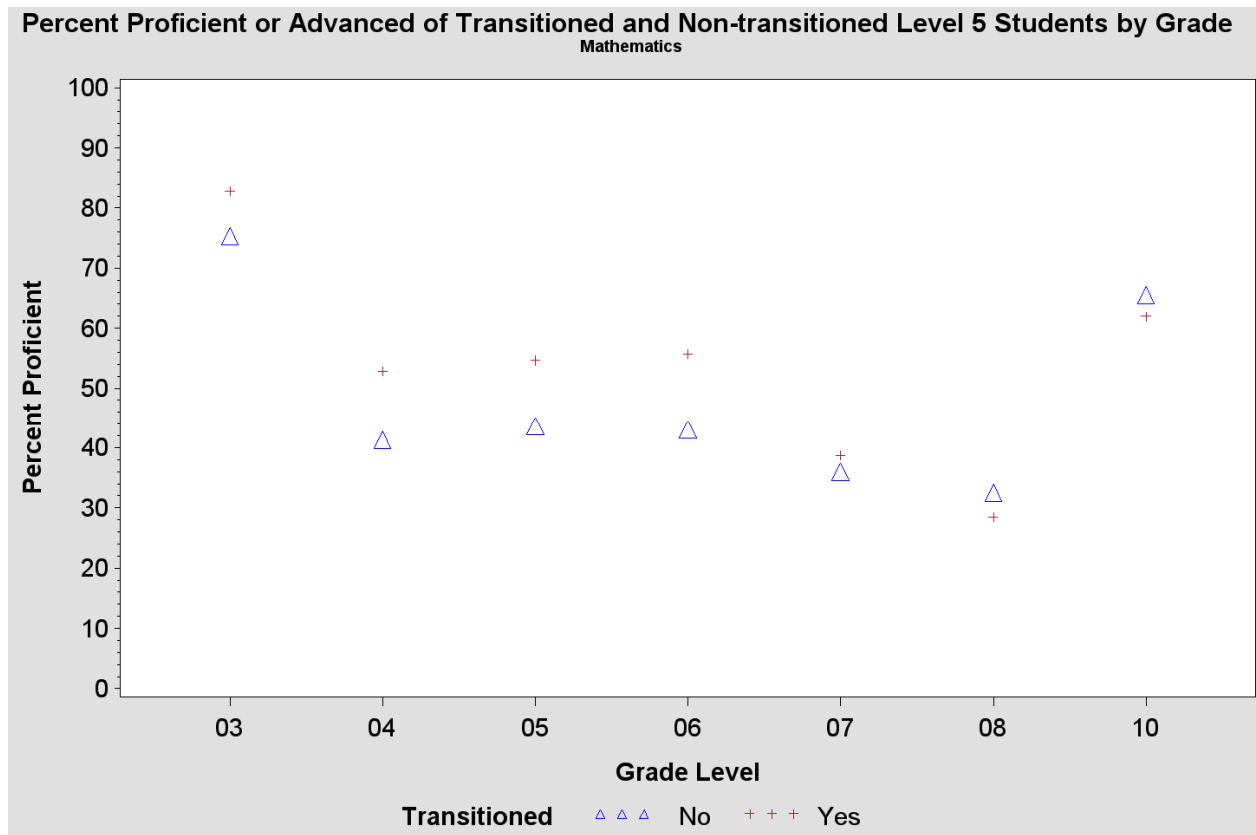


Figure 5-7 presents the percentage of transitioned and non-transitioned students classified as *Proficient* or *Advanced* on the mathematics MCAS test by grade level. Unlike the results on the English language arts MCAS tests, the mathematics results favor the transitioned students at grades 3 through 7, and the non-transitioned students at grades 8 and 10. Across grades, the gap between groups is smaller in grades 7 through 10 than in grades 3 through 6. Consistent with the English language arts results, the highest level of performance for both groups of students is found at grade 3. Consistent with overall state results, performance is lowest at grade 8 and rebounds significantly at grade 10.

Figure 5-7



Transitioning of MEPA Level 5 Students by District

The preceding analyses in this section examined differences between MEPA Level 5 students who were transitioned and those who were not transitioned with regard to grade span, grade level, years in Massachusetts schools, race/ethnicity, and MCAS performance. Although some differences between groups were found, none of those differences were large enough to account for the almost even split between MEPA level 5 transitioned and non-transitioned students. This final analysis examines differences in transitioning patterns by district.

Statewide, 98 districts had 10 or more students with performances classified at MEPA Level 5 on the Spring 2010 test administration. Overall, there was a negative correlation between the percentage of those students transitioned and the percentage of those students *Proficient* or *Advanced* on the 2010 MCAS tests. The unweighted correlations with both content areas and the weighted⁹ correlation for mathematics were not significantly different from 0. Conversely, there was a strong positive correlation between the percentage of students *Proficient* or *Advanced* in English language arts and mathematics. Additionally, there was a near-zero correlation between the percent transitioned and the number of MEPA Level 5 students. Table 5-6 provides those correlations both unweighted and weighted by the number of MEPA Level 5 students in the district. For both unweighted and weighted correlations, a stronger relationship

⁹ Weighted by number of students in the district.

with the percentage of student transitioned was found for English language arts than mathematics.

Table 5-6

Intercorrelations among Percent of MEPA Level 5 Students Transitioned and MCAS Performance

For Districts with 10 or more Level 5 Students

Number of districts: 98	Unweighted	Weighted
Percent Transitioned and Percent <i>Proficient</i> or <i>Advanced</i> , English language arts	-0.11 (p = .268)	-0.30 (p = .003)
Percent Transitioned and Percent <i>Proficient</i> or <i>Advanced</i> , Mathematics	-0.05 (p = .647)	-0.14 (p = .180)
Percent Transitioned and # MEPA Level 5 Students	-0.08 (p = .456)	---
Percent <i>Proficient</i> or <i>Advanced</i> in English language arts and Mathematics	0.73 (p < .0001)	0.79 (p < .0001)

The bubble plot in Figure 5-8 shows the relationship among percentage of Level 5 students transitioned, percentage of students *Proficient* or *Advanced* in English language arts, and number of Level 5 students for the 97 districts with 10 or more Level 5 students. An examination of the plot reveals that across the performance continuum there are districts with very low to very high percentages of MEPA Level 5 students transitioned. Most of the districts transitioning at least 80 percent of MEPA Level 5 students are relatively small districts. However, most of the districts transitioning 15 percent of MEPA Level 5 students are also small districts. Overall, the plot shows little relationship between the number of MEPA Level 5 students in the district and the percentage of those students transitioned. A complete list of the districts shown in Figure 5-8 is provided in Appendix V-B.

Figure 5-8

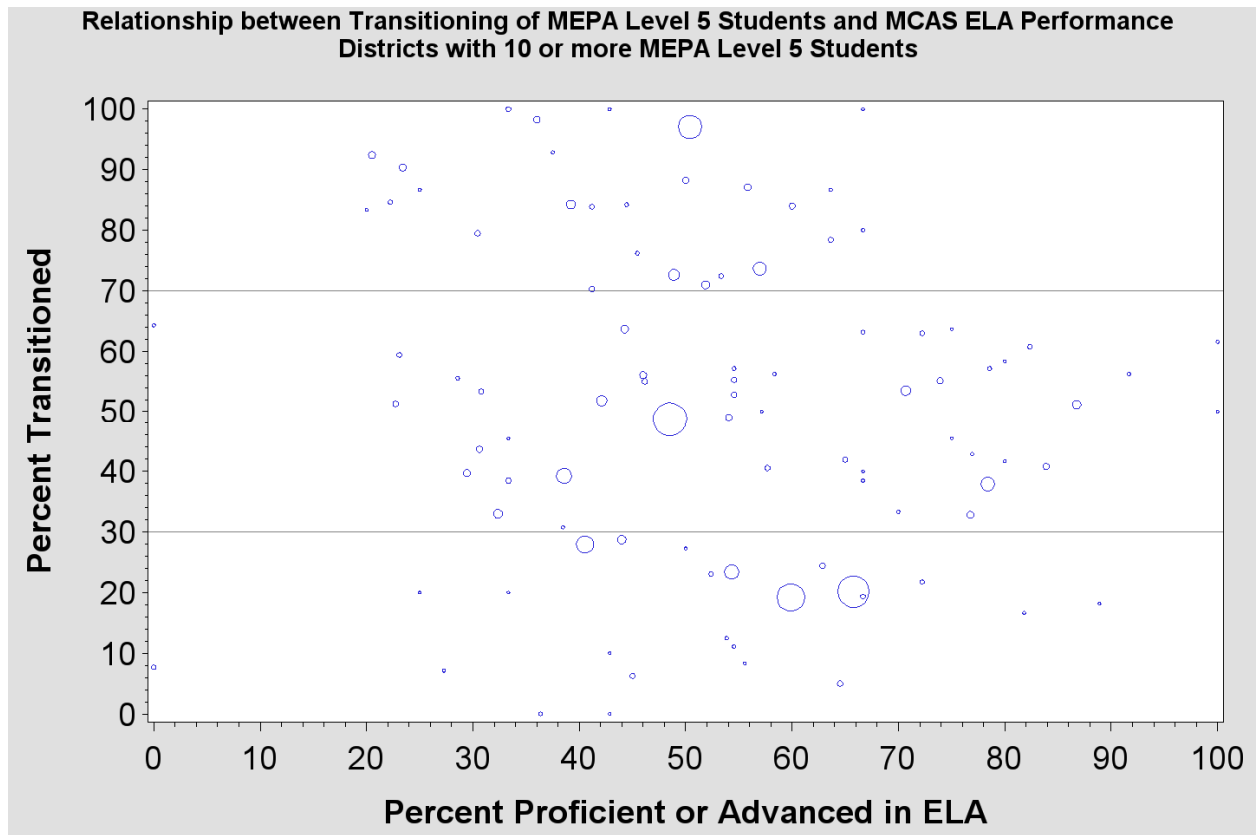


Figure 5-9 presents the same bubble plot, but includes only the 13 districts with 100 or more MEPA Level 5 students. The plot shows 3 districts transitioning more than 70 percent of MEPA Level 5 students, 4 districts transitioning less than 30 percent of MEPA Level 5 students, and 6 districts transitioning between 30 percent and 70 percent of students—with the largest district close to the overall mean of 46 percent transitioned.

Figure 5-9

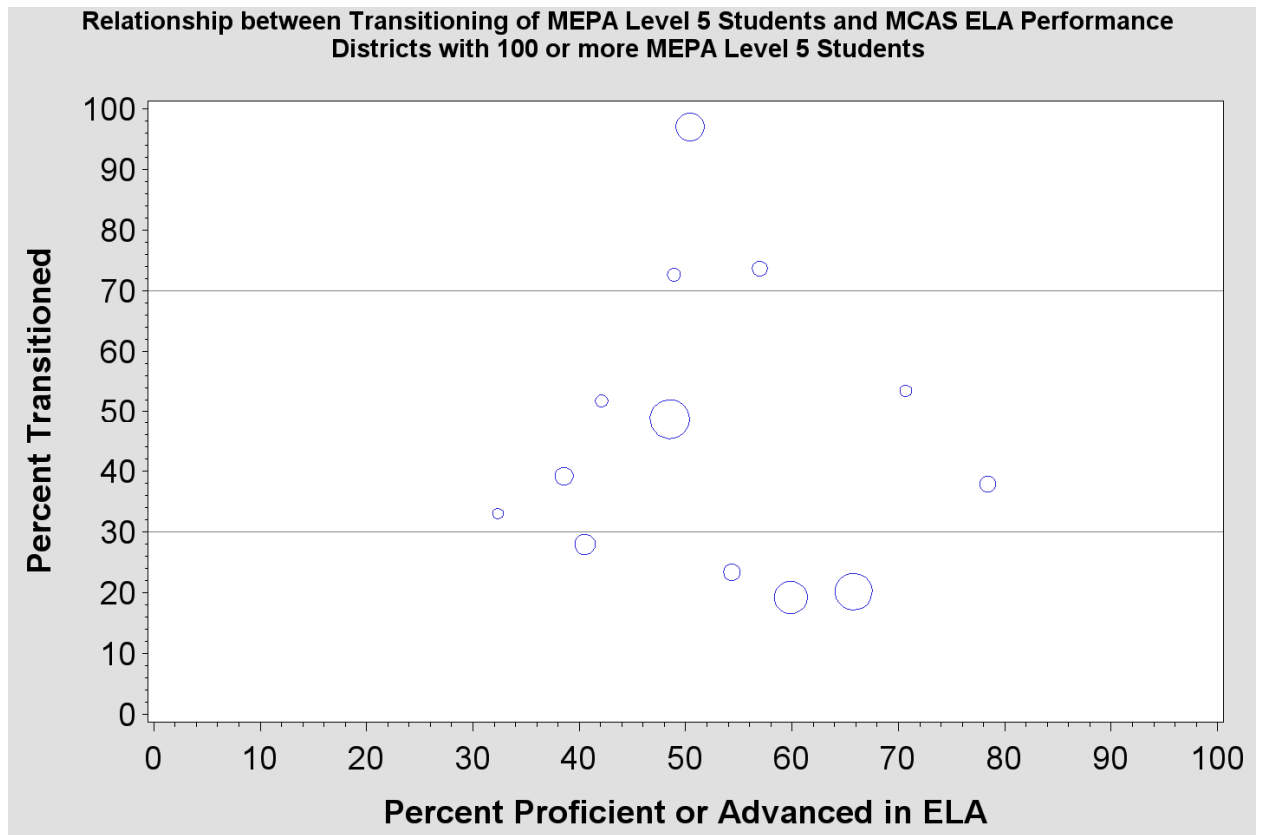


Table 5-7 provides a list of the 13 large districts shown in Figure 5-9. The list is sorted in descending order by the percentage of MEPA Level 5 students transitioned.

Table 5-7

District Code	District	Number of MEPA Level 5 Students	Percent Transitioned	Percent Prof/Adv ELA	Percent Prof/Adv MATH
01630000	Lynn	717	97.07	50.41	45.49
01490000	Lawrence	220	73.64	56.96	49.37
02430000	Quincy	157	72.61	48.89	60.87
00460000	Brookline	131	53.44	70.69	84.34
01650000	Malden	143	51.75	42.11	48.94
00350000	Boston	1,467	48.67	48.51	48.04
02810000	Springfield	301	39.20	38.57	27.15
02070000	Newton	240	37.92	78.40	76.07
00970000	Fitchburg	106	33.02	32.35	26.47
00440000	Brockton	390	27.95	40.54	36.68
01000000	Framingham	261	23.37	54.33	42.31
03480000	Worcester	1,275	20.16	65.78	55.21
01600000	Lowell	1,005	19.20	59.87	51.54

MEPA and Transitioning

As shown in Figure 5-4, there is a clear break between the percentage of students transitioned at MEPA Levels 1–4 and MEPA Level 5. Notwithstanding this difference, students at MEPA Levels 1–4 represent nearly half (45 percent) of the students transitioned. The percentage of transitioned students performing at each MEPA Level decreases across levels from Level 5 (55 percent), Level 4 (30 percent), Level 3 (11 percent), Level 2 (3 percent), and Level 1 (1 percent).

Although nearly half of students transitioning from 2010 to 2011 performed at Level 1-4 on the Spring 2010 MEPA tests, MCAS performance drops off dramatically as MEPA Level decreases from Level 5 to Level 1. Additionally, students performing at MEPA Level 5 demonstrate the

greatest increase in MCAS performance from 2010 to 2011. Those results are presented in Figure 5-10 for English language arts and Figure 5-11 for Mathematics.

Figure 5-10

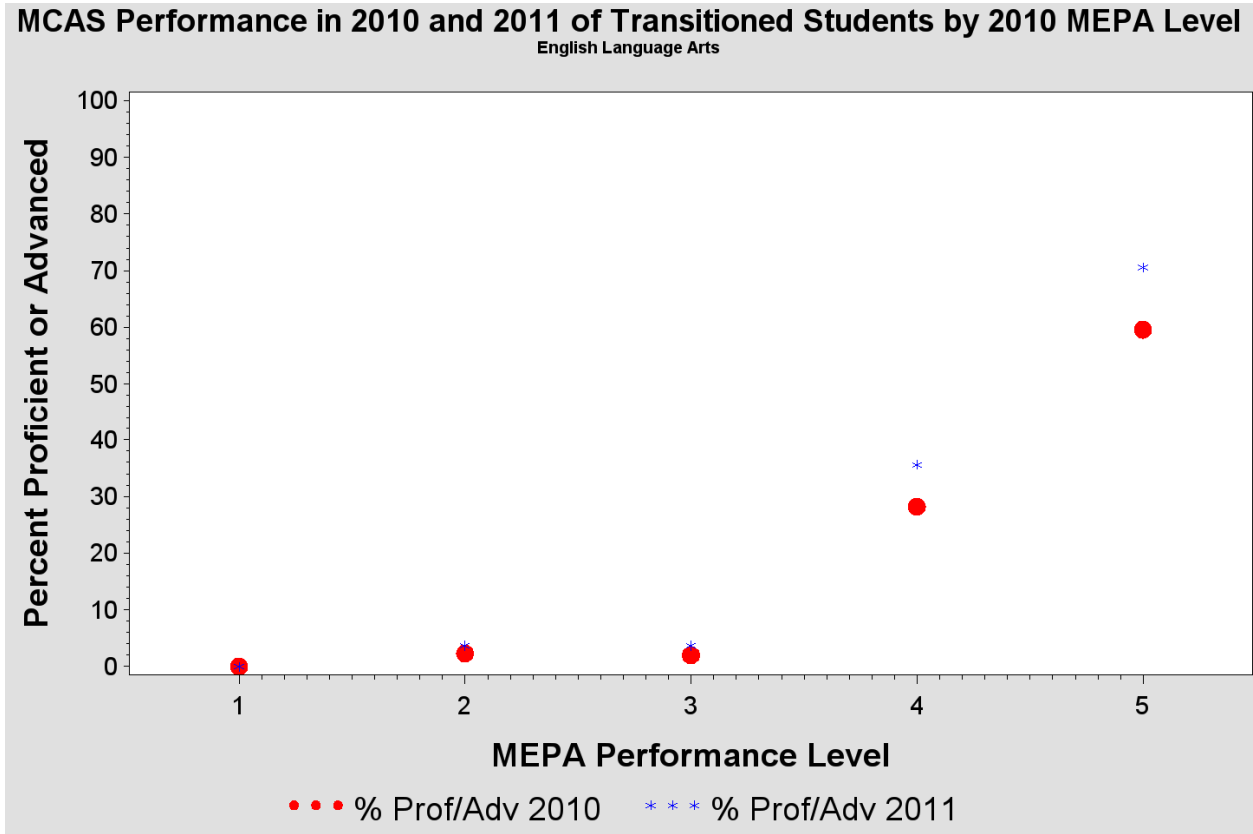
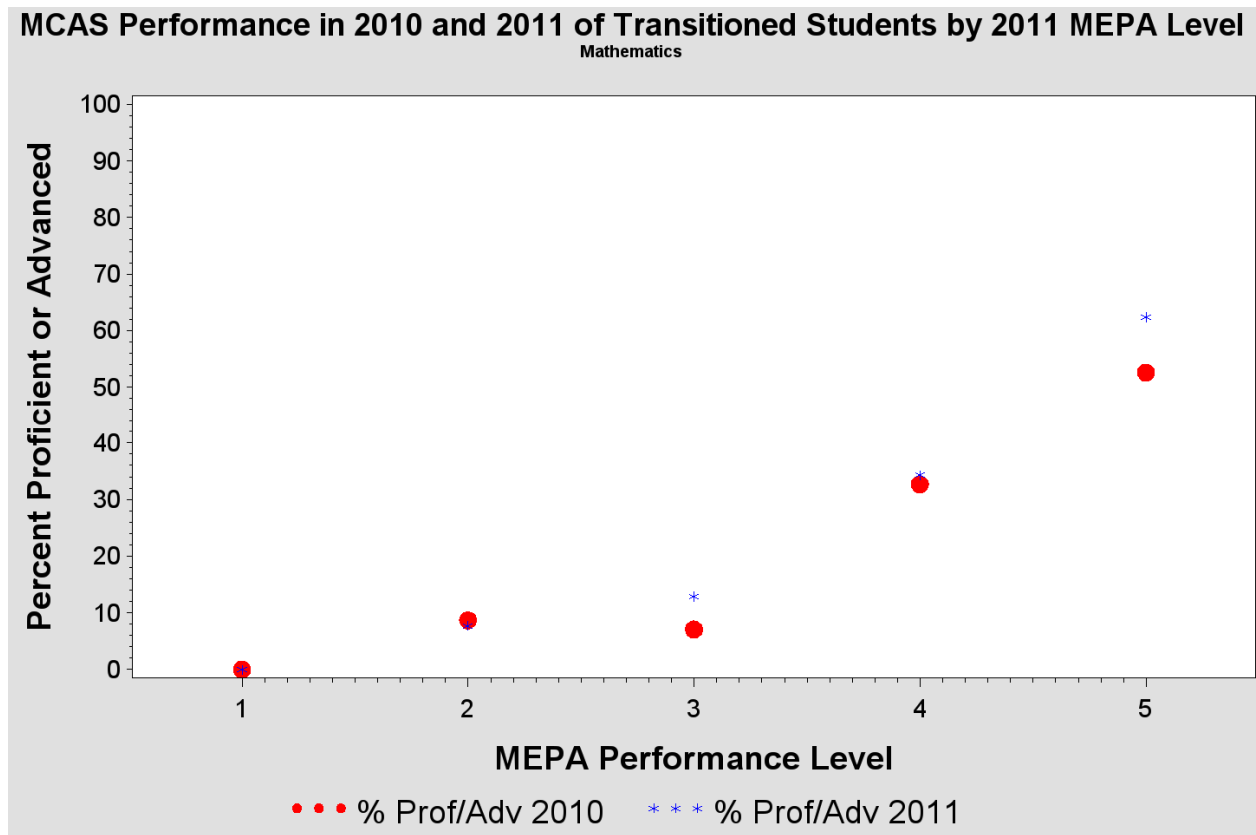


Figure 5-11



Appendix I-A

Table of race by ethnicity			
race(Racial Category)	ethnicity(Ethnic Category)		
	Hispanic	Not Hispanic	Total
White (W)	30744	8108	38852
	43.31	11.42	54.74
Black or African American (B)	4692	9954	14646
	6.61	14.02	20.63
Asian (A)	253	12473	12726
	0.36	17.57	17.93
Amer Indian or Alaskan Nat(AI)	1951	170	2121
	2.75	0.24	2.99
W-B	1419	244	1663
	2.00	0.34	2.34
Haw Nat or Pac Islander (PI)	110	111	221
	0.15	0.16	0.31
W-A	40	179	219
	0.06	0.25	0.31
W-B-AI	167	6	173
	0.24	0.01	0.24
W-AI	133	16	149
	0.19	0.02	0.21

Table of race by ethnicity			
race(Racial Category)	ethnicity(Ethnic Category)		
	Hispanic	Not Hispanic	Total
B-A	6	30	36
	0.01	0.04	0.05
B-AI	26	10	36
	0.04	0.01	0.05
W-B-A-AI-PI	5	29	34
	0.01	0.04	0.05
W-PI	14	7	21
	0.02	0.01	0.03
A-PI	3	13	16
	0.00	0.02	0.02
B-PI	3	13	16
	0.00	0.02	0.02
A-AI	6	7	13
	0.01	0.01	0.02
W-B-A	5	7	12
	0.01	0.01	0.02
AI-PI	2	2	4
	0.00	0.00	0.01
B-A-AI-PI	2	1	3
	0.00	0.00	0.00

Table of race by ethnicity			
race(Racial Category)	ethnicity(Ethnic Category)		
	Hispanic	Not Hispanic	Total
W-A-AI	1 0.00	2 0.00	3 0.00
W-B-A-AI	2 0.00	1 0.00	3 0.00
B-A-AI	1 0.00	1 0.00	2 0.00
W-A-AI-PI	1 0.00	1 0.00	2 0.00
W-B-A-PI	2 0.00	0 0.00	2 0.00
A-AI-PI	1 0.00	0 0.00	1 0.00
B-A-PI	0 0.00	1 0.00	1 0.00
B-AI-PI	0 0.00	1 0.00	1 0.00
W-A-PI	1 0.00	0 0.00	1 0.00
W-AI-PI	1 0.00	0 0.00	1 0.00

Table of race by ethnicity			
race(Racial Category)	ethnicity(Ethnic Category)		
	Hispanic	Not Hispanic	Total
W-B-AI-PI	1	0	1
	0.00	0.00	0.00
Total	39592	31387	70979
	55.78	44.22	100.00

Appendix I-B

Number of Students Classified as LEP or FLEP by District: 2010–2011

Obs	District Code	District	Total Number LEP or FLEP	Number PK–2	Number 3–8	Number 9–12
1	0035	Boston	18,374	5,806	8,706	3,862
2	0348	Worcester	8,318	3,312	3,675	1,331
3	0160	Lowell	5,210	1,271	2,817	1,122
4	0149	Lawrence	4,603	1,721	2,023	859
5	0163	Lynn	4,477	1,344	2,265	868
6	0281	Springfield	4,222	1,081	2,118	1,023
7	0044	Brockton	3,611	893	1,846	872
8	0137	Holyoke	1,805	491	878	436
9	0243	Quincy	1,755	670	753	332
10	0100	Framingham	1,684	664	790	230
11	0057	Chelsea	1,575	663	617	295
12	0165	Malden	1,250	426	521	303
13	0274	Somerville	1,194	393	522	279
14	0248	Revere	1,128	483	485	160
15	0207	Newton	1,120	394	533	193
16	0093	Everett	1,062	329	491	242
17	0095	Fall River	947	262	539	146
18	0046	Brookline	934	380	440	114
19	0201	New Bedford	841	158	420	263

Obs	District Code	District	Total Number LEP or FLEP	Number PK-2	Number 3-8	Number 9-12
20	0097	Fitchburg	836	282	411	143
21	0170	Marlborough	808	358	343	107
22	0308	Waltham	764	343	294	127
23	0181	Methuen	744	272	368	104
24	0153	Leominster	725	175	396	154
25	0258	Salem	693	202	332	159
26	0049	Cambridge	645	270	245	130
27	0128	Haverhill	630	167	309	154
28	0061	Chicopee	497	120	275	102
29	0155	Lexington	493	173	281	39
30	0332	West Springfield	460	156	190	114
31	0229	Peabody	453	174	202	77
32	0176	Beverly Outplacement	442	158	171	113
33	0314	Watertown	410	111	215	84
34	0325	Westfield	391	106	202	83
35	0456	Lowell Community Charter Public	379	249	130	0
36	0185	Milford	370	161	154	55
37	0016	Attleboro	361	114	183	64
38	0244	Randolph	360	108	151	101
39	0321	Westborough	332	147	167	18
40	0454	Lawrence Family Development Ch	329	192	137	0
41	0347	Woburn	316	111	143	62
42	0010	Arlington	314	132	151	31

Obs	District Code	District	Total Number LEP or FLEP	Number PK-2	Number 3-8	Number 9-12
43	0236	Pittsfield	303	88	139	76
44	0277	Southbridge	302	74	157	71
45	0293	Taunton	278	68	158	52
46	0271	Shrewsbury	277	82	160	35
47	0020	Barnstable	258	109	84	65
48	0220	Norwood	250	93	129	28
49	0285	Stoughton	243	89	128	26
50	0064	Clinton	237	67	130	40
51	0008	Amherst	232	111	121	0
52	0828	Greater Lowell Regional Vocational	225	0	0	225
53	0005	Agawam	212	77	106	29
54	0040	Braintree	206	50	125	31
55	0344	Winchester	191	62	107	22
56	0141	Hudson	186	70	85	31
57	0026	Belmont	185	61	82	42
58	0645	Dennis-Yarmouth	185	56	93	36
59	0056	Chelmsford	178	90	65	23
60	0073	Dedham	171	44	91	36
61	0336	Weymouth	171	60	87	24
62	0486	Seven Hills Charter Public (Di	169	92	77	0
63	0009	Andover	162	46	91	25
64	0307	Walpole	138	45	71	22
65	0002	Acton	134	68	66	0

Obs	District Code	District	Total Number LEP or FLEP	Number PK-2	Number 3-8	Number 9-12
66	0178	Melrose	133	67	45	21
67	0440	Community Day Charter Public	131	90	41	0
68	0048	Burlington	125	51	58	16
69	0023	Bedford	120	69	35	16
70	0103	Gardner	120	33	66	21
71	0346	Winthrop	120	51	54	15
72	0775	Wachusett	119	47	51	21
73	0197	Nantucket	117	52	47	18
74	0211	North Andover	117	41	60	16
75	0014	Ashland	116	49	53	14
76	0445	Abby Kelley Foster Charter Pub	116	59	47	10
77	0031	Billerica	114	35	60	19
78	0072	Dartmouth	109	41	61	7
79	0199	Needham	109	39	60	10
80	0262	Saugus	109	39	51	19
81	0453	Holyoke Community Charter (District)	109	34	75	0
82	0266	Sharon	105	41	51	13
83	0605	Amherst-Pelham	103	0	42	61
84	0213	Northborough	101	37	64	0
85	0829	South Middlesex Regional Vocational	101	0	0	101
86	0030	Beverly	98	39	39	20
87	0823	Greater Lawrence Regional Vocational	97	0	0	97

Obs	District Code	District	Total Number LEP or FLEP	Number PK-2	Number 3-8	Number 9-12
88	0317	Wellesley	94	29	52	13
89	0481	Boston Renaissance Charter Pub	91	60	31	0
90	0017	Auburn	89	36	38	15
91	0330	Weston	89	26	50	13
92	0107	Gloucester	88	18	53	17
93	0284	Stoneham	88	27	51	10
94	0326	Westford	88	37	46	5
95	0079	Dracut	87	24	53	10
96	0316	Webster	79	27	46	6
97	0429	KIPP Academy Lynn Charter (District)	79	0	79	0
98	0658	Dudley-Charlton Regional	79	33	35	11
99	0101	Franklin	78	38	34	6
100	0291	Swampscott	77	31	30	16
101	0853	Northeast Metropolitan Regional	76	0	0	76
102	0210	Northampton	74	18	35	21
103	0050	Canton	73	18	38	17
104	0198	Natick	73	30	24	19
105	0114	Greenfield	72	18	40	14
106	0167	Mansfield	72	23	34	15
107	0251	Rockland	72	32	30	10
108	0086	Easthampton	71	22	35	14
109	0239	Plymouth	70	21	32	17

Obs	District Code	District	Total Number LEP or FLEP	Number PK-2	Number 3-8	Number 9-12
110	0189	Milton	69	16	42	11
111	0276	Southborough	69	34	34	1
112	0088	Easton	65	26	24	15
113	0487	Test Site	65	40	24	1
114	0212	North Attleborough	64	14	36	14
115	0019	Ayer	60	18	27	15
116	0674	Gill-Montague	56	21	25	10
117	0423	Barnstable Horace Mann Charter	55	0	55	0
118	0096	Falmouth	54	13	31	10
119	0161	Ludlow	54	14	31	9
120	0126	Harwich	53	15	26	12
121	0159	Longmeadow	51	17	29	5
122	0136	Holliston	50	23	22	5
123	0446	Foxborough Regional Charter (District)	49	17	28	4
124	0441	Sabis International Charter (District)	47	18	28	1
125	0335	Westwood	46	11	25	10
126	0071	Danvers	45	12	21	12
127	0600	Acton-Boxborough	45	0	15	30
128	0139	Hopkinton	44	23	20	1
129	0151	Leicester	44	12	22	10
130	0832	Montachusett Regional Vocational	44	0	0	44
131	0024	Belchertown	43	15	25	3

Obs	District Code	District	Total Number LEP or FLEP	Number PK-2	Number 3-8	Number 9-12
132	0168	Marblehead	43	14	19	10
133	0174	Maynard	43	13	21	9
134	0342	Wilmington	43	20	17	6
135	0427	Barnstable Community Horace Ma	43	30	13	0
136	0675	Hamilton-Wenham	42	15	19	8
137	0133	Holbrook	41	6	27	8
138	0067	Concord	40	20	20	0
139	0157	Lincoln	40	10	30	0
140	0625	Bridgewater-Raynham	40	8	23	9
141	0025	Bellingham	39	8	24	7
142	0304	Uxbridge	39	10	27	2
143	0484	Roxbury Preparatory Charter (District)	39	0	39	0
144	0680	Hampden-Wilbraham	39	14	19	6
145	0288	Sudbury	38	15	23	0
146	0439	Conservatory Lab Charter (District)	37	25	12	0
147	0618	Berkshire Hills	37	15	18	4
148	0264	Scituate	36	9	17	10
149	0305	Wakefield	36	10	21	5
150	0477	Silver Hill Horace Mann Charter	36	13	23	0
151	0825	Greater New Bedford Regional Vocational	36	0	0	36
152	0296	Tisbury	35	13	22	0

Obs	District Code	District	Total Number LEP or FLEP	Number PK-2	Number 3-8	Number 9-12
153	0430	Advanced Math and Science Academy	35	0	29	6
154	0469	Test Site	35	0	25	10
155	0221	Oak Bluffs	34	16	18	0
156	0246	Reading	34	13	17	4
157	0412	Academy Of the Pacific Rim Cha	34	0	34	0
158	0420	Benjamin Banneker Charter Public	33	18	15	0
159	0089	Edgartown	32	12	20	0
160	0315	Wayland	32	11	16	5
161	0801	Assabet Valley Regional Vocational	32	0	0	32
162	0007	Amesbury	31	10	16	5
163	0171	Marshfield	31	10	14	7
164	0172	Mashpee	31	10	12	9
165	0227	Palmer	31	9	17	5
166	0265	Seekonk	31	7	14	10
167	0295	Tewksbury	31	13	16	2
168	0437	City On A Hill Charter Public	31	0	0	31
169	0492	Martin Luther King Jr. Charter	31	15	16	0
170	0493	Phoenix Charter Academy (District)	31	0	0	31
171	0725	Nashoba	31	8	16	7
172	0001	Abington	29	8	21	0
173	0615	Athol-Royalston	29	7	13	9

Obs	District Code	District	Total Number LEP or FLEP	Number PK-2	Number 3-8	Number 9-12
174	0186	Millbury	28	16	7	5
175	0226	Oxford	28	5	15	8
176	0410	Excel Academy Charter (District)	27	0	27	0
177	0872	Southeastern Regional Vocation	27	0	0	27
178	0110	Grafton	26	8	14	4
179	0117	Hadley	26	6	13	7
180	0209	North Adams	26	3	11	12
181	0436	Community Charter School of Cambridge (District)	26	0	10	16
182	0700	Martha's Vineyard	26	0	0	26
183	0773	Triton	26	8	17	1
184	0150	Lee	25	7	11	7
185	0099	Foxborough	24	2	15	7
186	0182	Middleborough	24	9	9	6
187	0444	Neighborhood House Charter (District)	24	8	16	0
188	0485	Salem Academy Charter (District)	24	0	14	10
189	0158	Littleton	23	9	10	4
190	0204	Newburyport	23	4	13	6
191	0343	Winchendon	23	8	13	2
192	0499	Hampden Charter School of Science	23	0	8	15
193	0184	Middleton	22	9	13	0
194	0270	Shirley	22	2	20	0

Obs	District Code	District	Total Number LEP or FLEP	Number PK-2	Number 3-8	Number 9-12
195	0766	Southwick-Tolland	22	3	17	2
196	0278	South Hadley	21	6	10	5
197	0416	Boston Preparatory Charter Pubic	21	0	21	0
198	0494	Pioneer Charter School of Science	21	0	11	10
199	0610	Ashburnham-Westminster	21	5	9	7
200	0735	North Middlesex	21	2	9	10
201	0144	Ipswich	20	4	16	0
202	0419	Smith Leadership Academy Chart	20	0	20	0
203	0622	Blackstone-Millville	20	9	7	4
204	0815	Cape Cod Regional Vocational	20	0	0	20
205	0885	Whittier Regional Vocational	20	0	0	20
206	0217	North Reading	19	0	16	3
207	0331	Westport	19	7	7	5
208	0131	Hingham	18	13	5	0
209	0710	Mendon-Upton	18	7	10	1
210	0310	Wareham	17	6	8	3
211	0476	Spirit of Knowledge Charter Sc	17	0	12	5
212	0673	Groton-Dunstable	17	5	9	3
213	0051	Carlisle	16	2	14	0
214	0111	Granby	16	5	9	2
215	0214	Northbridge	16	2	13	1
216	0341	Williamstown	16	8	8	0

Obs	District Code	District	Total Number LEP or FLEP	Number PK-2	Number 3-8	Number 9-12
217	0672	Gateway	16	9	7	0
218	0055	Chatham	15	4	8	3
219	0122	Hanover	15	8	5	2
220	0162	Lunenburg	15	6	7	2
221	0292	Swansea	15	3	10	2
222	0309	Ware	15	1	9	5
223	0458	Lowell Middlesex Academy Charter	15	0	0	15
224	0474	North Central Charter Essential	15	0	4	11
225	0730	Northboro-Southboro	15	0	0	15
226	0138	Hopedale	14	6	8	0
227	0424	Boston Day and Evening Academy	14	0	0	14
228	0471	New Leadership Charter (District)	14	0	11	3
229	0821	Greater Fall River Regional Vocational	14	0	0	14
230	0039	Boylston	13	6	7	0
231	0452	Edward M. Kennedy Academy for Health Careers	13	0	0	13
232	0650	Dighton-Rehoboth	13	6	6	1
233	0767	Spencer-E Brookfield	13	5	6	2
234	0806	Blue Hills Regional Vocational	13	0	0	13
235	0152	Lenox	12	4	7	1
236	0175	Medfield	12	5	3	4
237	0191	Monson	12	9	3	0

Obs	District Code	District	Total Number LEP or FLEP	Number PK-2	Number 3-8	Number 9-12
238	0350	Wrentham	12	8	4	0
239	0660	Nauset	12	0	6	6
240	0670	Frontier	12	0	6	6
241	0041	Brewster	11	5	6	0
242	0078	Dover	11	7	4	0
243	0087	East Longmeadow	11	2	5	4
244	0177	Medway	11	2	5	4
245	0428	Edward Brooke Charter (District)	11	5	6	0
246	0449	Boston Collegiate Charter (District)	11	0	11	0
247	0018	Avon	10	2	5	3
248	0052	Carver	10	6	3	1
249	0083	East Bridgewater	10	5	3	2
250	0094	Fairhaven	10	6	2	2
251	0289	Sunderland	10	10	0	0
252	0475	Dorchester Collegiate Academy	10	0	10	0
253	0695	Lincoln-Sudbury	10	0	0	10
254	0780	Whitman-Hanson	10	1	6	3
255	0242	Provincetown	9	3	5	1
256	0261	Sandwich	9	2	5	2
257	0275	Southampton	9	6	3	0
258	0406	Northampton-Smith Vocational Agricultural	9	0	0	9
259	0640	Concord-Carlisle	9	0	0	9

Obs	District Code	District	Total Number LEP or FLEP	Number PK-2	Number 3-8	Number 9-12
260	0755	Ralph C Mahar	9	0	2	7
261	0830	Minuteman Regional Vocational	9	0	0	9
262	0301	Tyngsborough	8	0	6	2
263	0418	Christa McAuliffe Regional Charter	8	0	8	0
264	0435	Innovation Academy Charter (District)	8	0	6	2
265	0455	Hill View Montessori Charter Public	8	2	6	0
266	0655	Dover-Sherborn	8	0	4	4
267	0805	Blackstone Valley Regional Vocational	8	0	0	8
268	0810	Bristol-Plymouth Regional Vocational	8	0	0	8
269	0876	Southern Worcester County Regional	8	0	0	8
270	0037	Boxborough	7	3	4	0
271	0038	Boxford	7	4	3	0
272	0074	Deerfield	7	1	6	0
273	0231	Pembroke	7	4	1	2
274	0298	Topsfield	7	5	2	0
275	0322	West Boylston	7	3	4	0
276	0466	Martha's Vineyard Charter (District)	7	2	3	2
277	0470	Test Site	7	5	2	0
278	0491	Test Site	7	0	7	0
279	0705	Masconomet	7	0	2	5

Obs	District Code	District	Total Number LEP or FLEP	Number PK-2	Number 3-8	Number 9-12
280	0717	Mohawk Trail	7	1	3	3
281	0774	Up-Island Regional	7	3	4	0
282	0854	North Shore Regional Vocational	7	0	0	7
283	0125	Harvard	6	3	3	0
284	0252	Rockport	6	0	4	2
285	0765	Southern Berkshire	6	2	4	0
286	0085	Eastham	5	2	3	0
287	0164	Lynnfield	5	0	4	1
288	0219	Norwell	5	1	3	1
289	0273	Somerset	5	2	3	0
290	0690	King Philip	5	0	2	3
291	0145	Kingston	4	1	3	0
292	0224	Orleans	4	2	2	0
293	0603	Adams-Cheshire	4	1	2	1
294	0635	Central Berkshire	4	0	2	2
295	0665	Freetown-Lakeville	4	0	1	3
296	0698	Manchester Essex Regional	4	0	4	0
297	0720	Narragansett	4	0	3	1
298	0745	Pentucket	4	2	2	0
299	0770	Tantasqua	4	0	2	2
300	0036	Bourne	3	0	0	3
301	0142	Hull	3	2	0	1
302	0215	North Brookfield	3	1	2	0

Obs	District Code	District	Total Number LEP or FLEP	Number PK-2	Number 3-8	Number 9-12
303	0218	Norton	3	2	1	0
304	0223	Orange	3	1	2	0
305	0250	Rochester	3	2	1	0
306	0269	Sherborn	3	3	0	0
307	0323	West Bridgewater	3	0	1	2
308	0488	South Shore Charter Public (District)	3	1	1	1
309	0496	Global Learning Charter Public	3	0	2	1
310	0497	Pioneer Valley Chinese Immersion	3	1	2	0
311	0620	Berlin-Boylston	3	0	1	2
312	0740	Old Rochester	3	0	0	3
313	0753	Quabbin	3	0	0	3
314	0003	Acushnet	2	0	2	0
315	0028	Berlin	2	0	2	0
316	0105	Georgetown	2	0	2	0
317	0148	Lanesborough	2	1	1	0
318	0173	Mattapoisett	2	2	0	0
319	0187	Millis	2	2	0	0
320	0287	Sturbridge	2	2	0	0
321	0290	Sutton	2	0	2	0
322	0340	Williamsburg	2	2	0	0
323	0438	Codman Academy Charter Public	2	0	0	2
324	0447	Benjamin Franklin Classical Charter	2	2	0	0

Obs	District Code	District	Total Number LEP or FLEP	Number PK-2	Number 3-8	Number 9-12
325	0468	Ma Academy for Math and Science	2	0	0	2
326	0683	Hampshire	2	0	2	0
327	0715	Mount Greylock	2	0	0	2
328	0760	Silver Lake	2	0	0	2
329	0778	Quaboag Regional	2	0	2	0
330	0873	South Shore Regional Vocational	2	0	0	2
331	0043	Brimfield	1	1	0	0
332	0063	Clarksburg	1	0	1	0
333	0068	Conway	1	0	1	0
334	0077	Douglas	1	0	1	0
335	0082	Duxbury	1	0	1	0
336	0102	Freetown	1	0	1	0
337	0127	Hatfield	1	1	0	0
338	0135	Holland	1	0	1	0
339	0169	Marion	1	0	1	0
340	0230	Pelham	1	0	1	0
341	0234	Petersham	1	1	0	0
342	0238	Plainville	1	0	1	0
343	0272	Shutesbury	1	0	1	0
344	0306	Wales	1	1	0	0
345	0413	Four Rivers Charter Public (District)	1	0	0	1
346	0414	Berkshire Arts and Technology	1	0	0	1

Obs	District Code	District	Total Number LEP or FLEP	Number PK-2	Number 3-8	Number 9-12
347	0448	Gloucester Community Arts Charter	1	0	1	0
348	0450	Hilltown Cooperative Charter	1	0	1	0
349	0464	Marblehead Community Charter	1	0	1	0
350	0479	Pioneer Valley Performing Arts	1	0	0	1
351	0685	Hawlemont	1	0	1	0
352	0818	Franklin County Regional Vocational	1	0	0	1
353	0851	Northern Berkshire Regional Vocational	1	0	0	1
354	0852	Nashoba Valley Regional Vocational	1	0	0	1
355	0878	Tri County Regional Vocational	1	0	0	1
356	0910	Bristol County Agricultural	1	0	0	1
357	0913	Essex Agricultural Technical	1	0	0	1
358	0915	Norfolk County Agricultural	1	0	0	1

Appendix II-A

Transition Rate and Years to Transitioning by District

Obs	Code	District	# of Students	Percent Transitioned	Mean Years to Transitioning
1	0035	Boston	15,761	8.8	3.4
2	0348	Worcester	6,364	4.6	4.4
3	0160	Lowell	4,591	5.2	4.7
4	0163	Lynn	3,527	29.4	5.0
5	0281	Springfield	3,455	6.9	4.5
6	0149	Lawrence	3,179	20.8	3.5
7	0044	Brockton	2,942	7.9	4.6
8	0137	Holyoke	1,407	7.0	4.4
9	0100	Framingham	1,277	11.7	3.8
10	0243	Quincy	1,195	28.8	3.1
11	0057	Chelsea	972	26.5	3.2
12	0165	Malden	870	13.3	2.7
13	0274	Somerville	813	14.6	3.9
14	0207	Newton	780	22.1	3.1
15	0093	Everett	721	20.2	3.1
16	0248	Revere	718	29.7	3.2
17	0097	Fitchburg	591	13.9	5.7
18	0046	Brookline	568	25.2	2.2
19	0201	New Bedford	552	23.4	3.3

Obs	Code	District	# of Students	Percent Transitioned	Mean Years to Transitioning
20	0258	Salem	543	14.9	4.8
21	0095	Fall River	542	24.0	4.0
22	0170	Marlborough	537	30.4	4.1
23	0308	Waltham	498	25.3	3.0
24	0128	Haverhill	492	15.2	4.6
25	0181	Methuen	460	18.0	3.8
26	0153	Leominster	445	27.2	4.8
27	0061	Chicopee	375	16.0	4.5
28	0229	Peabody	353	33.1	3.8
29	0049	Cambridge	328	32.3	2.9
30	0155	Lexington	317	19.2	2.8
31	0332	West Springfield	310	29.7	3.0
32	0176	Medford	303	19.1	4.0
33	0314	Watertown	302	19.2	4.1
34	0016	Attleboro	288	14.6	4.7
35	0325	Westfield	243	21.4	4.4
36	0244	Randolph	242	12.4	3.0
37	0236	Pittsfield	239	7.1	4.4
38	0347	Woburn	239	34.3	3.3
39	0321	Westborough	235	18.3	3.4
40	0454	Lawrence Family Development Charter (District)	233	26.6	4.1

Obs	Code	District	# of Students	Percent Transitioned	Mean Years to Transitioning
41	0185	Milford	230	21.3	3.2
42	0277	Southbridge	228	25.0	3.9
43	0456	Lowell Community Charter Public (District)	224	9.8	2.3
44	0010	Arlington	210	15.2	4.0
45	0220	Norwood	204	18.1	3.1
46	0293	Taunton	189	29.6	3.2
47	0020	Barnstable	184	37.5	2.6
48	0271	Shrewsbury	182	41.8	3.6
49	0285	Stoughton	179	14.0	4.0
50	0008	Amherst	162	13.0	3.5
51	0064	Clinton	158	23.4	2.9
52	0645	Dennis-Yarmouth	152	7.2	3.1
53	0344	Winchester	150	27.3	2.8
54	0828	Greater Lowell Regional Vocational Technical	147	40.1	6.1
55	0040	Braintree	144	35.4	3.1
56	0486	Seven Hills Charter Public (District)	133	31.6	3.3
57	0141	Hudson	129	14.0	3.7
58	0073	Dedham	124	12.1	3.1
59	0336	Weymouth	123	26.8	3.0

Obs	Code	District	# of Students	Percent Transitioned	Mean Years to Transitioning
60	0005	Agawam	118	23.7	2.8
61	0056	Chelmsford	118	17.8	2.3
62	0009	Andover	113	25.7	2.4
63	0026	Belmont	112	31.3	2.7
64	0440	Community Day Charter Public (District)	100	10.0	4.3
65	0307	Walpole	92	27.2	3.3
66	0178	Melrose	91	27.5	2.0
67	0103	Gardner	86	4.7	5.5
68	0002	Acton	85	16.5	2.3
69	0031	Billerica	85	31.8	3.1
70	0048	Burlington	85	41.2	2.7
71	0266	Sharon	81	40.7	2.8
72	0605	Amherst-Pelham	81	35.8	4.8
73	0014	Ashland	77	35.1	3.2
74	0262	Saugus	76	15.8	4.6
75	0107	Gloucester	74	6.8	4.2
76	0317	Wellesley	73	31.5	2.7
77	0346	Winthrop	72	38.9	2.9
78	0775	Wachusett	72	19.4	4.4
79	0211	North Andover	69	37.7	2.7
80	0213	Northborough	69	8.7	2.5

Obs	Code	District	# of Students	Percent Transitioned	Mean Years to Transitioning
81	0853	Northeast Metropolitan Regional Vocational Technical	69	31.9	4.4
82	0197	Nantucket	65	10.8	3.1
83	0829	South Middlesex Regional Vocational Technical	65	40.0	4.5
84	0291	Swampscott	64	21.9	2.4
85	0017	Auburn	63	14.3	3.2
86	0101	Franklin	63	6.3	4.3
87	0199	Needham	63	34.9	2.6
88	0114	Greenfield	62	12.9	2.6
89	0330	Weston	61	27.9	3.8
90	0023	Bedford	60	28.3	2.4
91	0079	Dracut	60	31.7	3.1
92	0167	Mansfield	60	21.7	2.7
93	0445	Abby Kelley Foster Charter Public (District)	60	76.7	2.1
94	0210	Northampton	59	40.7	3.4
95	0284	Stoneham	58	8.6	5.6
96	0316	Webster	55	30.9	2.9
97	0481	Boston Renaissance Charter Public (District)	55	5.5	3.7

Obs	Code	District	# of Students	Percent Transitioned	Mean Years to Transitioning
98	0658	Dudley-Charlton Regional	55	7.3	1.8
99	0823	Greater Lawrence Regional Vocational Technical	54	38.9	5.4
100	0326	Westford	51	27.5	2.5
101	0239	Plymouth	50	36.0	3.1
102	0276	Southborough	50	14.0	2.9
103	0030	Beverly	49	36.7	3.1
104	0050	Canton	49	24.5	1.9
105	0161	Ludlow	49	24.5	3.8
106	0086	Easthampton	48	33.3	3.6
107	0198	Natick	48	33.3	3.2
108	0423	Barnstable Horace Mann Charter (District)	48	41.7	3.5
109	0019	Ayer (non-op)	45	20.0	3.4
110	0126	Harwich	45	2.2	4.0
111	0072	Dartmouth	44	13.6	3.5
112	0212	North Attleborough	43	4.7	4.5
113	0453	Holyoke Community Charter (District)	43	16.3	2.6
114	0096	Falmouth	40	50.0	2.6
115	0487	Prospect Hill Academy Charter (District)	40	22.5	3.2

Obs	Code	District	# of Students	Percent Transitioned	Mean Years to Transitioning
116	0088	Easton	39	23.1	3.1
117	0189	Milton	39	79.5	3.5
118	0136	Holliston	38	13.2	3.4
119	0251	Rockland	38	31.6	3.0
120	0335	Westwood	38	26.3	2.9
121	0133	Holbrook	36	33.3	3.8
122	0159	Longmeadow	36	25.0	3.6
123	0174	Maynard	35	48.6	4.4
124	0675	Hamilton-Wenham	35	8.6	2.3
125	0067	Concord	34	23.5	3.3
126	0139	Hopkinton	34	26.5	2.3
127	0674	Gill-Montague	34	0.0	.
128	0304	Uxbridge	33	3.0	4.0
129	0071	Danvers	31	54.8	4.2
130	0427	Barnstable Community Horace Mann Charter Public (District)	31	0.0	.
131	0446	Foxborough Regional Charter (District)	31	29.0	2.8
132	0484	Roxbury Preparatory Charter (District)	31	87.1	3.3
133	0157	Lincoln	30	20.0	3.2

Obs	Code	District	# of Students	Percent Transitioned	Mean Years to Transitioning
134	0296	Tisbury	30	6.7	5.5
135	0437	City On A Hill Charter Public (District)	30	56.7	3.5
136	0477	Silver Hill Horace Mann Charter (District)	30	10.0	2.3
137	0429	KIPP Academy Lynn Charter (District)	29	79.3	5.0
138	0492	Martin Luther King Jr. Charter School of Excellence (District)	29	3.4	1.0
139	0025	Bellingham	28	35.7	4.4
140	0412	Academy Of the Pacific Rim Charter Public (District)	28	92.9	2.3
141	0680	Hampden- Wilbraham	28	17.9	2.2
142	0024	Belchertown	27	55.6	2.7
143	0171	Marshfield	27	33.3	3.3
144	0420	Benjamin Banneker Charter Public (District)	27	33.3	3.3
145	0600	Acton-Boxborough	27	40.7	3.5
146	0618	Berkshire Hills	27	18.5	4.0
147	0801	Assabet Valley Regional Vocational Technical	27	25.9	6.4

Obs	Code	District	# of Students	Percent Transitioned	Mean Years to Transitioning
148	0168	Marblehead	26	19.2	3.0
149	0342	Wilmington	26	30.8	3.0
150	0441	Sabis International Charter (District)	26	7.7	3.5
151	0625	Bridgewater- Raynham	26	19.2	3.0
152	0493	Phoenix Charter Academy (District)	25	4.0	3.0
153	0725	Nashoba	25	12.0	2.3
154	0151	Leicester	23	43.5	3.5
155	0209	North Adams	23	4.3	8.0
156	0227	Palmer	23	21.7	1.6
157	0265	Seekonk	23	0.0	.
158	0295	Tewksbury	23	30.4	2.9
159	0305	Wakefield	23	39.1	2.0
160	0469	MATCH Charter Public School (District)	23	100.0	3.9
161	0773	Triton	23	8.7	4.0
162	0089	Edgartown	22	9.1	4.5
163	0117	Hadley	22	31.8	2.7
164	0288	Sudbury	22	54.5	2.9
165	0825	Greater New Bedford Regional Vocational Technical	22	22.7	4.4

Obs	Code	District	# of Students	Percent Transitioned	Mean Years to Transitioning
166	0315	Wayland	21	47.6	2.2
167	0410	Excel Academy Charter (District)	21	66.7	3.7
168	0485	Salem Academy Charter (District)	21	38.1	5.5
169	0158	Littleton	20	10.0	2.0
170	0246	Reading	20	35.0	2.3
171	0439	Conservatory Lab Charter (District)	20	20.0	2.0
172	0872	Southeastern Regional Vocational Technical	20	65.0	6.5
173	0182	Middleborough	19	10.5	2.0
174	0186	Millbury	19	5.3	2.0
175	0221	Oak Bluffs	19	15.8	4.3
176	0270	Shirley (non-op)	19	15.8	3.7
177	0832	Montachusett Regional Vocational Technical	19	47.4	4.1
178	0172	Mashpee	18	0.0	.
179	0184	Middleton	18	0.0	.
180	0226	Oxford	18	66.7	3.3
181	0416	Boston Preparatory Charter Public (District)	18	55.6	2.8
182	0444	Neighborhood House Charter	18	22.2	3.8

Obs	Code	District	# of Students	Percent Transitioned	Mean Years to Transitioning
183	0700	Martha's Vineyard	18	38.9	4.7
184	0735	North Middlesex	18	38.9	2.4
185	0150	Lee	17	5.9	6.0
186	0419	Smith Leadership Academy Charter Public (District)	17	82.4	3.2
187	0436	Community Charter School of Cambridge (District)	17	35.3	3.0
188	0476	Spirit of Knowledge Charter School (District)	17	100.0	5.0
189	0766	Southwick-Tolland	17	5.9	2.0
190	0204	Newburyport	16	12.5	1.5
191	0610	Ashburnham- Westminster	16	0.0	.
192	0622	Blackstone-Millville	16	12.5	3.5
193	0007	Amesbury	15	66.7	2.5
194	0110	Grafton	15	40.0	2.2
195	0111	Granby	15	20.0	3.0
196	0144	Ipswich	15	26.7	3.8
197	0264	Scituate	15	6.7	2.0
198	0615	Athol-Royalston	15	6.7	7.0
199	0673	Groton-Dunstable	15	20.0	4.3
200	0710	Mendon-Upton	15	6.7	3.0

Obs	Code	District	# of Students	Percent Transitioned	Mean Years to Transitioning
201	0055	Chatham	14	0.0	.
202	0214	Northbridge	14	21.4	4.3
203	0217	North Reading	14	42.9	2.8
204	0310	Wareham	14	7.1	3.0
205	0331	Westport	14	14.3	3.0
206	0099	Foxborough	13	15.4	3.5
207	0343	Winchendon	13	30.8	3.8
208	0885	Whittier Regional Vocational Technical	13	61.5	4.9
209	0001	Abington	12	8.3	1.0
210	0039	Boylston	12	16.7	1.5
211	0051	Carlisle	12	41.7	3.4
212	0278	South Hadley	12	25.0	5.0
213	0292	Swansea	12	33.3	3.0
214	0309	Ware	12	0.0	.
215	0430	Advanced Math and Science Academy Charter (District)	12	33.3	2.5
216	0767	Spencer-E Brookfield	12	58.3	3.4
217	0341	Williamstown	11	9.1	7.0
218	0452	Edward M. Kennedy Academy for Health Careers (Horace Mann Charter)	11	0.0	.

Obs	Code	District	# of Students	Percent Transitioned	Mean Years to Transitioning
219	0471	New Leadership Charter (District)	11	81.8	4.7
220	0650	Dighton-Rehoboth	11	0.0	.
221	0730	Northboro- Southboro	11	36.4	4.5
222	0815	Cape Cod Regional Vocational Technical	11	36.4	4.8
223	0162	Lunenburg	10	50.0	4.0
224	0474	North Central Charter Essential (District)	10	90.0	6.6
225	0494	Pioneer Charter School of Science (District)	10	40.0	2.3
226	0499	Hampden Charter School of Science (District)	10	40.0	5.3
227	0670	Frontier	10	0.0	.
228	0672	Gateway	10	20.0	4.5
229	0041	Brewster	9	33.3	3.3
230	0078	Dover	9	44.4	1.5
231	0122	Hanover	9	0.0	.
232	0131	Hingham	9	100.0	1.4
233	0152	Lenox	9	22.2	1.0
234	0177	Medway	9	33.3	1.7
235	0350	Wrentham	9	11.1	3.0

Obs	Code	District	# of Students	Percent Transitioned	Mean Years to Transitioning
236	0424	Boston Day and Evening Academy Charter (District)	9	77.8	6.1
237	0449	Boston Collegiate Charter (District)	9	88.9	3.6
238	0660	Nauset	9	33.3	3.0
239	0830	Minuteman Regional Vocational Technical	9	66.7	4.3
240	0138	Hopedale	8	25.0	4.0
241	0191	Monson	8	12.5	1.0
242	0418	Christa McAuliffe Regional Charter Public (District)	8	0.0	.
243	0695	Lincoln-Sudbury	8	37.5	5.0
244	0755	Ralph C Mahar	8	0.0	.
245	0780	Whitman-Hanson	8	12.5	3.0
246	0083	East Bridgewater	7	28.6	1.5
247	0406	Northampton-Smith Vocational Agricultural	7	14.3	3.0
248	0455	Hill View Montessori Charter Public (District)	7	42.9	2.3
249	0458	Lowell Middlesex Academy Charter (District)	7	100.0	8.0
250	0640	Concord-Carlisle	7	28.6	5.0

Obs	Code	District	# of Students	Percent Transitioned	Mean Years to Transitioning
251	0806	Blue Hills Regional Vocational Technical	7	28.6	4.0
252	0018	Avon	6	83.3	1.0
253	0037	Boxborough	6	50.0	3.3
254	0074	Deerfield	6	33.3	4.5
255	0094	Fairhaven	6	16.7	1.0
256	0175	Medfield	6	33.3	1.5
257	0242	Provincetown	6	0.0	.
258	0322	West Boylston	6	33.3	7.0
259	0435	Innovation Academy Charter (District)	6	100.0	3.7
260	0475	Dorchester Collegiate Academy Charter (District)	6	100.0	2.7
261	0765	Southern Berkshire	6	0.0	.
262	0774	Up-Island Regional	6	100.0	2.7
263	0876	Southern Worcester County Regional Vocational Technical	6	0.0	.
264	0087	East Longmeadow	5	80.0	2.0
265	0219	Norwell	5	20.0	5.0
266	0252	Rockport	5	0.0	.
267	0261	Sandwich	5	80.0	1.8
268	0428	E. Brooke Charter	5	80.0	2.0

Obs	Code	District	# of Students	Percent Transitioned	Mean Years to Transitioning
269	0470	Mystic Valley Regional Charter (District)	5	100.0	2.4
270	0655	Dover-Sherborn	5	60.0	3.7
271	0717	Mohawk Trail	5	0.0	.
272	0854	North Shore Regional Vocational Technical	5	40.0	3.5
273	0289	Sunderland	4	0.0	.
274	0466	Martha's Vineyard Charter (District)	4	0.0	.
275	0603	Adams-Cheshire	4	25.0	6.0
276	0665	Freetown-Lakeville	4	25.0	3.0
277	0690	King Philip	4	75.0	1.7
278	0698	Manchester Essex Regional	4	0.0	.
279	0705	Masconomet	4	50.0	7.0
280	0745	Pentucket	4	50.0	4.0
281	0810	Bristol-Plymouth Regional Vocational Technical	4	0.0	.
282	0821	Greater Fall River Regional Vocational Technical	4	25.0	3.0
283	0038	Boxford	3	33.3	6.0
284	0052	Carver	3	33.3	2.0
285	0125	Harvard	3	33.3	2.0

Obs	Code	District	# of Students	Percent Transitioned	Mean Years to Transitioning
286	0142	Hull	3	33.3	1.0
287	0164	Lynnfield	3	0.0	.
288	0215	North Brookfield	3	0.0	.
289	0218	Norton	3	0.0	.
290	0223	Orange	3	100.0	3.0
291	0224	Orleans	3	66.7	2.5
292	0250	Rochester	3	0.0	.
293	0275	Southampton	3	0.0	.
294	0635	Central Berkshire	3	33.3	8.0
295	0720	Narragansett	3	100.0	5.3
296	0805	Blackstone Valley Regional Vocational Technical	3	0.0	.
297	0003	Acushnet	2	0.0	.
298	0028	Berlin	2	0.0	.
299	0105	Georgetown	2	50.0	3.0
300	0145	Kingston	2	100.0	3.0
301	0148	Lanesborough	2	0.0	.
302	0173	Mattapoisett	2	0.0	.
303	0231	Pembroke	2	50.0	1.0
304	0273	Somerset	2	50.0	3.0
305	0287	Sturbridge	2	0.0	.
306	0301	Tyngsborough	2	50.0	3.0

Obs	Code	District	# of Students	Percent Transitioned	Mean Years to Transitioning
307	0323	West Bridgewater	2	0.0	.
308	0340	Williamsburg	2	0.0	.
309	0438	Codman Academy Charter Public (District)	2	50.0	3.0
310	0447	Benjamin Franklin Classical Charter Public (District)	2	100.0	1.0
311	0488	South Shore Charter Public (District)	2	100.0	3.0
312	0491	Atlantis Charter (District)	2	100.0	1.5
313	0496	Global Learning Charter Public (District)	2	100.0	3.0
314	0620	Berlin-Boylston	2	0.0	.
315	0715	Mount Greylock	2	0.0	.
316	0753	Quabbin	2	50.0	6.0
317	0770	Tantasqua	2	50.0	3.0
318	0778	Quaboag Regional	2	50.0	4.0
319	0036	Bourne	1	0.0	.
320	0063	Clarksburg	1	100.0	1.0
321	0068	Conway	1	100.0	3.0
322	0082	Duxbury	1	100.0	4.0
323	0085	Eastham	1	0.0	.

Obs	Code	District	# of Students	Percent Transitioned	Mean Years to Transitioning
324	0102	Freetown (non-op)	1	100.0	4.0
325	0135	Holland	1	0.0	.
326	0169	Marion	1	0.0	.
327	0187	Millis	1	100.0	3.0
328	0230	Pelham	1	100.0	2.0
329	0269	Sherborn	1	100.0	2.0
330	0298	Topsfield	1	100.0	1.0
331	0306	Wales	1	100.0	2.0
332	0448	Gloucester Community Arts Charter (District)	1	100.0	5.0
333	0450	Hilltown Cooperative Charter Public (District)	1	0.0	.
334	0464	Marblehead Community Charter Public (District)	1	100.0	1.0
335	0468	Ma Academy for Math and Science	1	100.0	2.0
336	0479	Pioneer Valley Performing Arts Charter Public (District)	1	0.0	.
337	0497	Pioneer Valley Chinese Immersion Charter(District)	1	0.0	.
338	0683	Hampshire	1	0.0	.
339	0685	Hawlemont	1	0.0	.

Obs	Code	District	# of Students	Percent Transitioned	Mean Years to Transitioning
340	0740	Old Rochester	1	100.0	4.0
341	0760	Silver Lake	1	0.0	.
342	0818	Franklin County Regional Vocational Technical	1	100.0	3.0
343	0852	Nashoba Valley Regional Vocational Technical	1	100.0	6.0
344	0878	Tri County Regional Vocational Technical	1	0.0	.
345	0913	Essex Agricultural Technical	1	100.0	9.0
346	0915	Norfolk County Agricultural	1	100.0	6.0

Appendix III-A

2010 MCAS Proportion Proficient of Transitioned and Non-Transitioned Students

Code	District	# of Eligible Students	Math - Transitioned	Math - Non Transitioned	ELA - Transitioned	ELA - Non Transitioned
0001	Abington	5	.	.	.	0.00
0002	Acton	34	.	0.41	.	0.29
0003	Acushnet	2	.	.	.	0.00
0005	Agawam	49	0.64	0.27	0.64	0.23
0007	Amesbury	7	.	.	.	0.33
0008	Amherst	73	0.27	0.37	0.18	0.25
0009	Andover	56	0.71	0.54	0.53	0.43
0010	Arlington	107	0.70	0.39	0.80	0.37
0014	Ashland	28	0.36	0.15	0.36	0.00
0016	Attleboro	154	0.41	0.24	0.64	0.15
0017	Auburn	30	.	0.33	.	0.33
0018	Avon	2	.	.	.	0.00
0019	Ayer (non-op)	14	.	.	.	0.44
0020	Barnstable	63	0.32	0.22	0.41	0.09
0023	Bedford	19	.	0.50	.	0.44
0024	Belchertown	12	.	.	.	0.00
0025	Bellingham	17	.	.	.	0.43
0026	Belmont	61	0.86	0.66	0.64	0.43
0028	Berlin	2	.	.	.	0.50
0030	Beverly	21	.	0.27	.	0.18
0031	Billerica	42	0.28	0.41	0.33	0.14
0035	Boston	7,796	0.61	0.23	0.79	0.14

Code	District	# of Eligible Students	Math - Transitioned	Math - Non Transitioned	ELA - Transitioned	ELA - Non Transitioned
0037	Boxborough	2	.	.	.	0.00
0038	Boxford	2	.	.	.	.
0039	Boylston	5	.	.	.	0.40
0040	Braintree	74	0.64	0.50	0.63	0.24
0041	Brewster	5	.	.	.	0.33
0044	Brockton	1,536	0.45	0.13	0.61	0.11
0046	Brookline	271	0.73	0.71	0.67	0.30
0048	Burlington	38	0.29	0.31	0.35	0.08
0049	Cambridge	128	0.13	0.36	0.11	0.14
0050	Canton	25	.	0.46	.	0.38
0051	Carlisle	6	.	.	.	1.00
0052	Carver	1	.	.	.	0.00
0055	Chatham	8	.	.	.	0.14
0056	Chelmsford	33	.	0.57	.	0.37
0057	Chelsea	456	0.32	0.11	0.25	0.04
0061	Chicopee	223	0.28	0.28	0.28	0.24
0063	Clarksburg	1	.	.	.	.
0064	Clinton	76	0.32	0.13	0.21	0.10
0067	Concord	17	.	.	.	0.38
0071	Danvers	12	.	.	.	0.00
0072	Dartmouth	20	.	0.43	.	0.33
0073	Dedham	71	.	0.42	.	0.52
0074	Deerfield	4	.	.	.	0.00
0077	Douglas	1	.	.	.	1.00

Code	District	# of Eligible Students	Math - Transitioned	Math - Non Transitioned	ELA - Transitioned	ELA - Non Transitioned
0078	Dover	2	.	.	.	0.00
0079	Dracut	28	.	0.18	.	0.18
0082	Duxbury	1	.	.	.	.
0083	East Bridgewater	2	.	.	.	1.00
0086	Easthampton	17	.	.	.	0.17
0087	East Longmeadow	3	.	.	.	.
0088	Easton	18	.	0.09	.	0.09
0089	Edgartown	11	.	.	.	0.43
0093	Everett	328	0.37	0.10	0.27	0.06
0094	Fairhaven	2	.	.	.	0.00
0095	Fall River	257	0.19	0.03	0.11	0.02
0096	Falmouth	20	0.40	.	0.60	0.00
0097	Fitchburg	303	0.18	0.15	0.24	0.13
0099	Foxborough	10	.	.	.	0.29
0100	Framingham	606	0.29	0.27	0.33	0.26
0101	Franklin	23	.	0.43	.	0.40
0102	Freetown (non-op)	1	.	.	.	.
0103	Gardner	50	.	0.27	.	0.21
0107	Gloucester	41	.	0.23	.	0.45
0110	Grafton	7	.	.	.	0.00
0111	Granby	6	.	.	.	0.67
0114	Greenfield	35	.	0.19	.	0.19
0117	Hadley	13	.	.	.	0.11

Code	District	# of Eligible Students	Math - Transitioned	Math - Non Transitioned	ELA - Transitioned	ELA - Non Transitioned
0122	Hanover	5	.	.	.	0.33
0125	Harvard	3	.	.	.	0.33
0126	Harwich	25	.	0.30	.	0.35
0128	Haverhill	290	0.15	0.07	0.21	0.08
0131	Hingham	1	.	.	.	.
0133	Holbrook	19	.	0.25	.	0.20
0135	Holland	1	.	.	.	1.00
0136	Holliston	18	.	0.29	.	0.21
0137	Holyoke	837	0.25	0.04	0.24	0.03
0138	Hopedale	6	.	.	.	0.40
0139	Hopkinton	13	.	.	.	0.25
0141	Hudson	52	0.20	0.35	0.30	0.29
0142	Hull	1	.	.	.	0.00
0144	Ipswich	10	.	.	.	0.50
0145	Kingston	1	.	.	.	.
0148	Lanesborough	1	.	.	.	.
0149	Lawrence	1,175	0.25	0.12	0.24	0.07
0150	Lee	10	.	0.20	.	0.00
0151	Leicester	15	.	.	.	0.00
0152	Lenox	6	.	.	.	0.00
0153	Leominster	254	0.27	0.17	0.25	0.13
0155	Lexington	157	0.93	0.77	0.88	0.52
0157	Lincoln	22	.	0.56	.	0.56
0158	Littleton	8	.	.	.	0.50

Code	District	# of Eligible Students	Math - Transitioned	Math - Non Transitioned	ELA - Transitioned	ELA - Non Transitioned
0159	Longmeadow	14	.	.	.	0.50
0160	Lowell	2,686	0.61	0.25	0.72	0.24
0161	Ludlow	28	.	0.00	.	0.00
0162	Lunenburg	5	.	.	.	0.33
0163	Lynn	1,757	0.41	0.11	0.43	0.07
0164	Lynnfield	3	.	.	.	0.00
0165	Malden	411	0.63	0.25	0.45	0.11
0167	Mansfield	31	0.30	0.40	0.60	0.22
0168	Marblehead	15	.	0.45	.	0.60
0169	Marion	1	.	.	.	0.00
0170	Marlborough	234	0.24	0.21	0.39	0.15
0171	Marshfield	11	.	.	.	1.00
0172	Mashpee	11	.	0.45	.	0.45
0174	Maynard	15	.	.	.	0.00
0175	Medfield	2	.	.	.	0.00
0176	Medford	143	0.37	0.15	0.30	0.06
0177	Medway	1	.	.	.	0.00
0178	Melrose	22	.	0.27	.	0.17
0181	Methuen	209	0.16	0.06	0.24	0.04
0182	Middleboroug	9	.	.	.	0.17
0184	Middleton	7	.	.	.	0.75
0185	Milford	79	0.25	0.12	0.30	0.08
0186	Millbury	4	.	.	.	0.25
0189	Milton	20	0.43	.	0.50	0.00

Code	District	# of Eligible Students	Math - Transitioned	Math - Non Transitioned	ELA - Transitioned	ELA - Non Transitioned
0191	Monson	2	.	.	.	0.50
0197	Nantucket	29	.	0.00	.	0.11
0198	Natick	19	.	0.31	.	0.46
0199	Needham	27	.	0.54	.	0.50
0201	New Bedford	315	0.17	0.05	0.16	0.02
0204	Newburyport	9	.	.	.	0.33
0207	Newton	374	0.79	0.60	0.83	0.46
0209	North Adams	12	.	0.18	.	0.27
0210	Northampton	33	0.00	0.00	0.00	0.00
0211	North Andover	36	0.30	0.24	0.50	0.05
0212	North Attleborough	16	.	0.38	.	0.45
0213	Northboroug	31	.	0.32	.	0.32
0214	Northbridge	9	.	.	.	0.00
0215	North Brookfield	2	.	.	.	0.00
0217	North Reading	9	.	.	.	0.40
0219	Norwell	2	.	.	.	.
0220	Norwood	79	0.57	0.32	0.52	0.27
0221	Oak Bluffs	8	.	.	.	0.25
0224	Orleans	1	.	.	.	.
0226	Oxford	12	.	.	.	0.00
0227	Palmer	13	.	0.27	.	0.09
0229	Peabody	144	0.22	0.30	0.35	0.31
0230	Pelham	1	.	.	.	.

Code	District	# of Eligible Students	Math - Transitioned	Math - Non Transitioned	ELA - Transitioned	ELA - Non Transitioned
0231	Pembroke	1	.	.	.	0.00
0236	Pittsfield	131	.	0.26	.	0.27
0239	Plymouth	24	.	0.18	.	0.10
0242	Provincetown	2	.	.	.	0.00
0243	Quincy	467	0.52	0.41	0.40	0.14
0244	Randolph	119	0.57	0.27	0.43	0.25
0246	Reading	9	.	.	.	0.33
0248	Revere	275	0.36	0.20	0.36	0.14
0250	Rochester	1	.	.	.	.
0251	Rockland	14	.	.	.	0.13
0252	Rockport	5	.	.	.	0.00
0258	Salem	253	0.20	0.08	0.26	0.03
0261	Sandwich	3	.	.	.	.
0262	Saugus	36	.	0.38	.	0.30
0264	Scituate	9	.	.	.	0.75
0265	Seekonk	11	.	0.73	.	0.67
0266	Sharon	39	0.81	0.33	0.81	0.17
0270	Shirley (non-op)	14	.	.	.	0.22
0271	Shrewsbury	86	0.63	0.54	0.63	0.39
0274	Somerville	357	0.23	0.10	0.20	0.03
0275	Southampton	1	.	.	.	0.00
0276	Southboroug	16	.	0.67	.	0.58
0277	Southbridge	131	0.14	0.22	0.18	0.03
0278	South Hadley	5	.	.	.	0.00

Code	District	# of Eligible Students	Math - Transitioned	Math - Non Transitioned	ELA - Transitioned	ELA - Non Transitioned
0281	Springfield	1,884	0.23	0.09	0.32	0.08
0284	Stoneham	30	.	0.21	.	0.25
0285	Stoughton	94	0.46	0.27	0.69	0.34
0288	Sudbury	11	.	.	.	0.25
0291	Swampscott	28	.	0.44	.	0.39
0292	Swansea	8	.	.	.	0.00
0293	Taunton	90	0.42	0.19	0.55	0.00
0295	Tewksbury	10	.	.	.	0.00
0296	Tisbury	20	.	0.62	.	0.42
0301	Tyngsboroug	2	.	.	.	.
0304	Uxbridge	18	.	0.41	.	0.20
0305	Wakefield	13	.	.	.	0.00
0307	Walpole	44	.	0.18	.	0.06
0308	Waltham	180	0.24	0.15	0.38	0.01
0309	Ware	7	.	.	.	0.00
0310	Wareham	8	.	.	.	0.57
0314	Watertown	161	0.46	0.33	0.41	0.24
0315	Wayland	9	.	.	.	0.50
0316	Webster	28	.	0.12	.	0.12
0317	Wellesley	35	0.69	0.36	0.77	0.43
0321	Westborough	92	0.74	0.45	0.92	0.52
0322	West Boylston	2	.	.	.	.
0323	West Bridgewater	4	.	.	.	0.25
0325	Westfield	118	0.50	0.23	0.58	0.18

Code	District	# of Eligible Students	Math - Transitioned	Math - Non Transitioned	ELA - Transitioned	ELA - Non Transitioned
0326	Westford	22	.	0.50	.	0.29
0330	Weston	36	0.65	0.56	0.81	0.35
0331	Westport	8	.	.	.	0.20
0332	West Springfield	143	0.39	0.12	0.16	0.00
0335	Westwood	18	.	0.23	.	0.38
0336	Weymouth	52	0.21	0.10	0.37	0.11
0341	Williamstown	4	.	.	.	0.33
0342	Wilmington	11	.	.	.	0.33
0343	Winchendon	6	.	.	.	0.00
0344	Winchester	66	0.70	0.66	0.57	0.73
0346	Winthrop	28	0.18	0.00	0.18	0.08
0347	Woburn	115	0.51	0.44	0.50	0.37
0348	Worcester	3,258	0.72	0.25	0.76	0.26
0350	Wrentham	4	.	.	.	0.00
0406	Northampton-Smith Vocational Agricultural	4	.	.	.	0.00
0410	Excel Academy Charter (District)	22	0.27	.	0.33	0.50
0412	Academy Of the Pacific Rim Charter Public (District)	28	0.25	.	0.40	0.00
0414	Berkshire Arts Technology Charter Public (District)	1	.	.	.	1.00

Code	District	# of Eligible Students	Math - Transitioned	Math - Non Transitioned	ELA - Transitioned	ELA - Non Transitioned
0416	Boston Preparatory Charter Public (District)	20	.	.	.	0.25
0418	Christa McAuliffe Regional Charter Public (District)	8	.	.	.	0.38
0419	Smith Leadership Academy Charter Public (District)	16	0.17	.	0.15	0.00
0420	Benjamin Banneker Charter Public (District)	8	.	.	.	0.00
0423	Barnstable Horace Mann Charter (District)	45	0.35	0.17	0.41	0.25
0424	Boston Day and Evening Academy Charter (District)	2	.	.	.	.
0427	Barnstable Community Horace Mann Charter Public (District)	2	.	.	.	0.00
0428	Edward Brooke Charter (District)	3	.	.	.	0.00
0429	KIPP Academy Lynn Charter (District)	29	0.43	.	0.35	0.17

Code	District	# of Eligible Students	Math - Transitioned	Math - Non Transitioned	ELA - Transitioned	ELA - Non Transitioned
0430	Advanced Math and Science Academy Charter (District)	12	.	.	.	0.50
0435	Innovation Academy Charter (District)	6	.	.	.	.
0436	Community Charter School of Cambridge (District)	13	.	.	.	0.17
0437	City On A Hill Charter Public (District)	9	.	.	.	0.50
0439	Conservatory Lab Charter (District)	3	.	.	.	0.00
0440	Community Day Charter Public (District)	25	.	0.45	.	0.20
0441	Sabis International Charter (District)	11	.	.	.	0.11
0444	Neighborhood House Charter (District)	9	.	.	.	0.00
0445	Abby Kelley Foster Charter Public (District)	18	0.10	.	0.20	0.25
0446	Foxborough Regional Charter (District)	13	.	.	.	0.13

Code	District	# of Eligible Students	Math - Transitioned	Math - Non Transitioned	ELA - Transitioned	ELA - Non Transitioned
0448	Gloucester Community Arts Charter (District)	1	.	.	.	.
0449	Boston Collegiate Charter (District)	9	.	.	.	0.00
0452	Edward M. Kennedy Academy for Health Careers (Horace Mann Charter)	9	.	.	.	0.78
0453	Holyoke Community Charter (District)	21	.	0.00	.	0.00
0454	Lawrence Family Development Charter (District)	92	0.60	0.17	0.63	0.02
0455	Hill View Montessori Charter Public (District)	6	.	.	.	0.00
0456	Lowell Community Charter Public (District)	45	.	0.09	.	0.03
0458	Lowell Middlesex Academy Charter (District)	2	.	.	.	.
0464	Marblehead Community Charter Public (District)	1	.	.	.	.

Code	District	# of Eligible Students	Math - Transitioned	Math - Non Transitioned	ELA - Transitioned	ELA - Non Transitioned
0466	Martha's Vineyard Charter (District)	3	.	.	.	0.33
0469	MATCH Charter Public School (District)	16	0.40	.	0.27	0.00
0470	Mystic Valley Regional Charter (District)	1	.	.	.	.
0471	New Leadership Charter (District)	7	.	.	.	0.00
0474	North Central Charter Essential (District)	5	.	.	.	0.00
0475	Dorchester Collegiate Academy Charter (District)	6	.	.	.	.
0476	Spirit of Knowledge Charter School (District)	18	.	.	.	0.13
0477	Silver Hill Horace Mann Charter (District)	14	.	0.10	.	0.00
0479	Pioneer Valley Performing Arts Charter Public/District	1	.	.	.	1.00

Code	District	# of Eligible Students	Math - Transitioned	Math - Non Transitioned	ELA - Transitioned	ELA - Non Transitioned
0481	Boston Renaissance Charter Public/District	8	.	.	.	0.00
0484	Roxbury Preparatory Charter (District)	30	0.27	.	0.27	0.00
0485	Salem Academy Charter (District)	18	.	.	.	0.38
0486	Seven Hills Charter Public (District)	46	0.31	0.07	0.25	0.15
0487	Prospect Hill Academy Charter (District)	9	.	.	.	0.00
0488	South Shore Charter Public (District)	2	.	.	.	.
0491	Atlantis Charter (District)	1	.	.	.	.
0492	Martin Luther King Jr. Charter School of Excellence (District)	6	.	.	.	0.00
0493	Phoenix Charter Academy (District)	1	.	.	.	1.00
0494	Pioneer Charter School of Science (District)	10	.	.	.	0.75

Code	District	# of Eligible Students	Math - Transitioned	Math - Non Transitioned	ELA - Transitioned	ELA - Non Transitioned
0496	Global Learning Charter Public (District)	2	.	.	.	.
0499	Hampden Charter School of Science (District)	7	.	.	.	0.33
0600	Acton-Boxborough	21	.	0.27	.	0.20
0603	Adams-Cheshire	3	.	.	.	1.00
0605	Amherst-Pelham	51	0.42	0.48	0.68	0.41
0610	Ashburnham-Westminster	7	.	.	.	0.33
0615	Athol-Royalston	9	.	.	.	0.17
0618	Berkshire Hills	12	.	.	.	0.13
0620	Berlin-Boylston	2	.	.	.	1.00
0622	Blackstone-Millville	8	.	.	.	0.00
0625	Bridgewater-Raynham	10	.	.	.	0.40
0635	Central Berkshire	3	.	.	.	1.00
0640	Concord-Carlisle	1	.	.	.	0.00
0645	Dennis-Yarmouth	84	.	0.16	.	0.23
0650	Dighton-Rehoboth	4	.	.	.	0.50

Code	District	# of Eligible Students	Math - Transitioned	Math - Non Transitioned	ELA - Transitioned	ELA - Non Transitioned
0655	Dover-Sherborn	5	.	.	.	1.00
0658	Dudley-Charlton Regional	25	.	0.27	.	0.29
0660	Nauset	7	.	.	.	0.25
0665	Freetown-Lakeville	3	.	.	.	0.00
0670	Frontier	10	.	0.20	.	0.10
0672	Gateway	1	.	.	.	.
0673	Groton-Dunstable	9	.	.	.	0.40
0674	Gill-Montague	22	.	0.20	.	0.40
0675	Hamilton-Wenham	17	.	0.93	.	0.67
0680	Hampden-Wilbraham	12	.	0.70	.	0.56
0683	Hampshire	1	.	.	.	0.00
0685	Hawlemont	1	.	.	.	1.00
0690	King Philip	1	.	.	.	.
0695	Lincoln-Sudbury	2	.	.	.	1.00
0698	Manchester Essex Regional	3	.	.	.	0.00
0700	Martha's Vineyard	6	.	.	.	0.00
0705	Masconomet	3	.	.	.	0.00
0710	Mendon-Upton	7	.	.	.	0.29
0715	Mt Greylock	2	.	.	.	0.50

Code	District	# of Eligible Students	Math - Transitioned	Math - Non Transitioned	ELA - Transitioned	ELA - Non Transitioned
0717	Mohawk Trail	4	.	.	.	0.00
0720	Narragansett	3	.	.	.	.
0725	Nashoba	15	.	0.09	.	0.20
0730	Northboro-Southboro	6	.	.	.	0.25
0735	North Middlesex	11	.	.	.	0.50
0740	Old Rochester	1	.	.	.	.
0745	Pentucket	1	.	.	.	.
0753	Quabbin	3	.	.	.	0.00
0755	Ralph C Mahar	5	.	.	.	0.50
0765	Southern Berkshire	1	.	.	.	0.00
0766	Southwick-Tolland	12	.	0.42	.	0.58
0767	Spencer-E Brookfield	4	.	.	.	0.00
0770	Tantasqua	3	.	.	.	0.00
0773	Triton	11	.	.	.	0.13
0774	Up-Island Regional	2	.	.	.	.
0775	Wachusett	26	.	0.24	.	0.21
0778	Quaboag Regional	1	.	.	.	0.00
0780	Whitman-Hanson	7	.	.	.	0.17
0801	Assabet Valley Regional Vocational	3	.	.	.	0.00

Code	District	# of Eligible Students	Math - Transitioned	Math - Non Transitioned	ELA - Transitioned	ELA - Non Transitioned
0806	Blue Hills Regional Vocational Technical	2	.	.	.	0.50
0810	Bristol-Plymouth Regional Vocational Technical	2	.	.	.	0.50
0815	Cape Cod Regional Vocational Technical	1	.	.	.	0.00
0823	Greater Lawrence Regional Vocational Technical	38	0.22	0.00	0.39	0.00
0825	Greater New Bedford Regional Vocational Technical	6	.	.	.	0.00
0828	Greater Lowell Regional Vocational Technical	37	0.38	0.15	0.94	0.10
0829	South Middlesex Regional Vocational Technical	47	0.11	0.18	0.32	0.22
0832	Montachusett Regional Vocational Technical	6	.	.	.	0.75
0853	Northeast Metropolitan Regional Vocational Technical	41	0.29	0.04	0.29	0.00

Code	District	# of Eligible Students	Math - Transitioned	Math - Non Transitioned	ELA - Transitioned	ELA - Non Transitioned
0872	Southeastern Regional Vocational Technical	16	0.18	.	0.18	0.00
0876	Southern Worcester County Regional Vocational Technical	1	.	.	.	0.00
0885	Whittier Regional Vocational Technical	1	.	.	.	0.00
0915	Norfolk County Agricultural	1	.	.	.	.

Appendix IV-A

List of Districts with 2007 Transition Rate Information 10 or more students

Code	District Name	Transition- Years Group	Transition Percent 2007	All LEP Mean Years	Transitioned LEP Mean Years	Number of Students
0002	Acton	High Trans - High Years	19.35	4.19	3.67	31
0005	Agawam	High Trans - Low Years	30.77	3.91	2.83	78
0008	Amherst	Low Trans - Low Years	10.98	3.87	3.11	164
0009	Andover	High Trans - Low Years	36.67	3.57	2.82	60
0010	Arlington	High Trans - Low Years	38.10	3.54	3.16	231
0014	Ashland	Low Trans - Low Years	10.67	3.85	2.75	75
0016	Attleboro	High Trans - Low Years	24.59	4.05	3.30	423
0017	Auburn	High Trans - High Years	40.00	4.20	3.38	20
0019	Ayer (non-op)	Low Trans - Low Years	0.00	4.16	.	19
0020	Barnstable	High Trans - Low Years	46.92	3.28	2.99	211
0023	Bedford	High Trans - Low Years	34.15	3.41	2.21	41
0024	Belchertown	High Trans - Low Years	52.00	3.28	3.23	25
0025	Bellingham	High Trans - High Years	35.71	4.00	4.20	14
0026	Belmont	High Trans - Low Years	32.08	3.09	2.76	106

Code	District Name	Transition-Years Group	Transition Percent 2007	All LEP Mean Years	Transitioned LEP Mean Years	Number of Students
0030	Beverly	High Trans - Low Years	33.33	3.60	3.14	63
0031	Billerica	High Trans - Low Years	28.00	3.45	2.67	75
0035	Boston	Low Trans - Low Years	0.88	4.63	3.06	9,557
0040	Braintree	High Trans - Low Years	22.89	3.80	2.42	83
0044	Brockton	Low Trans - High Years	6.95	4.41	3.63	1,783
0046	Brookline	High Trans - Low Years	25.85	2.72	2.04	410
0048	Burlington	High Trans - Low Years	57.97	2.84	2.35	69
0049	Cambridge	High Trans - Low Years	47.93	2.97	2.65	555
0050	Canton	High Trans - Low Years	33.33	3.60	2.50	42
0055	Chatham	High Trans - Low Years	56.25	3.69	3.22	16
0056	Chelmsford	High Trans - High Years	18.06	3.89	3.92	72
0057	Chelsea	High Trans - Low Years	31.61	3.78	3.01	1,240
0061	Chicopee	High Trans - High Years	30.31	4.06	3.62	419
0064	Clinton	High Trans - Low Years	32.04	3.38	2.88	103
0067	Concord	High Trans - Low Years	33.33	3.20	1.90	30
0071	Danvers	High Trans - Low Years	33.33	3.57	3.20	30

Code	District Name	Transition-Years Group	Transition Percent 2007	All LEP Mean Years	Transitioned LEP Mean Years	Number of Students
0072	Dartmouth	Low Trans - Low Years	0.00	4.07	.	41
0073	Dedham	High Trans - Low Years	29.73	3.93	3.09	111
0079	Dracut	High Trans - Low Years	38.37	3.63	3.00	86
0086	Easthampton	High Trans - Low Years	23.40	3.81	2.55	47
0088	Easton	High Trans - Low Years	41.18	3.29	2.86	17
0089	Edgartown	Low Trans - Low Years	8.00	3.88	2.00	25
0093	Everett	High Trans - Low Years	46.03	3.20	2.55	693
0095	Fall River	High Trans - Low Years	29.55	3.98	3.18	704
0096	Falmouth	High Trans - High Years	20.00	3.80	3.44	45
0097	Fitchburg	High Trans - High Years	26.14	4.15	3.76	1,136
0099	Foxborough	High Trans - Low Years	50.00	3.10	2.60	20
0100	Framingham	High Trans - High Years	30.65	4.16	3.61	1,380
0101	Franklin	High Trans - Low Years	33.33	3.46	2.38	24
0103	Gardner	High Trans - Low Years	31.78	3.48	2.10	129
0107	Gloucester	Low Trans - Low Years	5.63	4.24	3.25	71
0110	Grafton	High Trans - Low Years	79.31	2.66	2.52	29

Code	District Name	Transition-Years Group	Transition Percent 2007	All LEP Mean Years	Transitioned LEP Mean Years	Number of Students
0114	Greenfield	High Trans - Low Years	41.24	3.67	3.23	97
0126	Harwich	High Trans - High Years	73.33	4.00	4.18	15
0128	Haverhill	Low Trans - Low Years	10.11	4.28	2.96	475
0133	Holbrook	High Trans - Low Years	40.00	3.40	3.00	55
0137	Holyoke	Low Trans - High Years	16.02	4.45	3.93	1,511
0139	Hopkinton	High Trans - High Years	30.77	3.77	3.75	13
0141	Hudson	Low Trans - High Years	11.02	3.90	3.86	127
0144	Ipswich	High Trans - Low Years	33.33	3.83	2.75	12
0149	Lawrence	High Trans - Low Years	18.40	3.76	2.68	2,859
0150	Lee	High Trans - High Years	35.48	3.52	3.45	31
0151	Leicester	High Trans - High Years	80.00	4.00	4.00	10
0153	Leominster	Low Trans - Low Years	6.49	4.42	3.20	693
0155	Lexington	High Trans - Low Years	23.72	3.36	2.78	253
0157	Lincoln	Low Trans - Low Years	0.00	4.30	.	20
0159	Longmeadow	High Trans - Low Years	17.86	3.75	1.80	28
0160	Lowell	Low Trans - High Years	15.84	4.42	3.62	3,775

Code	District Name	Transition- Years Group	Transition Percent 2007	All LEP Mean Years	Transitioned LEP Mean Years	Number of Students
0161	Ludlow	High Trans - Low Years	17.65	3.97	3.00	34
0163	Lynn	Low Trans - High Years	6.30	4.61	3.77	2,920
0165	Malden	High Trans - Low Years	37.04	3.63	3.18	675
0167	Mansfield	High Trans - Low Years	30.00	3.83	2.89	30
0168	Marblehead	Low Trans - Low Years	12.50	3.60	2.00	48
0170	Marlborough	High Trans - High Years	24.36	4.11	3.47	546
0171	Marshfield	High Trans - High Years	18.18	3.82	4.00	11
0174	Maynard	Low Trans - Low Years	9.52	4.57	2.50	21
0176	Medford	High Trans - High Years	21.69	3.79	3.32	272
0178	Melrose	High Trans - Low Years	44.64	3.43	2.88	56
0181	Methuen	High Trans - Low Years	32.30	3.77	3.03	514
0185	Milford	High Trans - Low Years	19.34	3.40	2.54	212
0189	Milton	High Trans - High Years	36.11	3.42	3.77	36
0191	Monson	High Trans - Low Years	33.33	3.08	2.50	12
0197	Nantucket	Low Trans - High Years	16.67	3.85	4.09	66
0198	Natick	High Trans - Low Years	39.34	3.02	2.92	61

Code	District Name	Transition- Years Group	Transition Percent 2007	All LEP Mean Years	Transitioned LEP Mean Years	Number of Students
0199	Needham	High Trans - Low Years	23.40	3.15	2.18	47
0201	New Bedford	High Trans - High Years	24.76	3.89	3.63	618
0207	Newton	High Trans - Low Years	25.00	3.59	3.12	636
0209	North Adams	Low Trans - High Years	13.16	4.53	4.20	38
0210	Northampton	High Trans - Low Years	34.92	3.65	3.23	63
0211	North Andover	High Trans - Low Years	32.31	3.48	3.00	65
0212	North Attleborough	High Trans - Low Years	22.64	3.60	3.25	53
0213	Northborough	Low Trans - Low Years	11.11	4.13	2.60	45
0214	Northbridge	High Trans - Low Years	47.06	3.41	2.38	17
0217	North Reading	High Trans - Low Years	50.00	2.78	2.11	18
0220	Norwood	High Trans - Low Years	29.95	3.57	2.96	187
0221	Oak Bluffs	Low Trans - Low Years	0.00	4.21	.	24
0226	Oxford	High Trans - Low Years	31.25	3.38	3.00	16
0227	Palmer	High Trans - Low Years	66.67	2.14	1.71	21
0229	Peabody	Low Trans - Low Years	12.14	4.00	3.03	280
0236	Pittsfield	Low Trans - High Years	10.48	4.35	3.77	248

Code	District Name	Transition- Years Group	Transition Percent 2007	All LEP Mean Years	Transitioned LEP Mean Years	Number of Students
0239	Plymouth	High Trans - Low Years	19.57	3.50	2.33	46
0242	Provincetown	High Trans - High Years	27.27	4.55	3.67	11
0243	Quincy	High Trans - High Years	22.02	4.05	3.57	1,049
0244	Randolph	Low Trans - Low Years	11.37	4.13	3.24	255
0246	Reading	High Trans - High Years	38.89	3.89	4.29	18
0248	Revere	High Trans - Low Years	29.35	3.60	3.06	695
0251	Rockland	Low Trans - High Years	12.00	3.88	3.67	25
0258	Salem	Low Trans - High Years	14.65	4.25	3.40	389
0262	Saugus	High Trans - Low Years	61.11	3.44	2.55	18
0264	Scituate	Low Trans - High Years	15.79	4.47	3.83	38
0266	Sharon	High Trans - Low Years	32.43	3.51	2.42	37
0271	Shrewsbury	High Trans - Low Years	28.93	3.54	2.39	159
0274	Somerville	Low Trans - High Years	14.84	4.18	3.99	876
0276	Southborough	High Trans - Low Years	28.57	3.71	2.00	21
0277	Southbridge	Low Trans - Low Years	16.80	4.06	3.24	125
0278	South Hadley	High Trans - High Years	58.82	3.35	3.60	17

Code	District Name	Transition- Years Group	Transition Percent 2007	All LEP Mean Years	Transitioned LEP Mean Years	Number of Students
0281	Springfield	High Trans - High Years	17.21	4.45	3.80	3,683
0284	Stoneham	High Trans - Low Years	33.33	3.78	2.90	60
0285	Stoughton	High Trans - High Years	29.27	4.13	3.56	123
0288	Sudbury	High Trans - Low Years	23.40	3.28	2.45	47
0291	Swampscott	High Trans - Low Years	34.62	3.54	3.22	26
0293	Taunton	High Trans - Low Years	31.50	3.80	3.05	127
0295	Tewksbury	Low Trans - High Years	6.67	3.73	5.00	15
0296	Tisbury	High Trans - Low Years	31.25	3.84	3.20	32
0304	Uxbridge	Low Trans - Low Years	9.09	4.45	1.00	11
0305	Wakefield	High Trans - Low Years	34.62	3.58	3.11	26
0307	Walpole	Low Trans - Low Years	16.07	3.79	2.11	56
0308	Waltham	High Trans - Low Years	33.87	3.30	2.72	431
0314	Watertown	High Trans - High Years	25.19	4.11	3.49	266
0315	Wayland	High Trans - High Years	35.71	3.14	4.40	14
0316	Webster	High Trans - Low Years	23.08	3.65	3.17	52
0317	Wellesley	Low Trans - Low Years	12.20	3.59	2.20	41

Code	District Name	Transition- Years Group	Transition Percent 2007	All LEP Mean Years	Transitioned LEP Mean Years	Number of Students
0321	Westborough	Low Trans - Low Years	16.02	3.87	2.89	231
0325	Westfield	High Trans - High Years	26.07	4.17	3.52	257
0326	Westford	High Trans - Low Years	35.00	2.58	2.00	40
0330	Weston	High Trans - Low Years	21.88	3.78	1.71	32
0332	West Springfield	High Trans - Low Years	31.29	3.38	3.09	310
0335	Westwood	High Trans - Low Years	100.00	2.61	2.61	23
0336	Weymouth	High Trans - Low Years	40.00	3.28	2.87	95
0342	Wilmington	High Trans - Low Years	40.00	3.40	2.50	10
0343	Winchendon	High Trans - Low Years	28.57	3.48	2.83	21
0344	Winchester	High Trans - Low Years	32.61	3.54	2.63	92
0346	Winthrop	Low Trans - High Years	10.00	3.92	3.33	90
0347	Woburn	Low Trans - Low Years	9.80	3.99	3.13	153
0348	Worcester	High Trans - High Years	17.91	4.49	3.70	3,875
0410	Excel Academy Charter (District)	High Trans - High Years	80.00	4.40	4.38	10
0418	Christa McAuliffe Regional Charter Public (District)	Low Trans - High Years	7.14	4.79	5.00	14

Code	District Name	Transition-Years Group	Transition Percent 2007	All LEP Mean Years	Transitioned LEP Mean Years	Number of Students
0420	Benjamin Banneker Charter Public (District)	High Trans - High Years	24.14	4.14	3.57	29
0423	Barnstable Horace Mann Charter (District)	High Trans - High Years	24.44	3.84	4.09	45
0428	Edward Brooke Charter (District)	High Trans - Low Years	28.57	3.79	2.50	14
0429	KIPP Academy Lynn Charter (District)	High Trans - High Years	81.82	4.36	4.33	11
0436	Community Charter School of Cambridge (District)	High Trans - High Years	81.82	3.45	3.56	11
0439	Conservatory Lab Charter (District)	Low Trans - High Years	5.00	4.15	4.00	20
0440	Community Day Charter Public (District)	High Trans - Low Years	36.63	3.68	2.73	101
0445	Abby Kelley Foster Charter Public (District)	High Trans - Low Years	42.86	3.64	2.08	28
0453	Holyoke Community Charter (District)	High Trans - High Years	100.00	3.75	3.75	36
0454	Lawrence Family Development Charter (District)	High Trans - Low Years	30.67	4.29	3.19	238
0456	Lowell Community Charter Public (District)	High Trans - High Years	25.89	3.91	3.47	224
0458	Lowell Middlesex Academy Charter (District)	High Trans - Low Years	84.62	2.92	2.91	13

Code	District Name	Transition- Years Group	Transition Percent 2007	All LEP Mean Years	Transitioned LEP Mean Years	Number of Students
0481	Boston Renaissance Charter Public (District)	High Trans - Low Years	47.69	3.25	1.94	65
0485	Salem Academy Charter (District)	High Trans - High Years	18.18	4.27	3.50	11
0486	Seven Hills Charter Public (District)	Low Trans - Low Years	14.49	3.77	2.80	69
0487	Prospect Hill Academy Charter (District)	High Trans - Low Years	83.33	2.33	2.25	24
0490		High Trans - High Years	50.00	3.60	3.40	10
0600	Acton-Boxborough	High Trans - Low Years	42.86	2.38	1.56	21
0605	Amherst-Pelham	High Trans - High Years	28.57	3.74	3.91	77
0615	Athol-Royalston	Low Trans - High Years	9.38	3.81	4.67	32
0618	Berkshire Hills	High Trans - High Years	27.27	4.27	3.67	22
0645	Dennis-Yarmouth	Low Trans - High Years	15.03	4.31	3.83	153
0658	Dudley-Charlton Reg	Low Trans - High Years	15.79	4.16	3.33	19
0674	Gill-Montague	High Trans - High Years	23.08	4.27	3.67	26
0680	Hampden-Wilbraham	High Trans - Low Years	60.00	3.20	2.47	25
0700	Martha's Vineyard	Low Trans - Low Years	13.79	3.48	3.00	29
0725	Nashoba	High Trans - Low Years	31.82	3.68	2.86	22

Code	District Name	Transition-Years Group	Transition Percent 2007	All LEP Mean Years	Transitioned LEP Mean Years	Number of Students
0730	Northboro-Southboro	Low Trans - Low Years	0.00	3.70	.	10
0773	Triton	High Trans - Low Years	20.00	3.80	3.20	25
0775	Wachusett	High Trans - Low Years	43.40	3.58	2.57	53
0801	Assabet Valley Regional Vocational Technical	High Trans - High Years	40.00	4.10	3.75	20
0821	Greater Fall River Regional Vocational Technical	High Trans - Low Years	53.85	3.08	2.71	13
0823	Greater Lawrence Regional Vocational Technical	High Trans - Low Years	48.81	3.64	3.29	84
0825	Greater New Bedford Regional Vocational Technical	High Trans - High Years	50.00	4.17	3.50	12
0828	Greater Lowell Regional Vocational Technical	High Trans - High Years	67.74	3.94	3.86	31
0829	South Middlesex Regional Vocational Technical	High Trans - High Years	52.86	4.31	4.27	70
0832	Montachusett Regional Vocational Technical	High Trans - High Years	48.98	4.35	4.00	49
0853	Northeast Metropolitan Regional Vocational	High Trans - High Years	20.51	4.68	4.25	78

Code	District Name	Transition- Years Group	Transition Percent 2007	All LEP Mean Years	Transitioned LEP Mean Years	Number of Students
0872	Southeastern Regional Vocational Technical	High Trans - High Years	40.00	4.20	4.00	20
0885	Whittier Regional Vocational Technical	High Trans - High Years	25.00	4.50	3.75	16

Appendix V-A: Matching of Students in the MEPA and Core SIMS file

Students classified as LEP in SIMS file but not found in MEPA file

The SIMS file contains 67,632 students enrolled in school in the fall of the 2010–2011 school year who were classified as LEP at some point during the 2009–2010 school year. Of these LEP students, 59,432 (87.9 percent) participated in one of the five MEPA grade span tests administered in spring 2010. The remaining 8,200 students (12.1 percent) did not participate in MEPA.

- 1,747 (21.3 percent) of the 8,200 were enrolled in pre-kindergarten and not required to participate in MEPA.
- An additional 5,721 (69.8 percent) of the 8,200 students were classified as LEP in the final data collection period of 2009–2010, but not in prior data collection periods.
- An additional 102 (1.2 percent) of the 8,200 students were classified as LEP in one of the two early data collection periods but were no longer classified as LEP in the final data collection period.

The remaining 630 students constitute less than 1 percent of the total LEP population for the 2009–2010 school year. They were distributed across 82 school districts in roughly the same proportions as the overall LEP population. They were distributed fairly equally across grade levels. More than one-third of those students (34.3 percent) were in their first year of school in Massachusetts.

Students participating in MEPA but not in the SIMS file

There are 63,377 students included in the spring 2010 MEPA file. Of these students, 59,432 (93.8 percent) can be identified in the SIMS file as students classified as LEP in spring 2010 and enrolled in school in the fall of the 2010–2011 school year. The remaining 3,945 students participating in MEPA in spring 2010 do not meet one of those criteria.

- 2,646 (67 percent) of the 3,945 are students who were no longer enrolled in school in the fall of the 2010–2011 school year. More than half of the no-longer-enrolled students (57.4 percent) were enrolled in grade 12 in spring 2010. The remaining students were distributed across grade levels with the largest single concentration at grade 9 (225 student, 8.5 percent)
- An additional 1,203 students (30.5 percent) were classified in the MEPA file as “not enrolled in an ELL program” based on data available in SIMS, and 95 students (2.4 percent) were classified as “no match to SIMS” under ELL program status.

More than half of the 1,299 students were tested in either grade span K–2 (32.0 percent) or 3–4 (23.3 percent). More than half of the 1,299 students (53.7 percent) were first tested on MEPA in spring 2009 and 27.4 percent were in their first year of school in Massachusetts in 2010. The students were distributed across 151 school districts.

Appendix V-B

List of Districts with 10 or more MEPA Level 5 Students

District Code	District	Number of MEPA Level 5 Students	Percent Transitioned	Percent Prof/Adv ELA	Percent Prof/Adv MATH
00860000	Easthampton	12	100.0	42.86	14.29
00950000	Fall River	33	100.0	33.33	30.00
07750000	Wachusett	11	100.0	66.67	50.00
00930000	Everett	57	98.25	36.00	36.00
01630000	Lynn	717	97.07	50.41	45.49
04860000	Seven Hills Charter Public (District)	14	92.86	37.50	25.00
02740000	Somerville	66	92.42	20.51	30.23
00570000	Chelsea	62	90.32	23.40	23.40
03080000	Waltham	51	88.24	50.00	21.05
04540000	Lawrence Family Development Charter (District)	62	87.10	55.81	60.47
00140000	Ashland	15	86.67	25.00	14.29
00310000	Billerica	15	86.67	63.64	54.55
03320000	West Springfield	26	84.62	22.22	44.44
02480000	Revere	95	84.21	39.22	44.00
03360000	Weymouth	19	84.21	44.44	22.22
03470000	Woburn	50	84.00	60.00	60.00
01810000	Methuen	31	83.87	41.18	35.29
02010000	New Bedford	12	83.33	20.00	10.00
00050000	Agawam	15	80.00	66.67	77.78

District Code	District	Number of MEPA Level 5 Students	Percent Transitioned	Percent Prof/Adv ELA	Percent Prof/Adv MATH
01850000	Milford	39	79.49	30.43	21.74
00400000	Braintree	37	78.38	63.64	70.83
00490000	Cambridge	21	76.19	45.45	36.36
01490000	Lawrence	220	73.64	56.96	49.37
02430000	Quincy	157	72.61	48.89	60.87
03070000	Walpole	29	72.41	53.33	0.00
01700000	Marlborough	86	70.93	51.85	41.51
02580000	Salem	37	70.27	41.18	23.53
03460000	Winthrop	14	64.29	0.00	0.00
00230000	Bedford	11	63.64	75.00	75.00
01530000	Leominster	77	63.64	44.26	27.87
00560000	Chelmsford	19	63.16	66.67	33.33
06050000	Amherst-Pelham	27	62.96	72.22	50.00
03160000	Webster	13	61.54	100.0	75.00
03170000	Wellesley	28	60.71	82.35	70.59
00640000	Clinton	32	59.38	23.08	23.08
00250000	Bellingham	12	58.33	80.00	50.00
00090000	Andover	21	57.14	78.57	92.86
02660000	Sharon	21	57.14	54.55	45.45
00020000	Acton	16	56.25	58.33	69.23
00260000	Belmont	16	56.25	91.67	100.0
03140000	Watertown	66	56.06	46.00	50.00

District Code	District	Number of MEPA Level 5 Students	Percent Transitioned	Percent Prof/Adv ELA	Percent Prof/Adv MATH
08530000	Northeast Metropolitan Regional Vocational Technical	18	55.56	28.57	42.86
02200000	Norwood	38	55.26	54.55	63.64
02710000	Shrewsbury	49	55.10	73.91	70.83
03250000	Westfield	40	55.00	46.15	46.15
00460000	Brookline	131	53.44	70.69	84.34
02930000	Taunton	30	53.33	30.77	42.31
00200000	Barnstable	36	52.78	54.55	36.36
01650000	Malden	143	51.75	42.11	48.94
01760000	Medford	39	51.28	22.73	27.27
01550000	Lexington	88	51.14	86.76	92.65
02170000	North Reading	10	50.00	57.14	83.33
04400000	Community Day Charter Public (District)	10	50.00	100.0	66.67
02290000	Peabody	51	49.02	54.05	32.43
00350000	Boston	1,467	48.67	48.51	48.04
01590000	Longmeadow	11	45.45	75.00	75.00
01780000	Melrose	11	45.45	33.33	33.33
01280000	Haverhill	55	43.64	30.61	17.02
01570000	Lincoln	14	42.86	76.92	84.62
00080000	Amherst	31	41.94	65.00	65.00
03300000	Weston	12	41.67	80.00	60.00
03440000	Winchester	49	40.82	83.87	74.19

District Code	District	Number of MEPA Level 5 Students	Percent Transitioned	Percent Prof/Adv ELA	Percent Prof/Adv MATH
02850000	Stoughton	37	40.54	57.69	42.31
00500000	Canton	10	40.00	66.67	50.00
01370000	Holyoke	68	39.71	29.41	23.53
02810000	Springfield	301	39.20	38.57	27.15
00160000	Attleboro	39	38.46	33.33	30.00
02760000	Southborough	13	38.46	66.67	66.67
02070000	Newton	240	37.92	78.40	76.07
01410000	Hudson	15	33.33	70.00	60.00
00970000	Fitchburg	106	33.02	32.35	26.47
03210000	Westborough	67	32.84	76.74	55.81
04230000	Barnstable Horace Mann Charter (District)	13	30.77	38.46	53.85
00610000	Chicopee	94	28.72	44.00	46.67
00440000	Brockton	390	27.95	40.54	36.68
03350000	Westwood	11	27.27	50.00	25.00
00100000	Arlington	45	24.44	62.86	51.43
01000000	Framingham	261	23.37	54.33	42.31
02130000	Northborough	26	23.08	52.38	23.81
02360000	Pittsfield	23	21.74	72.22	44.44
03480000	Worcester	1,275	20.16	65.78	55.21
00790000	Dracut	10	20.00	25.00	25.00
02910000	Swampscott	10	20.00	33.33	0.00
06450000	Dennis-Yarmouth	31	19.35	66.67	35.00

District Code	District	Number of MEPA Level 5 Students	Percent Transitioned	Percent Prof/Adv ELA	Percent Prof/Adv MATH
01600000	Lowell	1,005	19.20	59.87	51.54
06750000	Hamilton-Wenham	11	18.18	88.89	100.0
01070000	Gloucester	12	16.67	81.82	27.27
02840000	Stoneham	16	12.50	53.85	46.15
01030000	Gardner	18	11.11	54.55	45.45
03040000	Uxbridge	10	10.00	42.86	42.86
01980000	Natick	12	8.33	55.56	44.44
04560000	Lowell Community Charter Public (District)	26	7.69	0.00	33.33
02620000	Saugus	14	7.14	27.27	27.27
02440000	Randolph	32	6.25	45.00	40.00
00730000	Dedham	40	5.00	64.52	48.39
01140000	Greenfield	18	0.00	36.36	45.45
01260000	Harwich	11	0.00	42.86	0