

# **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)**

**Due: May 1, 2003**



**U. S. Department of Education  
Office of Elementary and Secondary Education  
Washington, D.C. 20202**

## **Instructions for Completing the Consolidated State Application May 1, 2003, Submission**

As described in the May 7, 2002, Consolidated State Application Package, States' submissions of their consolidated applications have been divided into multiple submissions and information requests. The information States are to provide in their May 1, 2003, consolidated applications is listed below. This list differs from the list in the Consolidated State Application form distributed in 2002 in that it excludes (1) the information that States were required to submit in their January 31, 2003, Accountability Workbooks, (2) the information States are to provide for Goal 5 (All students will graduate from high school), and (3) the information States are to provide regarding their objectives for student development and attainment of English proficiency. It also corrects an error in the application package. The 2002 application package indicated that performance targets for non-AYP indicators would be due in May 2003. It should have stated that both targets and baseline data for non-AYP indicators would be due in September 2003.

(1) Accountability Workbooks. States are expected to submit any outstanding accountability workbook information at the time and in the manner previously established by the Department.

(2) Goal 5 baseline data and targets. The Department is considering publishing an amendment to the Consolidated State Application regulations to require States to use the same definition for graduation rate that has been approved by the Department as part of the State's Accountability Plan under Title I, Part A of the ESEA. Therefore the submission date for baseline data and targets for Goal 5 is changed from May to September 2003.

(3) English Proficiency Objectives. Since many States have indicated that they will not have objectives related to student development and attainment of English proficiency by May, the Department is deferring submission of the objectives until September 2003.

### **Summary of Information Required for May 1, 2003 Submission**

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

1. Baseline data and performance targets for the following AYP - related indicators.

Performance Goal 1: By 2013-2014, all students will reach high standards, at a minimum by attaining proficiency or better in reading/language arts and mathematics.

1.1 Performance indicator: The percentage of students, in the aggregate and for each subgroup, who are at or above the proficient level in reading/language arts on the State's assessment, consistent with the State's annual measurable objectives. (Note: These subgroups are those

for which the ESEA requires State reporting, as identified in section 1111(h)(1)(c)(i.)

- 1.2 Performance indicator: The percentage of students, in the aggregate and in each subgroup, who are at or above the proficient level in mathematics on the State's assessment, consistent with the State's annual measurable objectives. (Note: These subgroups are those for which the ESEA requires State reporting, as identified in section 1111(h)(1)(c)(i).)
- 1.3 Performance indicator: The percentage of Title I schools that make adequate yearly progress.

Performance Goal 2: All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

- 2.2 Performance indicator: The percentage of limited English proficient students who are at or above the proficient level in reading/language arts on the State's assessment, as reported for performance indicator 1.1.
- 2.3 Performance indicator: The percentage of limited English proficient students who are at or above the proficient level in mathematics on the State's assessment, as reported for performance indicator 1.2.

**Baseline data and performance targets for all ESEA Goals and indicators not included in this May 1, 2003, submission will be due on September 1, 2003.**

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

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

Consistent with the consolidated State Application Package distributed in Spring 2002, States are asked to submit the following information by May 1, 2003:

1a. 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.

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

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1c. 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.

1d. 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).

This workbook format has been developed to facilitate preparation and submission of the information required in this May 1 submission. States may use this format or another format of their choosing provided that all required information is provided in a clear and concise manner. The deadline for submission of this application is May 1, 2003.

## **Transmittal Instructions**

To expedite the receipt of this May 1, 2003, Consolidated State Application submission, please send your submission via the Internet as a .doc file, pdf file, rtf or .txt file or provide the URL for the site where your submission is posted on the Internet. Send electronic submissions to [conapp@ed.gov](mailto:conapp@ed.gov).

A State that submits only a paper submission should mail the submission by express courier to:

Celia Sims  
U.S. Department of Education  
400 Maryland Ave., SW  
Room 3W300  
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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, please 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>01-02 Baseline</b>
All Students	80.48
African American/Black	65.37
American Indian/Native Alaskan	82.04
Asian/Pacific Islander	90.31
Hispanic	72.79
White	87.38
Other	82.53
Students with Disabilities	59.29
Students without Disabilities	83.32
Limited English Proficient	68.95
Economically Disadvantaged	66.91
Non-Economically Disadvantaged	86.54
Migrant	70.5
Male	80.18
Female	80.87

<b>Grade 3 Reading/Language Arts</b>	<b>Percent of Students at Proficient or Advanced</b>
<b>Student Group</b>	<b>01-02 Baseline</b>
All Students	71.81
African American/Black	55.34
American Indian/Native Alaskan	77.74
Asian/Pacific Islander	81.7
Hispanic	59.22
White	79.56
Other	76.75
Students with Disabilities	51.08
Students without Disabilities	74.35
Limited English Proficient	52.77
Economically Disadvantaged	54.52
Non-Economically Disadvantaged	79.4
Migrant	51.0
Male	68.59
Female	75.1

**BASELINE STUDENT ACHIEVEMENT DATA: GRADE 4**

<b>Grade 4 Math</b>	<b>Percent of Students at Proficient or Advanced</b>
<b>Student Group</b>	<b>01-02 Baseline</b>
All Students	N/A
African American/Black	N/A
American Indian/Native Alaskan	N/A
Asian/Pacific Islander	N/A
Hispanic	N/A
White	N/A
Other	N/A
Students with Disabilities	N/A
Students without Disabilities	N/A
Limited English Proficient	N/A
Economically Disadvantaged	N/A
Non-Economically Disadvantaged	N/A
Migrant	N/A
Male	N/A
Female	N/A

<b>Grade 4 Reading/Language Arts</b>	<b>Percent of Students at Proficient or Advanced</b>
<b>Student Group</b>	<b>01-02 Baseline</b>
All Students	N/A
African American/Black	N/A
American Indian/Native Alaskan	N/A
Asian/Pacific Islander	N/A
Hispanic	N/A
White	N/A
Other	N/A
Students with Disabilities	N/A
Students without Disabilities	N/A
Limited English Proficient	N/A
Economically Disadvantaged	N/A
Non-Economically Disadvantaged	N/A
Migrant	N/A
Male	N/A
Female	N/A

**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>01-02 Baseline</b>
All Students	71.29
African American/Black	53.55
American Indian/Native Alaskan	69.63
Asian/Pacific Islander	86.82
Hispanic	61.4
White	78.78
Other	72.18
Students with Disabilities	44.33
Students without Disabilities	75.17
Limited English Proficient	55.17
Economically Disadvantaged	53.55
Non-Economically Disadvantaged	78.69
Migrant	55.67
Male	70.16
Female	72.43

<b>Grade 5 Reading/Language Arts</b>	<b>Percent of Students at Proficient or Advanced</b>
<b>Student Group</b>	<b>01-02 Baseline</b>
All Students	77.86
African American/Black	62.04
American Indian/Native Alaskan	75.37
Asian/Pacific Islander	86.51
Hispanic	67.88
White	84.96
Other	79.06
Students with Disabilities	55.88
Students without Disabilities	80.89
Limited English Proficient	54.45
Economically Disadvantaged	61.98
Non-Economically Disadvantaged	84.43
Migrant	59.83
Male	74.98
Female	80.78

**BASELINE STUDENT ACHIEVEMENT DATA: GRADE 6**

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

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

**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>01-02 Baseline</b>
All Students	N/A
African American/Black	N/A
American Indian/Native Alaskan	N/A
Asian/Pacific Islander	N/A
Hispanic	N/A
White	N/A
Other	N/A
Students with Disabilities	N/A
Students without Disabilities	N/A
Limited English Proficient	N/A
Economically Disadvantaged	N/A
Non-Economically Disadvantaged	N/A
Migrant	N/A
Male	N/A
Female	N/A

<b>Grade 7 Reading/Language Arts</b>	<b>Percent of Students at Proficient or Advanced</b>
<b>Student Group</b>	<b>01-02 Baseline</b>
All Students	N/A
African American/Black	N/A
American Indian/Native Alaskan	N/A
Asian/Pacific Islander	N/A
Hispanic	N/A
White	N/A
Other	N/A
Students with Disabilities	N/A
Students without Disabilities	N/A
Limited English Proficient	N/A
Economically Disadvantaged	N/A
Non-Economically Disadvantaged	N/A
Migrant	N/A
Male	N/A
Female	N/A

**BASELINE STUDENT ACHIEVEMENT DATA: GRADE 8**

<b>Grade 8 Math</b>	<b>Percent of Students at Proficient or Advanced</b>
<b>Student Group</b>	<b>01-02 Baseline</b>
All Students	71.68
African American/Black	52.11
American Indian/Native Alaskan	63.35
Asian/Pacific Islander	88.81
Hispanic	62.31
White	78.9
Other	57.31
Students with Disabilities	33.82
Students without Disabilities	77.47
Limited English Proficient	60.02
Economically Disadvantaged	50.55
Non-Economically Disadvantaged	77.66
Migrant	44.12
Male	69.32
Female	74.18

<b>Grade 8 Reading/Language Arts</b>	<b>Percent of Students at Proficient or Advanced</b>
<b>Student Group</b>	<b>01-02 Baseline</b>
All Students	70.05
African American/Black	51.86
American Indian/Native Alaskan	62.12
Asian/Pacific Islander	79.92
Hispanic	56.51
White	77.77
Other	60.26
Students with Disabilities	33.59
Students without Disabilities	75.93
Limited English Proficient	36.62
Economically Disadvantaged	50.18
Non-Economically Disadvantaged	75.9
Migrant	62.32
Male	65.83
Female	74.48

**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	76.31
African American/Black	59.04
American Indian/Native Alaskan	68.98
Asian/Pacific Islander	86.45
Hispanic	70.38
White	81.8
Other	72.23
Students with Disabilities	47.93
Students without Disabilities	78.52
Limited English Proficient	73.23
Economically Disadvantaged	63.48
Non-Economically Disadvantaged	78.16
Migrant	77.78
Male	75.97
Female	76.65

<b>High School Reading/Language Arts</b>	<b>Percent of Students at Proficient or Advanced</b>
Student Group	01-02 Baseline
All Students	84.51
African American/Black	73.85
American Indian/Native Alaskan	85.68
Asian/Pacific Islander	86.26
Hispanic	76.27
White	88.66
Other	81.16
Students with Disabilities	53.57
Students without Disabilities	87.61
Limited English Proficient	63.04
Economically Disadvantaged	73.48
Non-Economically Disadvantaged	85.89
Migrant	25.0
Male	81.15
Female	87.81

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

In the following charts, please provide performance targets 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 grades levels to which your annual measurable objectives apply.

**VIRGINIA**  
**State Performance Targets (Annual Measurable Objectives)**

Pending the final outcome of negotiations with the USED as to the testing policies related to limited English proficient students and students with disabilities, these are Virginia's state performance targets for each performance goal. The state performance targets will be reviewed and revised, as needed, on a regular basis, as allowable under NCLB and final Title I regulations.

Performance Goal 1: All Students Will Reach High Standards, at a Minimum Attaining Proficiency or Better in Reading/Language arts and Mathematics by 2013-2014.

1.1 Performance indicator: The percentage of students, in the aggregate and for each subgroup, who are at or above the proficient level in reading/language arts on the State's assessments. These subgroups are those for which the ESEA requires State reporting under 1111(h)(1)(C)(i): students with disabilities, major racial/ethnic groups, economically disadvantaged, limited English proficient, migrant status, gender

1.1.1 State Performance Target: The percentage of students, in the aggregate and for each subgroup, who are at or above the proficient level in reading/language arts on statewide assessments is established for each school year from 2002-2003 through 2013-2014 in accordance with the following table:

2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Starting Point												
60.7	61.0	61.0	Int. Goal 70.0	70.0	70.0	Int. Goal 80.0	80.0	80.0	Int. Goal 90.0	90.0	90.0	Goal: 100%

1.2 Performance indicator: the percentage of students, in the aggregate and for each subgroup, who are at or above the proficient level in mathematics on the State's assessments. These subgroups are those for which the ESEA requires State reporting under 1111(h)(1)(C)(i): students with disabilities, major racial/ethnic groups, economically disadvantaged, limited English proficient, migrant status, gender

1.2.1 State Performance Target: The percentage of students, in the aggregate and for each subgroup, who are at or above the proficient level in mathematics on statewide assessments is established for each school year from 2002-2003 through 2013-2014 in accordance with the following table:

2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Starting Point												
58.4	59.0	59.0	Int. Goal 70.0	70.0	70.0	Int. Goal 80.0	80.0	80.0	Int. Goal 90.0	90.0	90.0	Goal: 100%

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2.2 Performance Indicator: The percentage of limited English proficient students who are at or above the proficient level in reading/language arts on the State's assessment, as reported for Performance Indicator 1.1

Annual measurable objectives for reading/language arts, expressed as pass rates:

2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Starting Point												
60.7	61.0	61.0	70.0	70.0	70.0	80.0	80.0	80.0	90.0	90.0	90.0	: 100%

2.3 Performance Indicator: The percentage of limited English proficient students who are at or above the proficient level in mathematics on the State's assessment, as reported for Performance Indicator 1.2

Annual measurable objectives for mathematics, expressed as pass rates:

2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Starting Point												
58.4	59.0	59.0	Int. Goal 70.0	70.0	70.0	Int. Goal 80.0	80.0	80.0	Int. Goal 90.0	90.0	90.0	Goal: 100%

Baseline Data and Performance Targets for Performance Indicator 1.3

In the following chart, please provide baseline data and performance targets for the percentage of Title I schools that make adequate yearly progress. For baseline data, please 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, please 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.

<b>Baseline Data and Targets</b>	<b>Percentage of Title I Schools Making Adequate Yearly Progress</b>
2001-2002 Baseline	*96
2002-2003 Target	5
2003-2004 Target	10
2004-2005 Target	15
2005-2006 Target	25
2006-2007 Target	35
2007-2008 Target	45
2008-2009 Target	55
2009-2010 Target	65
2010-2011 Target	75
2011-2012 Target	85
2012-2013 Target	95
2013-2014 Target	100

\* The baseline data presented represents the percentage of Title I schools meeting AYP according to the definition approved by the United States Department of Education under the 1994 re-authorization of ESEA. The targets for 2002-2003 and for the ensuing years represent significantly lower percentages. These targets are based on a preliminary analysis of available data that shows significantly fewer Title I schools would make AYP based on the established starting points.

**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.

<b>BASELINE DATA AND PERFORMANCE INDICATORS FOR STATE IDENTIFIED GOALS AND INDICATORS</b>
<b>N/A</b>

**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**

As described in the Consolidated Application approved by USED July 2, 2002, the Virginia Board of Education has adopted challenging content standards called the Standards of Learning as the base of a comprehensive reform effort begun in 1995. A list of all content areas for which Standards of Learning have been developed, as well as the Standards of Learning themselves, are available at the Virginia Department of Education Web site at <http://www.pen.k12.va.us/VDOE/Instruction/sol.html>.

The Standards of Learning set forth minimum learning standards for students at every grade level, kindergarten through grade 8, and for high school courses. The Standards of Learning set reasonable targets and expectations for what teachers need to teach and students need to learn. The Standards of Learning are not intended to encompass the entire curriculum for a given grade level or course or to prescribe how the content should be taught; rather they are to be incorporated into a broader, locally designed curriculum.

The Standards of Learning adopted in mathematics and English (reading/language arts) meet the requirements of Title I, Part A of the Elementary and Secondary Education Act. The attached letter from the USED, Title I Office (Attachment A), documents approval of these content standards.

The Code of Virginia § 22.1-253.13:1-2 requires the Virginia Board of Education to establish a regular schedule for the review, and revision as may be necessary, of the Standards of Learning in all subject areas. The review of each subject area is required at least once every seven years. The Board of Education adopted minor revisions to the 1995 Mathematics Standards of Learning in October 2001. Additionally, the Board adopted minor revisions to the Standards of Learning for English (reading/language arts) and new English Language Proficiency Standards of Learning for limited English proficient (LEP) students in November 2002.

**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**

As described in the Consolidated Application approved by USED July 2, 2002, Virginia has adopted challenging content standards, called the Standards of Learning, in science that meet the requirements of section 1111(b)(1). The Virginia Board of Education adopted the content standards in science in 1995 as part of a comprehensive reform effort. The Board of Education adopted minor revisions to the 1995 Science Standards of Learning in January 2003. The standards will be reviewed and revised if necessary every seven years.

The Science Standards of Learning set forth minimum learning standards for students at every grade level, kindergarten through grade eight, and for high school science courses. The Standards of Learning set reasonable targets and expectations for what teachers need to teach and students need to learn. The standards are not intended to encompass the entire curriculum for a given grade level or course or to prescribe how the content should be taught; the standards are to be incorporated into a broader, locally designed curriculum. The Science Standards of Learning are available at <http://www.pen.k12.va.us/VDOE/Instruction/sol.html>.

**1c. Please 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**

**Virginia's Current Testing Program**

As described in the Consolidated Application approved by USED July 2, 2002, Virginia's current Standards of Learning (SOL) Assessment Program includes tests in mathematics, English (reading), and science administered at grades 3, 5, and 8. These tests are cumulative in nature. For example, the grade 3 tests cover content taught in kindergarten through grade 3. The grade 5 tests cover content covered in grades 4 and 5, and the grade 8 tests cover content taught in grades 6, 7, and 8. In addition, end-of-course tests are administered at the end of certain high school courses and include English: Reading, Algebra I, Geometry, Algebra II, Earth Science, Biology, and Chemistry. A plan for augmenting the current SOL assessment program to meet the requirements of the No Child Left Behind legislation may be found below.

**Schedule for Revisions of Content Standards**

Virginia's Standards of Learning in mathematics were revised in 2001. The Standards of Learning in English and science were revised in November 2002 and January 2003, respectfully. The current schedule for revision of the content standards calls for them to be revised at least every seven years.

**Schedule for Test Development**

New tests in mathematics and reading will be developed for grades 4, 6, and 7. As these new tests are implemented, the cumulative tests currently administered at grades 5 and 8 will be modified to measure only the content taught at that grade level. While new items that measure the revised content standards in science will be developed and field tested, no new test development in science will be required.

The plan for developing additional assessments for certain students with disabilities and students with limited English proficiency is described in Virginia's Consolidated Application Accountability Workbook, critical elements 5.3 and 5.4, adopted by the Board of Education on April 29, 2003.

**2002-2003**

**Reading and Mathematics**

Preliminary test blueprints and new items for annual mathematics and reading tests in grades 3, 4, 5, 6, 7 and 8 will be developed in 2002-2003. Committees of educators representing Virginia school divisions will review the preliminary test blueprints and the proposed test items in summer 2003.

**Science**

Development of items that measure the new science standards will begin in 2003-2004. However, no additional test development will be required.

**1c. Please 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. (continued)**

**STATE RESPONSE**

**2003-2004**

**Mathematics and reading test development:** The development of new items for annual reading and mathematics tests in grades 3,4, 5, 6, 7, and 8 will continue. Field testing of the new items will begin. Field test items for grades 3, 5, and 8 will be embedded in the existing cumulative tests. New test items for the grades 4,6, and 7 tests will be field tested in stand-alone field test forms with a sample of students. Committees of Virginia educators will review proposed items.

**Science test development:** New items that measure the revised content standards in science will be developed for the science tests given in grades 3, 5, and 8 and end-of-course tests administered in Earth Science, Chemistry, and Biology. Committees of educators representing Virginia school divisions will review the proposed test items. New field test items will be embedded in the existing tests. No new test development will be required.

**2004-2005**

**Mathematics and reading test development:** The development and field testing of new items for annual reading and mathematics tests in grades 3, 4, 5, 6, 7, and 8 will continue. Field test items for grades 3, 5, and 8 will be embedded in the existing cumulative tests. New test items for the grades 4,6, and 7 tests will be field tested in stand-alone test forms with a sample of students. Committees of Virginia educators will continue to review proposed items.

**Science test development:** The development and field testing of new items for the science tests given in grades 3, 5, and 8 and end-of-course tests administered in Earth Science, Chemistry, and Biology will continue. Committees of educators representing Virginia school divisions will continue to review the proposed test items. New field test items will be embedded in the existing tests. No new test development will be required

**1c. Please provide detailed timeline for 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. (continued)**

**STATE RESPONSE**

**2005-2006**

**Test administered:** The new mathematics and reading tests in grades 3, 4, 5, 6, 7, and 8 will be administered for the first time. End-of-course tests in English, Reading and in Algebra I, Geometry, and Algebra II will continue to be administered. Science tests will continue to be administered in grades 3, 5, and 8 and in Earth Science, Biology, and Chemistry.

**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 for Development of Achievement Standards for New Tests**

As described in the Consolidated Application approved by USED July 2, 2002, the new annual tests in reading and mathematics will be administered to students in grades 3, 4, 5, 6, 7, and 8 for the first time in 2005-2006. Prior to this administration, achievement standards that describe the knowledge and skills represented by each of the three proficiency levels: 1) fails/does not meet the standards, 2) proficient, and 3) advanced will be developed. In addition, committees of Virginia educators which may also include representatives from the business community and private citizens will be convened to recommend minimum scores that represent "proficient" and "advanced." The Virginia Board of Education will consider the recommendations of the standard setting committees and adopt minimum passing scores for ratings of "proficient" and "advanced."

Achievement standards for Virginia Science Standards of Learning assessments were established in 1998 using the above process.