



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF THE DEPUTY SECRETARY

November 14, 2012

The Honorable Deval Patrick
Office of the Governor
State House, Room 360
Boston, Massachusetts 02133

Dear Governor Patrick:

I am writing in response to Massachusetts' request to amend its approved Race to the Top grant project. On November 5, 2012, the State submitted amendment requests to the U.S. Department of Education (Department). As you are aware, the Department has the authority to approve amendments to your plan and budget, provided that such a change does not alter the scope or objectives of the approved proposal. On October 4, 2011, the Department sent a letter and revised "Grant Amendment Submission Process" document to Governors of grantee States indicating the process by which amendments would be reviewed and approved or denied. To determine whether approval could be granted, the Department has applied the conditions noted in the document, and compared it with the Race to the Top program *Principles*, which are also included in that document.

I approve the following amendments:

- Align the State's performance measure for science, technology, engineering, and mathematics (STEM) that relates to performance on the mathematics State assessment to the State's revised student outcomes goals and targets on the mathematics State assessment, which was approved on September 5, 2012. In particular, revise the measure "Accelerate the increase in overall achievement on the mathematics MCAS by 15% from 2009 to 2014: Percentage of students proficient or advanced on the mathematics MCAS" to "Increase overall mathematics MCAS performance, as measured by CPI, to 84.9 by 2014." This revised target is in alignment with the State's goal to halve the statewide proficiency gap, as measured by the Composite Performance Index (CPI), overall and by subgroup, by 2017, as specified in the State's approved Elementary and Secondary Education Flexibility request.

It is our understanding that these amendments will not substantially change the Scope of Work.

If you need any assistance or have any questions regarding Race to the Top, please do not hesitate to contact your Race to the Top Program Officer, Bridget Kelly, at 202-453-5534 or Bridget.Kelly@ed.gov.

Sincerely,

/ /s/ /

Ann Whalen
Director, Program and Policy Implementation
Implementation and Support Unit

cc: Commissioner Mitchell Chester
Carrie Conaway
Helene Bettencourt
Saeyun Lee

Appendix

Table A:
Revised State Assessment Goals and Targets for Mathematics (approved September 5, 2012)

State Assessment Achievement Goals

The State will halve the statewide proficiency gap, as measured by the Composite Performance Index (CPI), overall and by subgroup, by 2017. The baseline proficiency gaps are established by using a subgroup's 2011 CPI in comparison to total proficiency (CPI of 100) for that subgroup alone. In the CPI, a student's score of "Proficient or better" is represented as 100 points; "Needs Improvement High" is represented by 75 points; "Needs Improvement Low" is represented by 50 points, "Warning/Failing High" is represented by 25 points, and "Warning/Failing Low" is represented by zero points. The CPI for an LEA, school, or student group is calculated by dividing the total number of points by the number of students in the group.

State Assessment - Mathematics

Group	SY 2013-2014 CPI
All students	84.90
American Indian or Alaska Native	79.53
Asian	92.10
Black or African American	73.80
Hispanic or Latino	73.30
White	88.20
Children with Disabilities	68.30
Limited English Proficient	71.50
Low Income	75.50