

**MASSACHUSETTS DEPARTMENT OF EDUCATION**  
350 Main Street  
Malden, MA 02148-5023

**Consolidated State Application**  
**May 1, 2003 Submission**

**for State Grants under Title IX, Part C, Section 9302 of the Elementary and  
Secondary Education Act (Public Law 107-110)**

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**A. ESEA GOALS, ESEA INDICATORS, STATE PERFORMANCE TARGETS**

Baseline Data for Performance Indicators 1.1, 1.2, 2.2, and 2.3

In the following charts, provide baseline data from the 2001-2002 school year test administration. Charts have been provided for each of grades 3 through 8 and high school to accommodate the varied State assessment systems in mathematics and reading/language arts during the 2001-2002 school year. States should provide baseline data on the percentage of students scoring at the proficient or advanced levels for those grades in which the State administered mathematics and reading/language arts assessments during 2001-2002.

**BASELINE STUDENT ACHIEVEMENT DATA: GRADE 3**

<b>Grade 3 Math</b>	<b>Percent of Students at Proficient or Advanced</b>
<b>Student Group</b>	<b>01&amp;<sup>1</sup>02 Baseline</b>
All Students	NA Until 2006
African American/Black	NA Until 2006
American Indian/Native Alaskan	NA Until 2006
Asian/Pacific Islander	NA Until 2006
Hispanic	NA Until 2006
White	NA Until 2006
Other	NA Until 2006
Students with Disabilities	NA Until 2006
Students without Disabilities	NA Until 2006
Limited English Proficient	NA Until 2006
Economically Disadvantaged	NA Until 2006
Non-Economically Disadvantaged	NA Until 2006
Migrant	NA Until 2006
Male	NA Until 2006
Female	NA Until 2006

<b>Grade 3 Reading/Language Arts</b>	<b>Percent of Students at Proficient or Advanced</b>
<b>Student Group</b>	<b>01&amp;02 Baseline</b>
All Students	63%
African American/Black	36%
American Indian/Native Alaskan	51%
Asian/Pacific Islander	56%
Hispanic	28%
White	72%
Other	60%
Students with Disabilities	32%
Students without Disabilities	68%
Limited English Proficient	14%
Economically Disadvantaged	38%
Non-Economically Disadvantaged	76%
Migrant	29%
Male	61%
Female	66%

<sup>1</sup> With USED permission, all baseline data published in these tables are based on the combined percentage proficient and advanced during the 2001 and 2002 school years.

**BASELINE STUDENT ACHIEVEMENT DATA: GRADE 4**

<b>Grade 4 Math</b>	<b>Percent of Students at Proficient or Advanced</b>
Student Group	01&02 Baseline
All Students	37%
African American/Black	12%
American Indian/Native Alaskan	17%
Asian/Pacific Islander	42%
Hispanic	11%
White	43%
Other	30%
Students with Disabilities	14%
Students without Disabilities	41%
Limited English Proficient	7%
Economically Disadvantaged	16%
Non-Economically Disadvantaged	47%
Migrant	11%
Male	37%
Female	37%

<b>Grade 4 Reading/Language Arts</b>	<b>Percent of Students at Proficient or Advanced</b>
Student Group	01&02 Baseline
All Students	51%
African American/Black	24%
American Indian/Native Alaskan	28%
Asian/Pacific Islander	49%
Hispanic	19%
White	59%
Other	44%
Students with Disabilities	18%
Students without Disabilities	57%
Limited English Proficient	8%
Economically Disadvantaged	26%
Non-Economically Disadvantaged	64%
Migrant	16%
Male	46%
Female	57%

**BASELINE STUDENT ACHIEVEMENT DATA: GRADE 5**

<b>Grade 5 Math</b>	<b>Percent of Students at Proficient or Advanced</b>
<b>Student Group</b>	<b>01&amp;02 Baseline</b>
All Students	NA Until 2006
African American/Black	NA Until 2006
American Indian/Native Alaskan	NA Until 2006
Asian/Pacific Islander	NA Until 2006
Hispanic	NA Until 2006
White	NA Until 2006
Other	NA Until 2006
Students with Disabilities	NA Until 2006
Students without Disabilities	NA Until 2006
Limited English Proficient	NA Until 2006
Economically Disadvantaged	NA Until 2006
Non-Economically Disadvantaged	NA Until 2006
Migrant	NA Until 2006
Male	NA Until 2006
Female	NA Until 2006

<b>Grade 5 Reading/Language Arts</b>	<b>Percent of Students at Proficient or Advanced</b>
<b>Student Group</b>	<b>01&amp;02 Baseline</b>
All Students	NA Until 2006
African American/Black	NA Until 2006
American Indian/Native Alaskan	NA Until 2006
Asian/Pacific Islander	NA Until 2006
Hispanic	NA Until 2006
White	NA Until 2006
Other	NA Until 2006
Students with Disabilities	NA Until 2006
Students without Disabilities	NA Until 2006
Limited English Proficient	NA Until 2006
Economically Disadvantaged	NA Until 2006
Non-Economically Disadvantaged	NA Until 2006
Migrant	NA Until 2006
Male	NA Until 2006
Female	NA Until 2006

**BASELINE STUDENT ACHIEVEMENT DATA: GRADE 6**

<b>Grade 6 Math</b>	<b>Percent of Students at Proficient or Advanced</b>
Student Group	01&02 Baseline
All Students	39%
African American/Black	11%
American Indian/Native Alaskan	15%
Asian/Pacific Islander	50%
Hispanic	10%
White	46%
Other	30%
Students with Disabilities	10%
Students without Disabilities	44%
Limited English Proficient	4%
Economically Disadvantaged	15%
Non-Economically Disadvantaged	50%
Migrant	8%
Male	40%
Female	38%

<b>Grade 6 Reading/Language Arts</b>	<b>Percent of Students at Proficient or Advanced</b>
Student Group	01&02 Baseline
All Students	NA Until 2006
African American/Black	NA Until 2006
American Indian/Native Alaskan	NA Until 2006
Asian/Pacific Islander	NA Until 2006
Hispanic	NA Until 2006
White	NA Until 2006
Other	NA Until 2006
Students with Disabilities	NA Until 2006
Students without Disabilities	NA Until 2006
Limited English Proficient	NA Until 2006
Economically Disadvantaged	NA Until 2006
Non-Economically Disadvantaged	NA Until 2006
Migrant	NA Until 2006
Male	NA Until 2006
Female	NA Until 2006

**BASELINE STUDENT ACHIEVEMENT DATA: GRADE 7**

<b>Grade 7 Math</b>	<b>Percent of Students at Proficient or Advanced</b>
<b>Student Group</b>	<b>01&amp;02 Baseline</b>
All Students	NA Until 2006
African American/Black	NA Until 2006
American Indian/Native Alaskan	NA Until 2006
Asian/Pacific Islander	NA Until 2006
Hispanic	NA Until 2006
White	NA Until 2006
Other	NA Until 2006
Students with Disabilities	NA Until 2006
Students without Disabilities	NA Until 2006
Limited English Proficient	NA Until 2006
Economically Disadvantaged	NA Until 2006
Non-Economically Disadvantaged	NA Until 2006
Migrant	NA Until 2006
Male	NA Until 2006
Female	NA Until 2006

<b>Grade 7<sup>2</sup> Reading/Language Arts</b>	<b>Percent of Students at Proficient or Advanced</b>
<b>Student Group</b>	<b>01&amp;02 Baseline</b>
All Students	64%
African American/Black	34%
American Indian/Native Alaskan	37%
Asian/Pacific Islander	63%
Hispanic	27%
White	73%
Other	57%
Students with Disabilities	23%
Students without Disabilities	71%
Limited English Proficient	5%
Economically Disadvantaged	35%
Non-Economically Disadvantaged	76%
Migrant	18%
Male	58%
Female	70%

<sup>2</sup> Massachusetts shifted its middle school English Language Arts assessment from Grade 8 to Grade 7 after the 2001 school year. For accountability purposes, the 2001 Grade 8 data were combined with the 2002 Grade 7 results.

**BASELINE STUDENT ACHIEVEMENT DATA: GRADE 8**

<b>Grade 8 Math</b>	<b>Percent of Students at Proficient or Advanced</b>
Student Group	01&02 Baseline
All Students	34%
African American/Black	10%
American Indian/Native Alaskan	14%
Asian/Pacific Islander	44%
Hispanic	8%
White	40%
Other	26%
Students with Disabilities	7%
Students without Disabilities	38%
Limited English Proficient	4%
Economically Disadvantaged	11%
Non-Economically Disadvantaged	42%
Migrant	7%
Male	34%
Female	34%

<b>Grade 8 Reading/Language Arts</b>	<b>Percent of Students at Proficient or Advanced</b>
Student Group	01&02 Baseline
All Students	NA Until 2006
African American/Black	NA Until 2006
American Indian/Native Alaskan	NA Until 2006
Asian/Pacific Islander	NA Until 2006
Hispanic	NA Until 2006
White	NA Until 2006
Other	NA Until 2006
Students with Disabilities	NA Until 2006
Students without Disabilities	NA Until 2006
Limited English Proficient	NA Until 2006
Economically Disadvantaged	NA Until 2006
Non-Economically Disadvantaged	NA Until 2006
Migrant	NA Until 2006
Male	NA Until 2006
Female	NA Until 2006



**BASELINE STUDENT ACHIEVEMENT DATA: HIGH SCHOOL**

<b>High School Math</b>	<b>Percent of Students at Proficient or Advanced</b>
Student Group	01&02 Baseline
All Students	44%
African American/Black	15%
American Indian/Native Alaskan	22%
Asian/Pacific Islander	57%
Hispanic	12%
White	50%
Other	37%
Students with Disabilities	12%
Students without Disabilities	48%
Limited English Proficient	8%
Economically Disadvantaged	18%
Non-Economically Disadvantaged	51%
Migrant	10%
Male	45%
Female	44%

<b>High School Reading/Language Arts</b>	<b>Percent of Students at Proficient or Advanced</b>
Student Group	01&02 Baseline
All Students	54%
African American/Black	25%
American Indian/Native Alaskan	35%
Asian/Pacific Islander	53%
Hispanic	19%
White	61%
Other	50%
Students with Disabilities	17%
Students without Disabilities	60%
Limited English Proficient	4%
Economically Disadvantaged	24%
Non-Economically Disadvantaged	62%
Migrant	16%
Male	50%
Female	61%

Performance Targets for Performance Indicators 1.1, 1.2, 2.2, and 2.3

In the following charts, performance targets are provided for the percentage of students who will be at or above the proficient level in mathematics and reading/language arts on the State's assessment, consistent with the State's annual measurable objectives. Three sets of charts have been provided to accommodate States' varying plans for setting annual measurable objectives, with some States having the same annual measurable objectives for all grade levels in the State and other States having separate annual measurable objectives for elementary, middle, and high schools. At the top of each set of charts, please indicate the grade levels to which your annual measurable objectives apply.

**STATE PERFORMANCE TARGETS (ANNUAL MEASURABLE OBJECTIVES)**

Grades: 3, 4, 6, 7, 8, & 10 (5 in 2006)

<b>Math</b>	<b>Percent of Students at Proficient or Advanced</b>
2002-2003 Target	28% <sup>3</sup>
2003-2004 Target	28%
2004-2005 Target	38%
2005-2006 Target	38%
2006-2007 Target	51%
2007-2008 Target	51%
2008-2009 Target	63%
2009-2010 Target	63%
2010-2011 Target	82%
2011-2012 Target	82%
2012-2013 Target	100%
2013-2014 Target	100%

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<sup>3</sup> The Massachusetts starting point and interim-year targets are expressed in terms of its Proficiency Index (PI) measure. Here, as requested by USED, targets have been expressed in terms of the equivalent percentage proficient and advanced for each interim year.

<b>Reading/Language Arts</b>	<b>Percent of Students at Proficient or Advanced</b>
2002-2003 Target	48%
2003-2004 Target	48%
2004-2005 Target	56%
2005-2006 Target	56%
2006-2007 Target	64%
2007-2008 Target	64%
2008-2009 Target	76%
2009-2010 Target	76%
2010-2011 Target	86%
2011-2012 Target	86%
2012-2013 Target	100%
2013-2014 Target	100%

Baseline Data and Performance Targets for Performance Indicator 1.3

In the following chart, baseline data and performance targets for the percentage of Title I schools that make adequate yearly progress are provided. For baseline data, indicate the percentage of Title I schools that made adequate yearly progress in the 2001-2002 school year, based upon the 2001-2002 school year test administration. For performance targets, indicate the percentage of Title I schools that will make adequate yearly progress from the 2002-2003 school year through the 2013-2014 school year.

Baseline Data and Targets	Percentage of Title I Schools Making Adequate Yearly Progress
2001-2002 Baseline	82% <sup>4</sup>
2002-2003 Target	60% <sup>5</sup>
2003-2004 Target	56% <sup>6</sup>
2004-2005 Target	52%
2005-2006 Target	48%
2006-2007 Target	44%
2007-2008 Target	NA <sup>7</sup>
2008-2009 Target	NA
2009-2010 Target	NA
2010-2011 Target	NA
2011-2012 Target	NA
2012-2013 Target	NA
2013-2014 Target	NA

<sup>4</sup> Calculated according to the system authorized under ESEA of 1994 (no subgroups).

<sup>5</sup> This target is based on past performance and the expectation of improvement. Approximately 75% of Massachusetts' Title I schools had a subgroup performing below the baseline for the 2001 and 2002 school years. It is not possible to calculate how many of the subgroups in those schools would have met improvement expectations, but approximately half of all *schools* below the baseline met improvement expectations during 2002. Assuming, therefore, that half of the schools with a subgroup performing below the 2003 target meet their improvement goals, approximately 40% of the Title I schools would be identified in need of improvement in 2003.

<sup>6</sup> Beginning in the 2004 school year, the percentage of Title I schools making Adequate Yearly Progress (AYP) is projected to start declining. However, as the state target becomes higher each year, even with substantial improvement in half of the Title I schools, we project an increasingly higher proportion of Title I schools not making AYP.

<sup>7</sup> Targets beyond the 2007 school year will be established with data collected over the next several years.

**2. Baseline data and performance targets for any State identified goals and indicators**

If your State included any State identified goals and indicators in its June 2002 consolidated State application submission, please provide baseline data and performance targets for those goals and indicators below.

**BASELINE DATA AND PERFORMANCE INDICATORS FOR STATE IDENTIFIED GOALS AND INDICATORS**

Massachusetts identified Grade 3 Reading Proficiency as an additional indicator in its June 2002 consolidated State application submission.

Massachusetts' goal is to have 100% of its students reading at the proficient level by the end of grade 3 by 2014. The baseline and interim biannual goals in the table below were set using the method described in section 20 of the *No Child Left Behind Act*.

Reading/Language Arts	Percent of Students at Proficient or Advanced
2002-2003 Target	56%
2003-2004 Target	56%
2004-2005 Target	61%
2005-2006 Target	61%
2006-2007 Target	69%
2007-2008 Target	69%
2008-2009 Target	79%
2009-2010 Target	79%
2010-2011 Target	89%
2011-2012 Target	89%
2012-2013 Target	100%
2013-2014 Target	100%

**B. STATE ACTIVITIES TO IMPLEMENT ESEA PROGRAMS**

1a. Please provide evidence that the State has:

- adopted challenging content standards in reading/language arts and mathematics at each grade level for grades 3 through 8, consistent with section 1111(b)(1); or

disseminated grade-level expectations for reading/language arts and mathematics for grades 3 through 8 to LEAs and schools if the State’s academic content standards cover more than one grade level.

**STATE RESPONSE**

In July 2000, the Massachusetts Board of Education (Board) adopted the *Massachusetts Mathematics Curriculum Framework* for grades PreK-12. This document replaced the *Mathematics Curriculum Framework* adopted by the Board of Education in 1996. Five strands organized the mathematical content of this new *Framework*: Number Sense and Operations; Patterns, Relations, and Algebra; Geometry; Measurement; and Data Analysis, Statistics, and Probability. These five strands were broken into the following grade spans: Pre-K; 1-2; 3-4; 5-6; 7-8; 9-10; and 11-12.

In November 2000, the Massachusetts Board of Education adopted the *Massachusetts English Language Arts Curriculum Framework* for grades PreK-12. This document replaced the *English Language Arts Curriculum Framework* adopted by the Board in 1997. This new *Framework* outlined general content standards for major content strands: Language, Reading and Literature, Composition, and Media. These strands were broken into specific learning standards for the grade spans PreK-2; 3-4; 5-6; 7-8; 9-10; and 11-12.

Both *Frameworks* identify the mathematics and reading content standards tested on the Massachusetts Comprehensive Assessment System (MCAS). MCAS currently assesses individual students in reading (Grade 3); English language arts (Grades 4, 7, and 10); and Mathematics (Grades 4, 6, 8, and 10).

To comply with the requirements of Section 1111 (b) (1) and thereby create challenging content standards for *each grade level* for grades 3-8, the Department’s Center for Teaching and Learning assigned two content specialists to write drafts of supplementary standards for each *Framework* in December 2002. These supplementary standards are meant to “fill in” the odd-numbered grades with learning standards tied to each content strand, while linking back to the learning standards of each preceding grade.

The timelines for the development of content standards for all grades (3-8) are as follows:

- ✓ In February 2003, drafts of supplementary standards for mathematics and English Language arts were sent to educators across the state for initial review and feedback.
- ✓ By April 25, 2003, educators submitted comments and suggestions for revisions to the content specialists, who will then use the months of May-July 2003 to refine the learning standards for each *Framework* into a continuous set of standards for grades 3-8.
- ✓ The Center for Teaching and Learning will send out the revised draft of supplementary standards for comment in August 2003, with a deadline of October 15, 2003 for the return of comments.
- ✓ Upon receipt of comments from educators, the content specialists will prepare a final draft for presentation to the Commissioner of Education in November 2003.
- ✓ Once the Commissioner of Education approves the supplementary standards, the newly expanded *Curriculum Frameworks* will be disseminated to all public schools in the Commonwealth in January 2004.

1b. Please provide a detailed timeline for major milestones for adopting challenging academic content standards in science that meet the requirements of section 1111(b)(1).

**STATE RESPONSE**

Academic content standards in science that meet the requirements of section 111(b)(1) were adopted in 2001. See the Massachusetts Science and Technology/Engineering Framework at the following URL: <http://www.doe.mass.edu/frameworks/current.html>

1c. Provide a detailed timeline of major milestones for the development and implementation, in consultation with LEAs, of assessments in mathematics, reading/language arts, and science that meet the requirements of section 1111(b)(3) in the required grade levels.

**STATE RESPONSE**

A. Timeline/Major Milestones for Developing and Implementing Reading Tests in Grades 5, 6, and 8 and Mathematics Tests in Grades 3, 5, and 7. Tests in Reading/Language Arts are already in place in grade 3, 4, 7, and 10. Mathematics tests are already in place in grades 4, 6, 8, and 10.

Spring 2003	Issue RFR for test development, administration, and reporting
Fall 2003	Award contract
Winter 2004	LEA Committees meet to review reading passages
Spring 2004	LEA Committees meet to review reading and mathematics items
Summer 2004	LEA Committees meet to recommend items for field test
Fall 2004	Construct field test forms and other ancillary materials
Spring 2005	Administer field tests
Summer 2005	LEA Committees meet to review item statistics from field test and recommend items for operational tests
Fall 2005	Construct test forms and other ancillary materials
Spring 2006	Administer operational tests

B1. Timeline/Major Milestones for implementing science tests in grades 5 and 8 are as follows:

Spring 2003	Operational test administration
Summer 2003	Develop performance level definitions
	Set performance standards
	Full reporting of student, school, district, and state level results

B2. Timeline/Major Milestones for implementing high school science tests in biology, chemistry, introductory physics, and technology/engineering are as follows:

Spring 2003	Administer field tests
Summer and Fall 2003	LEA Committees meet to review item statistics from field test and recommend items for pilot tests (pilot tests resemble operational tests in form and contents, but do not generate results including students' achievement levels)
Winter 2003	Construct pilot tests and ancillary materials
Spring 2004	Administer first round of pilot tests
Summer and Fall 2004	LEA Committees meet to review item statistics from first pilot tests and recommend items for second round of pilot tests
Winter 2005	Construct pilot tests and ancillary materials
Spring 2005	Administer second round of pilot tests
Summer and fall 2005	LEA Committees meet to review item statistics from results of second pilot tests and recommend items for operational test
Winter 2005	Construct operational tests and ancillary materials
Spring 2006	Administer operational tests
Summer 2006	Draft performance level definitions
	Performance level definitions finalized
	Set performance standards
	Full reporting of student, school, district, and state level results



1d. Please provide a detailed timeline for major milestones for setting, in consultation with LEAs, academic achievement standards in mathematics, reading/language arts, and science that meet the requirements of section 1111(b)(1).

**STATE RESPONSE**

Timeline and Milestones for Setting Performance Standards  
for new Reading and Mathematics Tests

Fall 2006	Draft performance level definitions
Winter 2006	LEA Committees meet to review draft performance level definitions
Spring 2006	Performance level definitions finalized
Spring 2006	Standard-Setting panelists are recruited and selected. Separate panels are established for each new test (3 panels for mathematics, 3 panels for reading).
Summer 2006	Standard-Setting is conducted and results are presented to Commissioner/Board of Education for adoption (in time to report results of spring 2006, prior to the beginning of the 2006-2007 school year).